

Education for Sustainable Development TSN

Student-led ESD initiatives

24th April 2023

Convenors: Rehema White, Scott Strachan and Christine Calder

Welcome and Introductions

Rehema White, Academic, University of St Andrews

Who are we?

A Topic Support Network (TSN) is a group of people working together on a specific sustainability subject that is relevant to Scottish colleges and universities. TSNs provide opportunities to:

- Share information on best practice and support
- Identify problems, threats and opportunities for new initiatives
- Participate in consultation exercises
- Provide networking opportunities and deliver practical outcomes





Who are you and where are you?

Aims of workshop

- To support the community of practice in education for sustainable development in colleges and universities
- To explore the role of students in education for sustainable development



Agenda

13.00 Welcome and introduction

13.15: The role of students for ESD: Inspirations

13.25: SOS-UK - Supporting students to learn, act, and lead for sustainability

13.37: sparqs - The Student Partnership Staircase

13.50: Comfort break (5 minutes)

13.55: Transition University of St Andrews

14.07: Glasgow Kelvin College: Fashion students driving action & learning around fast fashion

14.20: More examples and Q&A

14.30: Collective reflection – breakout rooms

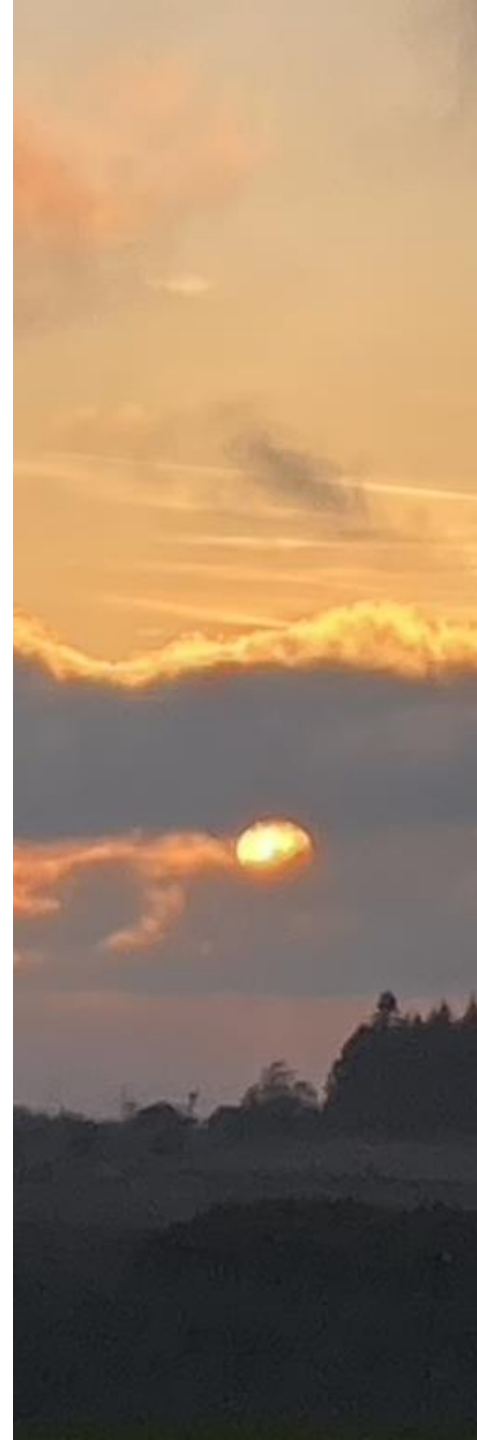
14.50: Action in your hands – activity

14.55: Thanks and close

What is 'ESD'?

ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. UNESCO, 2019

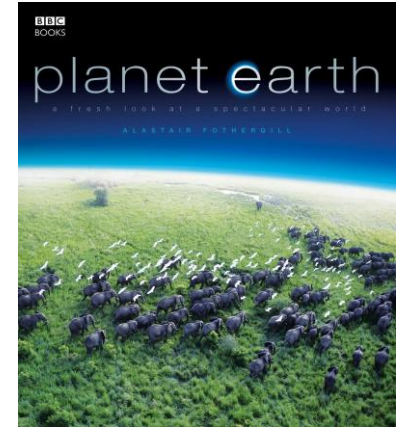
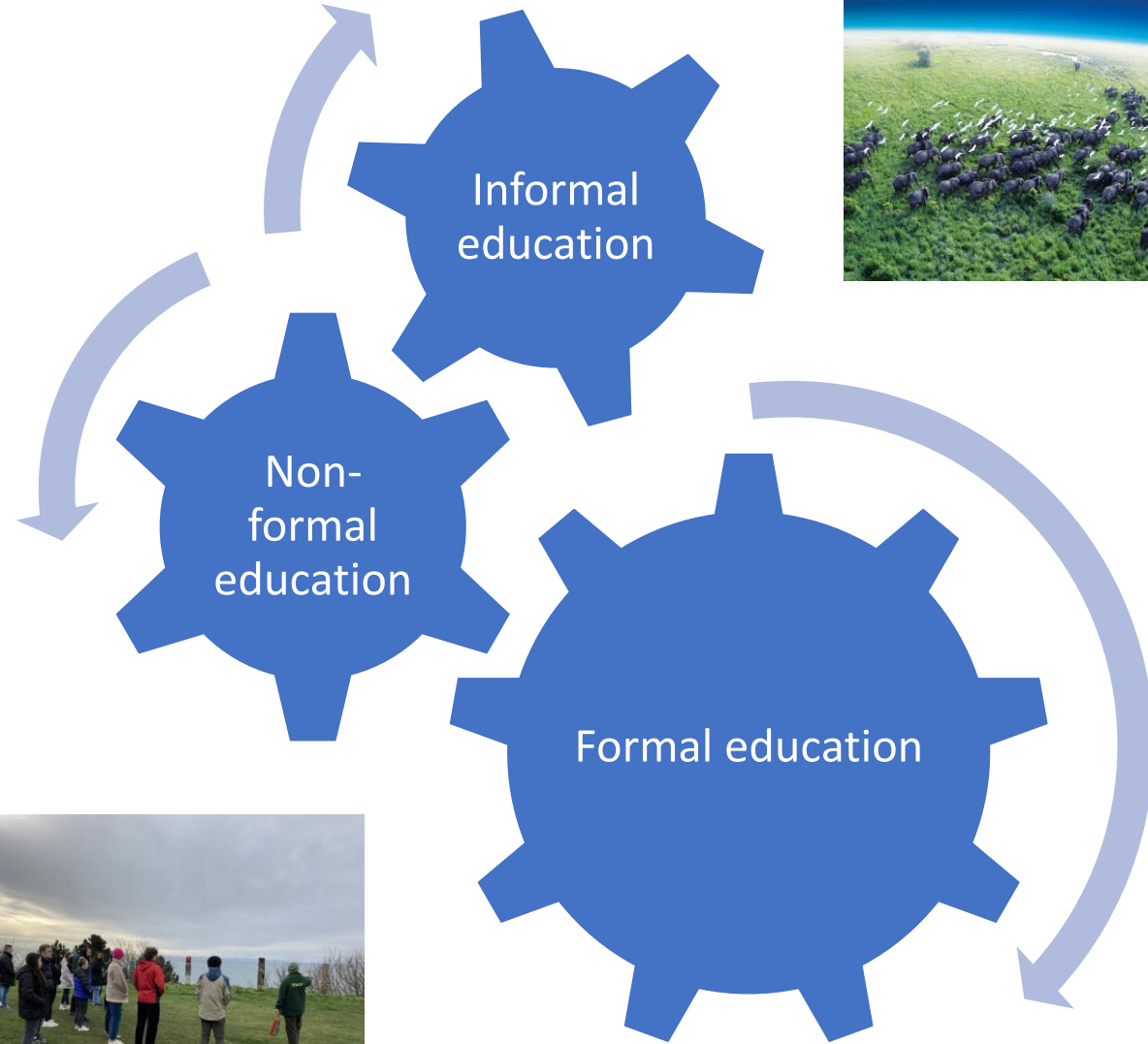
- Not merely *about* but *for*
- Not merely environmental issues!
- ESD is an educational change agenda grounded in transformative learning and critical pedagogy
- ESD develops competencies - skills, attributes and values - for a better world



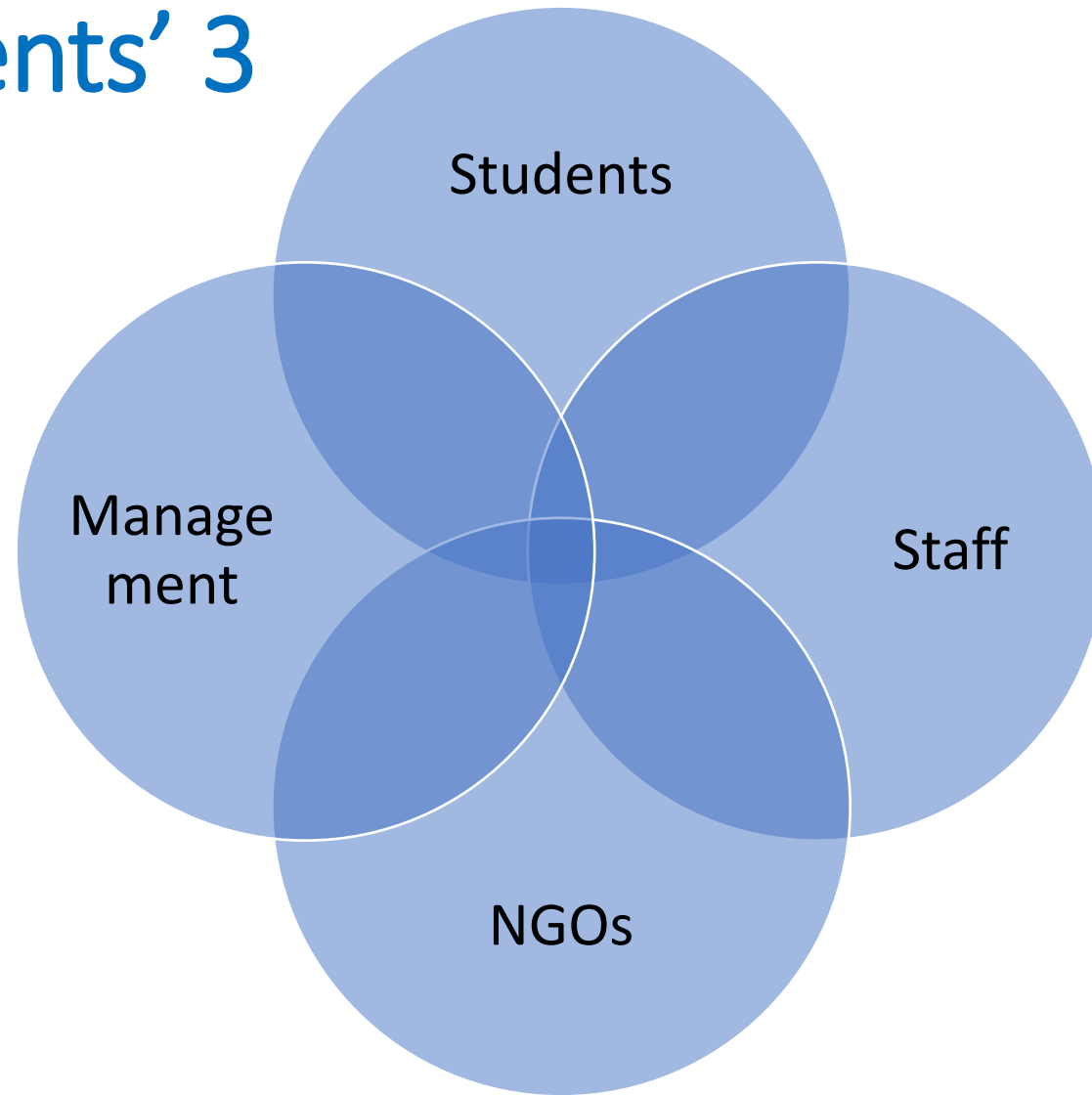
'Role of students' 1



'Role of students' 2



'Role of students' 3



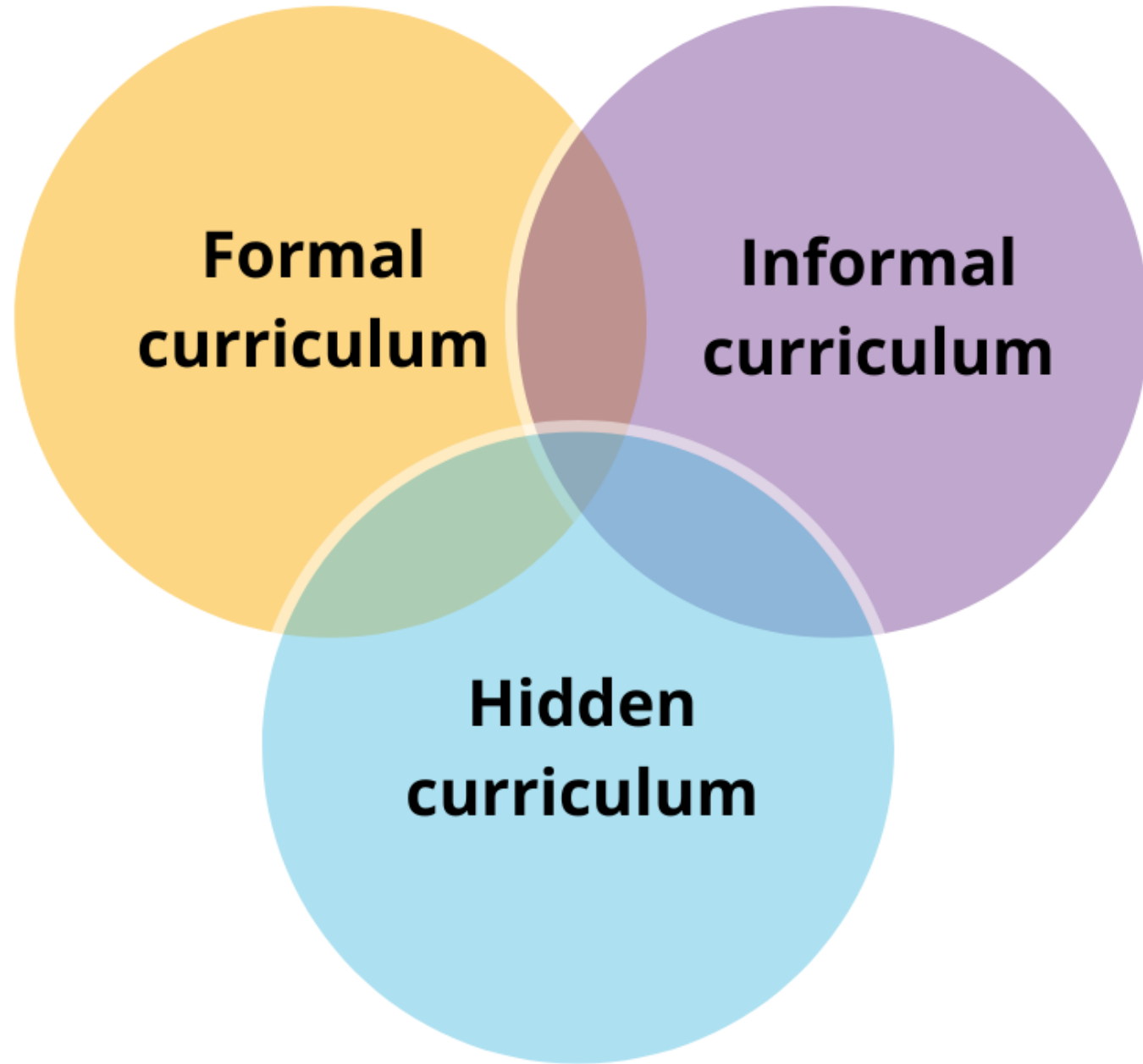
'Role of students' 4

Creative Contemporary Courageous Change agent



The role of students for ESD: Inspirations

Kathrin Möbius, Sustainability in Learning and Teaching Project
Officer, EAUC Scotland





A bright blue sky with scattered white clouds. The clouds are of various sizes and shapes, some appearing as small wisps and others as larger, more defined patches. The sky is a deep, vibrant blue, and the overall scene is bright and clear.

Word cloud

SOS-UK: Supporting students to learn, act, and lead for sustainability

Sonya Peres, Senior Project Manager - Education (Programmes)
at SOS-UK

Co-creating with students for ESD

Sonya Peres
Senior project manager - education

sonya.peres@sos-uk.org



STUDENTS
ORGANISING FOR
SUSTAINABILITY
UNITED KINGDOM

Introduction to SOS-UK

Students Organising for Sustainability UK charity, launched in October 2019 by the student movement.

SOS-UK engages, inspires and empowers students to lead on sustainability. Ours is a long-term investment in education today for a better future tomorrow.



Our Mission

- Getting more students **leading on**, and **learning about**, sustainability.
- Embedding sustainability in education, **from early years to adult learning**.
- Making sustainability **more inclusive**, for everyone.

Connect with us:



Our work is driven by student demand

A national online survey was completed by over 8500 students in October and November 2021 to build on the data gathered research carried out since 2010-11. The research continues to track student experiences and expectations around teaching and learning for sustainability. The research includes areas of questioning on student experiences of learning about key topics encompassed by sustainability as well as understanding in better detail their experiences of accumulating skills that can contribute to sustainability. This summary highlights the latest results from this longitudinal study.



88% say they agree their place of study should actively incorporate and promote sustainable development



79% would like to see sustainable development actively incorporated and promoted through all courses

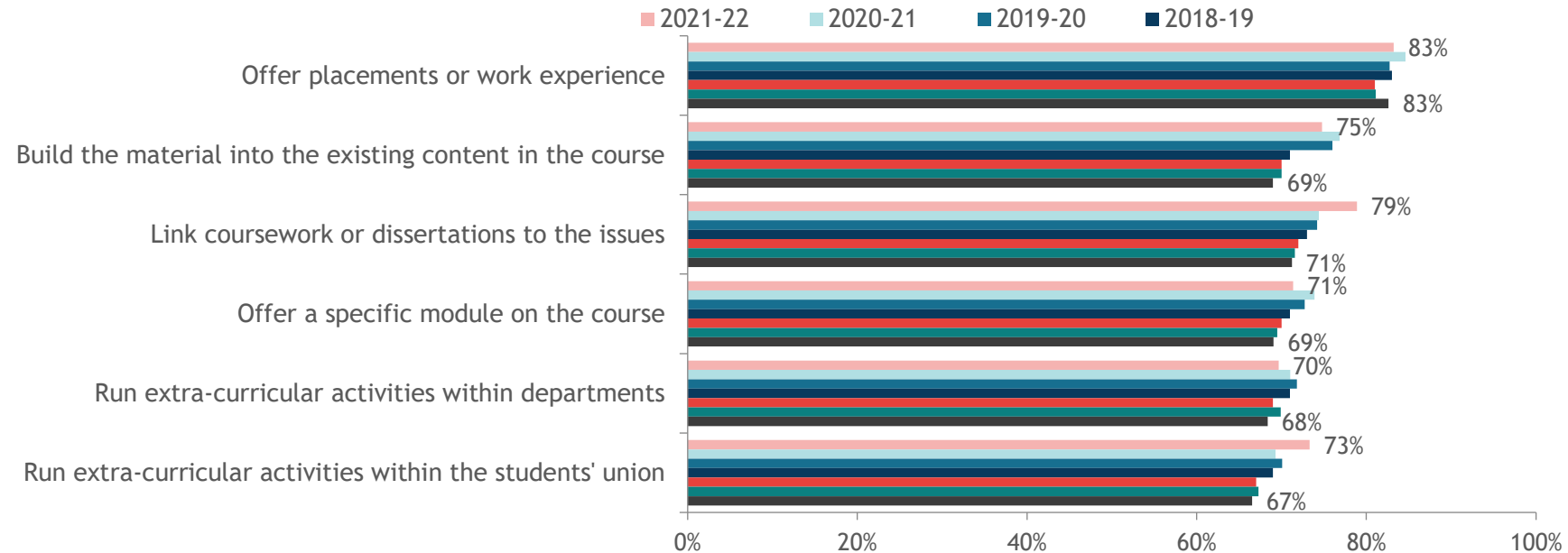


66% say sustainable development is something they would like to learn more about

How should sustainability skills be developed and included in courses?

When asked to consider the relevance of different ways of including the development of skills and knowledge to help other people and the environment within their courses, respondents showed a preference for learning through placements or work experience (83%, n=6413). Building material into existing course content (75%, n=5748) and linking to coursework and dissertations (79%, n=6080) were also seen as relevant methods of including skills and knowledge for sustainability.

1
8



Sustainability Skills Survey 2021-22

Q: Imagine all university/college courses are required to include the skills and knowledge needed to help other people and the environment. What do you think the most relevant way of including the skills and knowledge needed to help other people and the environment within your own course would be?
Weighted base: c.7694 (2021-22) Balance: No response



SHAPE Sustainability Impact Projects

Since 2020, we've supported Student teams formed at 11 universities to problem-solve sustainability challenges that they were set by their university.

Student teams present their work at a final conference to peers, BA academics and SOS-UK project managers.



Project themes

Local
community

Curriculum
reform

Student
engagement

Net-zero
ambitions

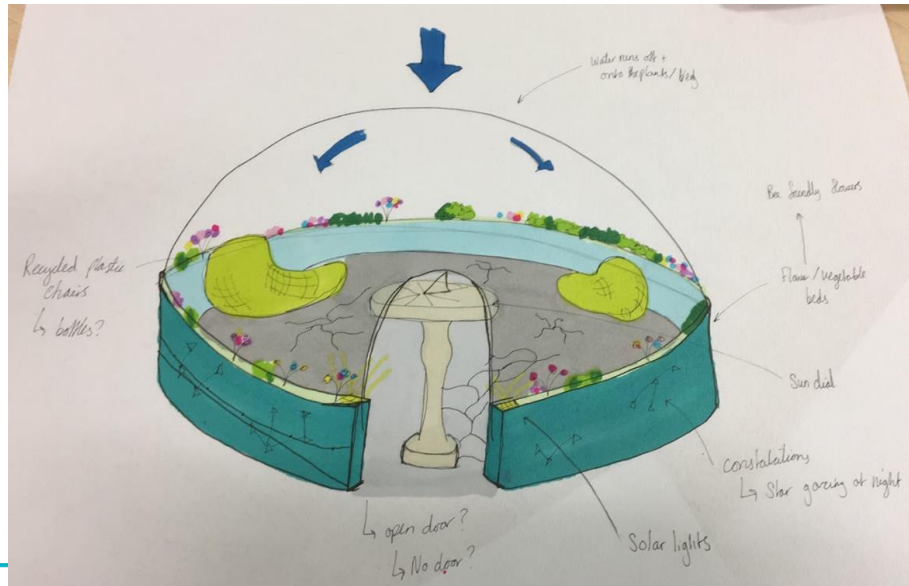
Social

Environmental

Economic

Project Impact

- Project leaders developed their skills, understanding and awareness of sustainability and their **role in working towards its achievement**.
- Project leaders developed **key employability skills** including communication, team work and leadership.
- Project leaders' perceptions of their ability to get a **job working on environmental issues** increased.
- Project findings and recommendations **contributed towards university sustainability ambitions or strategies**
- Increased **student-staff engagement**



Student feedback

- *“For me this whole experience has been really empowering; this is the first time in my life something I’ve worked on has the potential to actually become something, to become reality. I think this has been really special.”*
- *“An incredible project to put on my CV, the conference was a really encouraging experience - both public speaking and meeting people who have similar values. This is something I have already used in interviews.”*
- *“This project has given me increased awareness about working within a community and working with community stakeholders. This new understanding has made me realise that change is most effective when it happens across all levels.”*

Staff and early career researcher feedback

- *“BA SHAPE helped gain some support for sustainability amongst the university’s senior leadership team.”*
- *“Fantastically well done, wonderful for me to see this going on. It’s completely gladdened my heart. But above all, this is something that should be shared, and everyone involved in this should get full recognition.”*
(British Academy fellow)
- *“A great opportunity for students to come together across disciplines and work on a real, local challenge. The project support and funding mean they are empowered to see their ideas through to fruition.”* **(University staff member)**

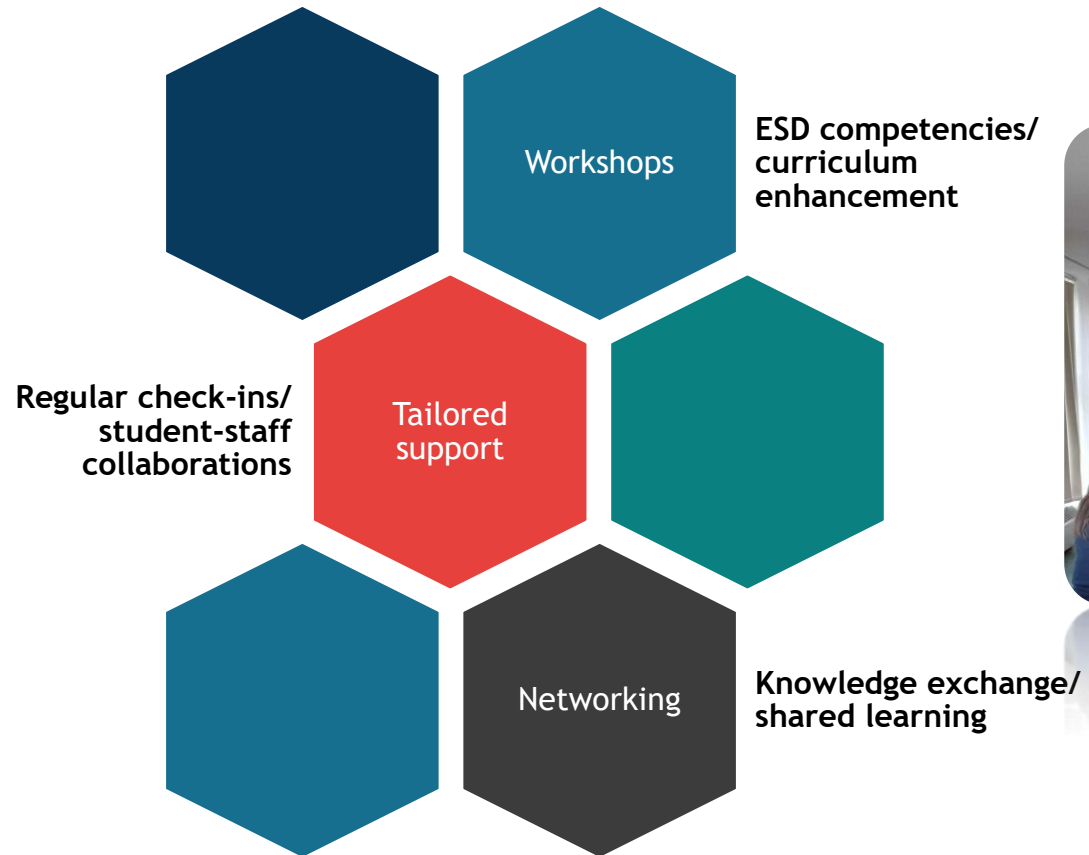
RESPONSIBLE FUTURES IS...

- An accreditation mark, audited by students
- A supported change programme
- A whole-institution approach
- A partnership between SU and institution
- A framework for good practice



ESD changemakers

Engaging staff and students from aligned academic areas to work together and explore how their curricula equip students with the skills to contribute to climate justice and a sustainable world.



Our 2023-24 support is now available!

www.sos-uk.org

sonya.peres@sos-uk.org

sparqs: The Student Partnership Staircase

Justin Walker, Development Consultant, sparqs

The Student Partnership Staircase

Justin Walker

Development Consultant, sparqs

www.sparqs.ac.uk

justin.walker@sparqs.ac.uk

The logo for sparqs, featuring the word "sparqs" in a bold, lowercase, sans-serif font. To the right of the text is a stylized starburst icon composed of several thin, light blue lines radiating from a central point.



@sparqs_scotland

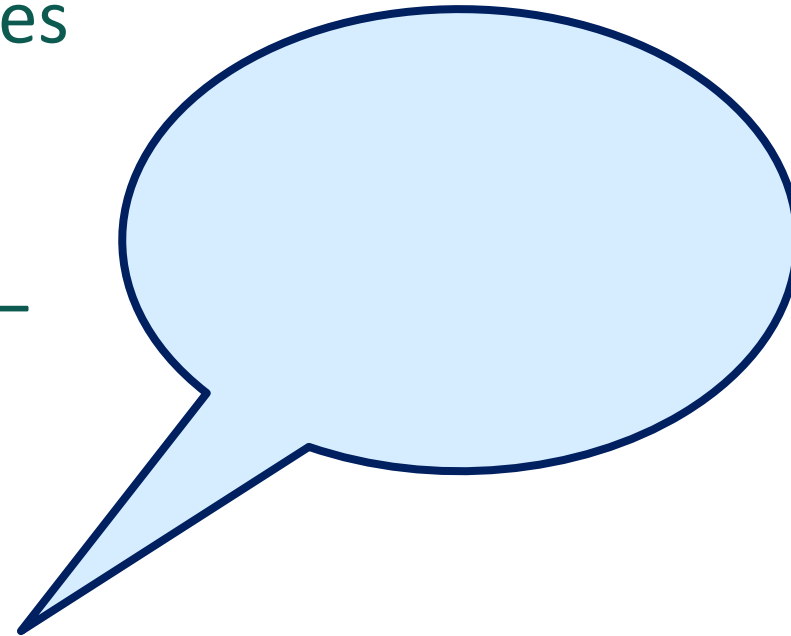
@sparqs_Justin

How do we listen to students?

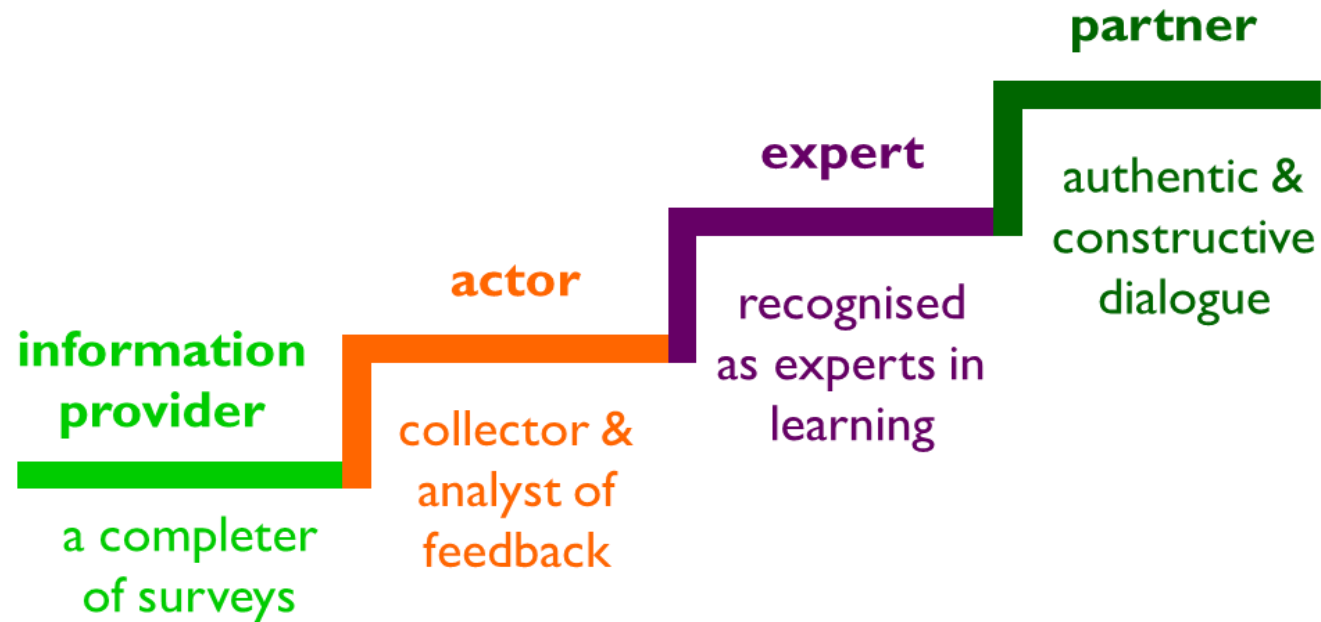
Think of one way you are able to hear the perspectives of students.

Describe it in the chat box – concisely, using just a few words.

30-40 seconds.



Student partnership staircase

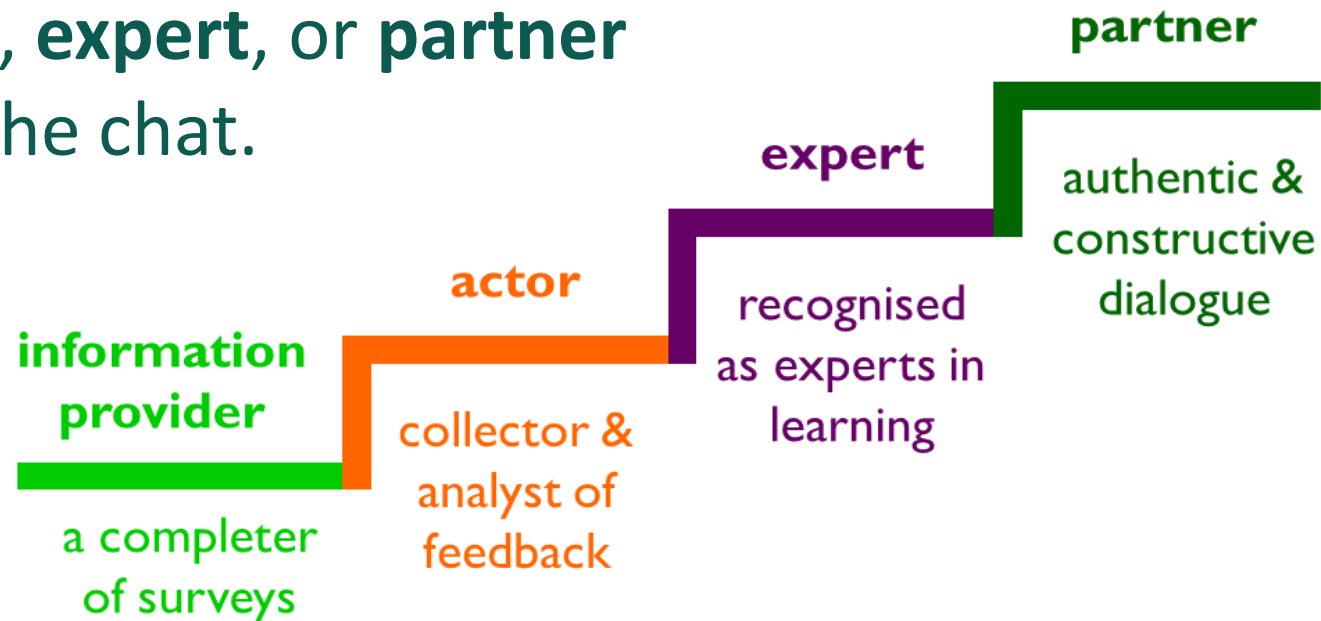


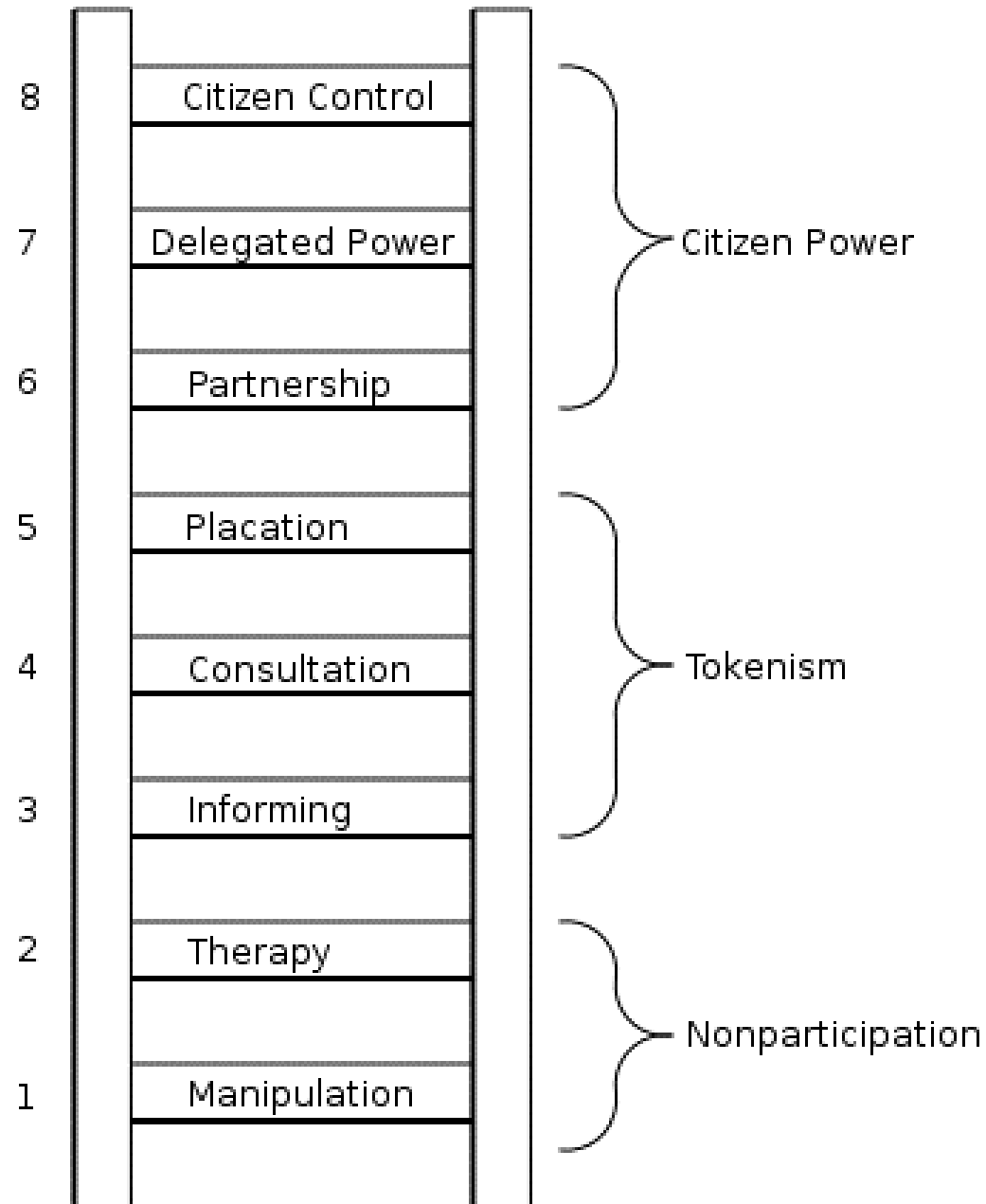
@sparqs_Scotland

@sparqs_Justin

Think about your work. Where can you place your 'student engagement' on this staircase?

Type **information provider**, **actor**, **expert**, or **partner** into the chat.





Sherry Arnstein's
ladder of citizen
participation
(1969).



The Student Partnership Staircase

Justin Walker

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@sparqs_Justin

Comfort Break



Transition University of St Andrews: Student-led climate action

Sam Woolhead, Project Officer, Transition St Andrews

Student-Led Climate Action in St Andrews

Sam Woolhead, Project Officer





What's On the Menu?

- 
1. ESD – key work areas
 2. What is Transition & our areas of work
 3. Line in the Sand – students mobilizing change
 4. Student Agency
 5. Living Labs
 6. Takeaways for Academic Staff



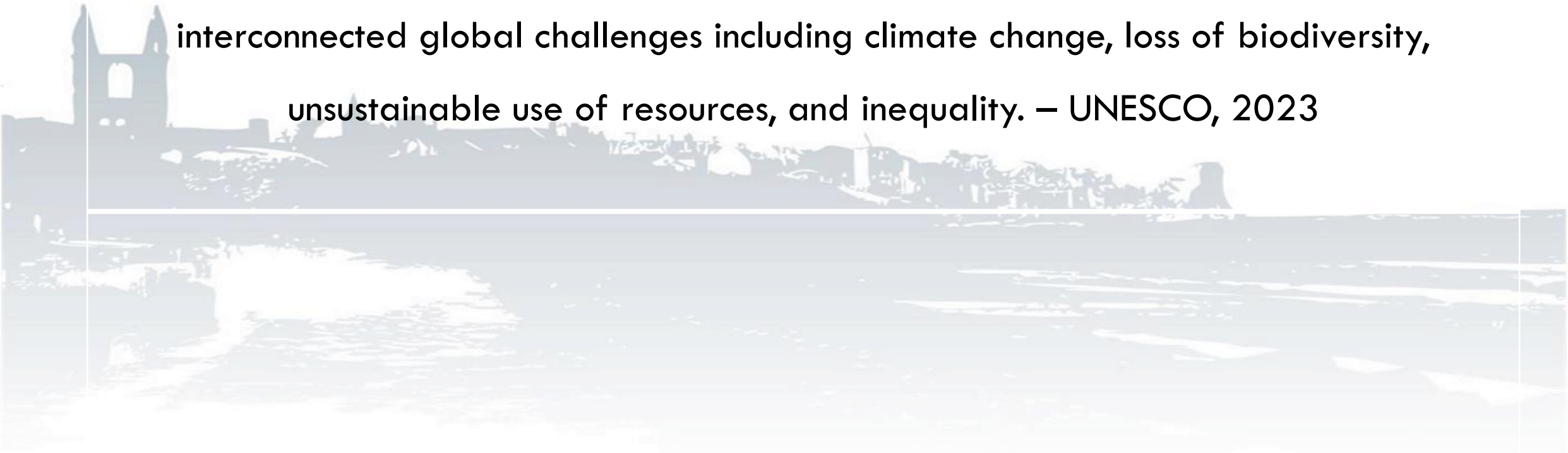
“All education is environmental
education”

- David Orr, 1991.

Orr, D., 1991. What is education for. *The Learning Revolution*, 27(52), pp.52-58.

Education for Sustainable Development

ESD gives learners of all ages the knowledge, skills, values and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality. – UNESCO, 2023



Education for Sustainable Development

ESD gives learners of all ages the knowledge, skills, values and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality.

1. Advancing Policy

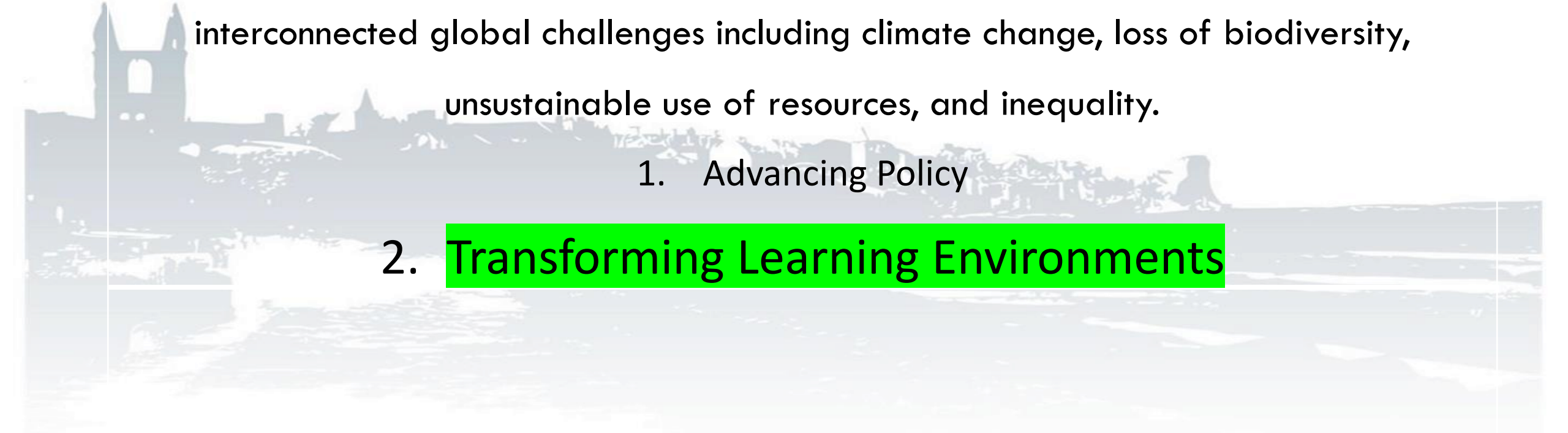
Education for Sustainable Development



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1. Advancing Policy

2. **Transforming Learning Environments**



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1. Advancing Policy
2. Transforming Learning Environments
3. **Building Capacities of Educators**

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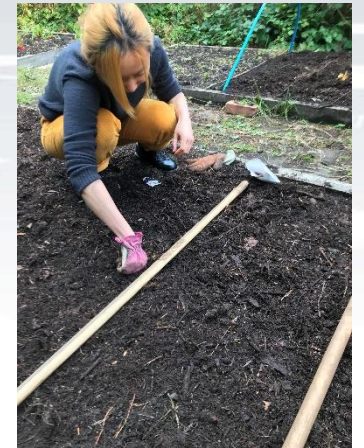
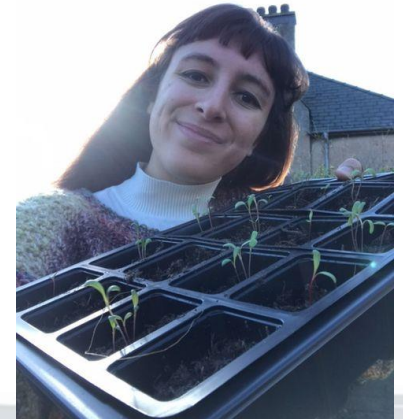
1. Advancing Policy
2. Transforming Learning Environments
3. Building Capacities of Educators
4. Empowering and Mobilising Youth

Education for Sustainable Development

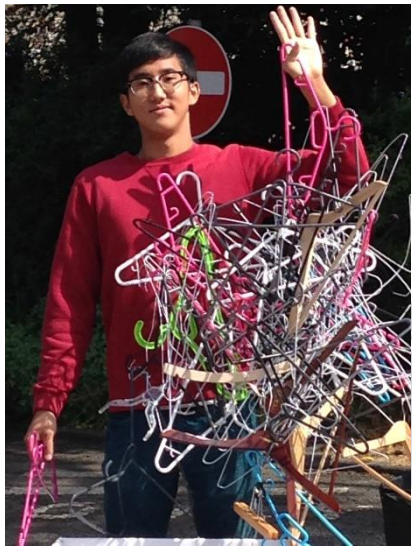
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1. Advancing Policy
2. Transforming Learning Environments
3. Building Capacities of Educators
4. Empowering and Mobilising Youth
5. Accelerating Local Level Action

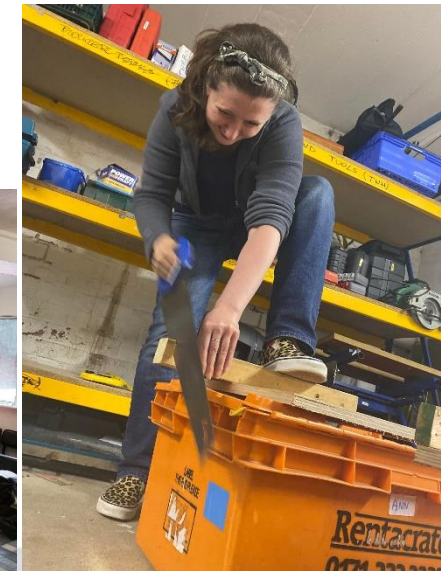
Local Food



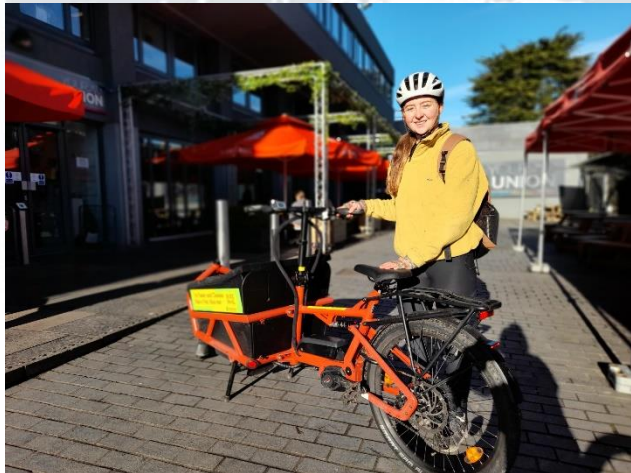
Sharing, Reuse & Repair



ST ANDREWS COMMUNITY
SKILL SHARE



Smarter Travel



Greenspaces & Wildlife



Climate Know-How & Action



Line in the Sand

- Received international media attention
- Recognised in an Early Day Motion at Westminster
- Prompted the University of St Andrews to declare a climate emergency and spearhead climate initiatives such as the Environmental Sustainability Board (ESB)



Student Vision and Agency

1. Independent student energy and visioning driving new projects / change

Academic & Professional staff empowering students, facilitating their engagement and passion

3. In turn, facilitating further student agency around climate and environmental initiatives

2. Transforming student experience, provision of services, influencing University operations and estate



Living Labs

Living Labs: Sustainability Research Project Outcomes

Effects on University Operations



Use of research to apply across the University Estate



Enhanced links between academics and Estates, Transition and the Environment Team



Allows for work to be done that might not otherwise be focused upon

Environmental Impacts



Cuts resource use and reduces the University's environmental footprint



Demonstrates that the University is acting in a sustainable way on multiple scales

Culture Change



Embeds sustainability into the fabric of the University



Fosters greater innovation



Allows new approaches to be trialled

Teaching and Research



Contributes to the impact agenda of academic research



Provides local and relevant examples and case studies to enhance learning experience



Allows other areas of the University to contribute to the core aims of teaching and research

Student Experience



Students learn professional skills



Improves student employability



Provides opportunities for students to contribute to improving the University's sustainability

Takeaways for Academic Staff

1. Dynamize learning – tap into environments and organisations outside out of the classrooms and your departments to aid learning experience
2. Consider your curriculum and what it says about people's perception and relationship with nature and the climate crisis
3. Be more transparent by including questions related to ESD in module feedback forms to students



Thank You for Listening!



Sam Woolhead, transition@st-andrews.ac.uk

Glasgow Kelvin College: Fashion students driving action & learning around fast fashion

Sandra Thompson, Fashion Lecturer at Glasgow Kelvin College



Glasgow Kelvin College

Fashion Swap Shop Event

23rd March 2023

Springburn Campus



What is a Swap Shop?

In its simplest form, a Swap Shop event is a gathering of people who get together to exchange clothing that they no longer wear for something from someone else's wardrobe. Clothing swaps are a form of circular fashion because they allow us to extend the lifespans of clothing that is already in circulation.



The motivation for the event:

The idea for this event was first discussed by our Sustainability Panel at our monthly meetings.

We agreed that this would be an effective way to involve the Fashion students and the wider College community to promote sustainability and to rethink our shopping habits.

The Fashion department had previous experience of hosting such an event, which proved popular.

Preparation for the event

- The HN1 Design and manufacture were very keen to get involved in the event.
- We had a discussion in class regarding the impact of Fast Fashion on the environment and how the Swap Shop event would encourage individuals to reconsider their buying habits by participating in similar events and shopping in charity shops.
- Many confessed to buying clothing items that they never wore or only once due to pressures of social media.
- Promotion of the event to the College included infographics (like the one pictured) and videos intended to educate on the environmental effects of fast fashion.





Collection of Clothes:

The Fashion department collected clothes in the weeks leading up to the event.

Participants were issued with a token per garment donated to exchange on the day of the event.

The response to the collegewide appeal for clothing and accessories was exceptional and feedback was very positive.

Swap Shop Day

- The event ran from 12pm to 2pm during a busy lunch time in the college main foyer.
- During this time slot, our donators took the opportunity to redeem their tokens for garments from a wide range of woman's, men's and childrenswear rails.
- From 2-3pm we encouraged everyone else to take items from the rails



Swap Shop Day

On the day, the Fashion students had some fun styling different looks on dress stands which gave them some merchandising experience. These images were shared on social media on the day to promote the event.

This also helped to promote the garments we had on offer, which was well received by everyone who attended.

Overall, it helped to create the vibe we were looking for and attracted a lot of attention.





Impact on student experience:

This event allowed us to open up a very honest discussion about shopping habits.

Whilst receiving donations we were very surprised that garments donated were no longer desired.

We discussed what would normally happen to these garments and the impact this has on the environment.

The students also benefited from the experience of organising the event and dealing with the public.



Impact on wider College community:

This event united the wider College community, whilst promoting sustainability and the event was fun!

Whilst receiving donations we encouraged discussions relating to recycling and how we can all contribute

It was evident on the day that many people in our community rely on accessing 2nd hand clothes as the cost of living crisis is having a huge impact. This was a reminder to the students that clothing is not always about following trends and glamorous cat walk images.

Plans for the future

Positive feedback from event has inspired us to run a Swap Shop event in the future.

The department have had a collection bin for recycled clothes for over 6 years. The garments left over from event are being collected this month and the money is going to Marie Trust which is a charity supporting the homeless.

Contact has been made with a former student who is a head buyer at Quiz clothing. Whilst attending Pure (Fashion Trade show in London), she gained access to fashion focused sustainability workbooks that we can use as a resource in the classroom



More examples and Q&A



Re:Store

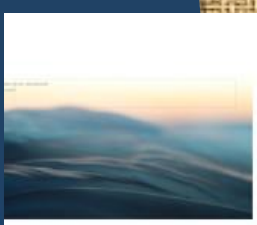
Glasgow Clyde College has Exchange spaces on each campus for students to access pre-loved free clothing and household items.

ENVIRONMENT AND SUSTAINABILITY

Green Learning in Focus

City of Glasgow College NQ photographers presented an exhibition showcasing mini landscape photography images. They used a range of lenses and equipment to create images (pictured). The materials and objects used represent the state of our planet and the harm that we are causing through our food waste, single-use plastics and fossil fuel extraction.

Photography lecturer Heather Richmond explained: "Our NQ students have been working on a macro photography project, creating imaginary landscape images with items that need attention in our climate change battle. Food waste was our subject in a workshop where we encouraged students to allow food to mould before being photographed. We grapple with the knowledge that the food was from the food waste."



Responsible Futures Host Partnership Webinar:
Nature Connectedness and the Student Learning Experience

Responsible Futures | SOS | STUDENTS ORGANISING FOR SUSTAINABILITY UNITED KINGDOM | US | DERBY

Climate Café
04/04

presented by
the Dear Green Botby

RETHINK: CITYSCAPES URBAN REGENERATION WORKSHOP

AS PART OF THE SPRING FLING AT THE ARC

GUEST

Collective reflection

Breakout rooms

What student input to you have for ESD now? Reflect on what is currently there.

How could students play a greater role in supporting ESD in your institution?

What steps can you take next?

Action in your hands: Activity

Kathrin Möbius, Sustainability in Learning and Teaching Project
Officer, EAUC Scotland

Conclusions

Rehema White, Academic, University of St Andrews

Is your door open to students?

- Provocateurs OR 'to be' engaged....
- Institution and programme specific engagement
- NGOs can facilitate
- Many excellent examples





Thank you

Please fill in our feedback survey.