Mapping your Organisations journey to a circular economy

Universities and Colleges

EAUC

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The circular economy and waste

Prevention

> If you can't prevent, then …

Prepare for re-use

> If you can't prepare for re-use, then …

Recycle

> If you can't recycle, then …

Recover other value

> If you can't recover other value, then …

Disposal

> Landfill if no other alternative available.

Helping give structure to the journey

Seven steps

7 The circular economy

6 Partnership

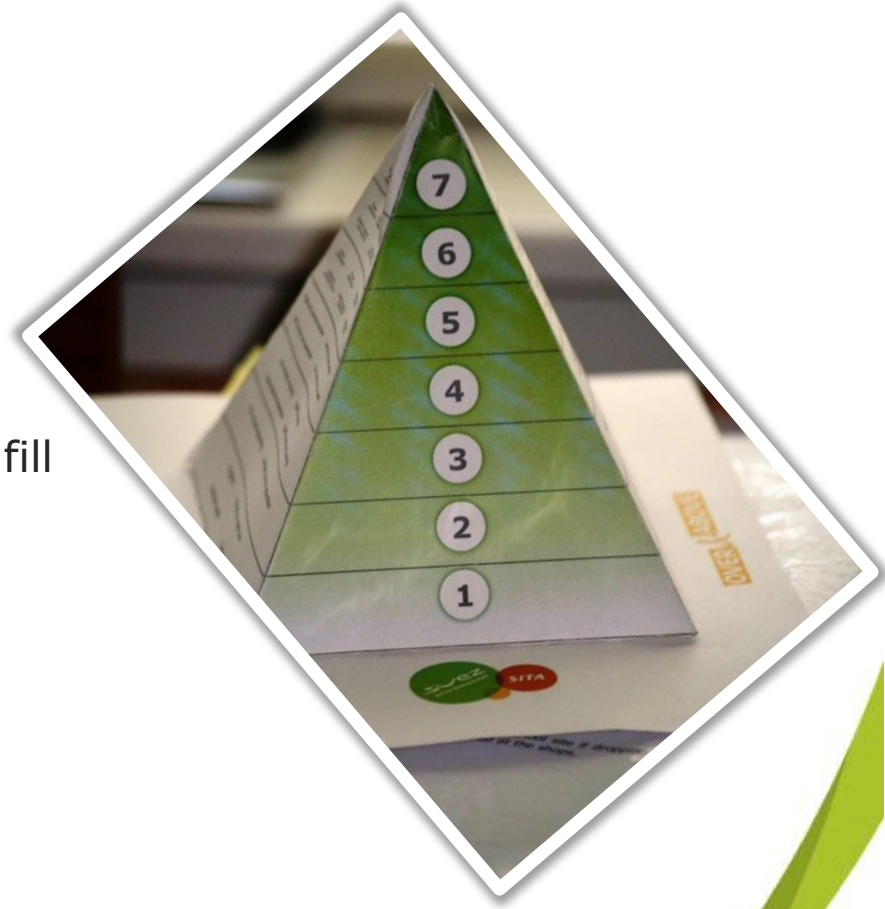
5 Maximising opportunity

4 Comprehensive recycling and zero to landfill

3 Recycling and waste management

2 Simple recycling and waste management

1 Compliant waste management service



Step by step, working together

- To achieve the circular economy, all involved must find their place and role. Exclusion of any part of those involved will prevent joining the circle.
- The circular economy is made up of a plethora of small links, which are joined together delivering sustainable sections, small circles and bigger circles.
- We have been making small links for years, what we are now doing is making more and joining them together …

Understanding the people factor

- Jointly published by SITA UK and NUS in March 2013
- Responses to an online survey completed by 2,563 students across the UK revealing…
  - 55% of students are committed recyclers v 75% population.
  - 10% students don't recycle at all – 50% are in their first year.
  - Worst offenders are students in their first year living in halls.
  - Half of students living off campus are unfamiliar with the recycling system.
  - Students are environmentally aware and motivated to do the right thing.
  - 50% students do not recall receiving information.
  - Preference is for online communication from the University
  - Recall of physical communication is greater

NUS 'Lifting the Lid'

Understanding the concept - Organic waste

Understanding Circularity - Food to fuel

Design out

Minimise

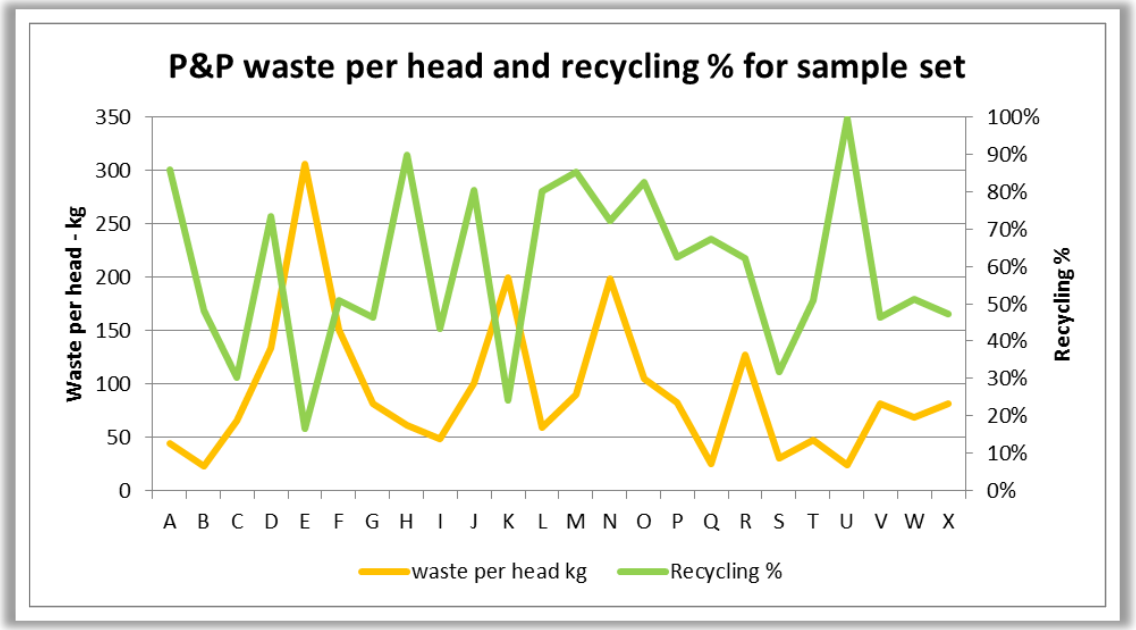
Reuse

Recycle

Recover

Find & understand the boundaries

- From single site, to complex,
- halls of residence to faculty,
- from immediate suppliers to the full supply chain,
- from education to awareness and context.



Collecting the data

- How many waste containers?
- Is all the cardboard ending up in the right containers (or is it contaminating other waste flows)?
- Are all wastes being weighed?
- What about students living in accommodation not controlled and serviced by the University or college

Data analysis

- Total waste arising
- Term time or break
- Clean or contaminated
- Growing or falling student numbers

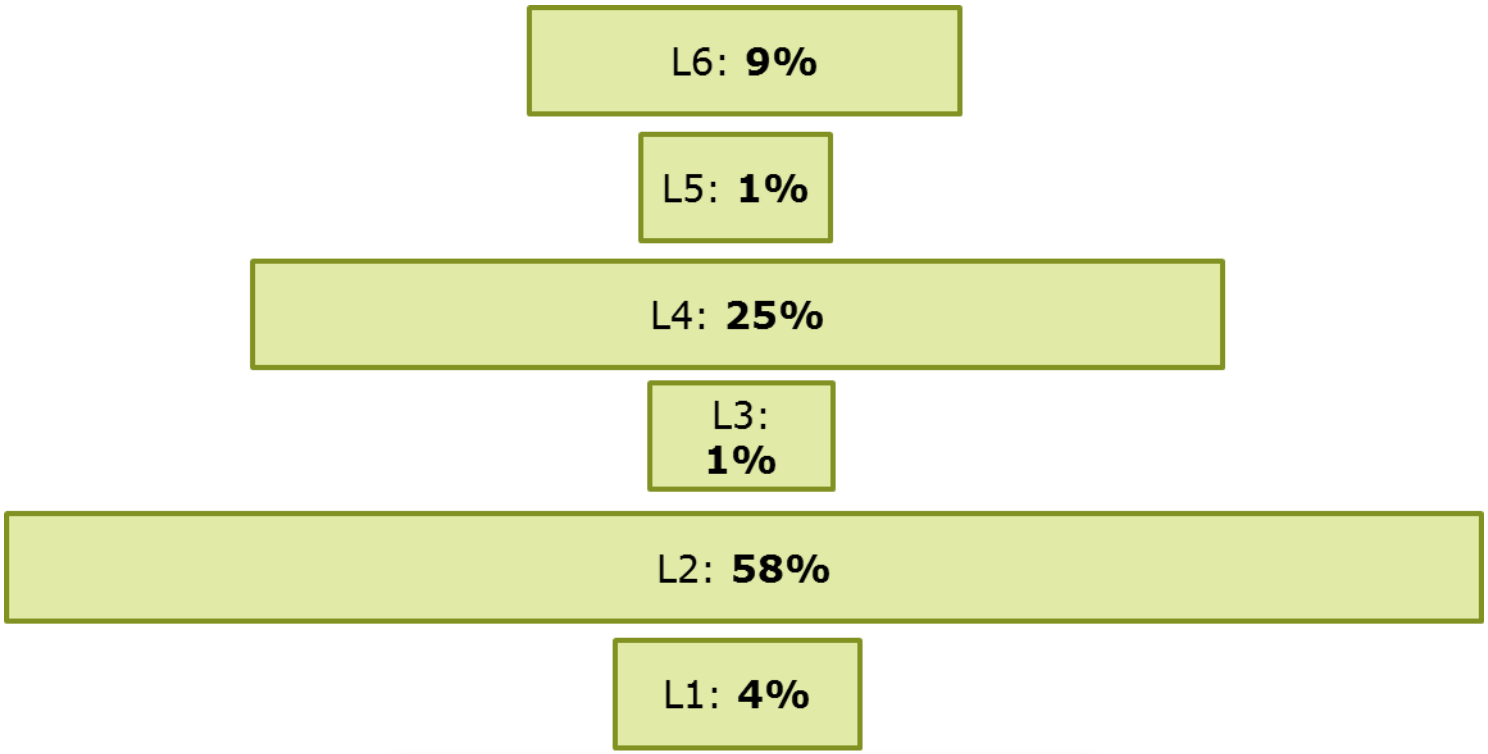
Understanding the need for coordination

- Does everyone have the same goals and drivers (management, sustainability, procurement, staff, facilities management, students, visitors)?
- How can you get all students, including those in their first year to adopt the University style of waste management and sustainability
- Working with the local authority and private accommodation suppliers
- The balance of penalty and incentive to each audience
- Learning from others …

Coordinating the people

- Training them on new systems,
- Helping them understand why,
- Reminding and reinforcing,
- Establishing champions,
- Working with your supply chain,
- Changing cultures, each year and every year

Mapping Universities & Colleges…



Current performance against the SITA steps system of measurement

Interesting when compared to industry…

Level 6:
1%

Level 5:
0%

Level 4:
1%

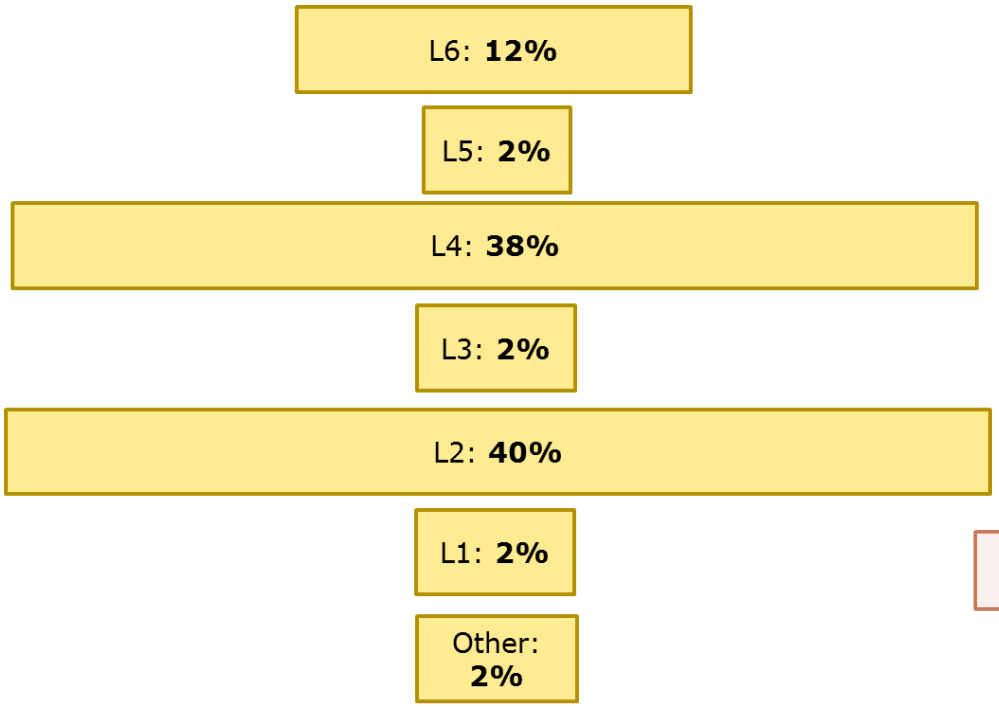
Level 3:
3%

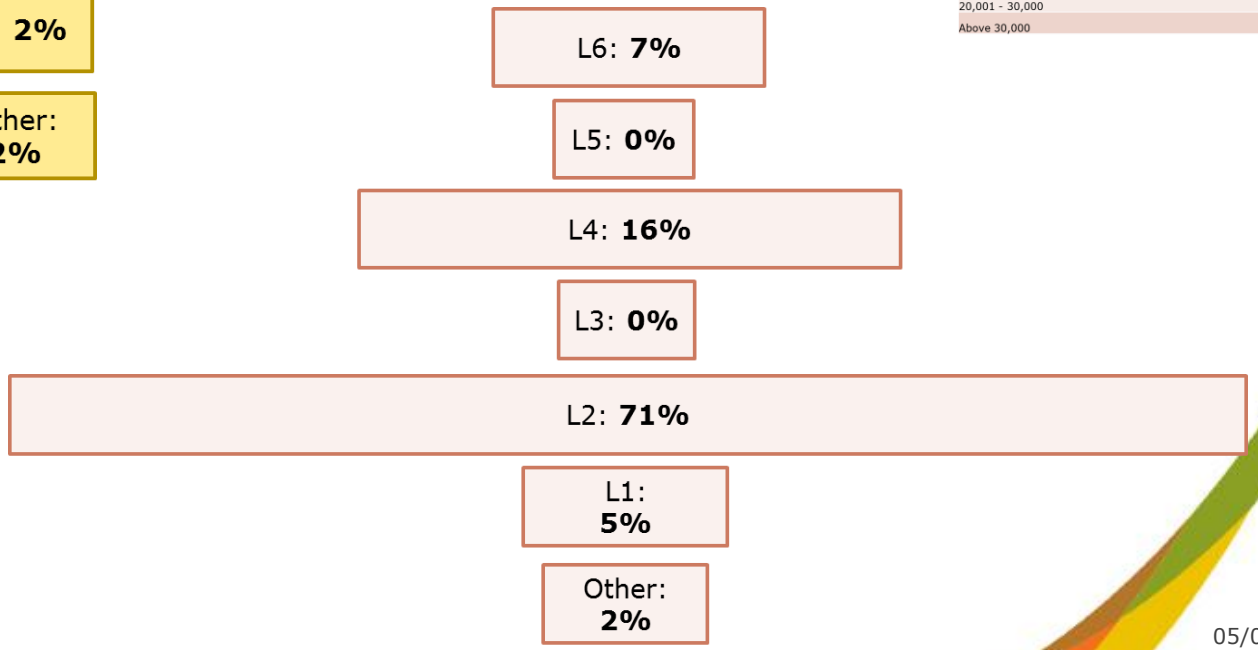
Level 2:
35%

Level 1:
3%

Working on compliance
56%

The differences: Universities & Colleges





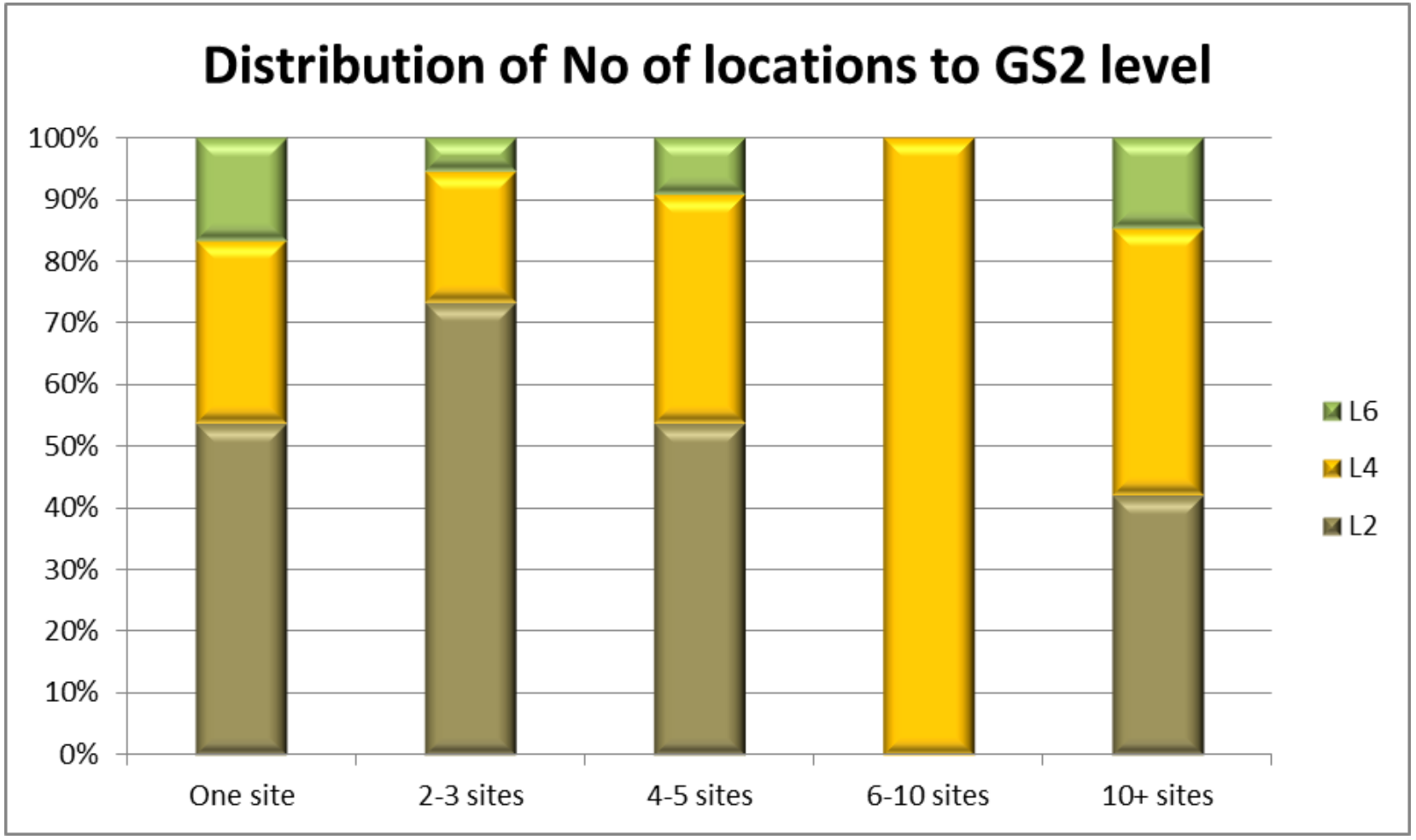
52% of Universities are L4 or higher – significantly more than 23% of colleges

Institution type	n.
University	42
Colleges	58

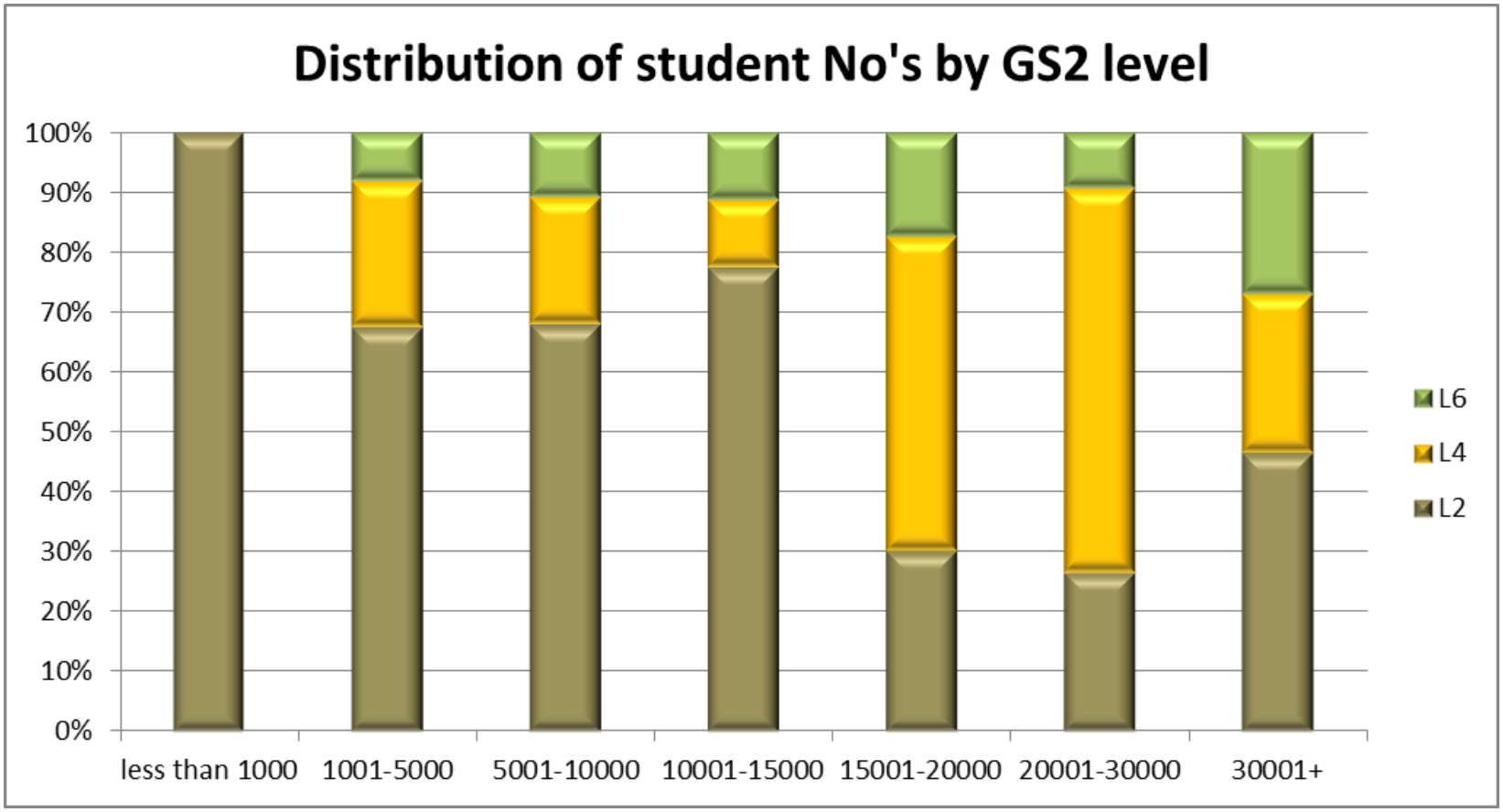
Customer type	n.
Customer	13
Non customer	87

Institution size (number of students)	n.
Less than 1,000	8
1,001 - 5,000	41
5,001 - 10,000	20
10,001 - 15,000	9
15,001 - 20,000	6
20,001 - 30,000	12
Above 30,000	4

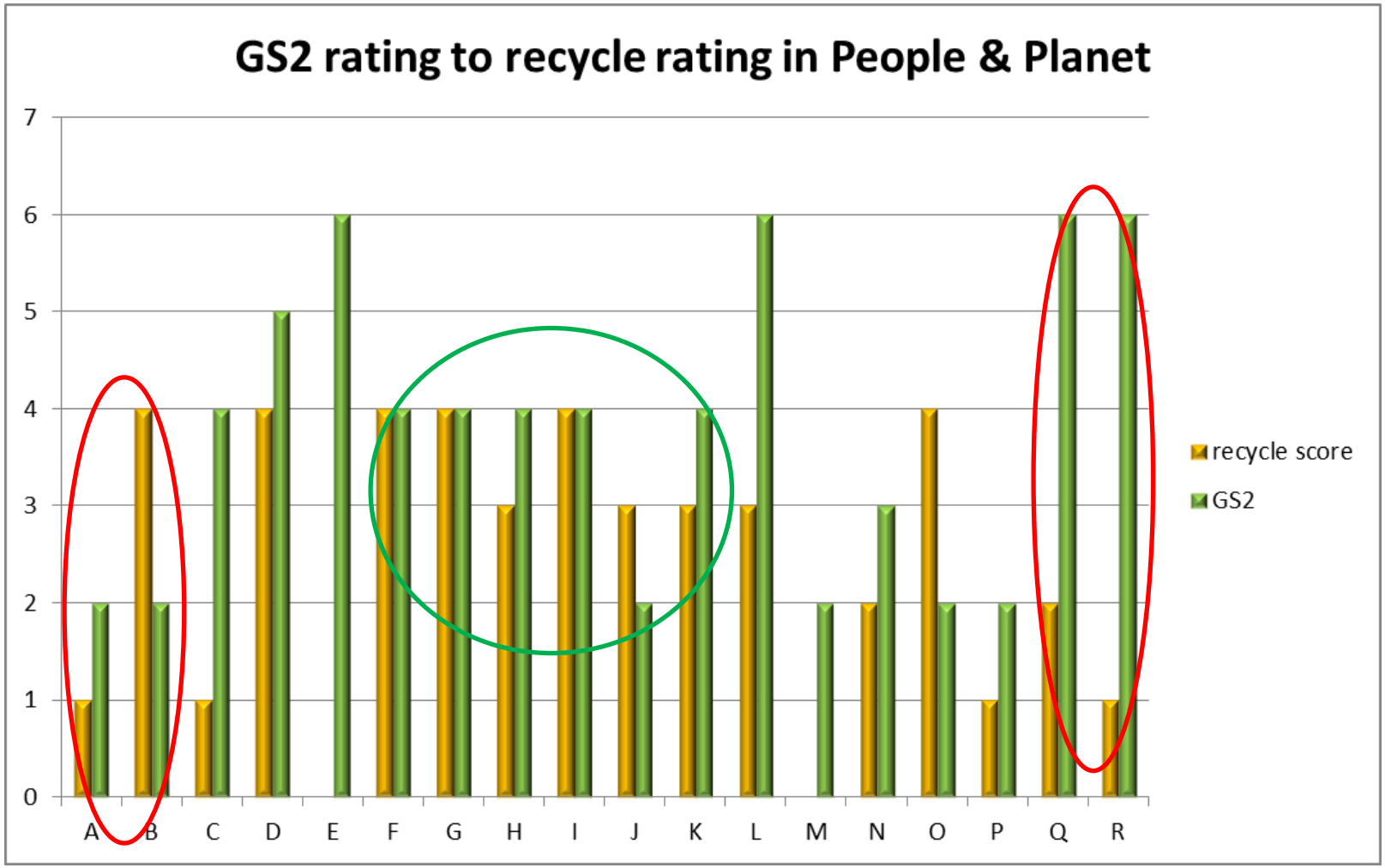
Site structures seem to matter …



Size does seems to matter...



Measuring different things…



Defining your journey

Do all the basics right

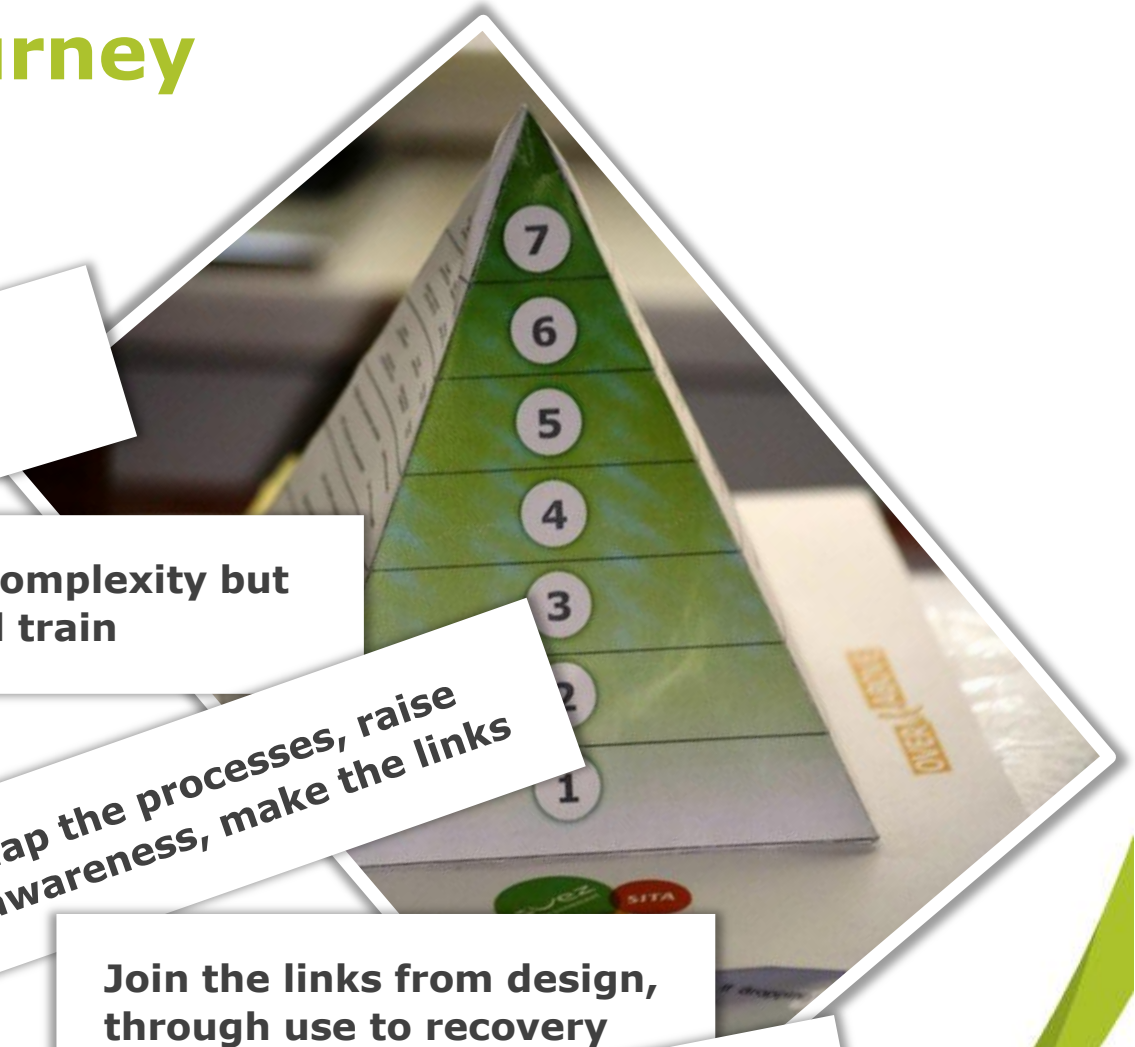
Start with simple improvements

Add more complexity but explain and train

Map the processes, raise awareness, make the links

Join the links from design, through use to recovery

Partnership, sharing and synergy



Summary

- Respect real data, moving to all weighing is a good thing
- Sort the right drivers
- Your policies are driving some behaviours, are they what you want ?
- Different solutions and learning for size of population
- Different thinking and structures for your building portfolios by building type and cluster
- Find your Peers in terms of the above and then work and lean together
- Work with feeder colleges, perhaps adopting similar recycling education and practise to work on those first year students

Thank you

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