

Performance and Resources Committee

Date of Meeting	Wednesday 27 September 2023
Paper Title	Programme of Action 22-23: Review of environment and sustainability project
Agenda Item	10
Paper Number	PRC1-E
Responsible Officer	Martin Boyle, Executive Director (presented with Sue Roberts, Project Manager (Environment and Sustainability))
Status	Disclosable
Action	For Noting

1. Executive Summary

1.1 This report aims to show the progress achieved in GCRB's regional environment and sustainability project work, which is planned, delivered, and monitored under the structure of the Regional Environment and Sustainability Strategy, and funded via the regional Programme of Action.

1.2 It also outlines forthcoming activities and identifies areas for further regional work.

2. Recommendations

2.1. The committee is invited to **note** the progress of the regional Environment and Sustainability Strategy, and to provide any additional **comment**.

3. Risk and Compliance Analysis

- 3.1.** There are no specific risks, or legal implications, associated with this report. The delivery of the regional Programme of Action and of the regional Environment and Sustainability Strategy address key elements of the strategic plan and mitigate some of the regional risks.

4. Financial and Resource Analysis

- 4.1.** The financial implications associated with the year 2022-23 are set out in the report on GCRB's budget, which includes funding for the Programme of Action. This budget is monitored throughout the year and reported to committee and board.

5. Equalities Implications

- 5.1.** The regional Programme of Action provides support to learners who are at risk of exclusion. Our activities under the environment and sustainability project have included learners who are at risk of exclusion.

6. Learner Implications

- 6.1.** The resources utilised for the purpose of GCRB, the regional Programme of Action, and the Environment and Sustainability Strategy contribute to the achievement of the agreed learner outcomes in 2022-23.

Review of Environment and Sustainability Project

2022-2023 Overview

- 1.1** This report aims to show the progress achieved in GCRB's regional environment and sustainability project. It outlines forthcoming activities and identifies areas for further regional work. It outlines these activities using the structure of the Regional Environment and Sustainability Strategy.
- 1.2** Our aims have been to:
- Help reduce the Glasgow College Region's environmental footprint.
 - Aligning with the regional strategic curriculum review, contributing to Glasgow's Green Recovery, and offering learning that will help meet the Fairer, Greener Scotland priorities.
 - Offering a college experience that motivates and enables its learners, staff and partners to change their policies, ways of working or behavior to reduce climate change, consumption and waste, and support global sustainable development.
 - Developing partnerships that help shape, deliver and fund actions.
 - Contributing to regional and national environmental discourse, research and momentum.
 - Optimising collaboration in the Glasgow College Region.
- 1.3** Our strategy aligns with the Scottish Colleges' Further Education Climate Action Roadmap, and follows the themes of *Leadership and Governance, Learning and Teaching, Estates and Operations, Partnerships and Data Sharing*. It also includes the additional theme of *Communications and behaviour change*.
- 1.4** We have been most successful in the elements of our strategy where activities have relied on GCRB's drive – leadership and governance and learning and teaching.
- 1.5** We have met or exceeded all but one of our strategy's actions under *leadership and governance* and progressed regionally along the Scottish Colleges' Roadmap with the development of our strategy, creation of the Regional Environment and Sustainability Group and inclusion of sustainability in GCRB's strategy. We have also carried out what we believe to be the first multi-college survey of specifically college students' and staffs' views on this agenda. The results of our surveys should inform and measure future activities, will contribute to the regional and national discourse, and will enhance our reputation. Our surveys' value will be multiplied by their being repeated regularly.
- 1.6** We have met and exceeded our plans under *Learning and Teaching*. with the development of a regional carbon literacy training module, the extensive delivery of training on climate, waste and sustainable development to students and staff, and the forthcoming Regional Sustainability Exchanges. The need for further work in this area and throughout the Glasgow college region is evident in the results of our surveys. and in the demand for workshops, presentations and Climate Fresks. It is no surprise to educational organisations that Face-to-face training (whether online or in person) remains the most effective way to engage people.

- 1.7** We have been less successful in the elements of our strategy that need to be integrated most with the colleges' own work. Uptake under the themes of *Estates and Operations* and *Communications and behaviour* change has been inconsistent. Our colleges have their own strategies, activities, stages of progress, and priorities -all of which make it challenging to deliver actions simultaneously across the three institutions. While our planned regional behavioural change campaign did not get uptake, two colleges are now engaging in a more limited initiative to encourage light and appliance switch-offs and thus save carbon and electricity costs. This will be delivered shortly.
- 1.8** Under the theme of *Partnerships*, we have worked with EAUC, Zero Waste Scotland and Glasgow City Council. This area is one in which there is tremendous scope – and a regional need – to work with Glasgow City Council and Skills Development Scotland. The region must develop a strategic response to the skills needs arising from the Just Transition and the Climate Emergency Skills Action Plan. This would benefit our learners (current and future), our colleges – who can specialise rather than compete, the regional economy, and the communities who will benefit from the Just `transition. Or suffer under an unjust transition. College graduates will soon be expected to provide vital skills for Glasgow's Green Recovery.
- 1.9** We have carried out all our actions under the theme of Data Sharing and look forward to making a major contribution to the sector with the results of our surveys.
- 1.10** Below is a summary of many of our delivered activities, immediate plans and potential further work. Under that, we are pleased to include examples of feedback received from participants our training.

Leadership and governance

Scottish colleges roadmap	Regional strategy deliverables	Activities delivered	Future activities
<p>Gather colleges' views on sustainability. Emerging college milestone.</p>	<p>Research the views of staff and students using questionnaires and focus groups.</p>	<p>Following focus groups with staff and students at City of Glasgow College and Glasgow Kelvin College, three questionnaires were developed and then agreed by the Regional Environment and Sustainability Group.</p> <p>520 students, 98 teaching staff and 166 support staff answered surveys which are now being analysed.</p> <p>The surveys reveal the college communities' levels of engagement with environmental issues, expectations on how these issues will affect careers, opinions on the green curriculum and expectations of colleges and students' associations.</p> <p>Respondents at Glasgow Kelvin College and Glasgow Clyde College also answered questions on their travel to college, helping to meet their colleges' obligation to encourage active travel.</p> <p>Members of the Regional Environment and Sustainability Group have had access to the survey results throughout its duration.</p>	<p>The forthcoming report can be used to inform decision making on leadership, the curriculum, behaviours on campus and messaging to support the environmental and sustainability agendas and the colleges' cultures and reputations.</p> <p>The survey should be repeated regularly to capture changes in awareness, engagement, needs and demand.</p>
<p>Establish Sustainability Committee Emerging college milestone</p>	<p>Continue to develop the work of the Regional Environmental and Sustainability</p>	<p>The Regional Environmental and Sustainability Group meets monthly and has informed and progressed actions on leadership, research and carbon literacy training.</p> <p>SR also attends and contributes to the work of City of Glasgow College's Environment and Sustainability Working Group.</p>	<p>The Regional Group will continue and increase its commitment to identifying regional projects that set ambitions and achieve economies of scale.</p>

	Group to drive all deliverables.		
Hold workshop with leaders to set Net Zero target. Emerging college milestone	Hold workshop with leaders to understand their ambitions.	All three colleges have set Net Zero targets and have, or are developing, sustainability strategies.	The results of our research can influence the priorities and development of these plans.
Incorporate net zero ambitions in strategic plan and establish a ring-fenced budget Established college milestone	Incorporate environment and sustainability priorities into the regional strategy.	The GCRB strategy now commits to environmental and sustainability priorities.	

Learning and teaching

Scottish colleges roadmap	Regional strategy deliverables	Activities delivered	Future activities
<p>Deliver carbon literacy training to staff and students. Emerging college milestone</p>	<p>Collaborate to produce core regional online carbon literacy module for all staff and students.</p>	<p>We have scripted and are producing a short carbon literacy video designed to create baseline understanding among all students.</p> <p>The core content will be produced by GCRB and each college will be able to introduce the video and end it with college-specific information about activities and behavioural expectations.</p> <p>Glasgow Kelvin and Glasgow Clyde college have committed to this project and it is open to City of Glasgow College where another platform is being considered.</p>	<p>This basic training is the first stage in regional support for learning about the environment and sustainability.</p> <p>There is interest in developing course-specific modules to introduce students to the impact, opportunities and new skills needs that the climate emergency and the national commitment to sustainable development will demand.</p> <p>Given the speed at which climate science is evolving and the increasing part that these subjects play in college life, the training modules will need to be updated regularly.</p>
<p>Build climate literacy capacity in all colleges</p>	<p>Train at least one Climate Fresk facilitator in each college</p>	<p>No college has committed a volunteer to become a Climate `fresk facilitator, although GCRB is providing carbon literacy training, via EAUC, to relevant staff in all three colleges.</p> <p>SR has delivered Fresks to staff, students and students' associations in all three colleges, and to Bridge to Business– to more than 150 people in total.</p>	<p>There is a demand for more-than-basic climate change training, particularly from support and teaching staff whose work is affected by these issues.</p> <p>Our research shows that not all teaching staff feel confident enough to teach about the climate emergency. It also shows that many more confident</p>

		<p>SR has re-worked the Fresks to suit our audiences and has Climate Fresk's permission to do so.</p> <p>Glasgow Kelvin and City of Glasgow College will request more of this training (GKC has requested three Fresks for staff in May) and Glasgow Clyde College has decided not to commit to more Fresks on the grounds that they take up too much time.</p>	<p>staff do have serious gaps in their knowledge and understanding.</p> <p>Fresks take three hours and this is a considerable commitment for any staff member or learner. However, it is less than half the length of other carbon literacy courses, it is free and, with SR's revised versions, it relates directly to each audience.</p> <p>The carbon literacy video, the potential for course-specific training modules and the easy availability of Climate Fresks offer a flexible and cost-effective combination of training. All three strands should continue to be developed and used.</p>
<p>Participate in Global Goals Teach-In Leading College milestone</p>	<p>Offer integrated campaign to promote the Sustainable Development Goals, encourage staff to sign up to Teach Ins, support Teach-ins and report to organisers.</p>	<p>Communications and presentations to staff and students were offered via the Regional Group this year and there was little uptake.</p> <p>SR delivered a workshop to staff at Glasgow Kelvin College.</p> <p>SR also delivered two SDG workshops to Tourism students at City of Glasgow College.</p> <p>In 2022, SR delivered a workshop to staff at Glasgow Kelvin College, classes on computational sustainability and climate science at Glasgow Clyde College, two sessions with ESOL students at Glasgow Kelvin College, three sessions with ESOL students at City of Glasgow</p>	<p>The Scottish Government is committed to the SDGs (Sustainable Development Goals) and at least one of our colleges has signed the SDG Accord.</p> <p>There is excellent work happening in support of the SDGs in the colleges and the breadth of the goals means that they are naturally integrated into many subjects.</p> <p>Teaching in this area is, however, patchy. Our survey shows that only 16% of teaching staff have ever</p>

		<p>College and two with photography students at City of Glasgow College.</p>	<p>included the SDGs in their teaching and that 50% of staff do not want to do so. 60% of our students know nothing about the SDGs, 33% say they know a little and the remaining 7% feel that they know a lot.</p> <p>There is, therefore, a need and opportunity to work with staff, students, and students' associations to promote the SDGs within the classroom and as part of the wider college experience.</p>
		<p>SR has delivered two online sessions on food waste to staff at Glasgow Kelvin College. She also ran workshops in person for the catering, cleaning staff and culinary arts teaching staff at City of Glasgow College.</p> <p>As part of this college's newly developed module on food waste for culinary arts students, SR has delivered workshops to six classes.</p> <p>SR is working in partnership with college teaching and communications staff, EAUC and Zero Waste Scotland to promote the new module.</p>	<p>There is potential to work with Students' Associated to promote food-saving messages and practical support during the cost-of-living crisis.</p> <p>SR's food waste training has been part of the culinary arts course for two years and is on offer to the other colleges.</p>
		<p>SR has worked with business students from City of Glasgow College with a workshop on behaviour change and sustainable buildings. This was in support of their Turing trip to the Netherlands.</p>	<p>There is potential to offer sessions to business and marketing students on social marketing, and behaviour change.</p>

		<p>In June, we will deliver three Regional Sustainability Exchanges and hope that these will be the first of many. Staff in culinary arts, construction and construction trades, and creative industries – from all three colleges -will be invited to meet and discuss the development of green skills and engagement in their subjects. External speakers will be invited.</p>	<p>100% of teaching staff who responded to our survey said that they wanted more training in the environment and sustainability. 79% of staff want this to be part of their CPD.</p>
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Estates and operations

Scottish colleges roadmap	Regional strategy deliverables	Activities delivered	Future activities
<p>Ensure recycling/signage is available in every building Emerging college milestone</p>	<p>Offer campaign signage and communications assets to all colleges. Messaging will include recycling and encourage further sustainable behaviour such as reducing use of disposables, energy and food waste.</p>	<p>This activity has yet to be delivered but is now in progress in conjunction with Glasgow Clyde College and Glasgow Kelvin College who will shortly receive collateral,</p>	<p>On-campus behaviour change will be supported by climate literacy training and by switch-off and recycling messaging.</p> <p>There are important behaviour change areas that have yet to be addressed, such as email habits and management which have large carbon and financial costs.</p> <p>As with all behaviour change campaigns, messaging needs to be part of a wider commitment that includes education, staff commitment and control mechanisms.</p>

Partnerships

Scottish colleges roadmap	Regional strategy deliverables	Activities delivered	Future activities
<p>To support the Scottish Government's and Glasgow City Council's commitment to the circular economy.</p>	<p>We will deliver an event, in partnership with Bridge to Business, to promote the values and possibilities of the circular economy to young people.</p>	<p>We have delivered training to Bridge to Business but have yet to develop the event due to conflicting timelines.</p>	<p>A circular economy event can be integrated into the Regional Environmental Exchange programme (Please see above).</p>
<p>To add to the further education sector's understanding of its students' and staffs' views on the environment and sustainability.</p>	<p>We will work with the College Development Network and the EAUC to deliver, share results and further develop our research.</p>	<p>We have worked with EAUC throughout the research project and will be sharing results with the College Development network and with colleges in England and Wales.</p>	<p>The surveys should be repeated, ideally annually, to assess the impact of our work on the environment and sustainability. This will also identify needs and demand for changes to the content and extent of these activities.</p> <p>There is a need to increase and formalise our work with partners such as Glasgow City Council and Skills Development Scotland. We must develop a strategic and coordinated response to the green skills agenda. This will support our learners' career opportunities, curriculum planning, the strengths of each college, and Glasgow's Just Transition. The role of colleges in the Just Transition and Green skills agenda is vital to the economic success and environmental responsibilities of the region.</p> <p>Our learners and potential learners are local and likely to stay local. Many are being trained for careers that will contribute to fighting the climate emergency. College graduates reach the job market quickly and current students will be some of the earliest to start their careers with the knowledge and skills needed in the greener economy.</p>

Communications and behaviour change

Scottish colleges roadmap	Regional strategy deliverables	Activities delivered	Future activities
To support the Estates and Operations milestones by encouraging sustainable behaviour on campus	We will create and offer consistent, branded communications collateral, encouraging behaviour changes that increase recycling, reduce energy use, reduce the use of disposables, reduce food waste and encourage responsible consumption.	This has not been delivered because of differing college priorities. It is now in progress with Glasgow Clyde College and Glasgow Kelvin college.	
To build engagement with the Sustainable Development Goals	We will offer communications collateral, in advance of the Global Goals Teach-in, that explains and encourage alignment with each of the goals.	We offered workshops and teaching suggestions to staff who were interested in including the SDGs in their teaching, Glasgow Kelvin College took this up.	
To nudge changes in behaviours	We will issue a newsletter each term and a Christmas edition. From these, we will spin out content that colleges can share via social media and their own communications channels.	We offered content at Christmas and in the second term Glasgow Kelvin College used it. Glasgow Clyde College requested and received a large number of messages on the environment and sustainability and are using it. WE are working with City of Glasgow's communications team	

		<p>to develop a newsletter for this college.</p> <p>The colleges' interest is in messaging that they can use through their own channels.</p>	
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Data Sharing			
Scottish colleges roadmap	Regional strategy deliverables	Activities delivered	Future activities
Upskill on measuring emissions Emerging college milestone	We will offer training in measuring emissions and carbon footprints to colleges' key staff	There was insufficient uptake for this offer	
To add data and, knowledge to the sector	We will share data from our survey of staff and students' views on sustainability with the EAUC and the College Development Network	EAUC has been advising on our surveys since their inception and plans to share the results with its network. We will share the results with the CDN and with Zero Waste Scotland.	
To share experience and data with the sector	We will share our evaluations of communications, SDG and Climate Fresk activities, and initiatives on reducing disposables, etc with the sector and the organisers of initiatives.	We have shared our SDG activities with the organisers (SOS) and feedback on Climate Fresk with its company.	

Feedback on face-to-face activities

Some of the misconceptions around plastics. These particularly surprised me.

That everything is interconnected. Everyday choices and decisions have impacts far greater than one would initially think.

#BuyLess - being conscious of how often I buy (on a personal level as well as a professional level) and viewing these personal changes as small but important wins.

The human/social justice aspect and how this links to climate change.

Why we need to change our lifestyles

Some of the graphics such as the "doomsday" clock to irreversibility and the NASA world temperature rise one are striking graphic representations.

Resources such as WRAP which helps advise on how to reduce food wastage - i.e. correctly storing food, shelf life of produce, how to utilise food that's coming up for expiration into recipes, etc.

Make me put more importance on circular economy.

To question if the 'greener' option is necessarily better in the long run if the whole life cycle of the product is considered.

This training has made me realise that more pressure needs to be put on our stakeholders for buying; asking "do we really need this?"; "how can we extend the life of this product?"; "is there an alternative option to reuse?". We tend to accept their first response, when really -given the timescales we have left to contribute to slowing down Climate Change- these kind of questions have the power to make changes. We need to put more pressure on exploring these options in the first instance/taking more time to look at other options = less frequent, more complex buying.

We can use the illustration line and apply it to the goods and services we buy

It helps me develop and teach FW&S unit

Even on a small scale we can make a difference and our department is well placed to ensure the environment and sustainability is raised/considered at every step of contracting and purchasing.

Putting pressure on suppliers to deliver more sustainable outcomes for the College - i.e. do suppliers distinguish between different plastics or materials that they recycle, how do they ensure this, do they provide the most sustainable packaging. Also, internally exploring a push to change habits in staff and students. For instance, going back to crockery/cutlery as opposed to using wood alternatives to plastic - exploring the cost effectiveness of replacing crockery every so often (if missing) rather than buying in large amounts of disposable "green alternative" cutlery/packaging/etc frequently.

This was such a great session -- really insightful, engaging and delivered brilliantly by Sue. The topic is of course heavy, but the way this was delivered made us all feel motivated to embrace the "small victories" we can all do, within and outwith our profession. We all felt very inspired to educate ourselves more and spread awareness. Would definitely attend other sessions and recommend these to other colleagues.

it could be more interactive, questions, group exercises, activities

Food Waste was my second workshop (Climate Fresk was the first) with Sue as leader. She obviously knows her stuff and her ability to "tailor" her input to the level of the group in front of her makes for engaging and useful workshops. The subject matter and detail can make anyone feel pessimistic about the enormity of the problem(s) and this could lead to depression and futility but Sue's mantra of small steps and "buy less stuff" and local action offers a counterbalance.

Another session delivered superbly.. Sue-perbly.. great interaction and conversations that have once again left myself and the team feeling very inspired.