

## ESDGC - good practice and baselining in HEIs

A presentation to the Education for Sustainable Development and Global  
Citizenship (ESDG) Conference

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# Remit

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- SDGC covers environmental, social and economic sustainability, as well as global awareness
- ESDGC is about the skills and knowledge necessary to participate in society, taking account of sustainability and social equity
- HEFCW's current remit requires it to 'enable the sector to embed sustainability'
- ESDGC strategy sets out 'deliverable actions for the education sector'
- Our report covered:
  - an assessment of the sector's engagement with ESDGC agenda
  - an analysis of good practice in HEIs

# Study methodology

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- Consultation with stakeholders
- Policy review – national and international
- Review of HEI strategies and plans to identify ESDGC activity and progress
- Case study visits and interviews with all HEIs in Wales
- Presentation to ESDGC network to review emerging findings Case study visits and interviews with all HEIs in Wales.

# Cross-cutting areas

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- Commitment and Leadership
- Teaching and Learning
- Institutional Management
- Partnerships
- Research and Monitoring

## Existing activity (1)

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- Commitment and leadership
  - Leaders have a crucial role but commitment varies
  - Generally a small number of staff involved in driving ESDGC
  - Some HEIs unclear how ESDGC fits into strategy
  - Commitment varies by department
- Teaching and learning
  - Many HEIs involved in SDGC courses before WAG agenda
  - All have carried out STAUNCH audit
  - SDGC options have not been in high demand by students
  - Some PSRBs influence SDGC curriculum positively and negatively

## Existing activity (2)

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- Institutional management
  - Estates teams frequently lead activity (buildings, energy, waste)
  - Procurement is operated using SD in some HEIs
  - Cost savings are an important driver
  - Student interest has been important e.g. for fair trade
- Partnerships
  - Many HEIs heavily involved with local community
  - Some third mission work focuses on SDGC
- Research and monitoring
  - Research base emphasised in HEFCW plan
  - Not a traditional research discipline
  - Strongly represented in some disciplines

## Selected recommendations

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- Need for sharing of experience and good practice
- Need for consistent definitions of sustainable development and global citizenship, which should be disseminated widely within HEIs
- HE ESDGC network should play a central role in disseminating good practice
- HEIs should develop a baseline for ESDGC – focus on self-assessment

# Approaches to baselining

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- Baselining rather than benchmarking
  - Differences between institutions must be recognised
  - Many estates statistics already exist
  - Interpretations and descriptions may change in use of audit tools
  - Approaches already exist elsewhere e.g. Welsh FE, HEFCE, HEPS
- Welsh FE sector: has developed a clear overview of how the ESDGC agenda can be mobilised in colleges
- HEFCE's Sustainable Development report: identifies indicators and four categories/levels of commitment to and understanding of SD
- HEPS *Reporting for Sustainability: Guidance for Higher Education Institutions* publication

# Baseline content

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- Use existing information where possible (EMS returns, curriculum audit, RAE entries)
- The baseline should consider each of the five cross-cutting areas:
  - Commitment and Leadership
  - Teaching and Learning
  - Institutional Management
  - Partnerships
  - Research and Monitoring
- There should be an agreed vision of ‘what success looks like/what we are working towards’ – adapted to the HEI’s particular circumstances

# Baselining

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- HEIs should try to adopt a common approach to baselining
  
- For each topic, identify:
  - Cross-cutting theme
  - Fit with institutional strategy
  
  - Current state
  - What success would look like
  - What we know
  - What we need to know to measure progress
  - Steps needed
  - Monitoring arrangements/responsibilities

## Example of baselining

<b>Electricity consumption</b>	
<b>Cross-cutting theme</b>	Institutional Management
<b>Fit with institutional strategy</b>	Reducing our carbon emissions; reducing costs
<b>Current situation</b>	Lights and IT equipment are often left on overnight. Our electricity bills are high and we want to reduce wastage.
<b>What success would look like</b>	We meter electricity use effectively and have identified ways to save electricity, including through behaviour change campaigns and by installing smart devices
<b>What we know</b>	We know how much electricity is used in halls and across the campus as a whole
<b>What we need to know to measure progress</b>	Electricity use by building How buildings are used at different times of day
<b>Steps needed</b>	Collection of metering data Survey of staff and students Identification of effective behaviour change mechanisms Identification of cost-effective technical solution Development of an energy-use policy and strategy to inform space use
<b>Monitoring arrangements/ responsibilities</b>	Estates department to collect data Quarterly reporting

## Questions for discussion

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- What are your views on the progress of the ESDGC agenda in HEIs?
  - How useful is the baseline approach?
  - What role should the ESDGC network play?
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- Pick one of the cross-cutting areas, and identify key characteristics which should be included in the baseline

# Contact

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