
Board Meeting

Date of Meeting	Monday 29 November 2021
Paper Title	Environment and Sustainability: Strategy Development
Agenda Item	11
Paper Number	BM2-F
Responsible Officer	Sue Roberts, Project Manager (Environment and Sustainability)
Status	Disclosable
Action	For Discussion

1. Executive Summary

- 1.1** This paper presents a framework to support the development of a Regional Environment and Sustainability Strategy. It is designed to seek the Board's views on the strategy's: aims; scope, principles; structure; method of delivery; messaging; measurement and; evaluation.
- 1.2** A full strategy will be developed collaboratively with representatives from the three colleges.
- 1.3** This paper also presents an update the activities that have, and are, being delivered.

2. Recommendations

- 2.1** The Board is invited to **comment** on the proposed development document and **note** the activities already delivered.

3. Report

3.1 Strategic Aims

We aim to develop a strategy that will deliver more positive change than could happen without a regional approach; harnessing regional scale, efficiency and vision while supporting each college's specific strategy and activities.

1. To reduce the Glasgow College Region's environmental footprint through complimentary actions that will:
 - improve its resource efficiency and, therefore, reduce carbon emissions, combat climate change, conserve the world's resources and protect the natural environment.
 - reduce its waste and pollution to conserve our natural environment and help fight climate change.
2. To support the Glasgow Region's - and Scotland's- Green Recovery by developing a curriculum and facilities to help deliver the Climate Emergency Skills Action Plan, the Just Transition Skills Plan, and the Sustainable Glasgow agenda.
3. To create a college culture that motivates and enables its learners, staff and partners to change their policies, ways of working or behaviours to reduce climate change, consumption and waste.
4. To develop partnerships that help shape, deliver and fund actions.
5. To contribute to the regional and national environmental discourse, research and momentum.
6. To optimise collaboration in the Glasgow College Region.

3.2 Alignments

Alignments are critical to:

- Coherent actions
- Consensus
- Funding
- Governance

They will also help to:

- Identify and optimise opportunities such as innovative projects, new sources of funding and new partnerships
- Strengthen the region's influence and reputation
- Improve the quality of our work by including wider knowledge and imperatives

Our alignments fall into three main groups: those within the Glasgow College system, those within the wider Further Education Sector, those of our regional partners and, those of the environmental sector.

- Glasgow College Region strategy
- Colleges' corporate and climate change strategies
- Scottish Funding Council
- College Development Network
- Colleges Scotland
- APUC guidelines
- Climate Emergency Skills Action Plan
- Just Transition
- Sustainable Glasgow
- Scottish Government's Green Recovery
- EAUC

Our Regional Strategy will be developed to support these alignments and to optimise partnerships through a stakeholder strategy.

3.3 Project Principles

These are the non-negotiable principles that will characterise our decision making, our tone and our behaviour.

We will be:

- Strategic. We will work towards agreed aims, take a strategic overview, measure our results and continuously improve.
- Positive. Our work may not be easy but it is worthwhile. We will encourage action, recognize success and view failure as an opportunity to learn.
- Open. We will share and report on our work, progress and potential with the board, college staff, learners, partners and funders.
- Collaborative. We will combine ideas and resources to amplify change and learning.
- Adaptable: We will learn continuously and optimise changes in scientific understanding, policy and partnerships.
- Congruent. GCRB's work, tone and ways of working will demonstrate the same principles to reinforce both the regional and environmental agenda.

3.4 Strategy

We will use a slightly amended version of the Climate Action Roadmap for FE colleges to direct, manage and measure our work. The Roadmap has several strengths:

- It offers a complete and structured approach to change.
- It has been developed by experts in the sector and on the environment.
- It is a respected third party programme that can win consensus throughout the college system.
- It is already being used within the college system and the colleges have signed up to its commitment.

- Its actions and their outcomes are measurable.

Our objective is to move the Glasgow college system, coherently and cohesively, along the Roadmap and to achieve Leadership status, regionally, within two years.

The Roadmap uses five themes to organise change: Leadership and Governance; Learning, Teaching and Research; Estates and Operations; Partnerships and Engagement and; Data collection.

We will use six themes, each of which will form a workstream, and deliver on:

1. Leadership and Governance
2. Learning, Teaching and Research
3. Estates and Operations
4. Partnerships
5. Communications, Engagement and Behaviour Change
6. Data collection and environmental Research.

This expansion of our themes:

- Recognises the scale and potential of change within this large college region.
- Supports a communications and engagement campaign that will motivate, enable and sustain individual, organizational, social and material changes that help fight climate change.
- Supports our contributing to the wider environmental discourse and research

Many activities will contribute to more than one workstream but they will be allocated to the workstream from which they are delivered. *E.g., a proposed survey of students' awareness of and engagement with climate change issues will contribute to Data and Research and to Estates and Operations but it will be delivered within the Communications, Engagement and Behaviour Change workstream.*

Each workstream will have a:

- strategic plan that aligns regionally and, therefore, with all other partner plans.
- operational plan to deliver tactically
- agreed measurement, evaluation and review structure to support learning, improvement and the sharing of data.

3.5 Collaboration

Our collaboration is about more than leveraging regional scale and efficiency; it is about sharing best practice, developing ambitions, harnessing ideas and supporting the colleges' individual activities. We will create a working group or committee accountable for the implementation of the Roadmap's actions. To cover all colleges, themes and work areas, this should include:

- One student representative from each college.
- A senior member of each college who can provide a link to each college's functions.
- One estates or facilities manager from each college.

We may invite specialists to join the group temporarily when we are working on their particular areas, e.g., Procurement, IT, food or finance.

This working group should be accountable, have status and offer CPD opportunities. It will embody and evidence our principles (Strategic, Positive, Open, Collaborative, Adaptable and Congruent)

3.6 Measurement

Our headline measurement will be by our position on the Roadmap. Within that, we will be measuring:

Reductions in:

- Our emissions of carbon and other greenhouse gasses
- Waste
- Costs (immediate and longer term)

Increases in:

- Engagement levels
- Partnerships and Stakeholder engagement
- Circular economy activity
- Spending money on climate change initiatives

Progress in:

- Skills, education and training provisions in meeting the CESAP and Just Transition Skills Plan
- Behaviour change
- Research and data developed and shared
- Our place in the environmental and FE networks

Each piece of work will be targeted and measured to align with and contribute to our aims.

3.7 Messaging

Our messaging aims to:

- Move people along the path of behaviour changes (awareness, understanding, alignment, engagement and advocacy.
- Declutter and clarify our information and calls to action by contextualizing them within the fight to stop climate change. We will support and promote activities relating to resource efficiency and waste and place them within the climate change narrative.
- Promote the green skills agenda.
- Promote regional collaboration.
- Support our regional reputation.

Our tone will reflect our principles and be:

- Positive. The bad news about climate change will be countered with the good news about what we can do about it.
- Collaborative. We will include our partners and write in the first person.
- Expert. We will offer accurate and up to date information on environmental issues.
- Relevant. Our communications will be tailored to their audiences.
- Transitional. We will use the language of transition to present the fight against climate change as a process rather than as a series of actions. This will also help to counter negativity about the value of actions.

3.8 Priority Activities

Leadership and Governance

- Establish working group
- Develop and agree regional strategy
- Map all current activities with the roadmap's framework
- Write and agree all workstream sub strategies
- Governance reporting back to GCRB Board via work group and Project Manager to GCRB Executive Director

Learning, Teaching and Research

- Identify current policies and activities in relation to the teaching of green skills

Estates and Operations

- Create ideas, information and experience exchange (via working group) to support and optimise current expertise and activity.

Partnerships

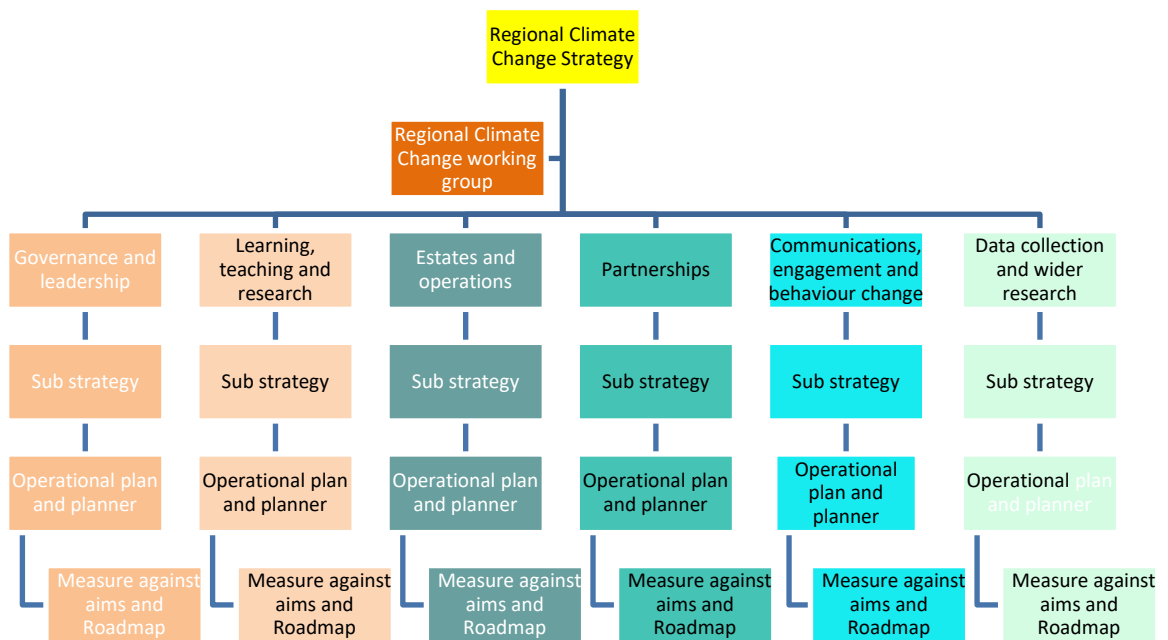
- Ensure strategic alignment
- Develop stakeholder strategy
- Seek membership of Sustainable Glasgow
- Develop work with EAUC

Communications, Engagement and Behaviour Change

- Develop communications and engagement strategy (until implemented, use existing channels)
- Develop behaviour change strategy
- Deliver new term awareness / engagement questionnaire to staff and students.
- Support the colleges' COP 26 activities
- Scope and propose carbon literacy training

Data collection and environmental Research

- Share results of questionnaire
- Share case studies of all delivered projects



4. Progress to Date

- Identification of Green Team members:
 - City of Glasgow College: Fergal McAuley, Stuart Thomson and Zahra Khan
 - Glasgow Clyde College: Janet Thomson, John Clark and Johanna Thomson
 - Glasgow Kelvin College: John McGregor, Roddy Mackenzie (Student member TBC)
- Delivery of Climate Fresk (Climate change literacy training) in City of Glasgow College and Clyde College Glasgow during COP26;
- Sue Roberts trained as Climate Fresk Facilitator;
- Recruitment and support of regional delegation of students to the United Nations Conference of Youth;
- Development and delivery of Food Waste Training workshops;
- Development of questionnaire to identify students' and staffs' awareness, understanding and engagement with climate change issues. The College Development Network and EAUC are interested in supporting this work.

5. Risk and Compliance Analysis

- 5.1** This project mitigates the risk GCRB is unable to respond proactively to internal and external change including regional and national reviews and systemic change in relation to Environmental, Sustainability or climate change policies and initiatives.
- 5.2** This project mitigates the risk that GCRB does not develop/maintain effective working relationships with key external stakeholders. This project is also at risk if we do not align with the strategies and activities of key external stakeholders. We will mitigate this risk by developing and implementing a stakeholder engagement plan.

- 5.3** This project helps mitigate against the risk that Ineffective regional curriculum planning impacts regional, economic and social needs.
- 5.4** This project mitigates the risk that Ineffective collaboration between all partners in the Glasgow college region reduces our collective impact by developing and delivering the strategy in collaboration with all three colleges.

6. Financial and Resource Analysis

- 6.1** The activities outlined in this draft strategic framework are achievable within the regional budget allocated for the Environment and Sustainability Project.
- 6.2** It is likely that, in developing the regional strategy and supporting the colleges' activities, there may be a need for additional project-specific funding.
- 6.3** We will seek opportunities to deliver externally funded pilots, projects and partnerships.

7. Equalities Implications

- 7.1** Everyone should and can be part of the fight against climate change. We will create and offer opportunities to people from all backgrounds and include those with protected characteristics.

8. Learner Implications

- 8.1** The Environmental strategy will create opportunities for all our learners to be involved in activities and campaigns.
- 8.2** Our work in Estates and Operations may have a positive impact on their learning environments.
- 8.3** Our regional response to the Green Skills agenda will have implications for all learners, potentially: including sustainability in all learning; including new specific green skills in relevant courses and; offering new courses to meet the needs of the green economy.