

Education for Sustainable Development and Global Citizenship (ESDGC): Analysis of good practice in Welsh Higher Education Institutions

A report to the Higher Education Funding
Council for Wales (HEFCW)

6th March 2009

Contents

Executive summary	i
1: Introduction	1
2: Study methodology	3
3: Context.....	5
4: Existing activity.....	13
5: Comparator sectors.....	25
6: Benchmarking and monitoring HEIs.....	39
7: Conclusions	47
Annex A: Invitation to tender	A-1
Annex B: Questionnaire for scoping interviews.....	B-1
Annex C: Topic guide for HEI fieldwork	C-1
Annex D: Document review template.....	D-1

Contact: Aoife Ni Luanaigh Tel: 0207 307 7140 email: anilunaigh@sqw.co.uk

Approved by: Patricia Ambrose Date: 06/03/2009
Associate Director

Executive summary

1. In November 2008, SQW Consulting was commissioned by the Higher Education Funding Council for Wales (HEFCW) to provide an assessment of the Welsh HE sector's engagement with the education for sustainable development and global citizenship (ESDGC¹) agenda, including an analysis of good practice in Welsh Higher Education institutions (HEIs).

Project requirements

2. HEFCW required an assessment of the Welsh HE sector's engagement with the ESDGC agenda, highlighting best practice in ESDGC activity across the Welsh HE sector, with reference to other sectors and international activity. The report is intended to:
 - Reflect all current aspects of ESDGC related activity in Welsh HE against which progress might be analysed over time, e.g. through further similar exercises.
 - Map this activity onto the approach of the Welsh Assembly Government ESDGC Strategy for Action
 - Consider the approach of other sectors that have drawn up a "Common Understanding" of ESDGC for their particular sector, based around the five strands in the strategy for action.
 - Consider activity across the UK and make appropriate reference to international activity.
3. There are four components to our approach:
 - A policy review which considers the national and international policy contexts for SDGC activity and education
 - A review of relevant strategies and plans submitted by HEIs to HEFCW in 2006, 2007 and 2008 (including Strategic Plans, Third Mission Strategies, Learning and Teaching Strategies and Estates Strategies, as appropriate), to identify ESDGC activity and progress in HEIs, and to develop a baseline of current activity.
 - A stakeholder consultation carried out in two phases. The first phase helped to identify the key issues facing ESDGC in Wales as perceived by those involved in the sector and, in its early stages, guided the development of research tools. The second phase, a presentation to the HE ESDGC network, provided an opportunity to review emerging findings and to ensure that conclusions are firmly grounded in practice.
 - Case study visits and interviews with all HEIs in Wales.

¹ ESDGC is used throughout the document when referring to the Welsh Assembly Government agenda or specifically to education, and SDGC, SD and GC are used to refer to sustainable development and global citizenship more generally

Definitions

4. Sustainable development is a broad concept. It is sometimes viewed as primarily concerned with environmental sustainability but is now generally perceived to be much wider. Economic and social sustainability make up two other dimensions and the concept is now understood to include the interlinking of environmental, economic and social factors, involving synergies and trade-offs.
5. Sustainable development is defined by the National Assembly for Wales following the Brundtland report² as ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’. It has three key components: social, economic and environmental sustainability. These must be balanced: some commentators argue that they can be achieved at the same time, and others that they are often in conflict. Global citizenship does not have a similar widely accepted definition, but covers global and local politics and social equity.
6. The ESDGC website developed by the Welsh Assembly Government (www.esd-wales.org.uk) separates ESDGC into two component parts:
 - Education for Sustainable Development: Enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future, and
 - Education for Global Citizenship: Enables people to understand the global forces which shape their lives and to acquire the knowledge, skills and values that will equip them to participate in decision making, both locally and globally, which promotes a more equitable and sustainable world.
7. Individual HEIs do not necessarily have commonly-accepted definitions of SD or GC. This is both positive – in that it allows a plurality of approaches – and problematic – in that activity may not be recognised as contributing to ESDGC.

Policy background

8. The National Assembly for Wales holds responsibility for sustainable development. In 2000, it published *A Sustainable Wales - Learning to Live Differently*, which set out the Assembly’s commitment to mainstreaming sustainable development in its policies and activities.
9. In 2004, it published a revised sustainable development scheme, *Starting to Live Differently*, which ‘sets out the vision of a sustainable future for all of Wales where action for social, economic and environmental improvement work together to create positive change’. It also published *The Sustainable Development Action Plan 2004-2007*, which identified how the commitments in the sustainable development scheme would be implemented.

² ‘Our Common Future’ (The Brundtland Report) is the Report of the World Commission on Environment and Development (1987)

10. *Education for Sustainable Development and Global Citizenship – a strategy for action* was published in September 2006 and sought ‘to operationalise the proposals that were contained in the draft all Wales *Education for Sustainable Development and Global Citizenship Strategy for Wales*. This action plan was put in place to ensure the Welsh national sustainability agenda is integrated into the education system. The action plan covers a three year period from 2006 to 2009 and identifies five cross-cutting areas which relate to the HE sector as follows:
- Commitment and Leadership
 - Teaching and Learning
 - Institutional Management
 - Partnerships
 - Research and Monitoring.
11. The ESDGC strategy sets out ‘deliverable actions for the education sector’, with responsibility for delivery resting with the ESDGC Champion for Wales. The plan also calls for the establishment of a 10 year strategy linking into the Millennium Development Goals and UNESCO ESD Decade.
12. Specific priority recommendations from the ESDGC strategy for the HE sector are listed in Table 1.

Table 1: Recommendations for the Higher Education sector

HEIs to identify what actions they are taking to develop ESDGC within their institution. An analysis of good practice is produced to share with HEIs.

HEIs undertake a self analysis of where ESDGC is being taught within their institution and where it could be further incorporated.

All HE institutions should be encouraged (via good practice examples) to develop a suitable environmental management system (EMS) and equivalent measures which cover all their operations in order to minimise their overall resource use to sustainable and globally aware levels.

HEIs are encouraged to commit to and work with the Welsh Sustainable Procurement Initiative.

An audit is carried out as to what third mission initiatives include ESDGC at present.

The potential to establish or strengthen dedicated interdisciplinary funding streams for ESDGC research is explored with the research councils and the EU.

Take account of work in other sectors

Source: adapted from Education for Sustainable Development and Global Citizenship – a strategy for action (2006)

Findings

13. HEIs across Wales differ significantly in terms of size, location, numbers of staff and students, type of estate, subject coverage and research focus. These factors all have implications for the ways in which they approach ESDGC, and the level of activity which is possible. However, there are also commonalities which could be built on to enable the sharing of experience and good practice.

14. Welsh HEIs are generally beginning to engage well with the ESDGC agenda. All HEIs have undertaken a curriculum audit, and those have now all also identified the environmental management system (EMS) which they intend to use and are working towards accreditation.
15. SDGC is strongly represented in teaching and learning. Commitment and leadership are excellent in some institutions. However, as SDGC is not a traditional research discipline, there are no specific research funding streams covering the entirety of the SDGC area, and funding for basic and applied research is needed.
16. Implementation of the agenda is still patchy, and in the majority of institutions relies on a small number of individuals to drive forward (often stand-alone) projects. In addition, the focus has been largely on sustainable development in its environmental sense rather than a broader understanding of social sustainability and global citizenship. The lack of common definitions of sustainable development and global citizenship has to some extent hindered activity. Sharing of good practice is important, both between and within institutions.

Comparator areas

17. The study considers activity in the rest of the UK and the Netherlands, Australia, New Zealand, Canada and the US. Most international activity focuses on SD rather than GC. However, definitions of SD may include elements of what in Wales is considered to be GC, particularly where the social element of sustainable development is interpreted widely. As such, international partners may be useful in developing work within GC as well as SD.
18. Appropriate comparator sectors are difficult to identify for the range of ESDGC activity. Education is a crucial component of ESDGC, and this is not always reflected in other public sector bodies' approaches to SD. However, the FE sector offers the most useful comparison as its focus is on education and equipping people with the skills they need to become informed citizens.

Benchmarking and baselining

19. Benchmarking activity in this area is potentially useful, but it is important that indicators are reliable and are not counter-productive. Existing SDGC related benchmarking systems for HEIs exist: notably, People and Planet's Green League, the tools developed for HEFCE's SD review, and the STAUNCH tool. These cover a range of topics, including research, teaching, estates and institutional commitment.
20. Monitoring energy use and waste emissions is feasible: estates management statistics are available and are used by institutions to monitor energy use over time. In general, institutions will have good records of energy consumption – although the degree to which these are broken down by building and land use type varies. It is also feasible to monitor the proportion of modules containing material relevant to ESDGC over time.

Self assessment

21. We suggest that HEIs should develop a baseline for ESDGC in their institutions. The focus should be on self-assessment, and it is important that differences between institutions are acknowledged. HEFCW could play a facilitating role and may wish to consider additional financial support for SDGC activities.
22. Where possible, the baseline should use existing data and statistics, collected through Estates Management Statistics, HESA and financial information provided to HEFCW, as well as that collected internally for environmental management systems, and should identify change over time.
23. A useful approach may be to follow that taken by the Welsh FE sector, which has developed a clear overview of how the ESDGC agenda can be mobilised in colleges under the different headings of commitment and leadership, teaching and learning, institutional management, community and partnership, and research and monitoring.
24. HEFCE's Sustainable Development report sets out a range of indicators, and suggests that institutions could be grouped into four categories based on their commitment to and understanding of SD. While the report covers SD only and does not cover GC, it still provides a useful model which could be adapted to the Welsh context. The HEPS *Reporting for Sustainability: Guidance for Higher Education Institutions* publication also provides an interesting model which could be used in Wales.
25. Case study interviewees agreed that publicising and sharing good practice would be of use in the ESDGC context. Sources of information on good practice include the Carbon Trust's Higher Education Carbon Management Programme, sector networks such as the Environmental Association for Universities and Colleges (EAUC), and the Association of University Directors of Estates (AUDE) and the Higher Education Environmental Performance Initiative (HEEPI).
26. The HE ESDGC network is seen as a useful forum for the sharing of good practice, and attendance has been good. It should continue to meet and play a central role in disseminating good practice. The network should continue to build on Higher Education Academy (HEA) support and link into its network of subject centres across the UK.

Conclusions

27. In light of the research findings, we conclude that:
 - ESDGC is given high priority across Wales, but does not always filter down to HEIs or within them – not all staff are necessarily aware of the ESDGC agenda, or work which is going on outside their subject area. There are some areas of excellent practice and these should be supported and extended.
 - HEIs across Wales differ significantly in terms of size, location, numbers of staff and students, type of estate, subject coverage and research focus. These factors all have implications for the ways in which they approach ESDGC, and the level of activity

which is possible. However, there are also commonalities which could be built on to enable the sharing of experience and good practice.

- There is a need for consistent definitions of sustainable development and particularly global citizenship, which should be disseminated widely within HEIs. These definitions should include an indication of the skills and attribute expected of sustainability literate graduates (for example, critical thinking).
- Institutional commitment to and understanding of ESDGC varies by HEI. In general there is a relatively small group of active staff working on individual initiatives, which are not always well-connected or publicised. Student involvement is variable: in some institutions, the student body is more aware of and engaged with the agenda, and in others staff tend to drive activities. However, student pressure can be a useful tool in encouraging HEIs to change behaviour: for example, though campaigns for Fair Trade procurement.
- Understanding of sustainable development is strong on the estates side (this is in part linked to financial benefits of energy use reductions). Both capital investment and behaviour change are important in minimising energy use within institutions.
- SDGC is strong in some departments in terms of teaching, but often less visible in research and partnerships. There has been little research into the embedding of ESDGC in the curriculum to date. The STAUNCH audit has therefore been particularly useful in addressing this gap. HEFCW might consider a similar audit of research activity (perhaps informed by RAE submissions so as to minimise the burden on institutions).
- We suggest that HEIs should develop a baseline for ESDGC in their institutions. The focus should (at least initially) be on self-assessment. Where possible, the baseline should use existing data and statistics, collected through Estates Management Statistics, HESA and financial information provided to HEFCW, as well as that collected internally for environmental management systems, and identify change over time. Change from the baseline, once established, can be measured and could potentially be developed into agreed benchmarking criteria. The HE ESDGC network could play a role in deciding which indicators to use in the baseline.
- The HE ESDGC network is seen as a useful forum for the sharing of good practice, and attendance has been good. It should continue to meet and play a central role in disseminating good practice. The network should continue to build on Higher Education Academy (HEA) support and link into its network of subject centres across the UK.
- The HE ESDGC network does not have a budget for additional work. HEFCW could consider providing a small amount of funding for the network to undertake research into areas of interest. This should include estates management and procurement as well as curriculum issues.

- The HE ESDGC network should explore the possibility of developing a website with links to detailed good practice case studies and sources of information on SDGC across the HE sector internationally (this might include links to existing sources of information and support such as EAUC).
- HEFCE is to link capital funding to carbon action plans, and HEFCW might consider similar action, with some proportion of capital funding linked to estates strategies which support SD activity.
- HEFCW has an important enabling role and can support individual institutions to share good practice (through the HE ESDGC and other networks) and to develop ESDGC in appropriate ways.
- HEFCW should consider how its systems and approaches could further support and encourage ESDGC activity. Additional funding to support SDGC requirements should be considered – small sums can help to trigger activity and raise the profile of SDGC. Activity might include:
 - ring-fencing funding for ESDGC activity
 - additional cross-border working with HEFCE , DELL and the SFC where appropriate
 - developing more formal links with the FE and health sectors to learn from experiences.
- HEFCW might also consider developing funding initiatives relating to ESDGC learning and teaching and research. As SDGC is not a traditional research discipline, there are no specific research funding streams covering the entirety of the SDGC area, and funding for basic and applied research is needed.

1: Introduction

- 1.1 In November 2008, SQW Consulting was commissioned by the Higher Education Funding Council for Wales (HEFCW) to provide an assessment of the Welsh HE sector's engagement with the education for sustainable development and global citizenship (ESDGC) agenda, including an analysis of good practice in Welsh Higher Education institutions (HEIs).

Background to the study

- 1.2 The Higher Education (HE) sector in Wales includes 11 HEIs, plus the Open University. It employs over 18,000 members of staff (of which 8,300 hold academic posts) and educates over 125,000 full or part-time students³. Academics and HEIs act as educators, generate and transfer knowledge and are important opinion leaders in their local communities and more widely. HEIs, as institutions, also have a key role to play in shaping their own business operations and strategies to contribute towards sustainability.
- 1.3 Sustainable development is a broad concept. It is sometimes viewed as primarily concerned with environmental sustainability but is now generally perceived to be much wider. Economic and social sustainability make up two other dimensions and the concept is now understood to include the interlinking of environmental, economic and social factors, involving synergies and trade-offs.

Project requirements

- 1.4 HEFCW required an assessment of the Welsh HE sector's engagement with the ESDGC agenda, highlighting best practice in ESDGC activity across the Welsh HE sector, with reference to other sectors and international activity. The report is intended to:
- Reflect all current aspects of ESDGC related activity in Welsh HE against which progress might be analysed over time, e.g. through further similar exercises
 - Map this activity onto the approach of the Welsh Assembly Government ESDGC Strategy for Action
 - Consider the approach of other sectors that have drawn up a "Common Understanding" of ESDGC for their particular sector, based around the five strands in the strategy for action
 - Consider activity across the UK and make appropriate reference to international activity.

³ HESA data reported by the Welsh Assembly Government (<http://wales.gov.uk/topics/statistics>). Staff numbers are for 2006/07 and students for 2007/08.

- 1.5 There are four components to our approach:
- A policy review which considers the national and international policy contexts for SDGC activity and education
 - A review of relevant strategies and plans submitted by HEIs to HEFCW in 2006, 2007 and 2008 (including Strategic Plans, Third Mission Strategies, Learning and Teaching Strategies and Estates Strategies as appropriate), to identify ESDGC activity and progress in HEIs, and develop a baseline of current activity
 - A stakeholder consultation carried out in two phases. The first phase helped to identify the key issues facing ESDGC in Wales as perceived by those involved in the sector and, in its early stages, guided the development of research tools. The second phase, a presentation to the HE ESDGC network, provided an opportunity to review emerging findings and ensure that conclusions are firmly grounded in practice
 - Case study visits and consultation with all HEIs in Wales.

Structure of the report

- 1.6 The remainder of the report is structured as follows:

- Chapter 2: Study methodology
- Chapter 3: Context
- Chapter 4: Existing activity
- Chapter 5: Comparator sectors
- Chapter 6: Benchmarking and monitoring
- Chapter 7: Initial conclusions

- 1.7 The report is also supported by number of annexes:

- Annex A: Terms of reference
- Annex B: Questionnaire for scoping interviews
- Annex C: Topic guide for HEI fieldwork
- Annex D: Document review template

2: Study methodology

- 2.1 This report is intended to provide an overview of ESDGC activity in the HE sector across Wales, identify appropriate comparators and provide a way of sharing good practice.
- 2.2 Our approach was structured as follows:
- Initial document and policy review to gain an understanding of the ESDGC agenda in Wales
 - Consultation with stakeholders (in Wales and in other parts of the UK) to identify the key issues around ESDGC
 - A policy review which considered the national and international policy contexts for SDGC activity and education
 - A review of relevant strategies and plans submitted by HEIs to HEFCW in 2006, 2007, and 2008
 - Case study visits to eleven HEIs in Wales
 - A presentation to the HE ESDGC network to review and validate emerging findings and ensure that conclusions are firmly grounded in practice.

Background research

- 2.3 At an early stage in the project, members of the project team met with HEFCW officers to discuss the scope of the project. Prior to this meeting an initial document and policy review was undertaken to gain an understanding of the ESDGC agenda in Wales.
- 2.4 The next step was telephone and face-to-face consultations with stakeholders involved in SDGC activity (in Wales and in other parts of the UK) to identify the key issues around ESDGC in Wales and the rest of the UK. These consultations guided the development of research tools for the full policy and document review and for the case study visits to HEIs.

Policy and document review

- 2.5 Following the scoping consultations, we undertook a policy review which considered the national and international policy contexts for SDGC activity and education – and, in particular, related activity in the HE sector in England.
- 2.6 In addition, a review of relevant strategies and plans submitted by HEIs to HEFCW in 2006, 2007 and 2008 was undertaken. This included a review of Strategic Plans, Third Mission Strategies, Learning and Teaching Strategies and Estates Strategies (as appropriate). Documents were reviewed to an agreed template to assist in identifying ESDGC activity and progress in HEIs, and in developing a baseline of current activity.

Fieldwork

- 2.7 The next stage of the research involved case study visits and consultation with all HEIs in Wales (undertaken between November 2008 and January 2009).
- 2.8 Semi-structured interviews were held with a number of institutional representatives, including the relevant Pro-Vice-Chancellor (or equivalent) with overall responsibility for ESDGC, the institutional ESDGC champion(s), estates and other staff involved in ESDGC and academic staff working in the field. Specific interviewees varied by institution.
- 2.9 Key findings from the case study visits are discussed thematically in chapter 4. An aide-memoire identifying topics covered is provided in Annex C.

Validation of findings

- 2.10 The project manager and director then gave a presentation to the HE ESDGC network meeting in Bangor in January 2008, summarising findings to date and raising points for further discussion. This provided an opportunity to review and validate emerging findings, and ensure that conclusions were firmly grounded in practice.

3: Context

3.1 Sustainable development is an area of concern for Government. It has become an increasingly high priority. Recent international meetings, such as the G8 summit, have focused on these concerns. Higher education is recognised as a sector which can have a significant impact through all aspects of its work: teaching, research, governance and good corporate practice. The HE funding councils will be expected to address issues relating to sustainable development and to think about how the sector might engage with them proactively rather than responding reactively.

Definitions

3.2 Sustainable development is defined by the National Assembly for Wales following the Brundtland report as ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’. It has three key components: social, economic and environmental sustainability. These must be balanced: some commentators argue that they can be achieved at the same time, and others that they are often in conflict. Global citizenship does not have a similar widely accepted definition, but covers global and local politics and social equity.

3.3 The Welsh ESDGC website developed by the Welsh Assembly Government (WAG) (www.esd-wales.org.uk) separates ESDGC into two component parts:

- Education for Sustainable Development: Enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future, and
- Education for Global Citizenship: Enables people to understand the global forces which shape their lives and to acquire the knowledge, skills and values that will equip them to participate in decision making, both locally and globally, which promotes a more equitable and sustainable world.

3.4 Individual HEIs do not necessarily have commonly-accepted definitions of SD or GC. This is both positive – in that it allows a plurality of approaches – and problematic – in that activity may not be recognised as contributing to ESDGC.

National context

3.5 The Welsh Assembly Government is responsible for sustainable development. In 2000, it published *A Sustainable Wales - Learning to Live Differently*, which set out the commitment to mainstreaming sustainable development in its policies and activities.

3.6 In 2004, it published a revised sustainable development scheme, *Starting to Live Differently*, which ‘sets out the vision of a sustainable future for all of Wales where actions for social, economic and environmental improvement work together to create positive change’, and also

published *The Sustainable Development Action Plan 2004-2007*, which identified how the commitments in the sustainable development scheme would be implemented.

- 3.7 *Starting to Live Differently* outlines how the Welsh Assembly Government seeks to promote sustainable development across all areas of social, economic and environmental life. The document works with other documents produced by the Welsh Assembly Government to enact positive change towards sustainable development (e.g. *The Sustainable Development Action Plan, Wales a Better Country* and *The Wales Spatial Plan*).
- 3.8 The document highlights the need to mainstream the principles of sustainable development into the operation of the National Assembly. Of primary importance is the assessment that Wales is ‘operating unsustainably in a number of ways’ regarding resource efficiency and an associated failure to enhance economic, social and environmental capital. The document provides a broad overview to the sustainable development agenda in Wales by: (1) providing a working definition of sustainable development; (2) highlighting the vision of a sustainable Wales; (3) outlining the sustainable development principles; (4) foregrounding how the Welsh Assembly Government will fulfil the duty of mainstreaming sustainable development and achieving good governance.
- 3.9 *The Sustainable Development Action Plan 2004-2007* outlines a number of actions to be taken from 2004-2007 in order to implement the new *Sustainable Development Scheme* and fulfil commitments made by the Welsh Assembly Government to provide a framework for sustainable development in Wales.
- 3.10 The four key areas of the action plan are as follows:
- **Living Differently** - Addressing major structural issues for sustainable development in energy, settlements, natural environment, and production and consumption
 - **Leadership and Delivery** - Creating governance structures and a civil society that can deliver sustainable development
 - **Making our Money Talk** - Making sure the Welsh Assembly and other public sector spending is focused on delivering sustainable development
 - **Measuring Our Progress** - Testing the progress of sustainable development in Wales against new indicators and reporting on progress
- 3.11 The 2007 *Sustainable Development Annual Report* is the Welsh Assembly Government’s sixth annual report on progress towards sustainable development. The report provides an overview of activity and progress against a number of high-level commitments, and then evaluates progress against the four key areas of the 2004-2007 Action Plan (Living Differently, Leadership and Delivery, Making Our Money Talk and Measuring Our Progress). The report seeks to update the progress achieved against each of the key areas and the targets that were proposed for sustainable development by the Welsh Assembly Government in 2003.
- 3.12 Major sustainable development initiatives identified include:
- The publication of a full suite of sustainable development indicators

- The announcement of the aspiration that from 2011 all new buildings in Wales would be carbon neutral
 - The launch of the ESDGC action plan
 - Further roll-out of *the Sustainable Procurement Programme*
 - The continued use of the NHS *Sustainable Development Toolkit*
 - The roll-out of the Welsh Local Government Association’s *Sustainable Development Framework*.
- 3.13 ESDGC is identified as one of the key initiatives implemented by the Welsh Assembly Government to drive forward the sustainable development agenda in the education sector.
- 3.14 *Education for Sustainable Development and Global Citizenship – a strategy for action* was published in September 2006 and sought ‘to operationalise the proposals that were contained in the draft all Wales *Education for Sustainable Development and Global Citizenship Strategy for Wales*’. The action plan covers a three year period from 2006 to 2009.
- 3.15 The ESDGC strategy sets out ‘deliverable actions for the education sector’, with responsibility for delivery resting with the ESDGC Champion for Wales (Claire Fowler). The plan also calls for the establishment of a 10 year strategy linking into the Millennium Development Goals and UNESCO ESD Decade. Key recommendations from the strategy are to evaluate the state of play across the education sector, to gain a baseline against which progress can be measured and to disseminate the good practice that exists.
- 3.16 Recommendations for the education sector as a whole from the ESDGC strategy are listed in Table 3-1.

Table 3-1: Recommendations for the education sector as a whole

Increase support to the ESDGC panel to enable it to develop from a reactive panel to a more focussed, proactive panel. Have a designated lead (champion) for ESDGC who has responsibility for taking forward the ESDGC action plan.

Common Standards for ESDGC are developed: training, resourcing and development of ESDGC are then all linked to this national standard.

All education settings working towards obtaining suitable environmental management systems for their own business premises and processes, thereby beginning the process of whole institution approach to ESDGC.

Establish a 10 year strategy tying in with Millennium Development Goals (MDG's) and the UNESCO ESD Decade to ensure that Wales as a country contributes to these objectives.

A clearly identified person with responsibility for ESDGC within major institutions in statutory and non-statutory sectors is identified. They will form the conduit for information and the focal point for development of ESDGC within each organisation. The Welsh Assembly Government will encourage each organisation covered by this strategy to identify lead champions.

Source: adapted from Education for Sustainable Development and Global Citizenship – a strategy for action (2006)

- 3.17 HEIs are seen as playing a vital role in the dissemination of ESDGC information to the wider society. This involves educating professionals and leaders, setting up environmental management and procurement systems and potentially influencing members of wider society through professional development and training provision and through their scholarly output. For example, *A Science Policy For Wales 2006: The Welsh Assembly Government’s Strategic*

Vision for Science, Engineering and Technology outlines science policy for Wales and signposts three main priority areas for future scientific engagement (health; a low carbon economy; and enabling sustained social and economic renewal). HEIs are to have a ‘key and pivotal role in delivering science, innovation and skilled people which are important in enabling economic, social and cultural success.’ In particular, HEIs are seen as having a particularly important contribution to make to in terms of research and development to support the development of a low carbon economy

- 3.18 Specific priority recommendations for the HE sector from the ESDGC strategy are listed in Table 3-2.

Table 3-2: Recommendations for the Higher Education sector

HEIs to identify what actions they are taking to develop ESDGC within their institution. An analysis of good practice is produced to share with HEIs.

HEIs undertake a self analysis of where ESDGC is being taught within their institution and where it could be further incorporated.

All HE institutions should be encouraged (via good practice examples) to develop a suitable environmental management system (EMS) and equivalent measures which cover all their operations in order to minimise their overall resource use to sustainable and globally aware levels.

HEIs are encouraged to commit to and work with the Welsh Sustainable Procurement Initiative.

An audit is carried out as to what third mission initiatives include ESDGC at present.

The potential to establish or strengthen dedicated interdisciplinary funding streams for ESDGC research is explored with the research councils and the EU.

Take account of work in other sectors.

Source: adapted from Education for Sustainable Development and Global Citizenship – a strategy for action (2006)

- 3.19 The strategy identifies five cross-cutting areas, which relate to the HE sector as follows:

Commitment and Leadership

- 3.20 Leaders are seen as having a ‘crucial role to play in supporting the transition to sustainable development’. This role is both strategic and symbolic – HEIs are expected to incorporate sustainable development considerations into their strategic planning, and show commitment to sustainable development. HEFCW is tasked with supporting HEIs to identify how ESDGC activity is being developed within their institution, and also to assist in sharing good practice (in part through this project).

Teaching and learning

- 3.21 With respect to teaching and learning HEIs are encouraged to analyse current ESDGC teaching provision and identify areas in which the agenda can be further integrated into teaching. The plan also highlights the need for HEIs to provide CPD and support for teaching staff to enable this integration.

Institutional Management

- 3.22 The strategy requires HEIs to practise sustainability and global citizenship. It tasks HEIs with implementing policies ‘for the sustainable management and global awareness of their institution’, to include environmental, social and economic issues.
- 3.23 HEIs are also encouraged to develop suitable overarching environmental management systems (EMS) ‘in order to minimise their overall resource use to sustainable levels’. HEFCW is expected to take up a leadership role in driving this agenda forward.

Partnerships

- 3.24 With support and leadership from HEFCW, HEIs are tasked with collaborating with public and private sector organisations as well as local communities to enhance ESDGC knowledge transfer, and embed ESDGC within these relationships.

Research and Monitoring

- 3.25 The importance of establishing a strong research base supporting the ESDGC agenda is emphasised in the plan. However, as SDGC is not a traditional research discipline, there are no specific research funding streams covering the entirety of the SDGC area. The plan states that funding for basic and applied research is needed.

Review of strategy

- 3.26 *Education for Sustainable Development and Global Citizenship: A Strategy for Action (Update January 2008)* highlights actions taken since the 2006 publication of *Education for Sustainable Development and Global Citizenship – a strategy for action*. It evaluates progress against three “traffic light” measures:
- red – more work needed to achieve the commitment
 - amber – on track
 - green – achieved
- 3.27 The document identifies progress and activity across the five education sectors (schools, youth, FE and work based learning, HE and adult and continuing education), and evaluates the progress made in each sector across the five thematic areas of commitment and leadership, teaching and learning, institutional management, partnerships, research and monitoring, and resourcing.
- 3.28 The January 2008 update identifies progress for the HE sector against a number of indicators as follows:

Table 3-3: Progress update for the HE sector

Indicator	Progress
Commitment and Leadership	
HEIs to identify what actions they are taking to develop ESDGC within their institution. An analysis of good practice is produced to share widely with HEIs.	On track
HEIs to include a section on sustainable development and global citizenship in their strategic plans.	Achieved
Teaching and Learning	
HEIs to undertake a self analysis of where ESDGC is being taught within their institution and where it could be further incorporated.	On track
Institutional Management	
All HE institutions are encouraged (via good practice examples) to develop a suitable environment management system (EMS) and equivalent measures which cover all their operations in order to minimise their overall resource use to sustainable levels.	On track
HEIs are encouraged to commit to and work with the Welsh Sustainable Procurement Initiative.	More work need to achieve this commitment
Partnerships	
An audit is carried out as to what third mission initiatives currently include ESDGC.	More work need to achieve this commitment
Research and Monitoring	
The potential to establish or strengthen dedicated interdisciplinary funding streams for SDGC research is explored with research councils and the EU.	More work need to achieve this commitment
Supplementary actions	
6.1 Leadership and commitment	
6.1.2 HEIs to include a section on sustainable development and global citizenship in their strategic plans. This should explain how training in ESDGC is being addressed and delivered.	Achieved
6.1.3 Training for ESDGC is provided to leaders and senior management teams in all Welsh HE institutions.	On track
6.2 Teaching and Learning	
6.2.2 HEFCW to hold initial discussions with the Quality Assurance Agency (QAA) to explore whether a contribution to ESDGC could be considered within quality assurance arrangements.	More work needed to achieve this commitment
6.2.3 Support and guidance publications will be reviewed to ensure that ESDGC is implicit in them and encourages students to develop ESDGC within their induction period, EPD and CPD.	On track
6.3 Institutional Management	
6.3.3 The use of life cycle costings for major build and refurbishment projects is reviewed with a view to revising the funding of capital projects and maintenance and running costs.	More work needed to achieve this commitment
6.3.4 Institutions adopt and implement a Sustainable Development and Global Citizenship Policy that actively promotes SD and GC through corporate planning.	More work needed to achieve this commitment
6.3.5 HEIs are encouraged to adopt a whole institution approach to SD in the grant settlement letter.	Achieved

Indicator	Progress
6.4 Partnership	
6.4.2 HEIs are encouraged to include ESDGC as part of what they offer as third mission provision.	More work needed to achieve this commitment
6.4.3 Aspects of ESDGC within third mission strategies should be should be cross referenced to the institutional strategic plans or other relevant strategies sent to HEFCW.	On track
6.4.4 Consider where HEIs could help LAs deliver their ESDGC action plans.	More work needed to achieve this commitment

Source: Education for Sustainable Development and Global Citizenship: A Strategy for Action (Update January 2008)

- 3.29 Progress is on track to meet ESDGC objectives in the commitment and leadership, teaching and learning and institutional management areas. However, the January 2008 update to the ESDGC strategy suggests that more work is needed, particularly in the areas of research and monitoring.
- 3.30 The progress made in the HE sector encompasses both SD and GC. Both are grouped together under the ESDGC banner. The main achievements that have been made are highlighted in the 2008 update as follows:
- following consideration by HEFCW’s Third Mission and Learning & Teaching Committees, and in discussion with the ESDGC Champion, a work plan was developed to take forward relevant actions.
 - HEFCW has required HEIs to include a section on ESDGC within their strategic reports since 2006. HEIs were asked to ‘consider the implications for their institution in terms of actions they were undertaking to develop and embed ESDGC principles across a range of activities, for example in terms of learning and teaching activities, third mission activities and the training of leaders and senior management teams’.
 - finally, each HEI has nominated a representative ‘to act as a conduit for ESDGC for information’ both to and from the institution.
- 3.31 The report lists the added bonuses for education institutions working towards sustainable development goals: improved morale, increased sense of purpose felt by staff and a greater retention of current staff and recruitment of new staff.
- 3.32 The ESDGC Champion for Wales is currently reviewing the HE ESDGC Action Plan and identifying actions which have been undertaken and outcomes achieved by the end of 2008. The ESDGC strategy itself will be reviewed at the end of 2009. As such, both HEFCW and individual HEIs have an important role to play in determining the future shape of the strategy.
- 3.33 The Welsh Assembly Government published *One Wales: One Planet – a Consultation on a new Sustainable Development Scheme for Wales* in November 2008. This identifies two core principles for sustainable development: inclusive involvement of all stakeholders in policy and programme development, and an approach to SD that ‘makes the connections between, and effectively integrates, economic, social and environmental challenges’.
- 3.34 Key outcomes in the area of learning include each learner being ‘actively involved in a variety of sustainable development and global citizenship initiatives’ and ‘every educational

institution embedding sustainable development and global citizenship within its education programmes and way of working'. However, no specific reference is made to the role of higher education.

HEFCW's role

- 3.35 HEFCW's current remit letter requires it to work closely with the ESDGC Champion to support delivery of the actions in the ESDGC strategy. In addition, HEFCW's Corporate Plan requires it to 'enable the sector to embed sustainability in its overall strategic planning to ensure that in all aspects of their activities HEIs deliver sustainable impacts, as measured by evidence provided in the various plans requested from HEIs by the Council'. HEIs are required to include a section on sustainable development and global citizenship in their strategic plans, and most have identified ESDGC leads.
- 3.36 HEFCW activities to support implementation of the recommendations include:
- establishing the HE ESDGC Network, with representatives from each HEI. Representatives have a range of backgrounds and interests, and include academics researching and teaching SDGC and estates managers.
 - an additional allocation of £22,500 to each Welsh HEI to enable the higher education sector to make progress on two of the actions contained within the ESDGC Strategy for Action: (i) Action 6.2.1: *HEIs undertake a self-analysis of where ESDGC is being taught within their institution and where it could be further incorporated* and (ii) Action 6.3.1: *All HEIs are encouraged (via good practice examples) to develop a suitable environmental management system (EMS) and equivalent measures which cover all their operations in order to minimise their overall resource use to sustainable levels.*
 - holding an ESDGC conference for the Welsh HE sector on 21 May 2008, arranged jointly by HEFCW and the Higher Education Academy (supporting Action 6.1.3: *Training for ESDGC is provided to leaders and senior management teams in all Welsh HEIs*).
- 3.37 The funding (para 3.36 bullet 2) was allocated to the two activity areas as HEIs saw fit – HEFCW suggested that they might fund an individual 'to undertake a comprehensive HEI-wide curriculum analysis/audit and to assist in establishing or supporting the development of an EMS'; or that they may wish to fund activities that support embedding of ESDGC into the curriculum. HEIs were required to report outcomes to HEFCW in November 2008.
- 3.38 As a result, all HEIs have undertaken a curriculum audit, and those which did not have environmental management systems in place have now identified the EMS which they intend to use and are working towards accreditation. Activity is explored in more detail in Chapter 4.

4: Existing activity

- 4.1 HEIs across Wales differ significantly in terms of size, location, numbers of staff and students, type of estate, subject coverage and research focus. These factors all have implications for the ways in which they approach ESDGC, and the level of activity which is possible.
- 4.2 This chapter considers the development of the ESDGC agenda in HEIs, and then considers activity across the five strands of Commitment and Leadership; Teaching and Learning; Institutional Management; Partnerships; and Research and Monitoring.
- 4.3 This chapter is informed by documentary analysis and case studies visits to eleven HEIs in Wales. The topic guide for case study visits is attached at Annex C.
- 4.4 In addition, analysis was undertaken of relevant institutional strategies and plans (including Strategic Plans, Third Mission Strategies, Learning and Teaching Strategies and Estates Strategies) from 2006-2008. Each document was reviewed to an agreed template and an institutional summary produced under the following headings:
- Institutional commitment to ESDGC
 - Leadership
 - Teaching and learning
 - Institutional Management
 - Partnerships
 - Research
 - Availability of baseline information/data
 - Institutional progress to date.
- 4.5 The templates are attached at Annex D.
- 4.6 Chapter 5 reviews comparator sectors and a consideration of baselining and good practice examples follows in Chapter 6.

Development of ESDGC Agenda

- 4.7 The development of the ESDGC agenda has varied over time and by institution. An analysis of documents submitted by HEIs to HEFCW⁴ shows that, in general, the profile of ESDGC is rising within institutions, and that it is increasingly being considered in strategic documents, but this is not necessarily a linear process: different aspects of the agenda are given more prominence in some institutions, and relative importance may vary by year.

⁴ These documents were provided to SQW Consulting where permission was given by the institution

- 4.8 The institutional summaries provide a useful baseline of ESDGC related activity in institutions, and also helped to assess its visibility. As discussed in Chapter 3, institutions do not necessarily hold or share a common definition of ESDGC, or its components, and this has led to differences in how it is considered within institutional strategies.
- 4.9 Most institutions state that they are committed to the ESDGC agenda, but this is not necessarily strongly evidenced in their strategic plans, particularly those from earlier years. However, the trend is towards a greater consideration of ESDGC.
- 4.10 For example, one institution moved from brief mentions of sustainable development throughout its 2006 strategic plan (with a short separate paper on ESDGC listing initiatives), to providing (in 2008) a very detailed consideration of ESDGC activity under each of the five thematic areas of the ESDGC Strategy for Action. Activity in the field of environmental sustainability is particularly strong (including energy efficiency and reduction in waste, as well as work on sustainable transport). However, another institution shows much more limited consideration of ESDGC in its Strategic Plans, with no separate section on ESDGC and limited references to ESDGC activity.
- 4.11 In another institution, the 2006 Strategic Plan considered ESDGC to be the responsibility of the estates department, whereas the 2008 Plan covers environmental issues in more detail and refers to learning and teaching committees considering the ESDGC agenda, including through the curriculum audit. This suggests a heightened awareness and recognition of ESDGC activity within the institution.
- 4.12 External factors – policy initiatives, funding and the economic situation – have all influenced the agenda and led to greater recognition for SDGC. Institutions identified a number of drivers for getting involved in SDGC: student demand, costs savings linked to energy efficiency, staff research interests, HEFCW funding, and responding to the WAG policy agenda.
- 4.13 In general, case study interviewees felt that HEIs have a good understanding of the environmental aspects of sustainable development, but that the ESDGC agenda is not well understood or conceptualised. Global citizenship in particular is less well-understood, and in some institutions is equated with internationalisation or recruiting international students. However, others noted local and national issues including Welsh language provision as forming an inherent part of their GC work; and in others GC was understood at a deeper level.
- 4.14 To some extent these differences reflected institutions' histories; those with historically strong outreach or a strong tradition of working towards social justice tended to have a more sophisticated understanding of GC; and similarly, institutions with strong departments in the 'traditional' SD research areas were able to build on this experience.
- 4.15 A number of interviewees commented that education was a crucial element of ESDGC – so that estates initiatives were not in themselves necessarily contributing to ESDGC without an understanding of how they contributed to education.
- 4.16 Formal structures for promoting ESDGC varied considerably. In some institutions, the ESDGC agenda has been developed through traditional structures including academic committees. To some extent this has led to different initiatives being considered in isolation

(for example, Learning and Teaching initiatives being considered separately from estates activities). In others, sustainability fora have been set up, but these are not always formal university committees and rely on individuals to give up time. There is no one-size-fits all solution – for smaller institutions in particular, it can be difficult to know how best to formalise ESDGC within the institution.

- 4.17 Key constraints in implementing ESDGC activity include staff time and funding.

Commitment and Leadership

- 4.18 Leaders are seen as having a ‘crucial role to play in supporting the transition to sustainable development’. This role is both strategic and symbolic – HEIs are expected to incorporate sustainable development considerations into their strategic planning, and show commitment to sustainable development. HEFCW is tasked with supporting HEIs to identify how ESDGC activity is being developed within their institution, and also to assist in sharing good practice (in part through this project).
- 4.19 In general, a small number of staff in each institution are involved in driving forward ESDGC activity, and these members of staff tend to be those who are personally enthusiastic about the agenda. The types of staff involved vary widely – from academics, to estates staff, to student support and cleaning staff. Several institutions aimed to raise the profile of ESDGC among staff – including through induction sessions and during staff development week.

Table 4-1: Sustainability Fora

Administrative and reporting arrangements for ESDGC need to take account of institutional differences.

Glyndwr University established a Sustainability Forum to enable it to take a more strategic approach and to embed sustainability as a principal driver across the institution. The main focus of the Forum to date has been on environmental sustainability. It includes senior managers from Finance, Corporate Services, Estates and IT as well as a Student Guild representative and academics with an interest in the area. It is open to anyone wanting to attend.

The same institution held a workshop with Governors which led to the establishment of the Sustainability Forum. This has proved to be an excellent way of engaging governors, senior managers and other staff and of raising the profile of this area. ESDGC is now built in to the annual meeting of governors and staff.

Source: SQW Consulting fieldwork

- 4.20 Senior-level commitment to ESDGC varied across institutions. Senior management were not seen as obstructive, but in a number of institutions it was felt that they were not particularly supportive of viewing ESDGC in a joined-up way. In others, senior management team (SMT) support was a key driver for ESDGC activity – however, this often relied on a small number of individuals. For example, in one institution, the former VC was a sustainability enthusiast and policy expert, and the implementation of sustainability changes has now slowed down. In another, the loss of a SMT member and ESDGC champion resulted in some delays in the implementation of ESDGC initiatives.

Table 4-2: Senior-level commitment

Senior-level commitment varies by institution, although is in general good and improving. At Swansea Metropolitan University, the ESDGC champion presents sustainability initiatives to the SMT from the financial perspective ('If it makes financial sense it is much easier to persuade the management'), arguing that, although there is an understanding of the triple bottom line, the consideration of the financial aspects is crucial. For example, a number of projects helped to reduce energy consumption, and reduce energy costs overall despite price rises. £25,000 has been committed to implement changes that cut electricity consumption further.

Source: SQW Consulting fieldwork

- 4.21 In some institutions, interviewees were not clear on how ESDGC fits into the overall institutional strategy. Where, in addition, no individual has responsibility for promoting SD within the institution, it is difficult for clear leadership to develop.
- 4.22 Institutional strategies and plans also varied in their demonstration of leadership and commitment. For several institutions, it was not evident how well ESDGC was understood across different organisational levels, or what the key drivers for the agenda were. However, others noted the development of formal or informal groups tasked with considering SDGC activity.
- 4.23 HEIs need to respond to a range of cross-cutting initiatives and pressures. One interviewee noted that 'complete support' was given for ESDGC but that this came with 'complete delegation'. In other institutions, it was noted that financial support was not easily obtainable. Estates staff commented that financial imperatives were important – in many cases, measures to reduce energy use were adopted primarily for financial reasons, but these could also contribute to environmental sustainability and reductions in resource use.

Table 4-3: Role of ESDGC Institutional Champions

Each HEI has a designated ESDGC 'Champion', whose role it is to act as a 'conduit for information' on ESDGC. The institutional champions attend meetings of the ESDGC HE network, which is chaired by the Higher Education Academy.

In practice, the background and role of the ESDGC champions varies by institution – some are from estates teams; others academics; and others members of senior management.

Effective champions need to relate to both the academic and management side of HEIs. Ways in which this has been done include:

- appointing an academic with a professional estates background as champion
- developing fora for discussion open to all members of staff
- tailoring the ESDGC message to particular audiences – at Swansea Metropolitan University, it was noted that the champion presented proposals to the SMT in ways which highlighted the financial benefits.

Source: SQW Consulting fieldwork

- 4.24 Commitment and interest also varies within institutions by academic department. One institution has identified EcoChampions for each department, who have been successful in embedding sustainability issues across the university. However, commitment to ESDGC is generally achieved by a nucleus of people in management who ensure that the agenda is implemented. Patchy implementation is inevitable and some schools find it much easier to engage academics than others. It is also important to realise that there are necessarily differences in the ways the agenda can be implemented by different departments because they have different types of buildings of varying ages, different areas of focus and staff with varying research interests.

Table 4-4: Staff involvement

A number of institutions noted that staff awareness of SDGC and involvement varied significantly.

Trinity University College worked with members of staff during Staff Development week to raise the profile of sustainability. This included presentations on: the ESDGC agenda and the implications for the institution; staff volunteering (by the Director of a local Association of Voluntary Services); and on energy efficiency and sustainability including recycling, energy usage and targeting and monitoring of buildings. Consultees at all levels reported that the SDGC agenda was well received.

Swansea University has set up a sustainability forum which is open to all staff and students. There is a wide range of attendees, including academics and staff from student support, finance, estates, and catering. Although the forum has no formal status, it has helped to raise the profile of SD across the institution.

At Glyndwr University, the head of commercial services has worked with catering staff to ensure that they are aware of the issues surrounding sustainable procurement, food waste and food miles. Focus groups on environmental issues for catering staff are held every few months.

Source: SQW Consulting fieldwork

Partnerships

- 4.25 With support and leadership from HEFCW, HEIs are tasked with collaborating with public and private sector organisations as well as local communities to enhance ESDGC knowledge transfer, and embed ESDGC within these relationships.
- 4.26 Institutional plans and strategies described a wide range and large number of Third Mission activities. Most institutions did not specifically refer to ESDGC activity in this context. However, one stated that it aimed to contribute to the social and economic development of the region; and another highlighted ESDGC as one of the cross-cutting themes of its Third Mission strategy. A number of partnerships with other HEIs, as well as with local schools, were mentioned.
- 4.27 Case study interviewees were asked what third mission initiatives included ESDGC, whether they had carried out an audit of relevant activity, and whether the ESDGC strategy has brought opportunities for HEIs to engage in new activities (for example, an additional focus on social, governance and community issues).
- 4.28 A number of institutions were strongly involved in their local communities. While in most cases this involvement was not triggered by the ESDGC strategy, it helped to reinforce its implementation. For example, a number of institutions including Swansea University have developed and implemented sustainable travel plans with a range of other educational and public sector partners. While it is likely that such plans would have been developed without the ESDGC strategy, one interviewee noted that the institutions had played a much more central role than might otherwise have been the case, and that it was easier to convince senior management of the benefits.

Table 4-5: International links

The University of Glamorgan is involved in the Partnership Overseas Networking Trust (PONT), a project which builds links between individuals, businesses and organisations in Pontypridd and the town of Mbale, Uganda. The University is a key partner in the project, and staff and student engagement is a key part in the project.

Activities to date have included partnership working with Mbale health workers on health promotion, midwifery/birth support and disease management, student involvement in a Habitat for Humanity project, work to identify local material to repair degraded road surfaces, and a clean water initiative (including rain water collection).

This project is an example of local collaboration (between partners in Glamorgan) as well as building international links.

Source: SQW Consulting fieldwork and <http://pont-mbale.org.uk>

- 4.29 Trinity University College is involved in the Local Service Board (LSB), a partnership of public sector agencies including the Local Authority, Police Service, Fire Service and NHS. Two of the overarching themes of the LSB concern sustainability, and all parties have signed a pledge on travel, supporting the local community and energy saving. External agencies such as the Carbon Trust and Envirowise have been commissioned to run activities for the LSB partners.

Table 4-6: Sustainable travel

Developing a sustainable travel plan is a visible way of demonstrating commitment to SDGC, and can have significant benefits for the local environment, as well as minimising vehicle emissions.

UWIC developed a travel plan based on a clear analysis of transport requirements for all users – including students living in particular parts of the city. The project was carried out by university staff and considered different modes of transport (including pedestrian, cycling, car-sharing, and public transport) and wider issues such as car park management. The institution ring-fenced money from car parking for sustainable transport, and now runs a bus service from the main student area (this is available to all, not just university staff and students). The institution also negotiated a travel season ticket for use throughout the city which has a high take up. The project formed groups and alliances outside the university, and was nominated by the local authority for a national (UK) award.

The University of Aberystwyth has also worked with a local bus company to ensure that the timetable meets the needs of staff and students; this has increased service use (and therefore revenue) for the bus company. Over 3000 students have bus season passes.

The Open University uses video-conferencing where possible to avoid environmental costs of travel. Students also use online fora and conference facilities extensively to support face-to-face-provision.

Source: SQW Consulting fieldwork

- 4.30 Bangor University has a third mission unit, funded by ESF money. They currently have two main programmes, one which aims to help businesses and local authorities in spotting sustainability related improvement opportunities, and the other which links academics and companies in collaboration projects. There are more than a hundred projects currently set up under the network.
- 4.31 The University of Wales Institute, Cardiff (UWIC) views its active third mission work as an important component of the university’s strategy, with a number of projects including work with the National Park Authority in the Brecon Beacons on tourism and SD, and the development of a sustainable travel plan.

Table 4-7: Partnerships between HEIs

The South West Wales Higher Education Partnership (SWWHEP) which is a £7 million initiative involving the institutions of Swansea University, Swansea Metropolitan University and Trinity College Carmarthen.

The Partnership has been successful in developing joint procurement systems, which have led to savings, in particular for the smallest institution. For example, the partnership now has a joint waste and recycling contract, which not only minimises the number of trips made by recycling vehicles, but also enable cost savings to be spent on estate improvements.

Source: SQW Consulting fieldwork

Institutional Management

- 4.32 The strategy requires HEIs to practise sustainability and global citizenship. It tasks HEIs with implementing policies ‘for the sustainable management and global awareness of their institution’, to include environmental, social and economic issues.
- 4.33 HEIs are also encouraged to develop suitable overarching environmental management systems (EMS) ‘in order to minimise their overall resource use to sustainable levels’. In response to the ESDGC strategy driver, HEFCW requires all HEIs in Wales to work towards an EMS, and during the case study visits it was noted that the majority have now chosen to use ISO 14001. Submissions to HEFCW on EMS adoption in December 2008 show significant variation between institutions: some have partial EMS covering specific sites; another has achieved ISO 14001 certification across the whole institution. Projected timescales for achieving certification vary from 18 months to three years.
- 4.34 In general, HEIs regarded institutional management as the responsibility of the estates team. As such, institutional management focused largely on the environmental aspects of sustainable development - for example, reducing energy use and waste. However, in some institutions, particularly those holding or working towards Fair Trade status, institutional management also involved consideration of GC issues.
- 4.35 A number of institutions had created new Environmental Manager posts within the last five years. In such cases, this additional capacity has meant that estates teams could pay additional attention to monitoring SD related information, including data on environmental legislation compliance and other aspects such as energy use, water, and waste. Estates teams are generally sophisticated in monitoring energy use and developing solutions to reduce it. This has been enhanced by the funding of additional half hour energy meters and the support service by HEFCW. Estates teams may, however, lack the political or financial clout to ensure that SD is fully taken into account in strategic-level decisions.
- 4.36 A number of institutions have set internal targets for energy use reductions as well as recycling targets. In some cases, this has been in response to student pressure and interest as well as commitment from estates staff. Students have been keen to drive action in some areas, such as Fair Trade status, and a number of institutions also have active People and Planet groups.

Table 4-8: IT initiatives

IT has been a focus for a number of institutions in reducing energy use. The University of Cardiff implemented IT Sustainability Initiatives resulting in £600,000 estimated total cost savings and the equivalent carbon emission savings. Specific initiatives included:

- purchase of low energy equipment e.g. flat screen monitors
- an advanced research computing initiative to improve efficiency of servers by running multiple processes simultaneously
- a power saving project which cuts computer electricity consumption 20 minutes after log out.

Glyndwr University has been looking at energy use, life of IT equipment, printer consumables and disposal. It is currently disposing of 20% of its conventional PCs (200 watts) and replacing these with ones using c20-30 watts. The server platform is being virtualised, with different systems being integrated on to one server. Computer use is monitored, with all machines going to low power screensavers and standby and 90% of machines powering down automatically after a period of non-use.

At the University of Aberystwyth, energy efficiency measures have been built into IT systems, including energy efficient machines which can be shut down centrally; default double-sided printing; and printers which require users to swipe a card to confirm they require the printed material. This has cut down on users printing documents which are left on printers and not used.

Source: SQW Consulting fieldwork

- 4.37 ESDGC is considered to some extent in procurement decisions, but financial considerations are also important. It was noted that the Welsh HE sector is underfunded compared to that in England, and additional requirements such as BREEAM excellence in new buildings put further pressure on resources. There may also be inherent tensions in the decision-making process: for example, minimising food miles versus supporting fair trade. The Sustainable Procurement Action Framework⁵ (SPAF), developed by Forum for the Future and Value Wales, is intended to assist organisations to embed sustainable procurement into their institutional management.

Learning and Teaching

- 4.38 With respect to learning and teaching, HEIs are encouraged to analyse current ESDGC teaching provision and to identify areas in which the agenda can be further integrated into teaching. The plan also highlights the need for HEIs to provide CPD and support for teaching staff to enable this integration.
- 4.39 A number of institutions were involved in developing SDGC courses before the implementation of the Welsh Assembly Government’s agenda. For example, the University of Wales, Newport ran several courses specifically on SDGC; and Bangor University carried out a sustainability audit of its undergraduate modules between 2001 and 2004. This found that over 1000 modules for undergraduates included some element of sustainability. A similar audit was carried out of postgraduate modules and 60 modules with sustainability references were identified (particularly across social science subjects).
- 4.40 All institutions across Wales have now undertaken a curriculum audit, using the STAUNCH tool developed by the Centre for Business Relationships, Accountability, Sustainability and Society (BRASS) at Cardiff University. This process involves identifying the degree to which modules include a consideration of SDGC; what type of areas are included (social, economic or environmental sustainability; and cross-cutting themes); and the degree of

⁵ available at <https://www.buy4wales.co.uk/PRP/10662.file.dld>

engagement (1 – weak; 2 – medium; and 3- strong). This is done by identifying key words in short module descriptions.

- 4.41 The Higher Education Academy (HEA) has been commissioned to review the findings from STAUNCH. Interim findings from the review were shared with the research team.
- 4.42 Most institutions focused on auditing modules which formed part of single honours undergraduate programmes, and aggregated these by school or faculty. When cross-cutting issues were included (which covered modules delivered across more than one programme), some schools reported 60-100% of modules as having an ESDGC component (mostly ‘weak’); with 35-40% of modules having an economic or environmental aspect. The HEA report notes that ‘modules with a grade 2 or 3 were comparatively rare across all institutional curricula’.
- 4.43 SDGC content was most common in subjects such as earth sciences, engineering, physics, social sciences and politics, and least common in computing, the humanities and modern languages. However, this varied by institution, with some reporting all foreign language modules as SDGC related.
- 4.44 In four institutions, the auditor also interviewed staff to gain an understanding of quality of engagement with ESDGC. The HEA report noted that ‘modules commonly had a higher ESDGC component than indicated in the descriptions’. In general, staff were pleased with the proportion of courses and modules which included a consideration of SDGC. However, interpretations of SDGC varied between institutions, so that it may be difficult to draw accurate comparisons.
- 4.45 Some improvements to the STAUNCH tool have been suggested, including allowing a means for weighting courses based on either attendance or credits. The tool also focuses strongly on SD rather than GC, and it was felt that the definitions should be altered to identify GC-related activity. In addition, it was noted that some students may follow programmes with little or no ESDGC component, and that it might be useful to identify the proportion of students encountering SDGC in their course. Similarly, the HEA report notes that STAUNCH does not take account of provision ‘with a ‘generic’ descriptor and lacking required keywords even though these modules may have a substantial ESDGC component’ – this might include dissertations or large projects.
- 4.46 In addition, the STAUNCH tool assesses module content. However, ESDGC can relate to imparting new information or to developing additional skills. For example, students may learn how to think critically about questions of social justice, but this skill may not always be captured by an assessment of module content.
- 4.47 In general, it has been relatively difficult to establish student demand for SDGC related modules. At one institution, there is an optional course focusing on sustainable development, taught by a range of people from different schools of the University. However, only about 15-20 people currently take the course because individual schools tend to hold on to their students for funding reasons. It is not clear how much demand there would be among students for this, or other cross-cutting sustainability modules, because the question has never been directly asked. Another institution which used to offer undergraduate courses on SDGC

cancelled them several years ago because of a lack of student demand, and now only offers a postgraduate course.

- 4.48 In addition, students may not choose modules which cover SDGC, in particular if they are based in schools with relatively poor provision. One interviewee noted that the institution’s curriculum has generally been linear because there were a number of separate campuses, which made it difficult to teach cross-campus courses and thus there were limited opportunities for students to take course from different schools. In addition, some Professional, Statutory and Regulatory Bodies (PSRBs)⁶ may specify course content to a degree where it restricts opportunities for students to take optional or additional modules, though some PSRBs actively encourage engagement with SD. HEIs could work with PSRBs to include consideration of SDGC – for example, by including consideration of ethics for scientists.
- 4.49 One area where consideration of SDGC has increased is in initial teacher training, where the Welsh Assembly Government requires that SDGC is covered. At one institution, a survey of post graduate teacher trainees, on where their sustainability awareness derived from and what level of awareness they held, revealed that 40% said their undergraduate course had made a positive impact on their level of awareness.
- 4.50 In general, institutions did not provide significant levels of ESDGC CPD activities or development for teaching staff to support the integration of the ESDGC agenda (the exception is for ITET institutions which provide a day annually of CPD funded by the Welsh Assembly Government).

Table 4-9: Encouraging student involvement

Student involvement is an important element of SDGC activity: students spend 3-4 years studying, but will use the skills and knowledge gained at university throughout their lives. As such, the benefits of ESDGC can be seen not only as imparting information, but as developing skills of critical thinking and analysis, which enable students to become active citizens. The University of Wales, Newport sees its role as exemplifying good practice to students and demonstrating informed and engaged citizenship to its students. The University of Wales, Lampeter has a Department of Voluntary Sector Studies, which provides a range of accredited distance learning courses, both at undergraduate and postgraduate level, across a range of theme relevant to global citizenship.

Swansea Metropolitan University has made sustainability an integral part of Freshers’ Week activity: it runs student inductions in sustainability, collected questionnaires on sustainability awareness to inform future marketing and awareness raising, and held a ‘Living Sustainably’ workshop. Sustainability information is included in University Halls’ guides and handbook. This is reinforced throughout the academic year with posters, guides and leaflets.

In a number of institutions, the Student Unions play a very active role in promoting sustainability – particularly consideration of Fair Trade products in purchasing. For example, at UWIC, the Student Union president led on this agenda, and at Aberystwyth University, the student body campaigned for Fair Trade products in vending machines.

Students have also been involved in estates activities. At Glyndwr University, the ESDGC HEI champion organised small groups of Built Environment students to monitor energy in individual buildings and to gather base information. The students are now starting to identify issues which can be raised with staff in the relevant buildings.

The University of Wales, Newport provides information on environmental initiative in the student handbook, has run recycling competitions between halls, and provides recycling boxes in university flats. Another institution is planning to run competitions between university halls of residence on energy use reductions and water use efficiency.

Source: SQW Consulting fieldwork

⁶ PSRBs accredit, approve or inspect courses leading to a professional qualification. In some cases PSRB approval entitles graduate to membership of a professional body and may be required for entry into particular professions (such as medicine and law). PSRBs include the General Medical Council and the Law Society.

Table 4-10: Collating information

A number of institutions, including the University of Cardiff, have developed websites to monitor progress in ESDGC, act as a central repository of good practice and flag up areas for further work. The University of Wales, Newport holds environmental information on the estates section of its website.

Source: SQW Consulting fieldwork

Research and monitoring

Research and Monitoring

- 4.51 The importance of establishing a strong research base supporting the ESDGC agenda is emphasised in the ESDGC Strategy for Action. However, as SDGC is not a traditional research discipline, there are no specific research funding streams covering the entirety of the SDGC area.
- 4.52 There is very little consideration of SDGC research within the institutional plans and strategies reviewed. Most make no mention of it. However, one highlights the potential for cross-school research on sustainability.
- 4.53 In contrast to the curriculum side, institutions have not undertaken audits to identify the proportion of research which could be considered to fall under the ESDGC umbrella. However, the research interests of staff inform teaching so it is likely that areas of relative strength mapped in the curriculum audit may also reflect research expertise and interest in SDGC. HEFCW might consider an audit of research activity to test this out (perhaps informed by RAE submissions so as to minimise the burden on institutions).
- 4.54 In general, strongly-represented disciplines include geography, politics and engineering. However, a number of interviewees commented that GC underlies liberal arts subjects.
- 4.55 There has been little research into the embedding of ESDGC in the curriculum to date. The STAUNCH audit has therefore been particularly useful in addressing this gap.
- 4.56 Increasing research in SDGC, or awareness of the relevance of existing research in these areas, would be likely to filter through into the teaching curriculum and, in the longer term, may potentially have a significant impact on ESDGC.
- 4.57 Few institutions provide monitoring data in their institutional plans and strategies. Of those that do, the focus is on energy usage, where two institutions have set specific targets. There is no evidence of systematic monitoring of SDGC activity in other areas. For most institutions, it is difficult to make an assessment of progress as so little detail about current activity is provided. There is some evidence that this will be changing in the future as more emphasis is given to the ESDGC agenda in more recent documents.

Summary

- 4.58 Welsh HEIs are beginning to engage well with the ESDGC agenda. However, implementation is still patchy, and in the majority of institutions relies on a small number of individuals to drive forward (often stand-alone) projects. In addition, the focus has been largely on sustainable development in its environmental sense rather than a broader

understanding of social sustainability and global citizenship. The lack of common definitions of sustainable development and (particularly) global citizenship has to some extent hindered activity. Sharing of good practice is important, both between and within institutions.

5: Comparator sectors

- 5.1 This chapter considers related activity in comparator sectors (Further Education and Health) as well as internationally. It looks at each of the constituent parts of the UK, and then at experience in the Netherlands, Australia, New Zealand, Canada and the US. These countries were chosen as examples of developed countries with different approaches to ESDGC.
- 5.2 It is important to note that most international activity focuses on SD rather than GC. However, definitions of SD may include elements of what, in Wales, is considered to be GC, particularly where the social element of sustainable development is interpreted widely.
- 5.3 Appropriate comparator sectors are difficult to identify for the range of ESDGC activity. Education is a crucial component of ESDGC, and this is not always reflected in other public sector bodies' approaches to SD. However, the FE sector offers a useful comparison, in that it focuses on education and providing students with the skills and understanding needed to become informed citizens.

International context

- 5.4 At the international level UNESCO has taken responsibility as lead agency for the United Nations Decade of Education for Sustainable Development which runs from 2005-2014. The overall goal of the Decade of Education for Sustainable Development is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. It is intended that this educational effort will encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations. These specifically educational challenges have to be set within the context of other UK international priorities which arise from the World Summit on Sustainable Development, the Doha Development Agenda of the World Trade Organisation (WTO), the Monterrey Consensus on Financing for Development and the Millennium Development Goals. The UK Government has agreed targets and lead departments for these goals. In Wales, the Welsh Assembly Government has lead responsibility for sustainable development, with activities and priorities informed by the international context.
- 5.5 Sustainable development is also a fundamental objective of the European Union (EU). It requires dealing with the EU's economic, social and environmental policies in a mutually reinforcing way. The EU's renewed Sustainable Development Strategy was adopted in June 2006 and provides a policy framework to deliver sustainable development. The strategy identifies four key objectives:
- environmental protection
 - social equity and cohesion
 - economic prosperity and

- meeting international responsibilities.
- 5.6 It identifies seven key areas of work, with associated challenges and actions:
- climate change and clean energy
 - sustainable transport
 - sustainable consumption and production
 - conservation and management of natural resources
 - public health
 - social inclusion, demography and migration
 - global poverty and sustainable development challenges.
- 5.7 The strategy further argues that ‘Education is a prerequisite for promoting the behavioural changes and providing all citizens with the key competences needed to achieve sustainable development. Success in reversing unsustainable trends will to a large extent depend on high-quality education for sustainable development at all levels of education including education on issues such as the sustainable use of energies and transport systems, sustainable consumption and production patterns, health, media competence and responsible global citizenship’. It also states that ‘Universities, research institutes and private enterprises all have an essential role to play in promoting research that supports efforts to ensure that economic growth and environmental protection reinforce each other’.
- 5.8 The definition of sustainable development used by the EU is broad, and a number of the areas of work (para 5.6 above) relate to what is considered GC in the Welsh context - notably social inclusion, demography and migration; and global poverty and sustainable development challenges.

Related activity across the UK

- 5.9 The Dawe report (*Sustainable Development in HE: Current Practice and Future Developments: A Report for The Higher Education Academy*) provides an assessment of the current state of ESD in the HE Sector in the UK. The report is authored by Gerald Dawe, Rolf Jucker and Stephen Martin and focuses on the contribution of different disciplines to creating ‘sustainability literate graduates’. The objectives of the report were to: identify good practice in approaches to teaching and curriculum development; identify what barriers exist in embedding sustainable development in institutional teaching and learning strategies; and assess the support required for widening and embedding the process.
- 5.10 The main focus of the report is to assess how the SD agenda has been incorporated into two facets of HE: (1) teaching and learning; and (2) curriculum content. There is no mention of SD in HE outside these specific categories (e.g. environmental management systems, or waste reduction programmes run by individual institutions). Its focus is therefore narrower than the current understanding of ESDGC in the Welsh context.

- 5.11 The report found that most subjects are making a contribution to the SD agenda, but that this is hard to measure. Subjects which have engaged effectively with ESD include Engineering and Materials Education, English, Geography and Earth sciences. Of those which have not yet fully engaged, the following have high potential for further integrating SD content: Biosciences; Economics; History, Classics and Archaeology; Hospitality, Leisure, Sport and Tourism; and Sociology, Anthropology and Politics.
- 5.12 The research also identified a number of barriers to embedding ESD, as follows:
- overcrowded curriculum
 - perceived irrelevance by academic staff
 - limited staff awareness and expertise
 - limited institutional drive and commitment.
- 5.13 In addition, it found that many of the relevant skills and attributes are hard to teach in a traditional sense (perhaps because they related to ways of thinking and critical analysis, rather than assimilation of information), but that increasing numbers of academic staff are recognising the importance of the SD agenda.
- 5.14 The report concludes with a number of recommendations for the HEA and subject centres to strengthen the development of ESD. These include: providing support and funding of ESD across all subject disciplines in HE; exploring the connections between ESD and employability; researching whether career opportunities and choices of HE graduates are being influenced by the SD agenda; and mobilising a stakeholder group to identify creative ways of complementing and ‘supporting the integration of ESD into teaching and learning and curriculum’. The ESDGC HE Champions network now established in Wales could play part of this fourth role.
- 5.15 The UK Sustainable Development strategy, *Securing the future: the UK’s sustainable development strategy* (2005) follows the Brundtland definition of sustainable development as follows: ‘The goal of sustainable development is to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations. For the UK Government and the Devolved Administrations, that goal will be pursued in an integrated way through a sustainable, innovative and productive economy that delivers high levels of employment; and a just society that promotes social inclusion, sustainable communities and personal wellbeing.’
- 5.16 It sets out the following guiding principles for sustainable development:
- living within environmental limits
 - ensuring a strong, healthy and just society
 - achieving a sustainable economy
 - promoting good governance
 - using sound science responsibly.

- 5.17 These principles are all relevant to the HE sector.
- 5.18 The Scottish Government sets out its commitment to sustainable development (based on the same five guiding principles as above) in *Choosing Our Future: Scotland's Sustainable Development Strategy* (2005). Section 13, *Learning to make Scotland sustainable*, identifies 'knowledge, awareness, understanding and skills' as key to meeting the challenges of sustainable development. Key outcomes include:
- learning for sustainable development is a core function of the formal education system
 - lifelong opportunities to learn
 - the sustainable development message is clear and easily understood.
- 5.19 The strategy notes that 'Scotland's universities and colleges have a vital contribution to make ... in their estate developments they can act as exemplars to others... ; [they] also have a role to play in spreading knowledge to their students and the wider community, supporting research that leads to more sustainable technologies and introducing education for sustainable development into their curricula wherever relevant'.
- 5.20 In 2006, the Scottish Funding Council (SFC) published a review of sustainable literacy⁷, which looked at to what extent and how sustainability had been embedded in the curriculum. The report defined sustainable literacy as 'the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, locally and globally that will improve the quality of life now without damaging the planet for the future'. It found that commitment to sustainability at the strategic level varied, relying largely on individual members of staff (although it was more embedded in some institutions).
- 5.21 The SFC has also recently (2008) published *Sustainable Development Guidance for Estate Management*.
- 5.22 In 2009, the HEA published the *2008 Review of Education for Sustainable Development (ESD) in Higher Education in Scotland*. The report takes an interesting definition of ESD as 'a developmental vision whereby pedagogic and organisational renewal takes place with the aim of supporting progress towards sustainability. The aspirations for ESD include the ideal of universities as 'learning organisations' producing 'sustainability-literate' graduates for all employment sectors'. This definition accords well with the view of ESDGC in Wales, where, particularly for GC, the aim is to produce graduates with the skills needed to become informed citizens.
- 5.23 The report involved a survey of HEIs in Scotland as well as follow-up case study visits to four institutions. The research found an 'encouraging picture of strategic engagement in support of ESD' as well as 'signs of increasing ownership of the academic challenges'. Institutions were asked about commitments in the areas of estates management, learning and teaching, research strategy, knowledge exchange and community engagement. Areas of strong engagement included sustainability policies, sustainable estates management practice and

⁷ Sustainable Literacy: Embedding sustainability into the Curriculum of Scotland's Universities and Colleges, A report by John Forster Associates, March 2006

specific research commitments. The survey found that 9 of the 16 respondent HEIs had ESD-related learning and teaching provision, with all 16 expecting to increase this. However, as in Wales, not all provision including ESD elements was recognised as such. Community engagement was also less well evidenced.

- 5.24 The report argues that ‘the absence of prescription at policy level has enabled HEIs to act autonomously in response to the internal and external drivers for sustainability’, but that additional support is needed to ensure that HEIs consider sustainability in a more strategic sense. Institutions suggested funded places for sustainability programmes, and a ‘challenge fund’ for collaborative sustainability projects. Other specific recommendations include: researching student and employer views; exploring how to build capacity for sustainability within institutions; incorporating ESD into national policy development processes; revising research funding ‘to enable greater status to be accorded to interdisciplinary, applied and partnership research geared to the investigation of sustainability issues’; and sharing practice and promoting discussion.
- 5.25 The Sustainable Development Strategy for Northern Ireland - *First Steps Towards Sustainability* – was published in 2006. It states that ‘to fully embrace sustainable development requires us to look at the broad picture and assess the environmental, economic and social impacts (both direct and indirect) of what we are doing’. Learning and Communication is identified as one of five priority areas, within which the following objectives have been identified:

Table 5-1: Selected objectives from ‘First Steps Towards Sustainability’	
Strategic objectives	Selected key points
To provide access for all citizens to gain sustainable development skills and knowledge	Ensure ESD is fully embedded into the Northern Ireland curricula at key stages and comprises knowledge & understanding, skills, attitudes and values; Encourage use of the education environment as an exemplar of sustainable development.
To bring about the behavioural changes necessary to progress towards a sustainable society	Determine the barriers to behavioural change for sustainability and identify opportunities for appropriate drivers for change by 2009

Source: First Steps Towards Sustainability, 2006

- 5.26 As in Wales, education is recognised as an important tool in ‘changing people’s attitudes’. and the HE sector is tasked with ‘advancing sustainable development in the curriculum, in research and in partnership with professional bodies and other stakeholders in the community’. The Northern Ireland strategy commits to supporting the action points identified in HEFCE’s (2005) *Sustainable Development in Higher Education*.
- 5.27 In England, HEFCE published its first sustainable development strategy, *Sustainable development in higher education*, in 2005 (HEFCE 2005/28). This set out the Council’s initial approach to promoting the sustainable development⁸ agenda and included a strategic statement and action plan.
- 5.28 The 2005 strategic statement identified the following objectives for the Council’s first phase of development:

⁸ HEFCE follows the UK Sustainable Development strategy definition of sustainable development.

- to seek ‘win-win’ opportunities for the sector to engage in this agenda by helping to identify sector-wide business cases as well as benefits for individual institutions
 - to promote the value of engaging with the sustainable development agenda by integrating it in policy-making processes and being open about the often hard choices made
 - to demonstrate to stakeholders that HEFCE and HEIs are making genuine efforts to promote sustainable development and to develop good practice and tools
 - to support sector-led capacity building to pursue this agenda, based on existing frameworks and activity
 - to stimulate national debate among stakeholders on those structural features of the English HE system that currently underpin its financial viability but which do not promote sustainable development, and to identify possible policy responses.
- 5.29 HEFCE subsequently began a strategic review of sustainable development in 2006. One of the key aims of this strategic review was to ‘establish a baseline of sustainable development in the sector, against which HEFCE can measure progress and publicise what the sector is already doing’ across three areas: SD research, SD teaching and HEI estates management and procurement. It is important to note that the strategic review considered sustainable development only, and did not address questions around global citizenship.
- 5.30 The strategic review⁹ defined SD-related activity as that with ‘a significant element related to either or both of the natural environment and natural resources, PLUS a significant element related to either or both of economic or social issues’. However, this definition was contested, and HEIs interpreted SD in different ways.
- 5.31 The following indicators were considered when attempting to develop an SD baseline:

Research

- research centres/institutes or departments engaging in SD research
- staff numbers (permanent SD research staff; contract SD research staff; PhD students)
- number of discrete SD research projects
- level of external SD research funding and main source(s)
- SD research areas
- 2001 RAE Panel(s) through which SD research was submitted
- main journals for publishing SD research.

⁹ Available at: http://www.hefce.ac.uk/pubs/rdreports/2008/rd03_08/rd03_08.pdf

Teaching

- number of courses covering:
 - environmental, social, or economic sustainability
 - sustainable development, or education for sustainable development (ESD)
 - natural resources conservation and management and either (a) social justice or (b) economic development
 - the natural and/or built environment and either (a) social justice or (b) economic development.

5.32 In addition, HEIs' websites were searched for key words, including: sustainability; sustainable development; resource + efficiency; conservation + environment; social equality; and human rights, to identify courses covering SD areas.

Estates

5.33 Finally, the strategic review set out a 'proposed benchmarking tool for corporate and estates indicators', which was based on: Estates Management Statistics returns; estates targets; management and reporting of sustainable development; tools and frameworks used to support sustainable development activity, and self assessment questions.

5.34 Following the strategic review, HEFCE issued a further consultation in 2008 (HEFCE 2008/18) on developing an updated sustainable development strategy and action plan. After extensive consultation, in February 2009 HEFCE published its revised strategic statement and action plan (HEFCE 2009/03). This noted that 'higher education's unique contribution [to the SD agenda] is through both teaching and research'. The revised strategic statement included updated and more ambitious objectives than those set out in the original 2005 statement. These new objectives are to:

- Continue to raise the profile of sustainable development so that it becomes a mainstream part of university and college activities.
- Seek 'win-win' opportunities by helping to identify sector-wide business cases and benefits for individual institutions.
- Fully integrate sustainable development into our strategic plan and policy-making through sector impact assessment and being open about the reasons for policy choices.
- Demonstrate to stakeholders that HEFCE and higher education institutions (HEIs) are making genuine efforts to promote sustainable development and to extend good practice.
- Support sector-led capacity building through support for innovative and novel projects.

- Facilitate a carbon reduction culture to significantly reduce carbon emissions across the sector.
 - Continue to improve HEFCE's own operations so we lead by example.
- 5.35 Key changes to the strategic objectives include: a strengthening of the objective to integrate sustainable development into HEFCE's own strategic planning and policy-making; and a new objective to '*Continue to improve HEFCE's own operations so we lead by example*'.
- 5.36 Activity is ongoing to support these strategic objectives. HEFCE has established a 'Revolving Green Fund' in partnership with Salix Ltd, which will provide £30 million in recoverable grants over the period 2008-2011 to HEIs in England to reduce greenhouse gas emissions. The Council is also considering the introduction of a carbon reduction target across the HE sector in England. The 2009 grant funding letter from DIUS notes that 'capital funding for institutions should be linked to performance in reducing emissions... [and] that such links should be in place for 2011-12'.
- 5.37 The revised strategic statement also identifies four key areas in which HEIs can contribute to SD:
- role as educator
 - generation and transfer of knowledge
 - leadership and influence in local, national and international networks
 - business strategy and operations.
- 5.38 These are similar to the five key areas identified in Wales, and suggest opportunities for cross-border working and sharing of good practice.

International activity

- 5.39 The Yale Center for Environmental Law and Policy (YCELP) and the Center for International Earth Science Information Network (CIESIN) of Columbia University have been working on producing an assessment of national environmental sustainability. The first such Environmental Sustainability Index was produced in 1999, and the fourth in 2004 (where the UK was ranked 65th and the USA 45th).
- 5.40 In 2006, the methodology changed to developing an Environmental Performance Index (EPI) across the six categories of environmental health, air quality, water resources, biodiversity and habitat, productive natural resources, and sustainable energy. The UK was rated fifth overall (ranking was not broken down for constituent countries). The 2008 EPI differs from the pilot index (the number of indicators has increased from 16 to 25, there are changes in relative weighting, and some use of data imputation to fill gaps), and the UK fell to overall 14th. Switzerland was top, followed by Sweden and Norway, then Finland and New Zealand.
- 5.41 The Association of University Leaders for a Sustainable Future (ULSF) aims to 'support sustainability as a critical focus of teaching, research, operations and outreach at colleges and universities worldwide through publications, research, and assessment'.

- 5.42 It argues that ‘Sustainability implies that the critical activities of a higher education institution are ecologically sound, socially just and economically viable, and that they will continue to be so for future generations. A truly sustainable college or university would emphasize these concepts in its curriculum and research, preparing students to contribute as working citizens to an environmentally healthy and equitable society’.
- 5.43 The association provides a secretariat function for the Talloires Declaration (see Table 5-2), a ten-point action plan to respond to the challenges posed by environmental change. The actions are listed below.

Table 5-2: Talloires Declaration - actions	
1) Increase Awareness of Environmentally Sustainable Development	Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.
2) Create an Institutional Culture of Sustainability	Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.
3) Educate for Environmentally Responsible Citizenship	Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.
4) Foster Environmental Literacy For All	Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.
5) Practice Institutional Ecology	Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.
6) Involve All Stakeholders	Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.
7) Collaborate for Interdisciplinary Approaches	Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.
8) Enhance Capacity of Primary and Secondary Schools	Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.
9) Broaden Service and Outreach Nationally and Internationally	Work with national and international organizations to promote a worldwide university effort toward a sustainable future.
10) Maintain the Movement	Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

Source: *The Talloires Declaration*, <http://www.ulsf.org/pdf/TD.pdf>

The Netherlands

- 5.44 In response to the UN Decade for ESD, the Netherlands has established a programme called *Learning for Sustainable Development*. This focuses on integrating ESD across the curriculum, from primary to university-level. The programme covers theoretical elements of sustainability, but also has a strong practical element. A set of learning competences relating to sustainable development has been drawn up.

- 5.45 The programme is based around three ‘pillars’, as follows:
- Learning individuals: ‘ensure that all school-leavers and graduates are able to make an active contribution to sustainable development’
 - Learning organisations: ‘help civil servants acquire the competences to make responsible ecological, social and economic decision[s]... and prevent responsibilities being shifted to other places or generations’
 - Learning society: involving wider stakeholders, including businesses and individuals, in ‘participative policy-making processes’ which support sustainable development.
- 5.46 DHO is the Dutch network for sustainable development in higher education. It has a number of ongoing projects, including:
- AISHE - Auditing instrument for sustainability in higher education
 - North-South : sustainable development projects for students in developing countries
 - Disciplinary reviews
 - Transdisciplinary education: student research on SD.
- 5.47 It has developed a tool called the ‘PPP-Stamp’, which encourages decision makers to consider the three aspects of sustainable development (People, Profit, Planet), by asking ‘Is the decision you are about to make ecologically, socially and economically well-considered?’. The website (www.dho.nl) also holds useful reviews of how ESD has been implemented across Europe.

Canada

- 5.48 In Canada, education is the responsibility of each province and territory, with a large number of organisations and departments involved in sustainable development education. Approaches to ESD vary across the country. For example, in British Columbia, a recent report on ESD¹⁰ surveyed institutional commitment to SD across the province’s universities and colleges. The report covered a wide range of issues, including:
- institutional commitment (Talloires declaration signatory; Campus Sustainability Assessments)
 - policy and institutionalisation
 - operations and campus management (including energy use and emissions; water; recycling and composting; transport; and sustainable buildings)
 - academic research and teaching.
- 5.49 It found that ‘there were pockets of deep commitment (found in particular departments or organizations) but that coordination of efforts and obtaining institution-wide buy in and

¹⁰ Owens and Moore (2008) Taking Stock 2008 – The current state of sustainability in British Columbia Universities and Colleges, British Columbia Working Group on Sustainability Education

support was a daunting challenge. In many cases these efforts were from grassroots (often student organizations), which was seen as encouraging but insufficient without administrative support.’ The report recommends that ‘the Ministry of Advanced Education needs to make a bold statement that shows commitment to Provincial sustainability objectives’.

- 5.50 Individual institutions show good practice: for example, York University identified sustainability as one of its four overarching strategic priorities for research and established the The York Institute for Research and Innovation in Sustainability (IRIS) in 2004. The Institute acts as ‘a focal point for the sustainability-related activities’.
- 5.51 There are also organisations which promote ESD across Canada: for example, Learning for a Sustainable Future (LSF) is a Canada-wide non-profit organisation to help implement sustainable development education into the formal school system in Canada.

US

- 5.52 Similarly, there is no country-level education system or curriculum in the United States. There is a federal system of local governance, with each of the 50 states having their own department of education.
- 5.53 The US Partnership for Education for Sustainable Development was established with the vision of seeing ‘sustainable development fully integrated into education and learning in the United States’. It works with the Association for the Advancement of Sustainability in Higher Education (AASHE), a member organisation of US and Canadian colleges and universities, to meet this aim across the HE sector. AASHE takes a broad view of sustainability and has developed assessment tools for member organisations, including energy and waste audit tools. Projects include ‘Sustainability Tracking, Assessment, and Rating System (STARS)’, which aims to develop a database of sustainability-related activity over time. It also produces the AASHE Bulletin, a weekly email on the topic of sustainability, holds conferences and runs an annual awards programme. Its online resource centre include a policy and literature bank; a directory of campus sustainability professionals; lists of campus solar electric and wind turbine installations; and links to sustainability sections of over 200 campus websites.
- 5.54 Some individual institutions are strongly committed to sustainability: notably Harvard University and the University of North Carolina at Chapel Hill. Harvard has an Office for Sustainability as well as the Green Campus Initiative University, and has introduced a target of reducing greenhouse gas (GHG) emissions 30% by 2016. The University of North Carolina at Chapel Hill has a dedicated sustainability website (<http://sustainability.unc.edu/>) and is working towards the institutionalisation of sustainability across the institution. In addition, there are a number of informal partnerships such as the Higher Education Associations Sustainability Consortium (HEASC), which provide a useful forum for discussion and professional development in the field of ESD.

Australia

- 5.55 Australian policy on environmental education is outlined in *Environmental Education for a Sustainable Future: National Action Plan* (2000; currently under review). The Plan

established both the National Environmental Education Council (NEEC) and the National Environmental Education Network (NEEN), set up a research programme ‘to improve the quality of environmental education and achieve better outcomes’ (Australian Research Institute in Education for Sustainability (ARIES)) and provided additional funding for environmental education. Again, the focus is on sustainable development in its environmental sense, rather than the wider Welsh focus on SDGC.

- 5.56 The Australasian Tertiary Education Facilities Management Association (TEFMA) provides support to managers wishing to improve the sustainability of their estates, and has developed an ESD matrix, which was then used for benchmarking.

New Zealand

- 5.57 In New Zealand, the second *Tertiary Education Strategy 2007-12, incorporating the next Statement of Tertiary Education Priorities 2008-10* sets out a strategic overview for the tertiary sector. The key aims are:

- increasing educational success for young New Zealanders – more achieving qualifications at level four and above by age 25
- increasing literacy and numeracy levels for the workforce
- increasing the achievement of advanced trade, technical and professional qualifications to meet regional and industry needs
- improving research connections and linkages to create economic opportunities.

- 5.58 While the strategy notes that ‘tertiary education will [contribute to the]... sustainable economic and social development of the nation’, ESD is not specifically covered.

- 5.59 The New Zealand Association for Environmental Education (NZAEE) is campaigning to include environmental education as ‘a formal component of the New Zealand Curriculum’. The policy context is different from that in Wales, where the WAG and HEFCW can act as drivers for developing ESDGC activity across the HE sector.

Learning from International Activity

- 5.60 The constituent countries of the UK approach ESDGC differently, and have different policy and funding mechanisms. While the other three countries focus on sustainable development, their definition is fairly broad and includes elements of global citizenship. The Northern Irish approach is interesting in its focus on education and behavioural change. The HE sector in Wales is small scale compared to that in England, and as such not all activity will be replicable. HEFCE is to link capital funding to carbon action plans, and HEFCW might consider similar action, with some proportion of capital funding linked to estates strategies which support SD activity. In addition, the Council might also consider developing funding initiatives relating to ESDGC learning and teaching and research.

- 5.61 The situation in other countries also varies significantly. In some, ESDGC is not a formal part of the education system; and in others, the focus is largely on the environmental aspects

of sustainable development. The Welsh approach is interesting in that national-level commitment drives and supports ESDGC activity. Internationally, the Dutch approach provides an interesting model: SDGC activity is promoted across government, and a strong network of HEIs drives activity and sharing of good practice within the HE sector.

Further Education

5.62 *Education for Sustainable Development and Global Citizenship in the Further Education Sector in Wales* sets out to support colleges in the FE sector in addressing some of the actions identified for the sector in *Education for Sustainable Development and Global Citizenship- A Strategy for Action 2006*.

5.63 However, there is clear relevance for the HE sector in terms of how ESDGC can be implemented by individual education institutions. The document identifies the critical factors for the implementation of ESDGC to be:

- Commitment at senior management level and at board level
- Involvement of the estates manager
- Curriculum manager leading the delivery of ESDGC integration into the curricula
- Recruitment of a knowledgeable and credible champion
- Cross college group that is part of the committee structure, involving students as well as staff
- Good communication of progress
- Use of the intranet to support communication of progress, staff training and learning materials
- Comprehensive and ongoing staff training
- Productive links with the local and wider community.

5.64 The document provides a useful structure for thinking about how integrating ESDGC might make a difference to staff and students. Under each of the five thematic areas, it identifies ‘points to consider’ when integrating ESDGC. For example, under commitment and leadership, it asks questions such as ‘Are the values of the college shared and reviewed with students, staff and other relevant stakeholders?’ and ‘Does the leadership in the college model the practices and changes it wishes to see among students, staff and community?’. This method is non-prescriptive but helps to signpost key elements for consideration, while allowing colleges to adapt their approach and provision to the local context.

Health

5.65 The NHS, similarly to the education sector, is a large employer, landholder and consumer of resources. As part of its commitment to SD, the NHS in Wales has developed an online sustainable development toolkit for NHS bodies (*Healthy Sustainable Wales: the NHS*

contribution – A Sustainable Development Toolkit for NHS Bodies in Wales) which identifies ways in which NHS bodies ‘can assess their current policy and practice with regard to sustainable development’. All relevant bodies are required to complete the toolkit, develop an Action Plan and report to WAG.

- 5.66 Sustainable development is defined based around five principles:
- ensuring a strong, healthy and just society
 - using sound science responsibly
 - promoting good governance
 - achieving a sustainable economy
 - living within environmental limits
- 5.67 A key distinction with the Welsh HE sector is that the toolkit focuses on SD rather than GC – although some of the social aspects of SD considered could also fit under the GC agenda.
- 5.68 The toolkit then identifies eleven ‘key achievement areas’: Corporate Management Policy; Health Improvement; New Buildings; Patient Engagement; Strategic Planning & Commissioning; Employment & Skills; Procurement (Public Sector Sustainable Procurement Assessment Tool); Transport & Travel; Facilities Management; Workplace Health & Wellbeing (The Corporate Health Standard); and Community Engagement.
- 5.69 The NHS also previously used NEAT (the NHS Estates Environmental Action Tool), but this has now been superseded by BREEAM Healthcare (B4H).
- 5.70 Nationally, it has developed a ‘Good Corporate Citizenship’ self assessment tool covering the areas of transport, procurement, facilities management, employment and skills, community engagement and buildings.
- 5.71 The Health sector is also a good example of an area which is committed to staff training and development, as well as meeting the needs of communities. Specific examples include a £50,000 NHS Wales fund which ‘encourages Welsh NHS bodies to make meaningful links with counterparts in Sub Saharan Africa’ and the NHS Wales for Africa conferences. There is also a system of ‘Health Links’ – partnership between organisations which involve ‘reciprocal training visits’. A number of medical schools in Welsh HEIs are also involved in the programme.

Learning from other sectors

- 5.72 Appropriate comparator sectors are difficult to identify for the range of ESDGC activity. Education is a crucial component of ESDGC, and this is not always reflected in other public sector bodies’ approaches to SD. However, the FE sector offers the most useful comparison, and there is also good practice in developing global links within the health sector from which HEIs could learn.

6: Benchmarking and monitoring HEIs

- 6.1 This chapter identifies ways in which ESDGC activity in HEIs might be monitored in order to inform future development of approaches to SDGC.

Benchmarking

- 6.2 Our review of institutional plans and summaries, as well as the case study visits, highlighted the lack of reliable information on, and systematic monitoring of, ESDGC activity across institutions.
- 6.3 Benchmarking activity in this area is potentially useful, but it is important that indicators are reliable and are not counter-productive. For example, a number of interviewees expressed concern that benchmarking may be inappropriate if indicators were not well-thought through, and felt that any kind of ranking or league table should be avoided.
- 6.4 In terms of identifying appropriate comparator sectors, it was generally felt by interviewees that HEIs were further ahead than other areas, or that there were no suitable sectors against which to compare – for example, one interviewee commented that the FE sector, though superficially similar, was engaged in a different balance of teaching and research, and that furthermore FECs did not tend to have resident students, making comparisons with campus universities difficult. This comment implicitly identifies SD as largely an estates issue and suggests that SDGC is not yet fully embedded in the institutional culture.
- 6.5 Existing SDGC related benchmarking systems for HEIs exist: notably, People and Planet's Green League, and the tools developed for HEFCE's SD review. These cover a range of topics, including research, teaching, estates and institutional commitment. However, there has been some concern from within HEIs as to how answers are interpreted and comparisons made across institutions.
- 6.6 HEFCW also collate a number of sustainability metrics relating to the built estate, including
- Total expenditure on repairs and maintenance (recurrent)
 - Proportion of building condition (% Gross Internal Area (GIA)) in condition C and D and cost of upgrade to condition B
 - Proportion of buildings space (GIA) in poor condition (Grade 4)
 - Total GIA and total income per square metre
 - Total expenditure on major and minor works (capital).

Baselining rather than benchmarking

- 6.7 We suggest that HEIs should develop a baseline for ESDGC in their institutions. The focus should (at least initially) be on self-assessment. This will enable a sense of ownership over

data and activities. HEFCW should play a facilitating role and may wish to consider additional financial support for SDGC activities.

- 6.8 Our review of institutional plans and strategies summarised activity across a range of headings (see Table 6-1). These headings provide a useful ordering framework for collecting information on ESDGC activity, and will assist in ensuring that activity meets the aims of the ESDGC strategy.

Table 6-1: Matrix for review of activity

Topic	Activity
Institutional commitment to ESDGC	
Leadership	
Teaching and learning	
Institutional Management	
Partnerships	
Research	
Baseline information	
Progress to date	

Source: SQW Consulting

- 6.9 Where possible, the baseline should use existing data and statistics, collected through Estates Management Statistics, HESA and financial information provided to HEFCW, as well as that collected internally for environmental management systems, and identify change over time.
- 6.10 Assessing energy use and waste emissions is the most feasible. Estates management statistics are available and are used by institutions to monitor energy use over time. In general, institutions will have good records of energy consumption, and although the degree to which these are broken down by building and land use type varies, this should be minimised following the completion of the Targeting and Monitoring project.
- 6.11 However, it is important that differences between institutions are acknowledged and that there is not one across-the-board target for emissions reductions, for example. Any focus on reducing emissions should take history (what the institution has done to date); type and age of estate; type of research; and size into account. Similarly, an urban institution with a single campus arguably has an easier task in developing a sustainable travel plan than one in a rural location where public transport provision is less adequate.
- 6.12 It is also feasible to monitor the proportion of modules containing material relevant to ESDGC over time (for example, through use of the STAUNCH tool). However, a number of interviewees commented that this may not be wholly reliable as an indicator: firstly, staff may write module descriptors in such a way that they appear to be more relevant to ESDGC without any fundamental change; and it was also felt that the process of interpreting descriptions allowed sufficient flexibility that changes over time may be as a result of individuals' varying interpretations rather than a fundamental change. The HEA report makes a number of interesting points, as follows:

- ‘institutions need to be clear as to whether they are aiming to show the extent and content of EDSGC across the available curriculum or ...what a student actually experiences in terms of EDSGC
- BRASS should consider improving guidance with: more explicit definition of words and glossary of categories; extra categories and dimensions to capture a broader range of programmes; redefinition of the cross-cutting themes category ...
- institutions should consider drilling down through the STAUNCH data to extract information at course or qualification level’.

Self assessment

- 6.13 A useful approach may be to follow that taken by the Welsh FE sector. *Education for Sustainable Development and Global Citizenship In the Further Education Sector in Wales* (September 2008) provides a useful overview of how ESDGC has been interpreted within the FE sector in Wales, and identifies what the full integration of ESDGC into FE would look like. It identifies points to be considered and presents a clear overview of how the ESDGC agenda can be mobilised in colleges under the different headings of commitment and leadership, teaching and learning, institutional management, community and partnership, and research and monitoring.
- 6.14 A similar approach to categorising institutions was taken in the HEFCE SD report, where it was suggested that institutions could be grouped into four categories based on their commitment to and understanding of SD (see Table 6-2). While the report covers SD only and does not cover GC, it still provides a useful model which could be adapted to the Welsh context.

Table 6-2: HEIs' commitment to and understanding of SD

Category	Features
Grass roots enthusiasts	<p>Confined to individual enthusiasts and small teams, with a bottom-up approach</p> <p>Values-driven</p> <p>Activity principally in teaching and research</p> <p>Often unaware of one another's work, and therefore some duplication of effort</p> <p>Links more likely with other HEIs than internally</p> <p>Sometimes element of counterculture</p>
Early adopters	<p>Senior management involvement (often limited), sometimes on a partly opportunistic basis</p> <p>(Enabling) Steering group set up</p> <p>Largely still (enabled) bottom-up</p> <p>Statement on SD drafted for HEI's next strategic plan</p> <p>Formulation of initial policy and procedure on SD</p> <p>Staff invited to buy SD, not sold it</p> <p>Setting of first and sometimes quite modest targets, often for baselining purposes, and without clear or compelling sanctions</p> <p>SD has little organisational impact and no operational impact</p> <p>VC has overall 'watching brief'</p>

Category	Features
Getting really serious	<p>Significant involvement of senior management by the end of this phase, resulting in a senior sponsor with real ownership</p> <p>VC/governance level active interest</p> <p>Steering group taking firmer directive role (yet still collegial where possible)</p> <p>Small team of SD change agents in place, often at least partly virtual</p> <p>SD playing a significant role in both teaching and research across the HEI, and full SD estates policy and practice in operation</p> <p>SD beginning to be joined-up</p> <p>Extensive use of quantified targets, with an effective system of sanctions</p> <p>SD becoming embedded in HR</p>
Full commitment.	<p>VC/governance level ownership</p> <p>Values-driven/woven into fabric</p> <p>HEI is an SD institution in the same way that it might be a research intensive or widening participation HEI</p> <p>SD is therefore captured in mission and in five-year strategy, and is organisationally and operationally embedded</p> <p>Most activity is sufficiently 'on message' that it is integrated, but there are some who fall at least partly outside the cultural circle</p> <p>Joined-up approach where the 'talk' in research and teaching is where possible 'walked' in estates practice</p> <p>Virtuous circle of enhancement</p>

Source: http://hefce.ac.uk/pubs/rereports/2008/rd03_08/rd03_08.pdf p61

6.15 Similarly, the report identified a number of areas where 'self-assessment' could be useful. Two examples are provided below in Table 6-4:

Table 6-3: Examples of self-assessment tools

Energy/Carbon	
You do not monitor carbon emissions and have no initiatives in place to reduce emissions.	None (0)
You monitor energy use and carbon emissions and make ad hoc initiatives to improve performance. Staff and students are actively supported in reducing their energy consumption.	Basic (1-3)
You have a clear strategy for reducing energy consumption and promoting energy efficiency. Some energy is resourced from renewables. There is a strategy for reducing IT energy consumption.	Getting there (4-6)
You set and monitor ambitious carbon reduction targets which are not to be achieved by renewable energy alone. Energy is strategically managed and co-ordinated with procurement and capital investment. You have funds for carbon reduction initiatives and employ an Energy Manager (or equivalent), who is responsible for reducing energy use.	Excellence (7-9)
Not applicable.	
Waste reduction and recycling	
You have no initiatives in place to reduce or recycle waste.	None (0)
The physical environment is clean and you comply with legislation. Basic waste segregation takes place. Staff and students are actively supported in minimising	Basic (1-3)

You have a strategy for reducing waste. You clearly segregate waste and send most waste streams for recycling (e.g. paper, cardboard, glass). You monitor waste to landfill and actively reduce it through minimisation, reuse and recycling. You consider waste when making procurement decisions.	Getting there (4-6)
You implement and apply the waste hierarchy, and have a waste manager. You have a waste strategy with targets and monitoring systems and you continuously reduce waste. Waste is strategically managed through integration with the procurement function (e.g. you purchase some biodegradable items and require suppliers to reduce packaging) and you are aware of the final destination of your waste. Contracted out services have waste reduction targets. You work with local enterprises to create local markets for waste.	Excellence (7-9)
Not applicable	

Source: http://hefce.ac.uk/pubs/rereports/2008/rd03_08/rd03_08.pdf

- 6.16 *Reporting for Sustainability: Guidance for Higher Education Institutions*¹¹ also provides an interesting model, reproduced below in Table 6-4, which could be used as an initial assessment tool.

Table 6-4: Potential self-assessment model

What can the university (or activity) do to enhance the “stock” of the following resources or “capitals”?	Three ways in which a university manifests itself		
	As a business	As a place of learning and research	As a key member of the community
NATURAL The resources and services provided by the natural world.			
HUMAN The energy, motivation, capacity for relationships and intelligence of individuals.			
SOCIAL The social groupings that add value to individuals (eg families, communities, parliaments, universities).			
MANUFACTURED The “stuff” that exists already – buildings, railways etc. Can it be used in a way that requires fewer resources and more human creativity.			
FINANCIAL The money and stocks that enable us to put a value on, and buy and sell, the above resources. Are there ways that financial value can more accurately represent the real “cost” of using these resources?			

Source: *Reporting for Sustainability: Guidance for Higher Education Institutions, Forum for the Future 2003*

- 6.17 The HE sector in Wales should consider which indicators are most appropriate. The Higher Education Partnership for Sustainability (HEPS) developed an indicator set as follows:

¹¹ Higher Education Partnership for Sustainability, Forum for the Future, November 2003

Table 6-5: HEPS indicator set

No	Indicator name	Indicator unit
CAN		
1	Electricity use	KW hrs per sq m per hour (lower is better)
2	Gas use	Gas therms sq m per hour (lower is better)
3	Water use	Cubic metres per sq m per hour (lower is better)
4	Staff learning	Total spent on education and training for staff per member of staff
5	Student retention	% of students continuing in HE after their first year
6	Diversity of participation	% of students from under-represented groups
7	Travel planning	-
8	Accommodation	-
SHOULD		
9	Staff training	No of staff training days per year per member of staff
10	Purchasing contracts	No of contracts over the EU threshold with social and/or environmental criteria
11	Investors in people	% of staff covered by Investors in People
12	Investment in teaching	Total spent on teaching (£s) per fte
13	Investment in research	Total spent on research (£s) per fte
14	Staff travel	% of staff who travel to work on foot, bike, public transport or other non-car mode
15	Student travel	% of students who travel to study on foot, bike, public transport or other non-car mode
16	Community relations	-
COULD		
17	Learning for sustainability	No of programmes that make a contribution to sustainable development
18	Health and well being	-
19	Purchasing	-
20	Student participation in decision-making	-
21	Research for sustainability	-
22	Ethical investment	-
23	Staff pensions	% of staff who receive information about the companies their pensions are invested in
24	Biodiversity	-

Source: Reporting for Sustainability: Guidance for Higher Education Institutions

Good practice

- 6.18 Sources of information on good practice include the Carbon Trust's Higher Education Carbon Management Programme, specifically developed for the higher education sector, which focuses on energy saving projects and initiatives with quick paybacks.
- 6.19 Additional sources of information include sector networks such as the Environmental Association for Universities and Colleges (EAUC) and the Association of University Directors of Estates (AUDE), who are involved in the HEFCE-funded Higher Education Environmental Performance Initiative (HEEPI). HEEPI provides an Energy Benchmarking Tool, CEBenchbuild which allows HEIs and FECs to benchmark the energy performance of their buildings against national comparators. In addition, it runs the 'Green Gowns' Awards, focusing on energy and environmental management in HEIs.
- 6.20 People and Planet, a student-led organisation 'campaigning to end world poverty, defend human rights and protect the environment', has developed a GO Green campaign aimed at the education sector. They identify four key factors 'that together drive environmental performance improvement in universities' as follows:
- the active, public support of senior university management (in particular the Vice-Chancellor or principal) — for a programme of environmental performance improvement.
 - full-time staff dedicated to environmental management — developing objectives, setting priorities, and significant, timebound targets to fulfil them.
 - a written, publicly available environmental policy — to provide a formal demonstration of intent regarding environmental performance improvement, and against which to compare practice.
 - a comprehensive review to investigate all the environmental impacts of the institution — so that current impacts are measured, potential improvements are identified and performance is monitored.
- 6.21 The Welsh HE ESDGC network is seen as a useful forum for the sharing of good practice, and attendance has been good. However, its makeup means that individuals' experience and knowledge of particular aspects of SDGC varies widely. In addition, the Forum does not have a budget for additional work. It should continue, and HEFCW should consider providing a small amount of funding for the network to undertake research into areas of interest.
- 6.22 Case study interviewees agreed that publicising and sharing good practice would be of more use in the ESDGC context than benchmarking. However, it is important that the HE sector assesses its current situation with regard to ESDGC, so that improvements can be identified easily and encourage future work. In addition, developing some form of benchmarking would enable HEI staff to promote change within their institutions.
- 6.23 However, there is little agreement on what constitutes good practice (apart from on the estates side). Institutions are (rightly) protective of their freedom to decide what to teach and research. The baseline should take account of the differences between HEIs. The HE ESDGC

network might play a role in deciding which indicators to use in the baseline. Change from the baseline, once established, can be measured and could potentially be developed into agreed benchmarking criteria. HEFCW might consider supporting such activity.

- 6.24 One possibility might be to develop a website with links to detailed good practice case studies and sources of information on SDGC across the HE sector internationally. HEFCW might consider supporting such activity.

7: Conclusions

7.1 HEIs in Wales are beginning to engage well with the ESDGC agenda. However, implementation is still patchy, and in the majority of institutions relies on a small number of individuals to drive forward (often stand-alone) projects. In addition, the focus has been largely on sustainable development in its environmental sense rather than a broader understanding of social sustainability and global citizenship. The lack of common definition of global citizenship has to some extent hindered activity. Sharing of good practice is important, both between and within institutions.

28. In light of the research findings, we conclude that:

- ESDGC is given high priority across Wales, but does not always filter down to HEIs or within them – not all staff are necessarily aware of the ESDGC agenda, or work which is going on outside their subject area. There are some areas of excellent practice and these should be supported and extended.
- HEIs across Wales differ significantly in terms of size, location, numbers of staff and students, type of estate, subject coverage and research focus. These factors all have implications for the ways in which they approach ESDGC, and the level of activity which is possible. However, there are also commonalities which could be built on to enable the sharing of experience and good practice.
- There is a need for consistent definitions of sustainable development and particularly global citizenship, which should be disseminated widely within HEIs. These definitions should include an indication of the skills and attribute expected of sustainability literate graduates (for example, critical thinking).
- Institutional commitment to and understanding of ESDGC varies by HEI. In general there is a relatively small group of active staff working on individual initiatives, which are not always well-connected or publicised. Student involvement is variable but student pressure is a useful tool in encouraging HEIs to change behaviour.
- Understanding of sustainable development is strong on the estates side (this is in part linked to financial benefits of energy use reductions). Both capital investment and behaviour change are important in minimising energy use within institutions.
- SDGC is strong in some departments in terms of teaching, but often less visible in research and partnerships. There has been little research into the embedding of ESDGC in the curriculum to date. The STAUNCH audit has therefore been particularly useful in addressing this gap. HEFCW might consider a similar audit of research activity (perhaps informed by RAE submissions so as to minimise the burden on institutions).
- We suggest that HEIs should develop a baseline for ESDGC in their institutions. The focus should (at least initially) be on self-assessment. Where possible, the baseline

should use existing data and statistics, collected through Estates Management Statistics, HESA and financial information provided to HEFCW, as well as that collected internally for environmental management systems, and identify change over time. Change from the baseline, once established, can be measured and could potentially be developed into agreed benchmarking criteria. The HE ESDGC network could play a role in deciding which indicators to use in the baseline.

- The HE ESDGC network is seen as a useful forum for the sharing of good practice, and attendance has been good. It should continue to meet and play a central role in disseminating good practice. The network should continue to build on Higher Education academy (HEA) support and link into its network of subject centres across the UK.
- The HE ESDGC network does not have a budget for additional work. HEFCW could consider providing a small amount of funding for the network to undertake research into areas of interest. This should include estates management and procurement as well as curriculum issues.
- The HE ESDGC network should explore the possibility of developing a website with links to detailed good practice case studies and sources of information on SDGC across the HE sector internationally (this might include links to existing sources of information and support such as EAUC).
- HEFCE is to link capital funding to carbon action plans, and HEFCW might consider similar action, with some proportion of capital funding linked to estates strategies which support SD activity.
- HEFCW has an important enabling role and can support individual institutions to share good practice (through the HE ESDGC and other networks) and develop ESDGC in appropriate ways.
- HEFCW should consider how its systems and approaches could further support and encourage ESDGC activity. Additional funding to support SDGC requirements should be considered – small sums can help to trigger activity and raise the profile of SDGC. Activity might include:
 - ring-fencing funding for ESDGC activity
 - additional cross-border working with HEFCE , DELL and the SFC where appropriate
 - developing more formal links with the FE and health sectors to learn from experiences.
- HEFCW might also consider developing funding initiatives relating to ESDGC learning and teaching and research. As SDGC is not a traditional research discipline, there are no specific research funding streams covering the entirety of the SDGC area, and funding for basic and applied research is needed

Annex A: Invitation to tender

Tender Number: T04HE / 2008/09

Background

- A.1 In 1998 under the Government of Wales Act, the National Assembly for Wales assumed a responsibility for sustainable development that was unique for an elected body in the UK. Wales is reported to be one of only three countries in the world with a statutory commitment to promote sustainable development. The Assembly's Sustainable Development Scheme, *A Sustainable Wales - Learning to Live Differently*, was adopted in November 2000, and was concerned with better decision-making for sustainable development, with the desire to mainstream the sustainable development agenda within the Assembly Government and Assembly Government Sponsored Bodies.
- A.2 Subsequently, the Welsh Assembly Government published *Education for Sustainable Development and Global Citizenship – a strategy for action* in September 2006 http://www.esd-wales.org.uk/english/ESDreports/pdf/AP_E.pdf. Its purpose was to translate the wider aspirations and ideas originally proposed within the overarching Sustainable Development Scheme into a series of deliverable actions for the education sector, including higher education.
- A.3 HEFCW is currently working closely with the ESDGC Champion appointed by the Welsh Assembly Government to take action on the relevant recommendations in the ESDGC Strategy for Action. For example:
- We have established a network of HEI representatives, the *HE ESDGC Network*, that acts as a conduit for the flow of information on ESDGC to, from and within institutions; provides input into developing projects; and helps to focus on future development arising from the ESDGC Strategy for Action.
 - In February 2008 we announced an additional allocation of £22,500 to each Welsh HEI to enable the higher education sector to make progress on two of the actions contained within the ESDGC Strategy for Action: (i) an analysis of ESDGC within the curriculum and (ii) the development of a suitable environmental system (EMS) (see Circular W08/07HE *Education for Sustainable Development and Global Citizenship (ESDGC)*, published 12 February 2008 http://194.81.48.132/Publications/circulars_5071.htm).
 - We held an ESDGC conference for the Welsh HE sector on 21 May 2008, arranged jointly by HEFCW and the Higher Education Academy. This was in recognition of the need to build capacity within HEIs to enable them to respond effectively to new obligations in relation to ESDGC.
- A.4 A further action placed upon HEFCW in the ESDGC Strategy for Action is as follows:

- Action 6.1.1 HEIs to identify what actions they are taking to develop ESDGC within their institution. An analysis of good practice is produced to share with HEIs.

A.5 This action is the subject of this document. We recognise that the work on the best practice analysis needs to be externally commissioned, but information provided through our own analysis of institutions' current Strategic Plans, Third Mission Strategies and Learning & Teaching Strategies will form the basis for the analysis.

Objective of the contract

A.6 The contractor will be expected to undertake an analysis of the information provided to HEFCW via HEI Strategic Plans, Third Mission Strategies and/or Learning and Teaching Strategies as appropriate and, where necessary, to augment this information with further discussion with HEI representatives, most likely members of the HE ESDGC Network described above. The contractor will be expected to produce a report on best practice across the Welsh HE sector, with appropriate referencing to activity in the rest of the UK and internationally.

The scope of the contract

A.7 In order for this analysis to prove most useful to the HE sector, to HEFCW and to the Welsh Assembly Government, it will need to:

- a) Reflect all current aspects of ESDGC related activity in Welsh HE against which progress might be analysed over time, eg through further similar exercises.
- b) Map this activity onto the approach of the Welsh Assembly Government ESDGC Strategy for Action, which highlighted five areas common across all education sectors in Wales under which ESDGC activity might be considered. These are:
 - Commitment and leadership
 - Teaching and learning
 - Institutional management
 - Partnerships
 - Research and monitoring
- c) Consider the approach of other sectors (eg the further education sector) that have drawn up a "Common Understanding" of ESDGC for their particular sector, based around these five strands.
- d) Consider activity across the UK (eg HEFCE has recently published its Strategic Review of Sustainable Development in England, which may prove a useful reference point) and make appropriate reference to international activity.

- A.8 The analysis will need to cover an assessment of the Welsh HE sector's engagement with the ESDGC agenda and highlight areas of good practice. The WAG has adopted a cross-sector approach to this agenda and the resulting report will be of interest not just to the HE sector in Wales, but to other sectors, in particular the further education sector.

Source material

- A.9 The analysis must take into account information provided to HEFCW via the strategies and plans required by HEFCW. Our initial analysis suggests that across the sector there is some degree of engagement with the Assembly's policy regarding ESDGC, and we now have useful information that can inform the provision of best practice advice for the sector. We asked HEIs to include a section on ESDGC within the Strategic Plans submitted in the 2006, 2007 and 2008 annual strategic planning exercises. We asked that they consider the implications for their institution in terms of actions being undertaken to develop and embed ESDGC principles across their activities, for example in terms of learning and teaching activities; third mission activities; and the training of leaders and senior management teams. We asked them to provide this information in terms of the overall strategy of the institution, linking it to their Third Mission and Learning and/or Teaching Strategies as appropriate. In particular, we asked HEIs to set out how they intend to develop a framework and timetable to deliver their contribution to this key Assembly strategy and to explain how training in ESDGC is being addressed and delivered.
- A.10 We also included references to ESDGC requirements in requests for Learning & Teaching and Third Mission strategies. As a result, HEFCW has amassed a body of information that can be used as a basis for further analysis and to help highlight areas of good practice.

Interviews with HEIs

- A.11 However, not all of the information provided by individual HEIs is comprehensive enough to provide a full picture of activity and engagement across the whole of the sector. The contractor will therefore be required to offer the opportunity for each of the 12 HEIs (including, where appropriate, the Open University in Wales) to provide updates on the formal information provided to HEFCW via more detailed discussion with relevant staff. This should cover activity under the five areas set out in 9(b) above (commitment and leadership; teaching and learning; institutional management; partnerships; research and monitoring). HEIs will be invited to involve staff with management and operational responsibility for ESDGC-related activities as appropriate, eg nominated HE ESDGC Network members, other relevant academic/non-academic staff and/or appropriate groups or committees. This will be a key part of the process and the contractor will need to ensure that the scheduling of these discussions is factored into the timetable for the study. HEFCW will offer the opportunity of a half-day meeting per HEI, and suggest that this is coordinated via the HEI's nominated HE ESDGC Network member. (HEFCW will make its video-conferencing facilities available should this be considered necessary or appropriate).

HE ESDGC Network

- A.12 Also key to this work will be the opportunity to present draft conclusions, in the form of a draft report, to the HE ESDGC Network. This will provide the Network with the opportunity to provide appropriate input to ensure that the final report properly represents activity within the sector and reflects what the Network might consider as good practice.

Parallel activity

- A.13 Para 5 above, with reference to HEFCW Circular W08/07HE, describes parallel ESDGC-related activities currently being funded in HEIs by HEFCW: curriculum analysis and development of EMS. In relation to curriculum analysis, all 12 HEIs are currently in discussion as to how they might adopt a coordinated approach to their audits, based on a model developed by Cardiff University. We anticipate that this coordinated approach will provide a picture of activity across the Welsh HE sector that may be of wider interest. The results of individual analyses will be for the use of the HEIs alone, but summary reports will be provided to HEFCW by November 2008 and reviewed on HEFCW's behalf by the Higher Education Academy.
- A.14 We also require HEIs to report in November 2008 on the work they have undertaken to development suitable EMS. Although HEFCW's funding of the curriculum analysis and EMS development is a separate exercise from the overall analysis of good practice required here, we would expect the contractor to explore institutional approaches to this work in their discussions with them.

HEFCW's role

- A.15 HEFCW will provide access to all relevant publications and copies of all relevant reports and papers. We will contact all HEIs in Wales to advise them of the purpose and scope of the project and to request their cooperation in making available to the contractor copies of relevant sections of appropriate strategies and plans, or that they give permission for HEFCW to share them. We will also advise them of the opportunity to provide updates on the formal information provided to HEFCW via more detailed discussion between the contractor and relevant staff – as set out in para 13.
- A.16 The contract manager will be HEFCW's Estates Consultant, Chris Cowburn. An internal steering group will also be established to provide direction at the outset of the project, to liaise with the HE ESDGC Network and to provide comment on the draft report.

Statement of requirements

- A.17 The contractor will be expected to:
- a) Attend an initial meeting at the start of the contract to discuss requirements and finalise dates for receipt of a draft and final report.
 - b) Review the information provided within the most recent strategies and plans submitted by HEIs in 2007 and 2008 (Strategic Plans, Third Mission Strategies, Learning and Teaching Strategies and Estates Strategies as appropriate).

- c) Interview representatives of HEIs (suggest 0.5 day discussion meeting with 12xHEIs) in order to obtain a fuller picture of ESDGC related activity within a particular institution. (HEFCW will make video-conferencing facilities available where appropriate.)
- d) Evaluate the activity in relation to establishment of a baseline of current activity.
- e) Identify areas of good practice.
- f) Prepare draft report for presentation to and consultation with the HE ESDGC Network – to ensure the final report properly represents activity within the sector and reflects what the Network might consider as good practice.
- g) Prepare a final report that details all findings and makes recommendations to HEFCW for potential future developments in this area in line with the WAG ESDGC Strategy for Action.

A.18 Specific issues that HEFCW would wish to see covered in the analysis are:

- The extent to which developments being proposed by the Welsh Assembly Government are in line with the requirements of HEIs in Wales.
- The extent to which HEIs in Wales have a common understanding of ESDGC.
- The extent to which this impacts on the HE sector's activities in relation to the five areas highlighted in the ESDGC Strategy for Action (see para 9(b)).
- The extent to which HEIs are developing a framework and timetable to deliver their contribution to this key Welsh Assembly Government strategy.
- The extent to which training in ESDGC is being addressed and delivered.
- The extent to which the Welsh HE sector can be said to exhibit good practice in ESDGC.
- The position of the HE sector in Wales when compared with those across the UK, and more widely.
- The barriers to enhancing still further the contribution of the HE sector to the ESDGC agenda.

A.19 In order to deliver the above it is anticipated that the contractor will:

- Undertake appropriate desk-based research, including analysis of the documents listed at para 19(b) above.
- Meet appropriate staff in all HEIs with management and operational responsibility for ESDGC-related activities. This will be coordinated via HEI ESDGC Network representatives. (HEFCW is able to provide access to video-conferencing facilities where appropriate.)
- It is estimated that the number of days work involved will not exceed 40. Where tenderers disagree with this estimate, they should incorporate their own estimate in their tender for consideration by HEFCW.

Annex B: Questionnaire for scoping interviews

- B.1 Name
- B.2 Role and organisation
- B.3 What has been your or your organisation's involvement in EDSGC activity?
- B.4 Can you identify any changes in the agenda over time, and causes?
- B.5 Do you have any experience of benchmarking activity in this area? If so, what indicators did you use?
- B.6 Can you suggest appropriate sectors against which to benchmark activity in the HE sector?
- B.7 Can you identify any examples of good practice in ESDGC activity (including outside Wales)?
- B.8 What in your opinion might directions for future ESDGC activity look like?

Annex C: Topic guide for HEI fieldwork

Education for Sustainable Development and Global Citizenship (ESDGC): Analysis of good practice in Welsh Higher Education Institutions

- C.1 HEFCW recently commissioned SQW Consulting to undertake a project to assess the Welsh HE sector's engagement with the education for sustainable development and global citizenship (ESDGC) agenda, including an analysis of good practice in Welsh Higher Education institutions (HEIs).
- C.2 The study involves a policy review (national and international), a review of relevant strategies and plans submitted by HEIs to HEFCW, stakeholder consultation and case study visits to all HEIs in Wales.
- C.3 The ESDGC strategy identifies five cross-cutting areas of relevance to the SDGC agenda:
- Commitment and Leadership
 - Partnerships
 - Institutional Management
 - Teaching and learning
 - Research and Monitoring
- C.4 The case study visit will explore activity across these five areas with key staff involved in ESDGC activity. This is likely to include the relevant Pro-Vice-Chancellor (or equivalent) with overall responsibility for ESDGC, the institutional ESDGC champion(s), estates staff and academic staff working in the field of ESDGC.

[SQW: The questions should be used as a starting point for discussion. Please ensure you have read the relevant sections of institutional plans received from HEFCW before the case study visit].

Questions

- C.5 Name, role
- C.6 What has been your involvement in ESDGC activity? What do you understand ESDGC to be? (i.e. tease out social, environmental, and economic dimensions and understanding of GC)
- C.7 Can you identify any changes in the agenda over time, and causes?

Development of ESDGC agenda

- C.8 How is your HEI involved in the development, support or implementation of the SDGC agenda? What are the incentives for getting involved in this agenda?

- C.9 Is a distinction made between SD and GC? If so how and what are the implications of this? Some people might argue that GC underlies the notion of a liberal higher education – is it more than this? How does the internationalisation of HE – students studying in the UK or in their own countries with UK HEIs – affect ideas of GC?
- C.10 To what extent does your HEI currently have capacity to implement ESDGC activities? What are the main factors that help or hinder progress?

Commitment and Leadership

- C.11 Do you think that there is a broad understanding and acceptance of SDGC in terms of the economic and social dimensions as well as the environmental dimension within your institution?
- C.12 What is driving the agenda for you institution?
- C.13 Is commitment to SDGC activity individual, or institutional? Are certain departments more engaged? Where is leadership for SDGC based?

Partnerships

- C.14 In your institution, what third mission initiatives include ESDGC at present? Have you carried out an audit of related activity?
- C.15 In what ways has the ESDGC strategy brought new opportunities for HEIs to engage in new activities? (e.g.. more focus on social, governance issues and community issues)? How likely is it that these things would have happened anyway?

Institutional Management

- C.16 How is SDGC activity included in institutional management?
- C.17 Do you consider the following in procurement decisions: cost; recycled/recyclable materials; carbon emissions; other waste; food miles; fair trade?
- C.18 Have you developed a suitable environmental management system (EMS)? If so, which?
- C.19 To what extent is SDGC considered in procurement? Are you involved in the Welsh Sustainable Procurement Initiative?
- C.20 Is your HEI proactively preparing for/anticipating further legislation and other pressures to improve performance in this area? What is your motivation for this? (e.g. marketing mix or managerial efficiency reasons – as with Carbon Reduction Strategies.)

Teaching and learning

- C.21 Have you undertaken a curriculum audit of where ESDGC is being taught within your institution and where it could be further incorporated?
- C.22 What was the scope of the audit? Did you cover all levels of provision?

- C.23 How useful did you find the STAUNCH tool developed by BRASS in analysing the curriculum?
- C.24 What did you learn from the audit? Were the findings unexpected?
- C.25 What are your future plans for this area of activity?
- C.26 To what degree has the curriculum incorporated SDGC teaching?
- C.27 Is there any CPD /support for teaching staff to support this integration?
- C.28 To what extent are students engaged with SDGC? To what extent do they seek out SDGC elements in the curriculum?

Research and Monitoring

- C.29 What proportion of research could be considered to fall under the ESDGC umbrella?
- C.30 Which disciplines are strongly represented? Has this changed over time?
- C.31 To what extent does SDGC research inform teaching?

Benchmarking

- C.32 Do you have any experience of benchmarking activity in this area? If so, what indicators did you use?
- C.33 Would these be relatively straightforward to gather? If not, which indicators would be most difficult and why?
- C.34 Are there any indicators which are not being collected which could be developed?
- C.35 Which indicators offer the greatest advantages in terms of building a comprehensive understanding of sector-wide performance?
- C.36 Can you suggest appropriate sectors against which to benchmark activity in the HE sector?

Good practice

- C.37 Can you identify any examples of good practice in ESDGC activity at your institution?
- C.38 Are you involved in the “universities that count” initiative? (EAUC project based on Business in the Community indices, developing comparative benchmarks between industry and HEIs). What about other initiatives? Why/why not?
- C.39 What are the sources of information about current good practice in ESDGC?
- C.40 In which areas is there the most need for building good practice?
- C.41 Has there been any debate around how good practice is defined?

- C.42 What should HEFCW's role be in sharing good practice? To what extent do networks encourage institutions to change behaviour?
- C.43 What is the extent of your involvement with the ESDGC Champion and network? How might ESDGC activity develop in future?

Annex D: Document review template

- D.1 The National Assembly for Wales holds responsibility for sustainable development. *Education for Sustainable Development and Global Citizenship (ESDGC) – a strategy for action* was published in September 2006. It was put in place to ensure the Welsh national sustainability agenda is integrated into the education system, and the plan covers a three year period from 2006 to 2009.
- D.2 Education for Sustainable Development ‘enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future’.
- D.3 Education for Global Citizenship ‘enables people to understand the global forces which shape their lives and to acquire the knowledge, skills and values that will equip them to participate in decision making, both locally and globally, which promotes a more equitable and sustainable world’ (SE Wales ESDGC Forum).
- D.4 HEFCW’s current remit letter requires it to work closely with the ESDGC Champion to support delivery of the actions in the ESDGC strategy. The ESDGC strategy requires HEIs to identify what actions they are taking to develop SDGC-related activity within their institution; and HEFCW to produce an analysis of good practice to share with HEIs.
- D.5 HEIs are required to include a section on sustainable development and global citizenship in their strategic plans, and most have identified ESDGC leads.
- D.6 Our approach includes four stages:
- a review of relevant strategies and plans submitted by HEIs to HEFCW
 - a policy review which considers the national and international policy contexts for SDGC activity and education
 - case study visits to all HEIs in Wales
 - stakeholder consultation.
- D.7 The document and policy review will inform the aide-memoire design for our case study visits.

Key documents to include in the desk-based review

- D.8 There are two types of documents to be reviewed as part of this project. The first is those documents submitted by HEIs to HEFCW. The second is national and international policy and strategy documents.
- D.9 This paper sets out review templates for both types of document.

Documents submitted to HEFCW

- D.10 Stage one of the document review involves a review of relevant strategies and plans submitted by HEIs to HEFCW in 2007 and 2008 (including Strategic Plans, Third Mission Strategies, Learning and Teaching Strategies and Estates Strategies as appropriate), to identify ESDGC activity and progress in HEIs, and develop a baseline of current activity.

Table D-1 : Key documents for the desk-based review

Name of institution:		
Key documents	Full title of the document	Month and Year
Strategic Plan		
Third Mission Strategy		
Learning and Teaching Strategy		
Estates Strategy		
Other		

Table D-2 : Review template

Document review

Document name

Document purpose

Relevance to sustainable development in HE

Relevance to global citizenship in HE

Description of ESDGC activity (planned):

Project description

Partners

Funding

Type of activity

Description of ESDGC activity (underway)

Project description

Partners

Funding

Type of activity

Document review

Does the document present any indicators which measure the progress of sustainable development in HE? If no, does it highlight any other sources which may do so?

Does the document present any indicators which measure the progress of global citizenship in HE? If no, does it highlight any other sources which may do so?

Critical assessment of any indicators in the report which might form part of the baseline

Examples of good practice in sustainable development

Examples of good practice in global citizenship

Issues for sustainable development in HE highlighted by the report

Issues for global citizenship in HE highlighted by the report

Table D-3 : Institutional summary

Topic	Summary across all documentation (distinguish between Sustainable development and Global citizenship)
--------------	--

Institutional commitment to EDSGC

Leadership

Teaching and learning

Institutional Management

Partnerships

Research

Baseline information

Progress to date

National and international policy and strategy documents

- D.11 The second stage of the document review is a policy review which considers the national and international policy contexts for ESDGC activity and education.

Table D-4 : Policy review template

Document review

Document name

Document purpose

Coverage (geographical/sectoral)

What is its relevance for sustainable development in HE? If a government report, what questions/requirements is the report posing for the HE sector?

What is its relevance for global citizenship in HE? If a government report, what questions/requirements is the report posing for the HE sector?

Does the document present any indicators which measure the progress of sustainable development in HE? If no, does it highlight any other sources which may do so?

Does the document present any indicators which measure the progress of global citizenship in HE? If no, does it highlight any other sources which may do so?

What barriers and drivers for sustainable development in HE does the report give?

What barriers and drivers for global citizenship in HE does the report give?

(Briefly) What non-HE specific barriers and drivers to SD does the report give?

(Briefly) What non-HE specific barriers and drivers to GC does the report give?

If any examples of good practice in sustainable development/global citizenship are given, please state them here. Please also state any mention of agencies that are monitoring good practice in the sector (*particularly* CSR).

What does the report conclude?

(briefly) What issues for sustainable development/global citizenship in HE are highlighted by the report?
