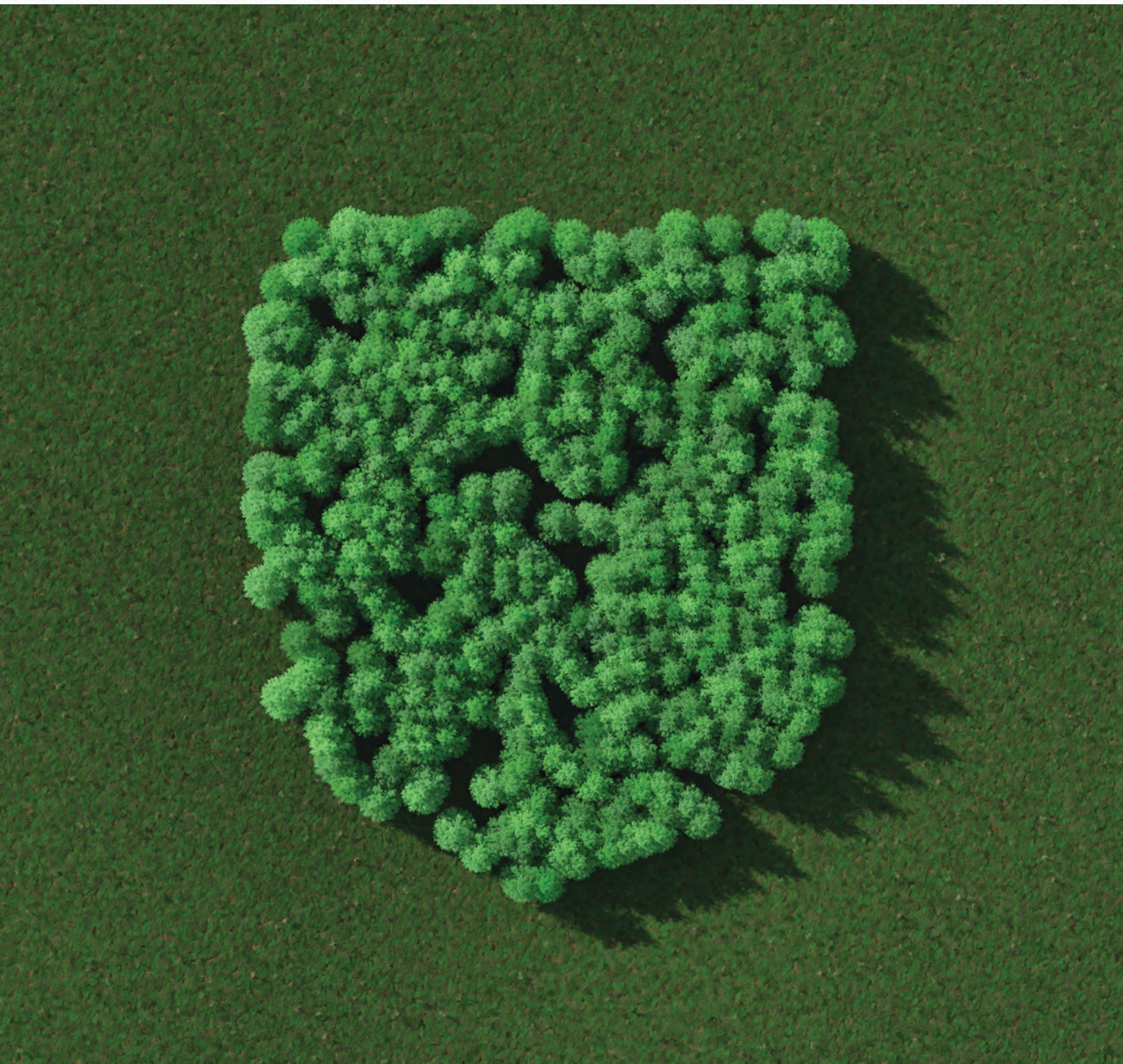




CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Communication on progress

UN Global Compact



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Chief Executive introduction

When world leaders concluded their sometimes fractious, tense and ultimately hopeful negotiations at COP26, it was a sobering moment. Everyone faces an immense challenge if we are to reduce carbon emissions and limit temperature rises to 1.5C. It will require innovation and compromise alike.

That Glasgow agreement pleased some, disappointed others, and gave all of us a renewed focus on how to accelerate the transition from fossil fuel dependency to a net zero world.

For Cambridge University Press & Assessment, this focus on sustainability is at the heart of our newly integrated business.

As this report shows, sustainability links to every part of our mission. It encourages us to drive innovation, mitigate risk, attract and retain talent, build trust, and ultimately grow as we pursue our mission.

We are working to reduce our environmental footprint across all our operations, products and services. That's true from the personal – staff fill their own water and coffee cups – to the system-wide as we work towards a carbon zero supply chain.

Our science-based targets include a commitment to a 72 per cent reduction in all energy-related emissions by 2030 and from there to reach carbon zero, where we continue to strive to find ways to beat our end date of 2048 in reaching that crucial goal.

Creating a better future for all in a way that enhances, not reduces, the natural world is what we believe in, and it is what the teachers, learners and researchers whom we exist to serve rightly demand.

That means embodying the principles of the UN Global Compact, which connect sustainability and the environment with other crucial values, like human rights and working against corruption.

This has been a period of new crises, and in facing them we adapt and innovate. You see that in the way our people responded to Covid-19, delivering digitally, and meeting the needs of millions of learners, educators and researchers. Or in the way our teams swiftly offered free learning and assessment resources to Ukrainians affected by conflict.

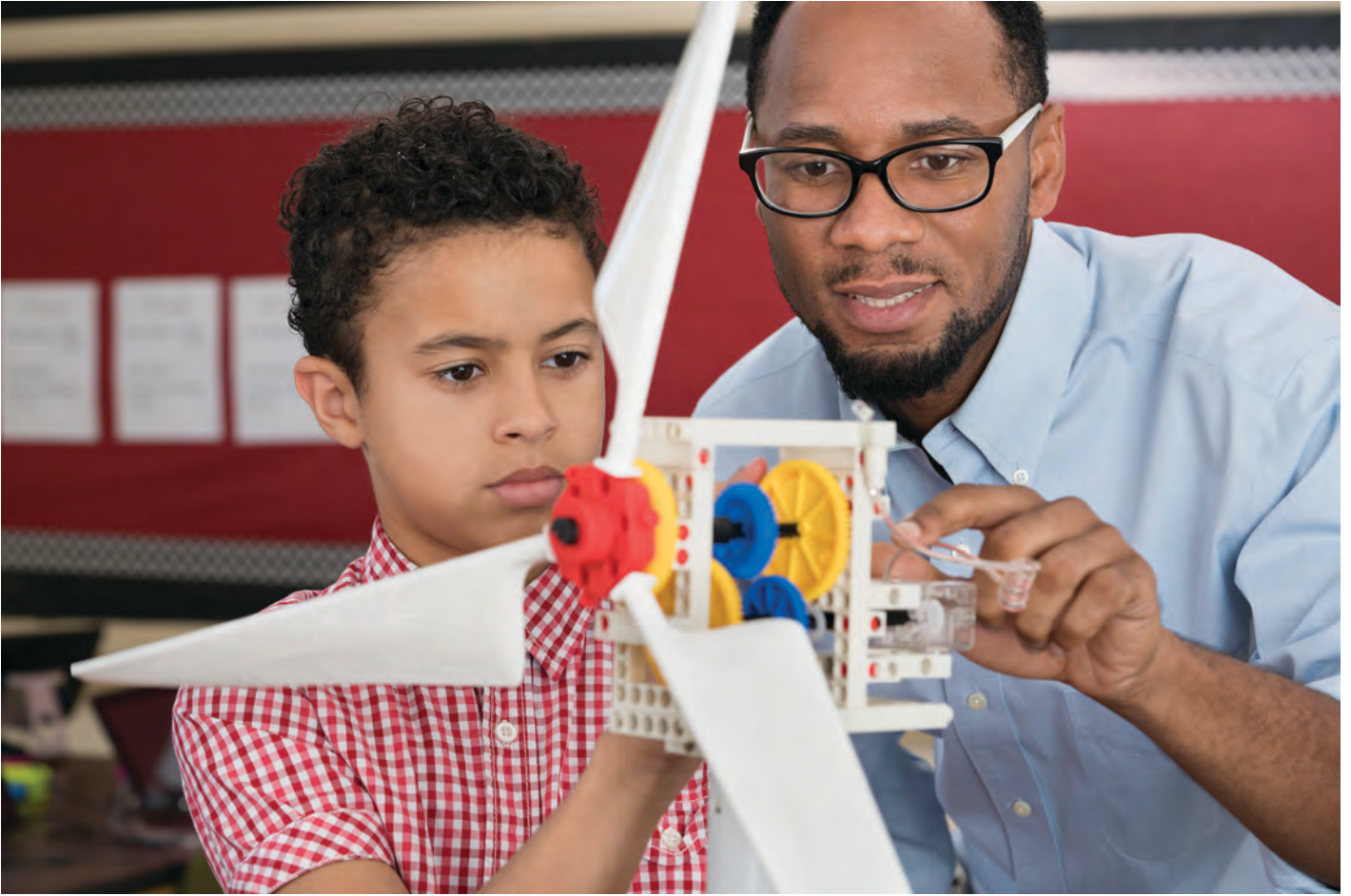
As we navigate such crises – from infectious disease to war to the climate emergency – education and research become even more important and powerful. They unlock potential, help solve seemingly intractable problems and build bridges. They can help us turn mitigation into ambition.

As we are an integrated organisation, our potential impact is growing rapidly. That can help us to play our part in meeting the challenge of sustainability which faces everyone who shares this extraordinary planet.

“

Sustainability links to every part of our mission.”

Peter Phillips, Chief Executive



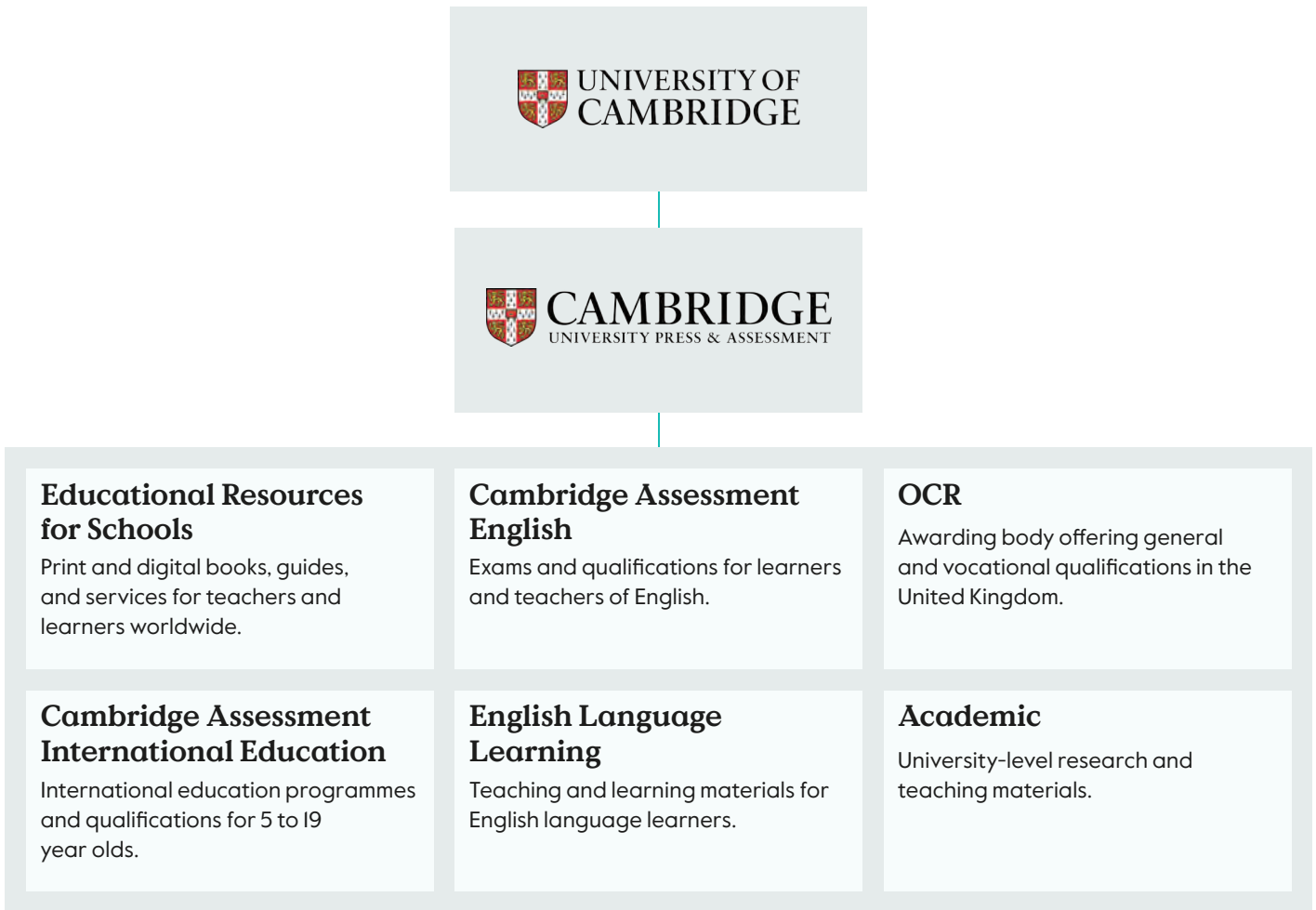
About Cambridge University Press & Assessment

We help millions of people worldwide unlock their potential. Our qualifications, assessments, academic publications and original research spread knowledge, spark curiosity and aid understanding around the world. We exist to further the mission of the University of Cambridge: *to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.*

We became Cambridge University Press & Assessment on 1 August 2021, bringing Cambridge Assessment and Cambridge University Press together as one organisation. Our two founding organisations have a long-entwined history, from a starting point in December 1858 when the Press first printed exam papers for the University of Cambridge Local Examinations Syndicate to today's world-spanning collaboration supporting the future of teaching, learning, assessment and research. Since this date we've administered local examinations for students, with the aim of raising standards in education. We published our first book in **1584**, making us the oldest publishing house in the world.

As Cambridge University Press & Assessment, we support the future of teaching, learning, assessment and research globally. Our global team is made up of 5985 people in 47 locations around the world; 3569 of whom are based in our Cambridge campus in the United Kingdom; 318 in our wider UK offices and operational facilities and 2098 colleagues internationally.

Our business spans six key areas:



Because we are a not-for-profit organisation, our financial success is reinvested in progressing the Cambridge mission, enabling us to invest in and expand on the good we do. We maximise this impact through careful listening and collaboration to develop innovative products and services that are relevant, exciting and inspiring. We believe in opening opportunities, discovering possibilities, and helping people across the world to realise their potential, benefitting society and the planet.

Impact that supports people and planet runs through the heart of our organisation. Community engagement, colleague volunteering and charitable giving are an important part of our culture, and our colleagues are encouraged to use their time and skills to help people fulfil their potential wherever they are needed.

We are committed to carrying out our business sustainably, lawfully, ethically and with integrity – no matter where in the world we operate. This philosophy of fairness and integrity runs through everything we do, and we are committed to the delivery of our goals through integrating our values of responsibility, collaboration, innovation and empowerment in the way we work together, both in teams and as individuals.



Human rights

Principle 1: businesses should support and respect the protection of internationally proclaimed human rights; and

Principle 2: make sure that they are not complicit in human rights abuses.

Anyone who encounters Cambridge University Press & Assessment will be treated with respect and dignity

From day one of our new organisation, we have operated under a new and comprehensive Code of Ethics: our guide to what we expect of ourselves in terms of our ethics and behaviour. In the first month of operations all colleagues were required to read and confirm acceptance of the Code, which covers areas such as promoting diversity and inclusion; sustainable business and trade practices; speaking up and seeking guidance; and interacting with customers. All colleagues are required to re-read the Code annually throughout their employment.

As Cambridge University Press & Assessment, we are clear that adherence to our approach to ethics is extended to our partners and suppliers, and from August 2021, have been working to overtly embed the principle of human rights for all into our new processes and policies. This reporting year we have redeveloped our standard supplier terms and conditions, and require that all our suppliers and third-party contractors agree to align themselves with the United Nations (UN) Universal Declaration of Human Rights across their operations.

To monitor adherence to these standards, we are systematically mapping our supply chain to better understand areas of risk for human rights abuses. This communication year we have mapped and audited 25 per cent of our top-spend organisations to the [SMETA](#).

[standard](#) using the [Sedex mapping tool](#). Data on where child labour, modern slavery, human rights and working hours violations are at risk of occurring now directly contributes, to how we source, negotiate with, and contract our suppliers.

In the next 12 months, we will map a further 25 per cent of our top-spend supply chain, and are in the planning stage of integrating more intuitive sustainability reporting and risk analysis tools into our procurement processes. This will provide us with the capability to physically audit areas of our supply chain to confirm adherence to our terms and conditions.

As the world considers its post-pandemic future, the wellbeing of our people continues to underpin our approach to ways of working. Hybrid and flexible working will be retained globally as we navigate a safe transition to post-Covid-19 working patterns. We are asking colleagues to set the pace of transition appropriate to their teams and local contexts, with recognition of the trauma that many colleagues and customers have suffered and the need for a flexible pace of change to re-adapt. As a combined organisation we recommitted to supporting the mental health of our people with a comprehensive global Employee Assistance Programme providing a helpline and counselling to all employees, and extending cover in local languages to all employees from May 2022. We also provide an active Mental Health Ambassador Network, access to a free meditation app, and coaching and mentoring resources. In March 2022, we launched 'Long Covid Cafés' to help colleagues build understanding and shared experiences around Covid-19.

As part of our commitment to equal rights for all, we recognise that there is more we can do as a combined organisation to tackle inequality among our own operations. We proactively measure and report on our UK gender pay gap. At 18.9 per cent for former Press colleagues and 8.2 per cent for former Assessment colleagues, this remains below the UK average. However, over the last reporting year (March 2020 to March 2021) we have seen a <0.5 per cent improvement in this gap, with progress impacted by Covid-19 and the reorganisation of internal processes.

In March 2022, we launched an action plan to drive improvements in the year ahead. This includes increasing the diversity of shortlists for recruitment and promotions, and emphasising options for part-time working in all roles, at all job levels. We do not believe that responsibilities outside of work should become a barrier to career progression. We will begin to gather and monitor our gender pay gap in the USA and Spain, with a committee already in place across our Iberian operations aligning our plans with the Spanish Ministry of Equality. We will also continue to align roles across the organisation to enable greater pay transparency across all areas.

Case study – prevention of sexual exploitation and abuse

Cambridge does not tolerate any form of bullying, harassment, sexual exploitation, or abuse and seeks to promote the safeguarding and wellbeing of all individuals we work with and for. Every reported incident or concern will be taken seriously and investigated where necessary, to ensure appropriate action is taken. This principle extends to our employees, our business partners, our learners, our authors, and the citizens of the communities where we operate. Our processes on preventing and reporting sexual exploitation and abuse were a priority for alignment in our new organisation.

However, we recognise that preventing abuse and supporting victims is a complex and difficult role that must be approached with sensitivity and compassion. We work with a wide range of international organisations, and it is essential that our people feel confident and supported to act effectively and collaboratively with our partners to protect children and other vulnerable people who we interact with.

In September 2021, as part of our partnership to develop curricula and support teaching and learning for Rohingya refugees in Cox's Bazar, we worked with UNICEF to develop a 2-3 year action plan to improve our approach to the prevention of sexual exploitation and abuse across our operations. This action plan includes the development of policies and processes aligned to international frameworks on prevention of sexual exploitation and abuse, and the development

of a comprehensive policy on safeguarding. To help build the confidence of our people in tackling sexual exploitation and abuse, we began a training scheme to bring colleagues up to speed on the UN Standards of Conduct on Sexual Exploitation and Abuse prevention. Using the UNICEF Agora course, we trialled training with all Cambridge Partnership for Education (CPE) colleagues working with UNICEF in Cox's Bazar. Once all front-line colleagues were trained, at the end of January 2022 training was rolled out to the entire CPE team.

It is now compulsory that new CPE joiners complete the training within two months of having joined the organisation, and a re-training schedule is being explored as part of standard compliance training.

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This course was an ideal accompaniment to the work that we do to provide access to education for even the most vulnerable learners globally. The training gave us access to clear, real-world examples and has given the team more confidence in feeling able to spot abuse where it may occur and how to work with partners on the ground to provide victim support.”

Amanda Harper, Project Manager, Cambridge Partnership for Education



Labour

Principle 3: businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

Principle 4: the elimination of all forms of forced and compulsory labour;

Principle 5: the effective abolition of child labour; and

Principle 6: the elimination of discrimination in respect of employment and occupation.

We value differences and diversity in all that we do

We embrace the principle of collective consultation via a range of established forums. We support five Staff Consultative Committees across our operations that work closely with policy and strategy teams to integrate the concerns and interests of our people into all areas of the business.

While we do not utilise collective bargaining, we support 12 influential Staff Networks that champion the diversity of our colleagues and learners, and ensure all backgrounds are respected and valued in our products, services and activities. These groups have the remit to enact real change and are integral to how our business operates. This year we have built protected time into committee members' working week to support network initiatives, and have provided access to funds to drive employee engagement, undertake consultation work and support the organisation to keep up to date with global developments. All networks are supported by our Global equality, diversity, inclusion and belonging (EDIB) Steering Committee, which facilitates embedding EDIB change initiatives into business practice and planning.

Ahead of integration, we developed a Cambridge approach to Anti-Modern Slavery considering processes across our combined finance and procurement systems. We are working with the [Sedex mapping tool](#) using the [SMETA standard](#) to capture information on the risks of slavery and child labour across our supply chain as a part of our wider approach to human rights. To increase awareness of the risks of slavery and how these can manifest, we are scoping 'all staff' training on human rights and anti-modern slavery for launch from May 2022.

We value people for who they are, and are committed to EDIB across our operations, in our decision making and across our networks. We operate under the principle that all people should have an equal chance to grow, learn, contribute and advance. As we see a widening in global inequalities resulting from the pandemic, we have an opportunity to shape our systems, policies and processes to advance social equity.

We are developing an equality, diversity and inclusion strategy to hold us to account for driving global change. We will ensure that all colleagues feel safe at work, have equal opportunities regardless of their background, and that we act swiftly and effectively wherever discrimination is uncovered, in whatever form. This strategy is being developed from a comprehensive culture diagnostic undertaken between October 2021 and March 2022, and is due for launch in June 2022.

As we consult ahead of launch, we have progressed several initiatives aimed at improving the inclusivity of our culture and operations.

Building on Cambridge Assessment's attainment of Level 1 on the Disability Confident framework in 2020, we are just over 50 per cent of the way through an action plan to achieve Level 2 across Cambridge by early 2023. This includes the development of an internal support scheme for colleagues with newly diagnosed conditions, and launching an 'adjustment passport' to help colleagues communicate additional support or adjustment needs to managers and future employers by making the passport transferable.

We want to build a culture of empowerment where all people can thrive and for our leadership teams to be truly representative of the 50 territories in which we operate. To support us on this journey, we are transforming the way in which we lead and recruit.

Inclusive thinking is central to our new leadership model. We want our leaders to learn from others, seek diversity of opinion, encourage colleagues to challenge their personal bias and bias in others, and invite, listen to and act on feedback. We have launched a leadership academy to embed this thinking, covering training on conscious inclusion and data literacy to support leaders to take data-based decisions derived from our culture diagnostic.

To support our recruiting managers to widen the diversity of their teams, we have re-developed our recruitment system, providing recruiting managers with information on the diversity of candidate pools. Workshops are now also available to teams across the business who experience low rates of progression through various career specialisms to support widening access to career opportunities.

We are also focusing on changing the way in which we learn. This includes moving away from 'pre-set programmes of learning' to self-directed learning pathways that are more open and inclusive for everyone. Our people will be able to follow learning routes that suit their individual needs, experiences and ambitions. To build capability on data-based decision making, we are focusing on data management and literacy as we launch these new models across the organisation.

As we are a global education organisation, our commitment to diversity and inclusion includes improving representation through our partnerships, products and content. This communication period, we have researched and consulted widely on the inclusivity of our publishing, assessment and education services. This has included book and journal author surveys and mechanisms for our authors to contribute feedback on the inclusivity of our publishing programmes as part of their experience of working with us. An active research group has developed 'product principles' to guide the organisation towards improvements and is running training for all product owners and managers throughout 2022 on how to integrate these across our products and services.

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We want to build a culture of empowerment where all people can thrive ...”

Level 2

Working towards Level 2 on the Disability Confident framework, to ensure every disabled person has the opportunity to succeed

Case study – widening access to employment at Cambridge

Young people have a huge amount to offer any organisation. By bringing new ideas into the workplace, they help businesses to develop new ways of working, engage with their community and customers, and invest in future skills. And yet, despite being the most academically qualified generation ever, young people are struggling to access employment and report feeling unprepared and unequipped to enter the workplace when they leave full-time education. (Source: YMCA England & Wales, 2021)

As we change the way in which we recruit, we are actively opening opportunities to more young people. Working with the [Kickstart Scheme](#) is one way in which we are helping young people transition from education to the workplace and gain valuable skills. One of our first 'kickstarters', Bathsheba Lockwood Brook, reflects on her experiences at Cambridge University Press & Assessment.

“

I started working for Cambridge University Press & Assessment in February 2022, on a placement organised by the government's Kickstart Scheme, which aims to support young people aged 16–24 into employment. As an assistant for equality, diversity, inclusion and belonging (EDIB) I've had the chance to work on a wide and incredibly varied range of projects in the few months that I've been here.

One of the aspects of the role that I find the most enjoyable is the chance to meet so many different people. EDIB is a vital part of the work of the organisation and as such, I spent my first week getting to know a multitude of

colleagues, both in Cambridge and from many of our global offices. Building networks and making professional connections can often feel challenging at early career level, but the welcome I've received has really helped me gain confidence in forming and maintaining vital relationships.

In my first couple of weeks, I participated in a career carousel event organised for World Book Day, had the chance to sit in on strategy meetings, and supported the development of papers for the Executive Board. I've also been supporting work on the Gender Pay Gap report, which was a valuable opportunity for me to learn how to bring a project together, co-ordinate colleagues from different teams and then produce a paper. I'm currently working on a project to increase and diversify our global outreach, researching internship programmes to boost our engagement with a more diverse talent pool worldwide.

The variety and flexibility of my job is immensely valuable to me, both personally and professionally. It's been an amazing opportunity to develop skills and gain tangible experience in areas I would never have predicted – from content writing and communications planning to helping plan events and supporting staff networks. I can't wait to see where the placement takes me next!”

Bathsheba Lockwood Brook, diversity, inclusion and belonging assistant



Environment

Principle 7: businesses should support a precautionary approach to environmental challenges;

Principle 8: undertake initiatives to promote greater environmental responsibility; and

Principle 9: encourage the development and diffusion of environmentally friendly technologies.

We strive to enhance the natural world for all

Our learners and researchers are highly engaged in safeguarding the future of our planet, and we are committed to being part of a future in which they, and the rest of society, can thrive.

At Cambridge University Press & Assessment, our responsibility towards the planet begins with embedding responsible environmental stewardship across our global operations. Our priority this reporting period has been to build an integrated environmental management system (EMS) and a comprehensive baseline of our global impacts. Considering compliance with a range of international frameworks, including the ISO 14001 framework and the Global Reporting Initiative (GRI) data standard, we are building an EMS that gives us the ability to assure our stakeholders that our environmental impact is being measured and improved, and that we are tracking best practice and trends over time. In January 2022, we began the process of onboarding the [UL360](#) tool to our suite of software to improve the analysis and automation of our environmental sustainability data.

From phase one of our data gathering, we have developed science-based targets for Scope 1 and 2 emissions in alignment with the Kyoto Protocol and the Greenhouse Gas Protocol Corporate Accounting and Reporting standard. We have a target to achieve carbon zero by 2048, with an updated interim target for the new organisation of achieving a 72 per cent reduction in all energy-related emissions by 2030. This represents a required annual decrease of 9.8 per cent annually.

Across the UK, our Scope 1 and 2 reduction performance has been strong against our baseline year (FY 2018/19), with a 17 per cent reduction in FY 2019/20. In FY 2020/21, we tracked a 2 per cent increase in scope 1 and 2 emissions, although this remained 1.8 per cent lower than our science-based target. While reductions in this period are attributable to implementing both energy efficiency measures across our premises and the installation of photovoltaics on the University Printing House in 2019, they have also been heavily influenced by the Covid-related closures of premises and continued home working in 2021. In addition, reductions in UK national grid emissions intensity have contributed to a drop in reported emissions for our Scope 2 (electricity) emissions.

Across the second half of this communication year and into the next, we are increasing the scale of our data gathering to set science-based targets for Scope 3. We are working collaboratively with our supply chain and fellow publishing and assessment organisations to gather data on our activities, for example, sharing Scope 3 data via the [Book Chain project](#). In October 2021, we became a founding signatory of the [UK Publishers Association's Publishing Declares](#) sustainability pledge, and we are working as a member of its sustainability taskforce to drive information sharing across the sector.

The world has made a rapid switch from paper to digital communication during Covid-19, and while moving from print to digital reduces emissions, it does not eliminate them. We are engaging in analysis of the impact of our digital activity as part of our drive to understand our Scope 3 emissions. Using [DIMPACT](#), a tool created by sustainability consultants [Carnstone](#) and the University of Bristol, we are using the results of carbon foot-printing our academic websites and digital publishing in 2020 to explore ways to cut digital emissions. We have adopted guidelines on creating more sustainable webpages, which are informing our brand and marketing strategies.

To build our approach to our wider environmental impacts, we have analysed our organisational alignment with the UN Sustainable Development Goals and have focused our attention on our most material concerns: paper, water use and contamination, and plastic.

Forests and their ability to sequester carbon are crucial tools in the fight against climate change. We are systematically switching to Forest Stewardship Council (FSC) certified paper use to support improvements in the sustainability of forestry stock globally. We are on track to achieve 60 per cent FSC paper certification by July 2022. Across our international assessment operations, we have switched from virgin to post-consumer recycle plastic packaging, overall reducing the plastic used on question paper packs by 21 per cent; removed CDs from use in our internal assessment processes, and actively invested in research in technology to enable a wholesale switch from plastic to paper examination packaging.

As we make improvements to environmental performance, we recognise that one of the areas where we can best drive global change is via education. By making the latest research and thinking available to as wide a range of audiences as possible, and engaging our learners, school leaders and communities in sustainability, we can help global communities to acquire the knowledge and skills needed to promote sustainable development and lifestyles.

“

As publishers, especially publishers of the science, we clearly cannot only be publishing about the impacts of climate change, we need to change the way we work as well.”

Andri Johnston, Digital & Open Access Projects Editor



72%

reduction in our energy-related emissions by 2030

This approach covers the development of new qualifications, embedding sustainability into existing qualifications and supporting teachers to bring sustainability into the classroom. In the UK, OCR has recently announced the development of a [GCSE in Natural History](#) for first teaching in 2025 and is working with [Eco-Schools](#) and [Teach the Future](#) to advocate the importance of learners understanding and connecting to the natural world. Across Cambridge Assessment International Education, sustainability content is being systematically updated or built into syllabuses, curricula and support materials to help teachers to bring environmental sustainability topics into the classroom. And our benchmark qualifications for teaching English overseas, CELTA and DELTA, are being taken by an increasingly diverse range of learners to help more people access the language of climate change and sustainability.

233

hours contributed to
biodiversity volunteering

A brand-new GCSE in Natural History is set to be introduced from 2025, as the UK's Department for Education backs proposals by OCR, our leading UK awarding body.

Natural history could be taught to 14–16 year olds from then. Pupils will develop a rigorous understanding of the natural world: from their own local wildlife, environment and ecosystem to critical global challenges such as climate change, biodiversity and sustainability.

The move is the culmination of a decade-long campaign from environmentalists and backed by evidence from Cambridge.

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A GCSE in Natural History could be a game-changer for the nature of Britain. Everyone will have the opportunity to be nature-literate, to learn about British wildlife and how it relates to the rest of the world, which is essential for a sustainable, green future.”

Mary Colwell, Environmentalist

Our world-leading sustainability publishing in the field of climate change policy and science supports finding solutions to big, global challenges. In 2021, that publishing included popular science books such as *Drought, Flood, Fire* by Chris Funk, and the 300 journal articles and book chapters we made free to access in the run-up to the COP26 UN Climate Change Conference in November. [Cambridge Open Engage](#), our early research and pre-print platform, also hosted papers from Climate Exp0, a conference to raise ambitions for COP26.

The efforts and enthusiasm of our colleagues are both inspiring and vital in driving the overall approach to environment in our organisation. Their support is focused through an Environment Staff Network and Environment Working Groups. Initiatives from April 2021 to April 2022 have included the introduction of recycling facilities for sweet wrappers and crisp packets; the launch of a Climate Café, where colleagues can support each other and share views and feelings about the climate crisis; and a visible Veganuary campaign.

Across our Cambridge campus, catering is now 50 per cent plant based, including a range of alternatives to dairy, and in December 2021, achieved a Cambridge Sustainable Food silver award for its approach to footprint reduction. Via our volunteering programme, our people have also contributed over 233 hours to biodiversity projects in the UK by working with The Wildlife Trusts.



Anti-corruption

Principle IO: businesses should work against corruption in all its forms, including extortion and bribery.

A commitment to fair dealings underpins everything that we do

Our reputation for honesty, transparency and fairness is fundamental to everything we do. We are a trusted provider of scholarships, research and assessments to millions of learners, researchers and communities in over 170 countries.

We operate a Code of Ethics to help us do business the right way, and we also require our consultants, agents and representatives to adhere to our Third-Party Code of Conduct in all their activities. We train our employees on the expectations we have in relation to all areas of compliance with the Code. We operate seven key courses covering Bribery and Corruption, Anti-Corruption, Data Protection, Information Security, Manual Handling, Security Awareness, and Workplace Assessments, and prioritised the availability of new policies and procedures in these areas of compliance from the date our organisation integrated. These are individually accessible to each employee via their individual personnel file. In December 2021, we completed updates on our people systems to be able to better track rates of compliance across the organisation. This was accompanied with blogs and TEDx Talks about the importance of compliance to building a sustainable future, linking anti-corruption with global progress for our people.

Any violation of our Code of Ethics and/or any policies under which we operate, are regulated by the Speak Up policy. All colleagues have access to the Speak Up hotline and those using the service are protected for doing so. We accompany this with a comprehensive Conflict of Interest policy and procedures to ensure that all Cambridge colleagues can be open and transparent in their dealings with third parties.

Due to the nature of our business, we have a low appetite for taking risks relating to the integrity of data, threats of damage to assets from cyber-attacks or any increase to operational risk levels or for other actions that do not meet the standards set out in our Code of Ethics. We adhere to all international data protection laws including GDPR and the UK Freedom of Information Act.

The UN Sustainable Development Goals

Sustainability links to every part of our mission. By aligning with the UN Sustainable Development Goals, we play a part in meeting the challenges of sustainability across a broad range of interconnected issues.

The following case studies explore some of the activities we have undertaken in support of these goals:

SDG4 Quality education – supporting teachers to access quality personal development



Supporting teachers in their professional development leads to improved outcomes for learners. According to UN research, numbers of teachers meeting minimum international standards have stagnated at between 81 per cent and 85 per cent since before the outbreak of Covid-19. (Source: UN Department of Social and Economic Affairs; Sustainable Development) The professional development qualifications provided by Cambridge Assessment International Education improve global standards for teachers operating in a wide variety of contexts, often with limited access to quality professional development support.

We offer professional development qualifications for teachers, available in English, with selected syllabuses also available in Arabic, Chinese and Spanish, according to their experience and needs. All learning is structured around the spiral of learning to immerse teachers in active theories including metacognition and constructivism. All participants are provided with a dedicated mentor to encourage them to engage in reflective practice throughout and to support practising teachers who have limited access to professional networks.

Many of our teaching and learning resources are freely available on our Cambridge Assessment International Education website and include topics such as 'Getting Started With....' in thematic areas and 'Cambridge School Leader and Teacher Standards' to help schools audit and monitor improvements in practice and attainment.

Our Professional Development Qualifications and resources are driving change in teacher practice globally. Between April 2021 and April 2022,

962 teachers graduated from our programme across 26 countries. Over 87 per cent of participants in our annual programme review stated that they improved their pedagogical knowledge as a result of taking a Cambridge course, with 81 per cent stating that they had increased confidence in the classroom and in school leadership.



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We have utilized the Cambridge professional development qualification program to foster a rich, collaborative community of practice that has helped to knit our school together, with students, teachers, and administrators identifying as being part of a supportive learning organization in which everyone models a love of learning and support for others.”

Dr Russell Hazard, Director of Teaching, Learning, and Innovation, NIT Education Group, China

In the next reporting period, investment in this programme aims to increase access to an additional 3000 teachers.

SDG8 Decent work and economic growth – pathways into employment



In 2019, more than one in five of the world's young people were not in employment, education or training, and quarterly figures indicate that the rate increased from the fourth quarter of 2019 to the second quarter of 2020. Prior to the pandemic, young women were already twice as likely as young men not to be in employment, education or training. The Covid-19 crisis has worsened the gender gap among young people not in employment. (Source: UN Department of Social and Economic Affairs; Sustainable Development)

Part of our educational mission is to support young people by providing them with the skills and opportunities they need to access employment. Our programme of support includes internships, apprenticeships, work aspiration and mentoring.

In 2021, we offered four internships via [Creative Access](#) in the UK and another 14 internships in the USA and South Africa. We are launching a new internship cohort from summer 2022, working with [Leonard Cheshire](#) to widen access to our programme. Between April 2021 and April 2022, 87 apprentices will have participated in our UK apprenticeship programme, supported by £981,987 from our UK government levy. This programme provides access to a range of skills-based, professional and academic opportunities, including online and face-to-face opportunities.

We partner with [Form the Future](#) and [Speakers for Schools](#) to provide work aspiration events in the UK, and have offered both virtual and in-person events for 804 young people this year, covering topics from green jobs and sustainability, to education and technology.

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We want to see all young people move through education into rewarding and sustainable employment, whatever their background. Cambridge may have a famous university and global tech and life sciences companies but it's also the most unequal city in the UK. When employers open their doors, providing career insights, mentoring and experiences of the workplace they're sending a powerful message to young people: you can do this and you're welcome here. Our mission is to connect young people to a world of career possibilities, inspire them to dream big and empower them to fulfil their potential. Working with Cambridge University Press & Assessment makes this possible.”

Anne Bailey, CEO, Form the Future

In January 2022, our technical operations teams based in Manila launched a partnership with [SPARK](#) to help women with and without formal education to access careers in the technology sector. Kicking off on International Women's Day, colleagues from across the Philippines provided career development talks to women looking to access careers in science, technology, engineering and maths (STEM). The partnership will grow across 2022, to provide work experience sessions on specific aspects of the technology sector and on-the-ground support to women out of employment because of climate-related crises.

87

participants in our UK apprenticeship programme

SDG12 Responsible consumption and production – cultivating a sustainable print ecosystem in Africa



When our African team quantified the carbon impact of Press operations in FY 19/20, printing and paper made up 80 per cent of their emissions. More action and a different approach were needed to improve the sustainability of the African supply chain.

In early 2021, the African team decided to focus on driving sustainable forestry via the use of FSC-certified paper stock using mandatory procurement requirements to achieve their goals. This was a daunting prospect where Covid-19 still posed many supply chain and operational shocks. To help analyse the impacts played out across the supply chain, the team developed an integrated scorecard looking at the print supply chain holistically and rating suppliers based on their affordability, responsiveness, responsible paper sourcing, Book Chain Project engagement, and gender, diversity and inclusion policy.

The Press team worked with print suppliers to set an agreement on driving change. All parties recognised that affordability is a key procurement driver for local publishers, and that sustainable forestry at scale would only be possible if all stakeholders committed to sustainable practices. The team wanted to cause a ripple effect of sustainability as the market norm to ensure that cheaper unsustainable paper does not distort the market value of products, while at the same time aiming to increase the demand for FSC-graded paper to lower costs. This was a powerful achievement in such a price-sensitive market.

The South African print team has committed to have all its Press paper FSC-certified by July 2022, and is working towards promoting and embedding sustainable forestry in the South African publishing sector, working in partnership with the Publishers Association of South Africa.



SDG13 Climate action

As global nations navigate their response to COP26 via their nationally determined contributions, the role of education to accelerate change becomes even more important and powerful. Providing access to up-to-date science and research, deepening and amplifying dialogue and championing action, are essential to solve seemingly intractable problems and build bridges.

Evidence shows that education plays a key role in combatting climate change. Firstly, increasing the quality and accessibility of education – which the Cambridge Partnership for Education seeks to do in partnership with governments and organisations around the world – contributes to a reduction in emissions through developing people's knowledge, attitudes and behaviours towards climate change. In 2020, [GEM](#) reported that financing education in low- and lower-middle-income countries could reduce global emissions by 51.48 gigatons by 2050. Research ([such as that out of North Carolina State University in 2019](#)) shows dedicated climate change and environmental education can help change behaviours which harm the environment across a population. In addition, a well-educated workforce is a vital part of the industrial revolution needed to tackle climate change. We regularly speak to government officials to understand their national vision for a more sustainable economy and workforce, and explore how an education system might need to adapt to ensure the next generation has the skills required to achieve those goals.

We further accelerate the exchange of ideas around climate change via our partnerships and build richer understanding through our extensive and world-leading sustainability publishing programme. This year we joined forces with an interdisciplinary and collaborative community on Cambridge Open Engage,

where climate and sustainability researchers discover and share early research content. In May 2021, we worked with the COP26 Universities Network to organise Climate Exp0 – an online, five-day conference which brought together over 5000 academics and policymakers to discuss cutting-edge research around the themes of COP26. The archive from this event is now hosted within the community. We also joined the [Climate Change Knowledge Cooperative](#) to further widen access to the research we publish.

Individuals have participated and engaged in a range of events and conferences this year, focused on spreading information and research to aid climate action. This has included the sustainability panel of the British Council's New Directions Conference in December 2021, the Cambridge English Brighter Futures Live summit on sustainability in English language teaching in February 2022 and the Digital Education Futures Initiatives collaborative event with SHAPE Education Live in March 2022, 'What will education look like in 100 years' time?'

Sustainability is part of everyone's role at Cambridge and colleagues across our Environment Network and Environment Working Groups advocate and enhance knowledge of the natural world for all. These groups have delivered a range of climate education activities across internal and external networks; broadcasting a TEDx series to over 300 international colleagues, exploring a range of sustainability topics from increasing the sustainability of procurement, to the role of legal counsel in driving climate justice and the carbon benefits of veganism; climate bingo for international colleagues; and facilitating a range of talks from inspiring speakers such as Philip Wollen, Australian philanthropist, environmentalist and animal rights activist.



SDG14 Life below water

The sustainability of our oceans is under grave threat from plastic pollution. Reduction of single-use plastic from our operations is one of the most effective ways in which we can contribute to improving the health of the natural world, reducing our impact on coastal communities whose 3 billion citizens rely on the ocean for their livelihood. (Source: UN Department of Social and Economic Affairs; Sustainable Development)

We are committed to plastic-free product distribution and are actively investing in research to find ways to remove single-use plastic across our operations. Key developments this year include the launch of our commitment to plastic-free journals distribution by the end of 2023. From late 2020, to date, 355,000 journal copies (40 per cent of our annual journal print) have

been switched from plastic polywrap to FSC-approved paper wrapping. In conjunction with the launch of [our print reduction hub](#) on our Cambridge Core website, we are proactively supporting our journals customers in making a switch to digital publication and educating on and encouraging greener choices.

We have identified another 100 journal series for a move to paper wrapping, and across 2022, will be removing plastic wrapping from 85,000 individual print copies. This will remove the equivalent of 25 km of polywrap from our supply chain.





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