

STUDENT ENGAGEMENT IN SUSTAINABILITY IN THE CURRICULUM

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In the Beginning



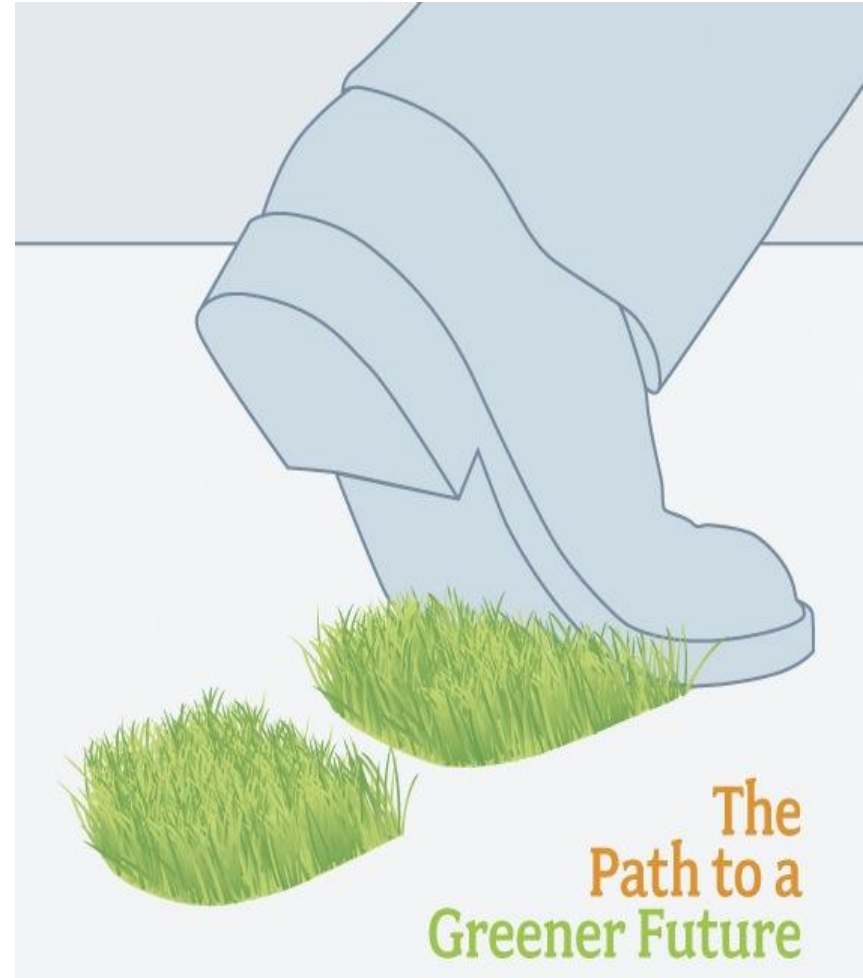
‘by 2014 people in Scotland will have developed the knowledge, understanding, skills and values to live more sustainable lives’

‘there can be few more pressing and critical goals for the future of humankind than to ensure steady improvement in the quality of life for this and future generations, in a way that respects our common heritage – the planet we live on’



**The Scottish
Government**

Education for Sustainable Development



SFC College Outcome Agreements 2018-19 to 2020-2021

Leadership in Environmental and Social Responsibility

124. The Climate Change (Scotland) Act 2009 set ambitious targets for carbon reduction in Scotland, and led to the requirement for Colleges / Universities to submit an annual Public Bodies Climate Change Duties (PBCCD) Report, detailing their compliance.

125. All Colleges to demonstrate leadership in addressing environmental and social sustainability challenges. Colleges must outline climate change and sustainability ambitions and targets in their Outcome Agreements, and demonstrate action through implementation of a dedicated Sustainability Strategy, or the embedding of environmental and social sustainability ambitions within corporate Strategic Plans.

126. We expect leadership in environmental and social sustainability to strengthen the competitiveness of Scottish tertiary education, supporting SFC priorities by minimising financial and reputational risks, offering innovative opportunities for growth, assisting in attracting and retaining talented staff, enhancing the learner experience, and ensuring students develop the understanding of environmental and social sustainability required for the workplaces of tomorrow.

Challenges / Barriers / Opportunities

- Perceived Relevance and Importance of Education for Sustainable Development (ESD)
- Strategic Leadership and Policy
- Lack of Resources
- 'Sustainability Champions' and ESD Practitioners
- ESD as an Employability Tool
- Community Engagement
- Students as Co-Constructors
- Quality Assurance, Enhancement and Assessment

How to Remove the Barriers

Strategic Leadership – Learning for Sustainability needs to be accorded priority from the centre and be driven and monitored by College Principals.

Policy and Practice – Effective policy has to be implemented. The colleges that show the greatest progress in ESD have strategic policy documents stating the importance of sustainability within the institution.

Students as Co-constructors – Students need to be involved in the learning for sustainability practice, both as co-constructors of what works in the classroom to link sustainability to their curriculum area, but also as a vital component for driving sustainability across the wider campus.

Timetabling Changes – There needs to be timetabled spaces in the curriculum for these other avenues to be explored. This may appear to be trivial but in the environment of the sector the timetable is a crucial instrument of learning.

Linking Campus, Curriculum and Community – These initiatives already exist, however again they need to be recognised as ESD initiatives, not only by staff driving them, but by students who partake in them also.

Quality Assurance and Enhancement – This needs to be strengthened in Scotland's Colleges. Education Scotland should make learning for sustainability a specific and ongoing priority for evaluation.

ESD for Employability – Learning for sustainability should be recognised and utilised as an important employability tool and effectively measured.

ESD Practitioners: beyond champions – ESD Practitioners with relevant experience need to be employed in the Scottish College sector.

Resources – The need for resources ought to be seen as paramount.

Methodology

A carbon footprint is the total set of GHG emissions caused by an individual, organisation, event or product (Carbon Trust, 2009).

The areas of our lives that generate most of our individual GHG emissions are as a result of:

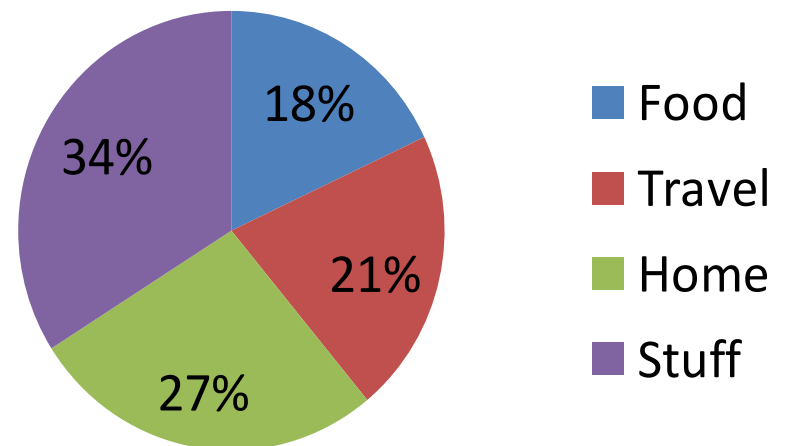
- Electricity use
- Travel
- Food production
- Buildings use
- Waste

<http://footprint.wwf.org.uk/>

Your footprint is 2.79 planets



Carbon Footprint



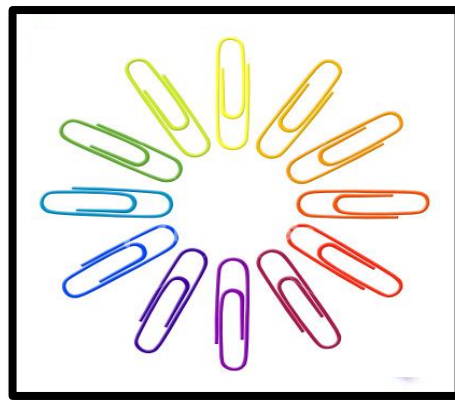
Extraction

Processing

Manufacture

Use

Recycling/Disposal



- What are they made from?
- How are they made?
- What energy is used to make them?
- How long are they used for?
- What happens to them once their useful life is over?



You will need to consider all of the stages in the life cycle of a product which are:

- **Extraction of raw materials**
- **Processing and manufacture**
- **Transport and distribution**
- **Retail storage**
- **Consumer use**
- **Disposal**

Taking account of each of these points, consider how you could class your product as 'environmentally friendly' and how you would market it as such.

Hairdryer	Number in salon	Total watts [W]	Hours on per year [hrs/year]	Kilowatt hours per year [kWh/year]
Turbodryer 2000 (1500W - usage = 2 hrs/day)	14	1500 x 14 = 21,000 watts	2 hours x 200 days = 400 hours	21,000 watts x 400 hours = 8,400,000 watt hours ÷ 1000 = 8,400 kWh/year
Babyliss Eco Dry (1000W – usage = 2 hrs / day)	14	1000 x 14 = 14,000 watts	2 hours x 200 days = 400 hours	14,000 watts x 400 hours = 5,600,000 watt hours ÷ 1000 = 5,600 kWh/year
Savings		7,000 watts	Savings	2,800 kWh/year



Hint: (watts x hours per year) ÷ 1000 = kilowatt hours per year
Remember: there are 200 college days in a year

Activity – Environmental Impacts of Food

Choose your favourite meal, for example burger and chips



Record what you think some of the environmental impacts of the ingredients in your meal could be.

Environmental Justice is helpful because it makes people and justice a key concern for sustainability.

It elevates issues of inclusion, distribution and compensation for different communities.

Current debates try to distinguish between the distributive and procedural aspects of environmental justice.

Can it be extended from the local level to other relationships?

Between:

- rich and poor countries;
- present and future generations;
- human and non-human animals.

Climate justice has emerged as a new focus.

Activity – ‘Ethical’ Debate

Possible motions could be:

- Nuclear power is ethically better for the planet because it does not generate greenhouse gas emissions, which contribute to climate change.
- People in developed countries should decrease their carbon footprints so that people in developing countries can increase their standard of living.
- Animals should have the same rights as people.





SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



SUSTAINABLE DEVELOPMENT GOALS

BRING US YOUR BRAS

Something as 'small' as
underwear, can make a
HUGE difference to people's
lives !!

Smalls sponsors 350 children in Malawi

In January 2015 Smalls for All took on the responsibility for the education of approx. 350 preschool children living in 3 villages, Manki, Kuthanga and Makanga near Lilongwe. The education and feeding of these children were previously looked after by Malawi Underprivileged Mums (MUMs) founded by Linda McDonald OBE who now sits on the Smalls Board. After 12 years of working in Malawi it was time for Linda to wind down MUMs as a charity, and her goal was to ensure that the feeding and education programmes would continue. The Scottish charity MACC Meals have taken on the feeding programme and will be delivering the meals (termites) for all the children.



SMALLS FOR ALL

St. Monica's, Nairobi

St Monica's is a children's home just outside Nairobi. Since 2003, Smalls for All has sponsored Sarah, Ruth and Margaret at St Monica's. On each trip to Kenya, Maria has caught up with the girls and is pleased to see that all three are happy, healthy and enjoying school. Sarah, the eldest of the girls will graduate from the University of Nairobi next year.



Ladies (and gents) we all have those
bras we shove to the back of the drawer
& never wear - put them to good use !!

Pantometer

To date, Smalls for All have collected 177,111 items of underwear and distributed 409,721

Could you add to their pile of pants?



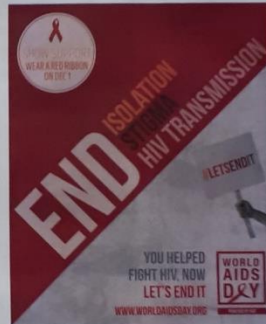
Help stop women being sexually abused,
or even raped, for the sake of a bra
& knickers - something we all take
for granted!

Women are
raped to get money
as having large breasts because
they can't afford to buy underwear.

Help end the stigma
- no-one should be
discriminated against
for being ill.

Women being raped helps
spread HIV and AIDS !!

Children are being
left without parents
because of AIDS !!



WORLD AIDS DAY - LOCAL EVENT Get your red ribbon from our
Student Association (Suggested donation £1)
HELP BEAT HIV/AIDS !!

Wear your red ribbon
and show your support.
Available from the
STUDENT
ASSOCIATION

Support World AIDS Day
A Smalls for All is help
stop the spread of HIV
and AIDS.

If you would like to donate underwear here is the brief



All you have to do is buy a packet of
ladies' or children's pants and hand
them in to us. They must be new and
size wise for children aged 3-15 or
ladies size 8-16.

We also accept new or 'gently
worn' bras which can be any size,
including teen, sports and nursing
bras, but not cropped top style or
bikini tops.

Ladies (and gents - we are an
equal opportunity bra collector)
BRING US YOUR BRAS
Your old unloved and unwanted
bras really can make a difference !!

Sustainability

Cymru & Galloway Challenge Sustainability Ethos

'Live simply so that others may simply live'

Let us begin by asking ourselves: What is a sustainable community? A sustainable community is one that meets the needs of the present without compromising the ability of future generations to meet their own needs. It is a community that is able to balance economic, social and environmental concerns. It is a community that is able to live in harmony with the natural world. It is a community that is able to live in a way that is just, fair and equitable. It is a community that is able to live in a way that is sustainable.

One Planet Living

This is what sustainability means to us!
What does it mean to you?



Textile Banks now available

THE FRONT OF THE CARPARK

Please collect your bag from STUDENT ASSOCIATION

Illustration of a green recycling bin with a recycling symbol and a bag of clothes next to it. The bin has 'RAGBAG' written on it. The bag has 'RAGBAG' written on it.

See the difference FAIRTRADE makes.

BETTER HOUSING

A FAIR WAGE

WOMEN'S RIGHTS

ENVIRONMENTAL PROTECTION

SCHOOLS AND EDUCATION

REDUCING GREENHOUSE GAS EMISSIONS

SOCIAL, ECONOMIC AND ENVIRONMENTAL STANDARDS

ACCESS TO HEALTHCARE

GENDER EQUALITY

Leonidas Jimenez Chacero, banana farmer, BANAJUCOP, Colombia

'Before Fairtrade we were losing money... now we are getting a better price when selling our boxes of bananas. If it weren't for Fairtrade we would have sold our land!'

Olivia Mwombeki, coffee farmer, Kagera Co-operative Union, Tanzania

'When Fairtrade first came, we had no idea what it was. But now we know it's important for our lives and our production - we couldn't have achieved this without it.'

Ben Moffat, tea farmer, EOT, Tanzania

'I encourage you to drink more tea from Malawi: from smallholders and on Fairtrade terms, for the betterment of us farmers.'

WITHOUT FAIRTRADE

Erin Ezekiel, gold miner (not Fairtrade), Uganda

'The price of gold goes up and down... the middleman would get the best price for himself and I would be left with nothing. I would be left with nothing because I don't know where they take the gold.'



Please write on the poster what Equality and Diversity mean to you.

BELONGING



Justice!



To me, Equality and Diversity includes...

(BIO)DIVERSITY

What does it include to you?



for everyone to be treated fairly



Togetherness

Protected Characteristics under the Equality Act 2010

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and/or belief
- Sex
- Sexual orientation



INTERNATIONAL DISABILITY DAY



WEDNESDAY THE 5TH OF DECEMBER
11:45-13:15
GOING TO THE SPORTS HALL TO HAVE
GAME OF BLINDFOLDED FOOTBALL
TO ALL STAFF AND ALL STUDENTS
FREE ENTRY, JUST COME ALONG!

EQUALITY VERSUS EQUITY



Equality does not mean we should treat everyone the same.
Equality means we should all have the same opportunities.

Progress to Date

Workbooks:

- Introduction to Sustainability (credit rated)
- Hairdressing
- Beauty
- Construction
- Health and Social Studies
- Hospitality / Food Manufacturing

http://www.sustainabilityexchange.ac.uk/college_education_in_sustainable_development_es

Materials to be added soon:

- Business
- Tourism
- Creative Industries



scottish credit and
qualifications framework



Scottish Funding Council

Promoting further and higher education

Thank You For Listening

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Environmental Association for Universities and Colleges

