

Green Gauge UCLan Students' Union

Research to ascertain student pro-environmental attitudes and behaviours

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Key findings and recommendations

Key findings | Attitudes and behaviour

5%

Pro-environmental attitude and behaviour segmentation model results show a shift towards stronger 'green' attitudes and values between Autumn 2013 and Spring 2015, for example there has been a 5% increase in respondents classified as 'Positive Greens' – the most environmentally-friendly segment.

75%

Almost half of respondents want to do a bit more to help the environment, and almost a third want to do a lot more, meaning three quarters overall show a continued (and increasing desire compared to Autumn 2013) for pro-environmental action.

70%

Over two thirds of respondents expect to be doing more to help the environment in the future – capitalising on these expectations will be key for Green Ladder.

56%

Over half of respondents indicate an increase in awareness of their environmental impact since the start of the academic year.

Key findings | Education for Sustainable Development

70%
Agree

"Sustainable development is something which universities should actively incorporate and promote"

Significant increase – 57% in Autumn 2013 agree

27%
Agree

"Sustainable development is something which is CURRENTLY incorporated into my course"

46%
Agree

"Sustainable development is something which I would like to learn more about"

Significant increase – 38% in Autumn 2013 agree

Key findings | Green Ladder

39%

are aware of Green Ladder

40%

who have been involved know more about environmental issues

38%

who have been involved know more about the impacts of their lifestyle

41%

who have been involved have made changes to their lifestyle

Recommendations

Work in partnership with the institution and local stakeholders to create quality informal curricular activities that develop sustainability skills; and foster positive attitudes and behavioural change for both environmental sustainability *and* social responsibility.

Continue to encourage and contribute towards a holistic approach to SD, ultimately embedding it into their core purpose of the institution as a whole.

Develop targeted activities, events and communications for behaviours which show scope for improvement e.g. purchasing second hand and buying locally produced items, presenting behaviours in an accessible and 'time-efficient' way to combat the hassle factor associated with change.

Increase promotion of Green Ladder, ensuring the project is prominent and visible within the students' union and more widely on campus to continue to improve the recognition rate of and participation in its activities.

Objectives and methodology

Research objectives

Research was designed with the following key objectives:

- To understand student attitudes, values and behaviours surrounding sustainable development at UCLan.
- To understand experiences of and demand for education for sustainable development at UCLan.
- To understand levels of involvement with, and experiences of, Green Ladder activities and events.
- To gain feedback from participants on areas of improvement for Green Ladder activities in the future.

Methodology | The research was based around the delivery of an online survey

An online survey was designed and distributed during March and April 2015.

The survey link was promoted by UCLan SU to the wider student population at the university, as well as specific targeted promotion amongst Green Ladder participants and volunteers.

Face to face survey promotion teams were used to gather responses, along with online promotion via email.

Participation was incentivised through a prize draw operated nationally amongst three students' unions participating in NUS' Green Gauge research package. A top prize of £500 and ten runner up prizes of £50 were on offer.

Methodology | The online survey was designed with the following themes:

1. Demographics

2. Exploring attitudes and behaviours towards sustainability

3. Understanding attitudes and experiences of education for sustainable development

4. Exploring experiences of Green Ladder

The sample | Demographics

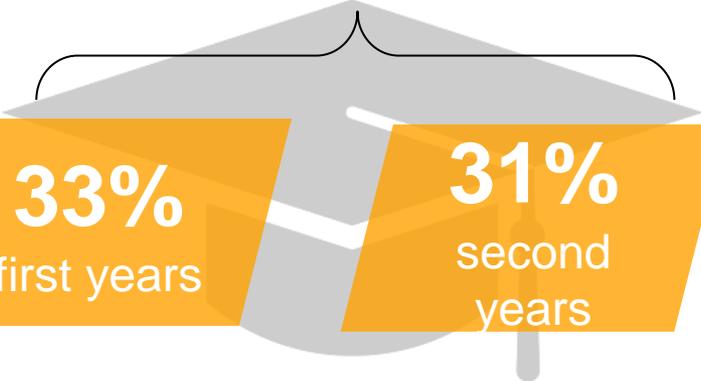
The sample | 734 respondents are...



30%
male



68%
female



90%
undergraduate

33%
first years

31%
second years

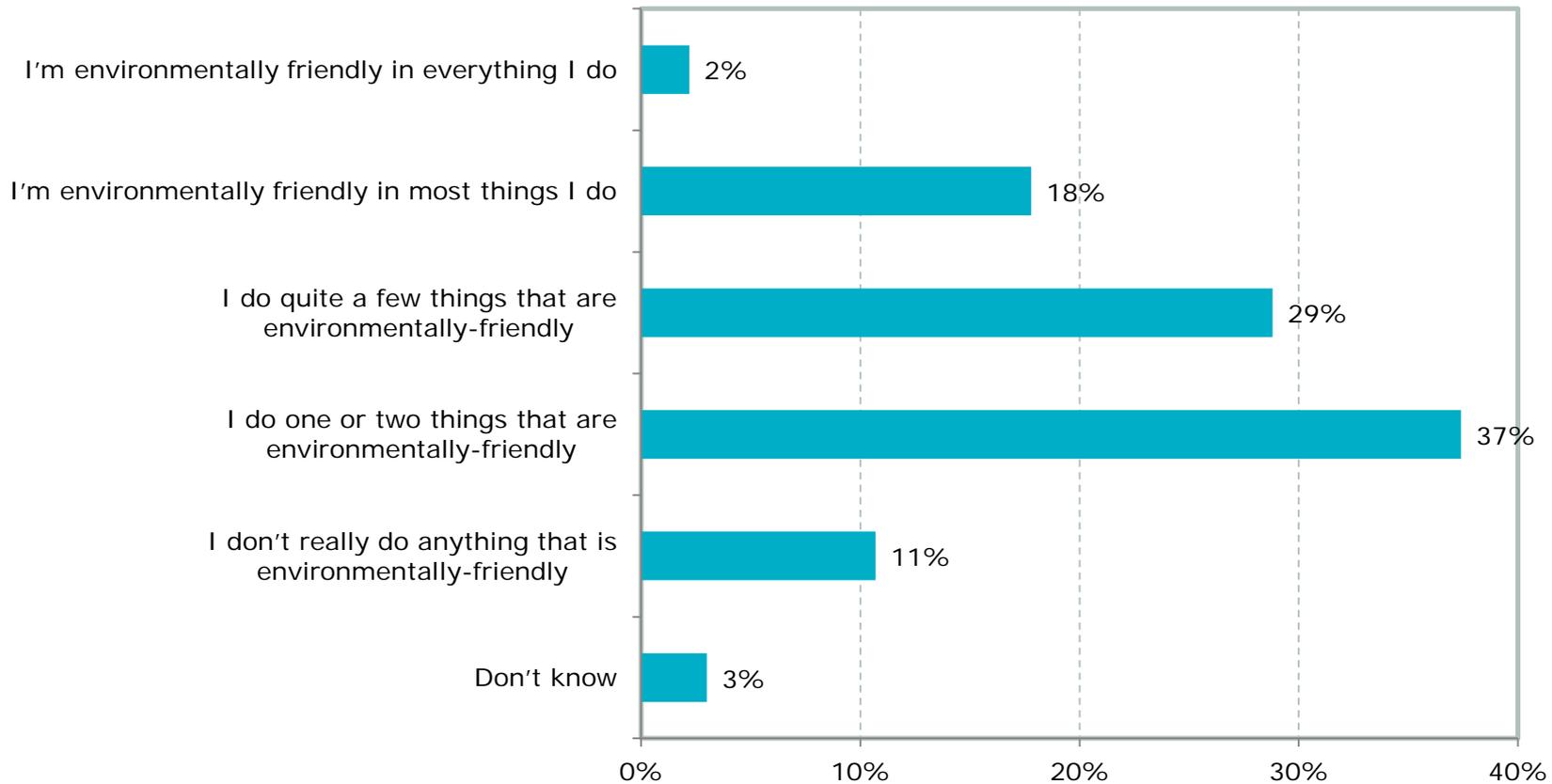


36%
rented
accommodation

32%
with parents

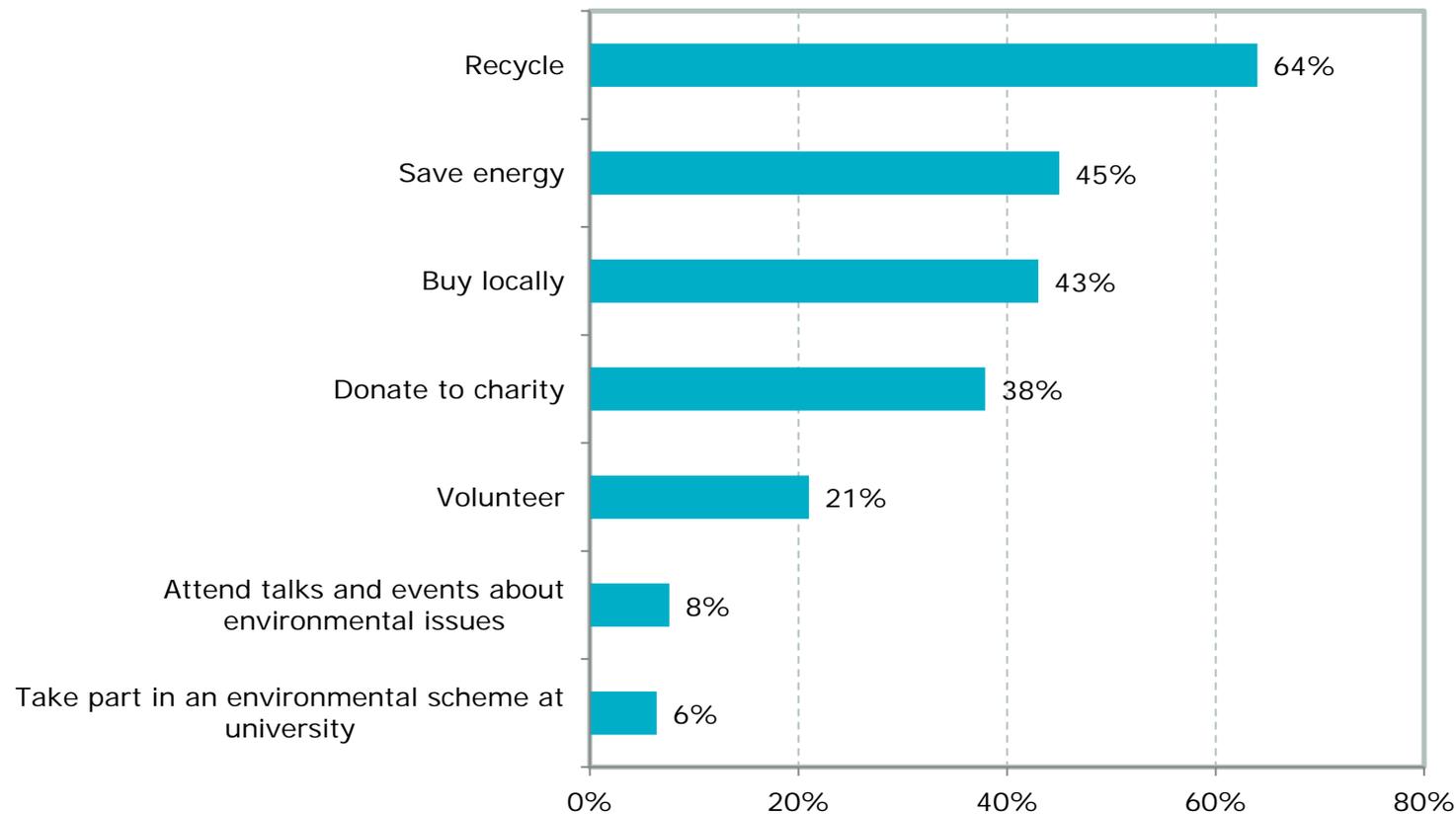
Pro-environmental attitudes and behaviours

The majority of respondents do at least one or two things that are environmentally-friendly



A7. Which of these would you say best describes your current lifestyle? [Base: 737 respondents.
Balance: No response]

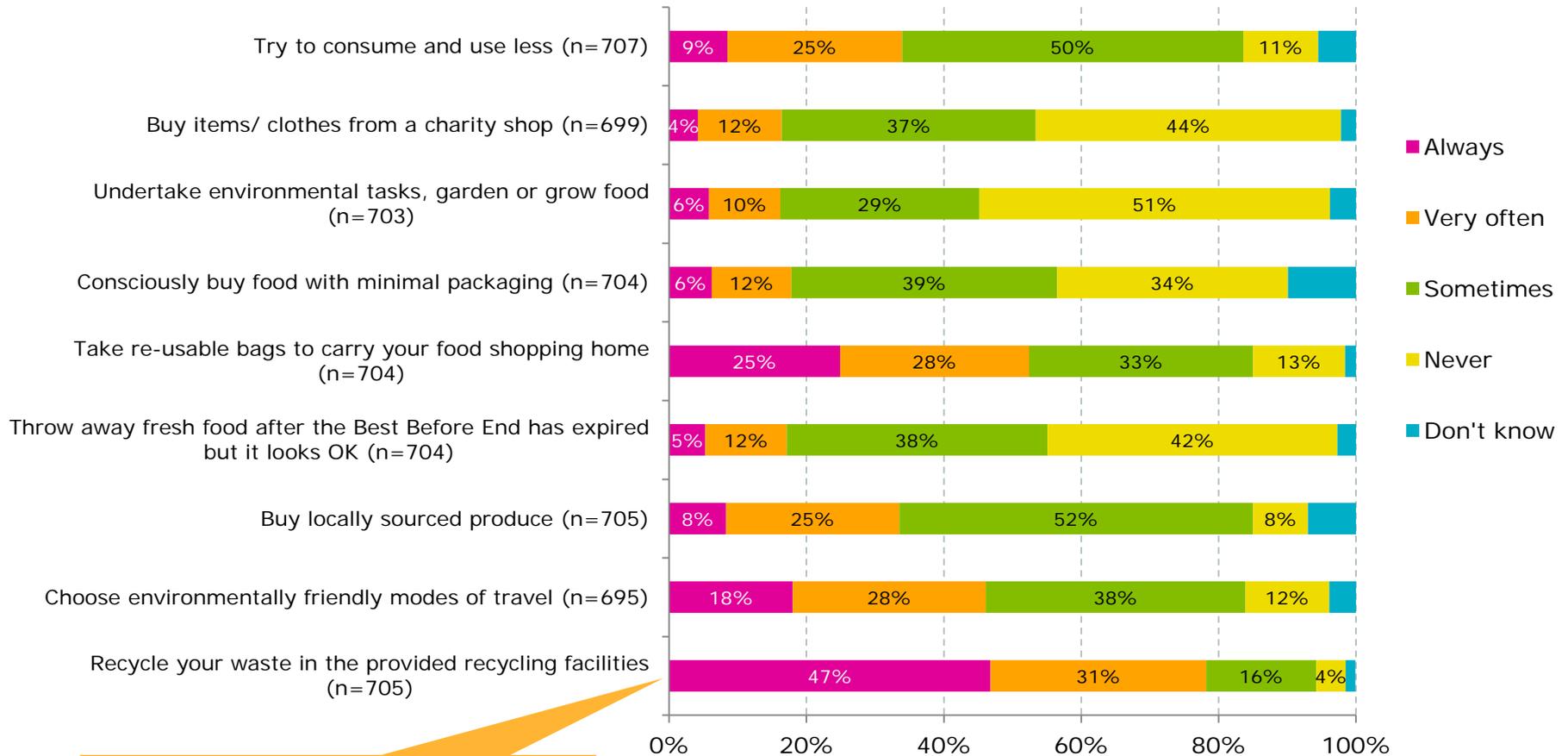
Respondents suggest evidence of recycling behaviours becoming a social norm, with two thirds of respondents reporting to carry out this behaviour



Base: 737 respondents.

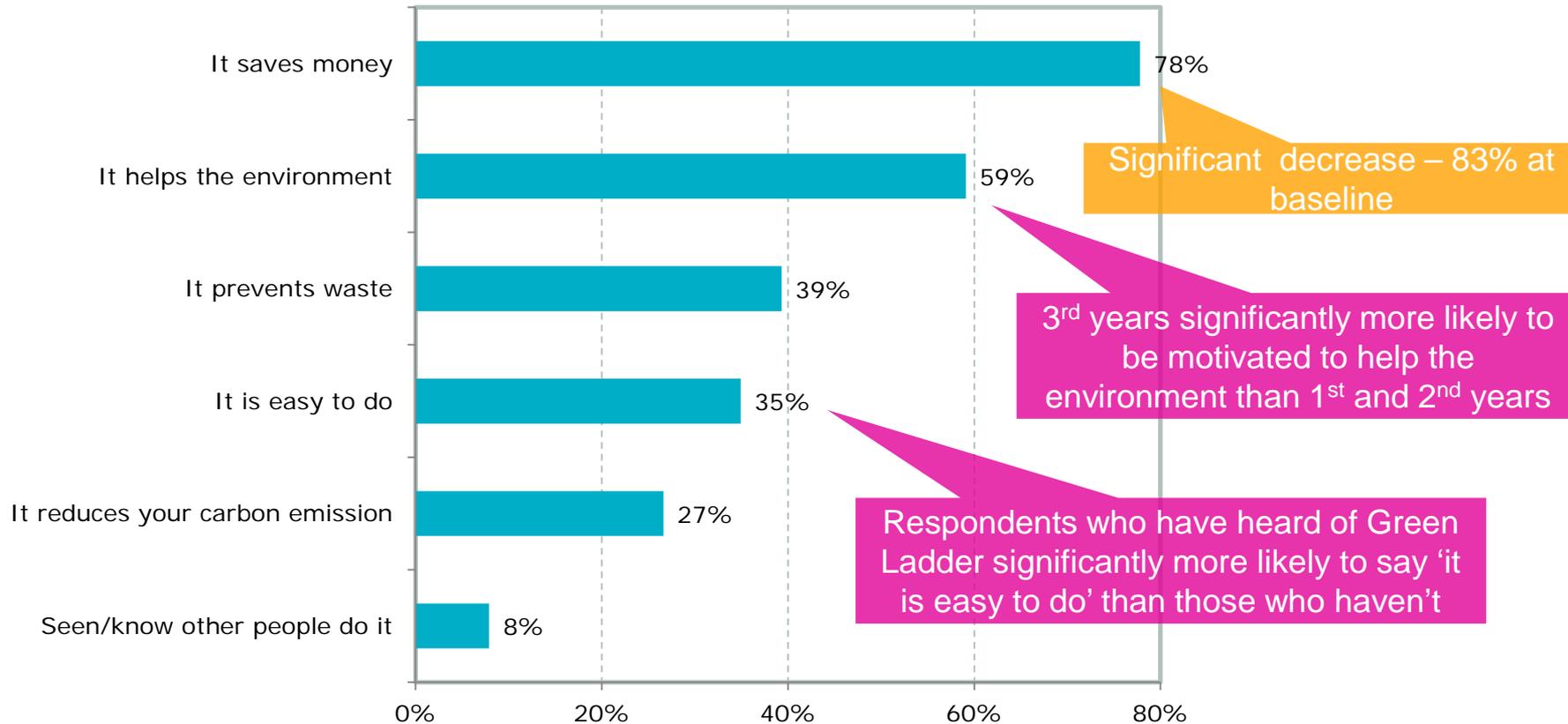
A8. Which of the following actions do you already take part in

Again, respondents show evidence of recycling becoming a social norm with almost half reporting to 'always' do this. Other actions show continued scope for embedding within habitual behaviour.



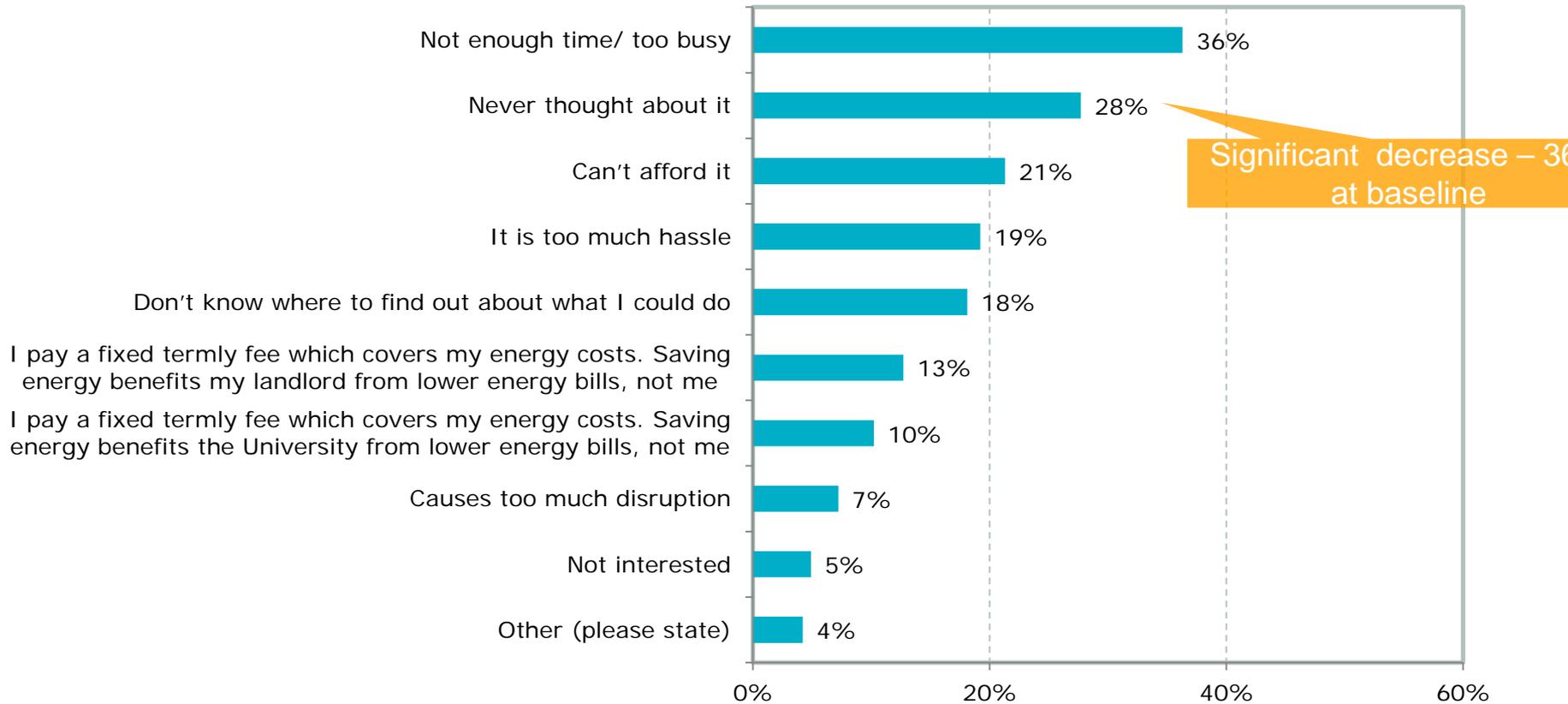
Significant increase – 41% at baseline

Saving money and helping the environment are the main reasons for saving energy. Counter to 'social norms' theory, seeing other people taking action is not highlighted as a motivator for most respondents.



Base: 714 respondents Balance: No response

A lack of time is cited as the main factor preventing pro-environmental action, with a third of respondents feeling this way. Scope exists for continued promotion of actions with a quarter of respondents reporting that they had never thought about it.



Base: 684 respondents Balance: No response

Q. What would you say are the main reasons you do not carry out environmentally friendly behaviour?

Other barriers include...

Our halls of residence is not equipped with a separate bin for recycling.

Lack of facilities/services to enable behaviour

Services, resources, etc... need to be more accessible and industries and businesses with power and money need to contribute more by investing and putting these facilities into action within reach.

Availability of products

When buying locally sourced produce it's often not only expensive, rather ironically I would have to travel further to get it.

Habitual negative behaviours

Sometimes I just forget I have left the heating or lights on.

Although I accept we are speeding up the rate at which the Earth heats, I believe this is on a constant cycle and the level created by humans in the grand scheme of things is negligible.

Lack of belief in human-induced impact

Segmentation results show a shift towards stronger 'green' attitudes and values

Autumn 2013

Positive Greens	8.4%
Waste Watchers	5.1%
Concerned Consumers	16.6%
Sideline Supporters	13.3%
Cautious Participants	11.2%
Stalled Starters	9.1%
Honestly Disengaged	36.4%



Spring 2015

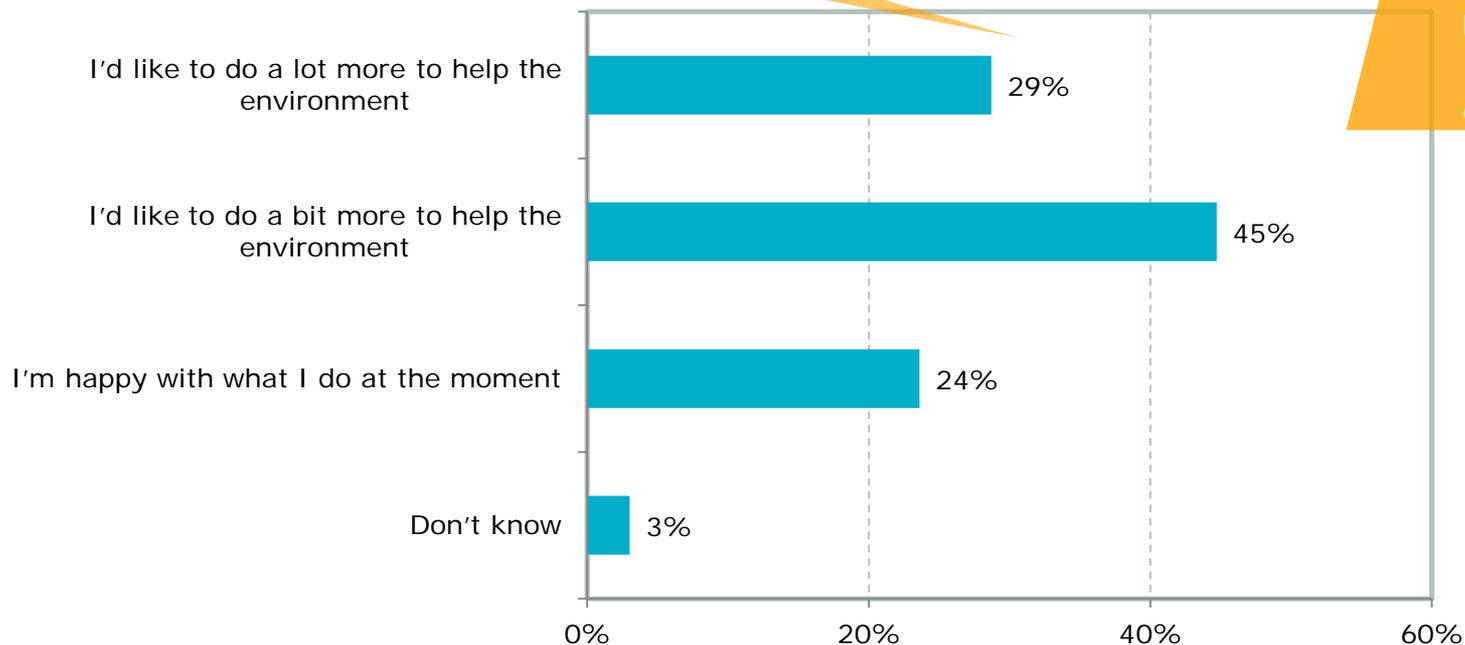
Positive Greens	13.7%
Waste Watchers	3.1%
Concerned Consumers	22.3%
Sideline Supporters	16.8%
Cautious Participants	13.8%
Stalled Starters	5.7%
Honestly Disengaged	24.5%

Almost half of respondents want to do a bit more to help the environment, and almost a third want to do a lot more, showing a continued desire for pro-environmental action

Significant increase –
22.6% at baseline want
to do a lot more

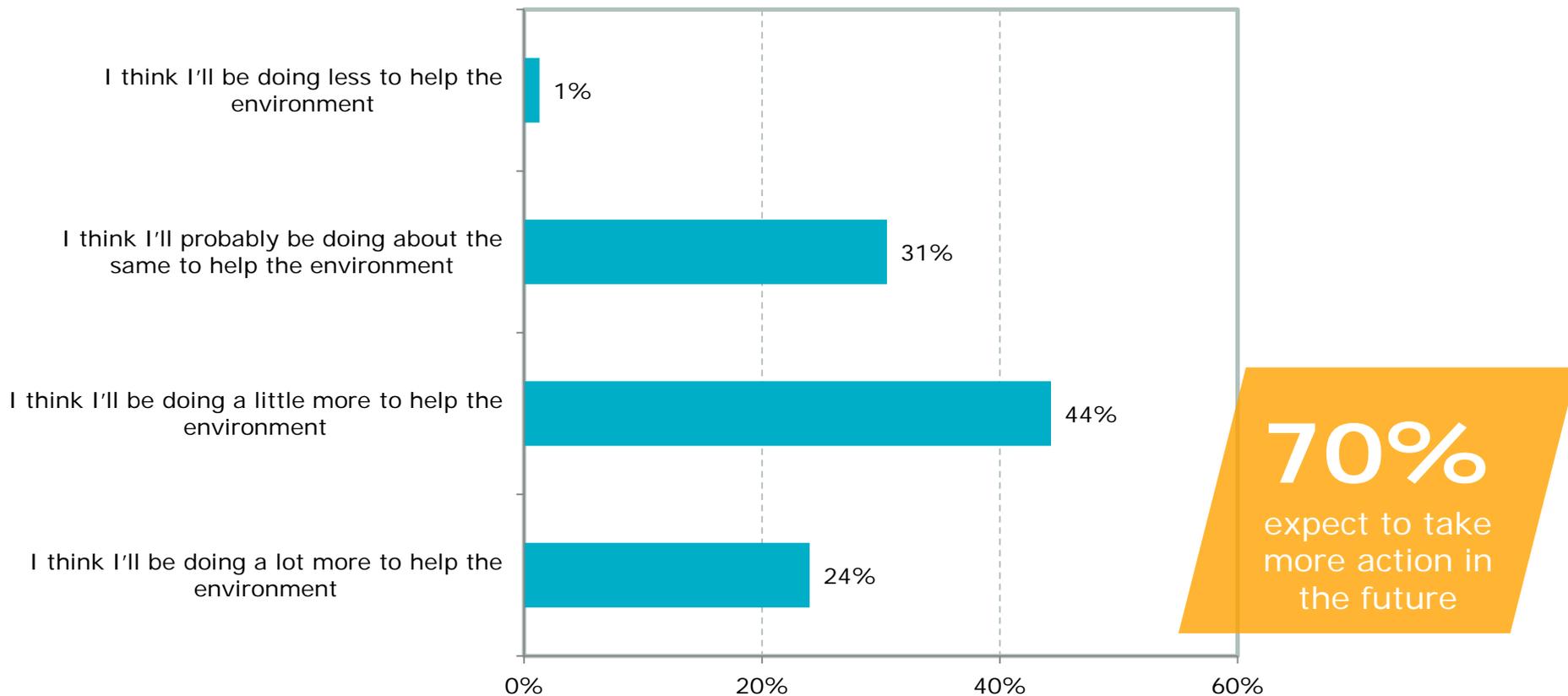
75%

want to do
more to help
the
environment



Q: Which of these best describes how you feel about your current lifestyle and the environment? [Base: 705 respondents Balance: No response]

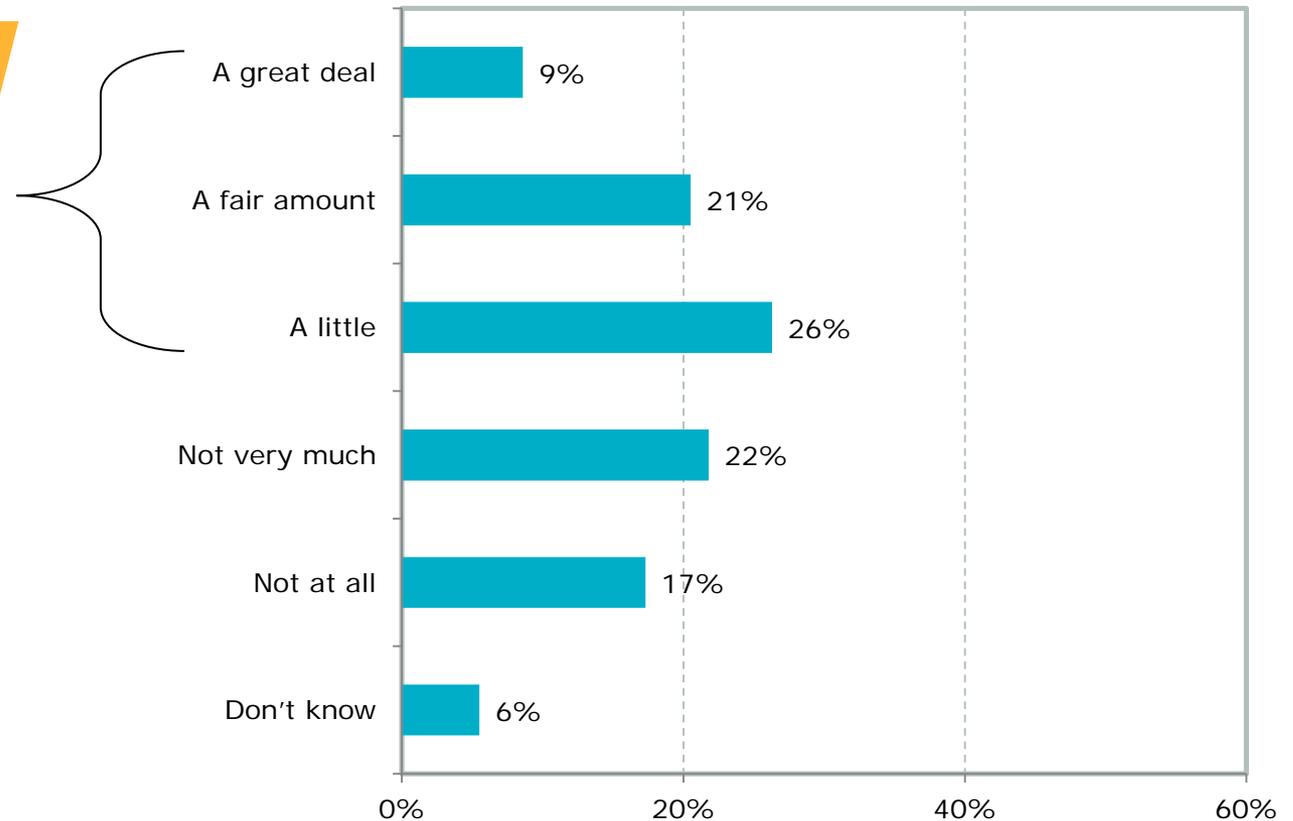
Over two thirds expect to be doing more to help the environment in the future – capitalising on these expectations will be key for Green Ladder



Q: Which of these statements best describes how you think you will be living in a years' time? [Base: 692
Balance: No response]

Over half of respondents indicate an increase in awareness of their environmental impact since the start of the academic year

56%
report
increased
awareness



Q. Has your awareness of what you can do to reduce the impact of your lifestyle and habits on the environment increased since the start of this academic year? Base: Balance: No response

Whilst almost three quarters agree that SD should be incorporated by universities, just a quarter see this happening at UCLan

48%
Agree

Sustainable development is something which my students' union CURRENTLY incorporates and promotes

51%
Agree

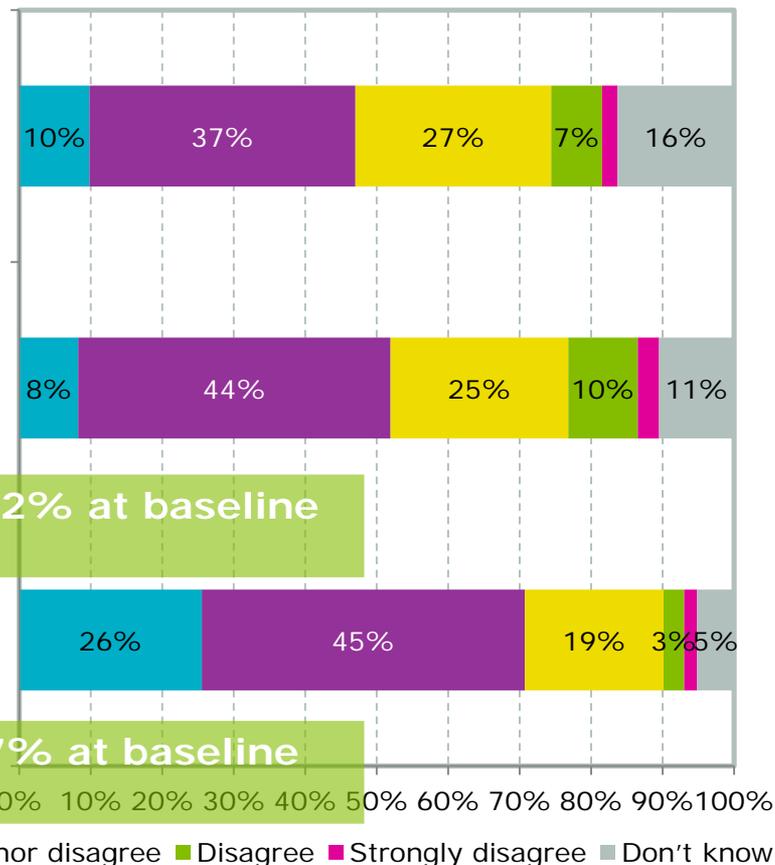
Sustainable development is something which my university CURRENTLY incorporates and promotes (n=689)

70%
Agree

Sustainable development is something which universities should actively incorporate and promote (n=685)

Significant increase – 38.2% at baseline agree

Significant increase – 57% at baseline agree



A quarter of respondents see SD currently incorporated into their course, but over half agree that this is something that should be incorporated by all courses. A quarter of respondents think course tutors should be required to incorporate sustainability.

37%
Agree

Sustainable development is something all course tutors should be required to incorporate within their teaching (n=682)

Significant increase – 32.1% at baseline agree

57%
Agree

Sustainable development is something which all university courses should actively incorporate and promote (n=684)

Significant increase – 47.2% at baseline agree

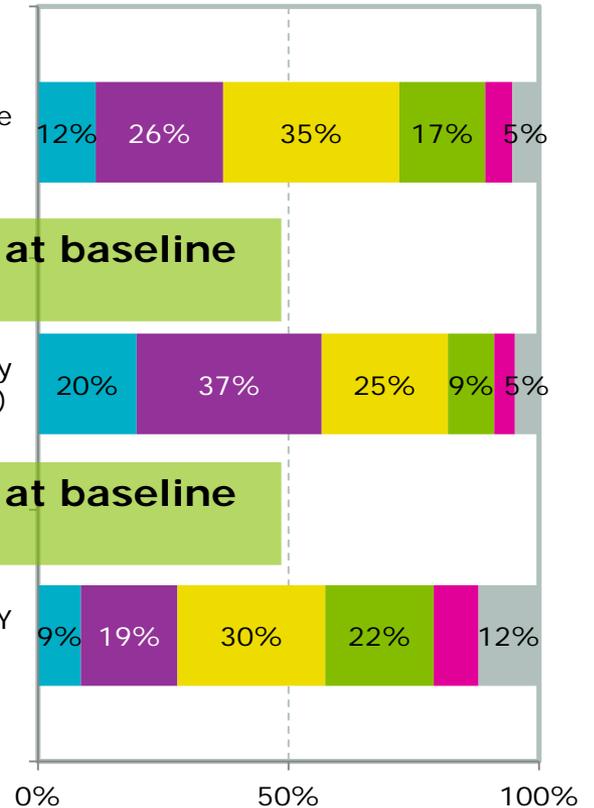
27%
Agree

Sustainable development is something which is CURRENTLY incorporated into my university course (n=684)

No change

Respondents from The Grenfell-Baines School of Architecture, Construction and the Environment significantly more likely to strongly agree

■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ Don't know

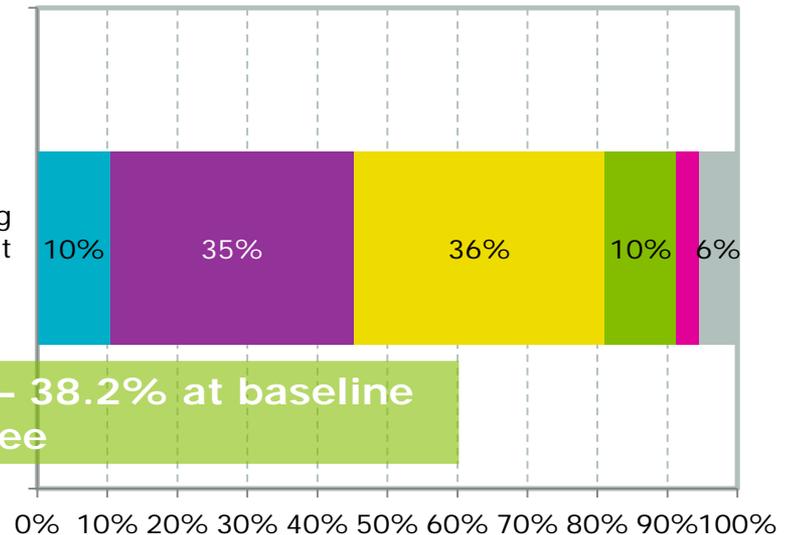


Almost half of respondents show a desire to learn more about sustainable development

46%
Agree

Sustainable development is something which I would like to learn more about (n=685)

Significant increase – 38.2% at baseline agree



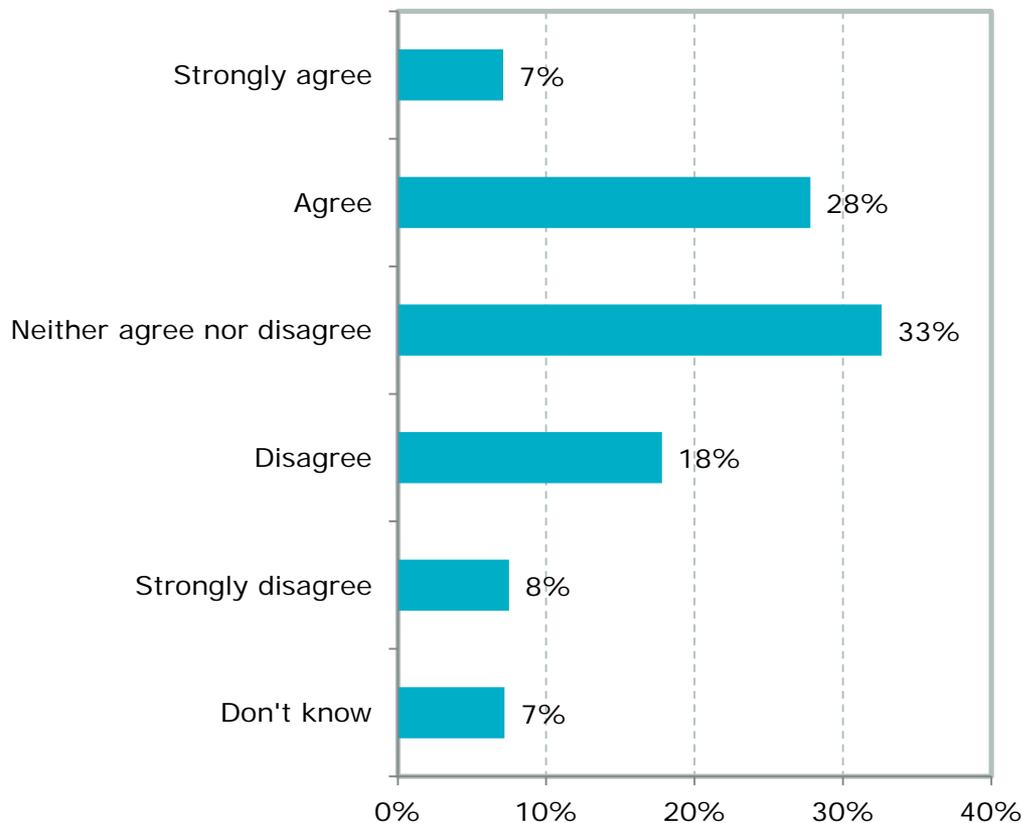
■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree ■ Don't know

Q: Taking the definition of sustainable development to mean: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs". To what extent, if at all, would you say that you personally agree with the following statements? [Balance: no response]

A third of respondents recognise developing the ability to action sustainability during their time at UCLan

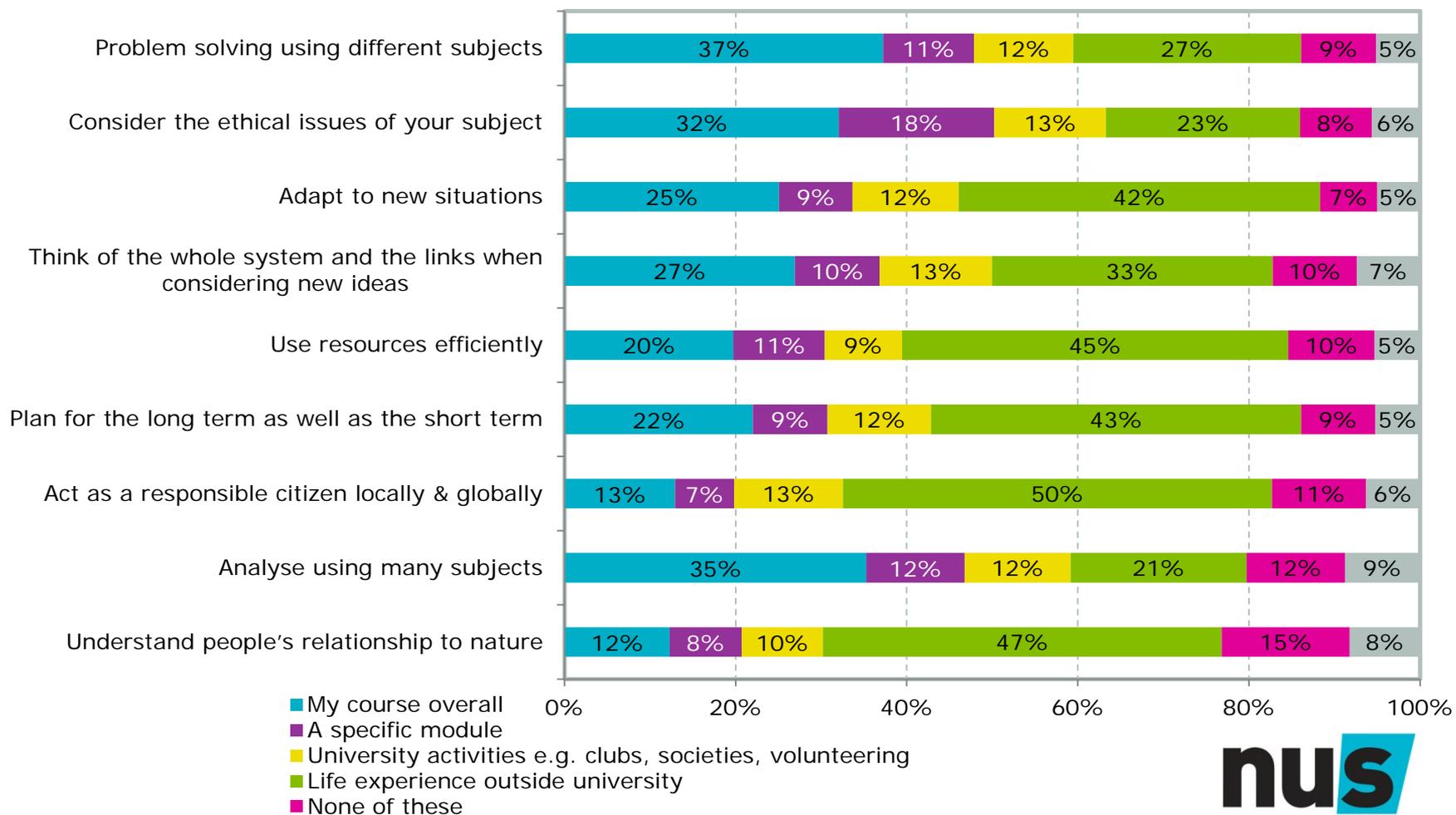
'During the time I have been a student at UCLan, I have been equipped with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generation'

35%
Agree

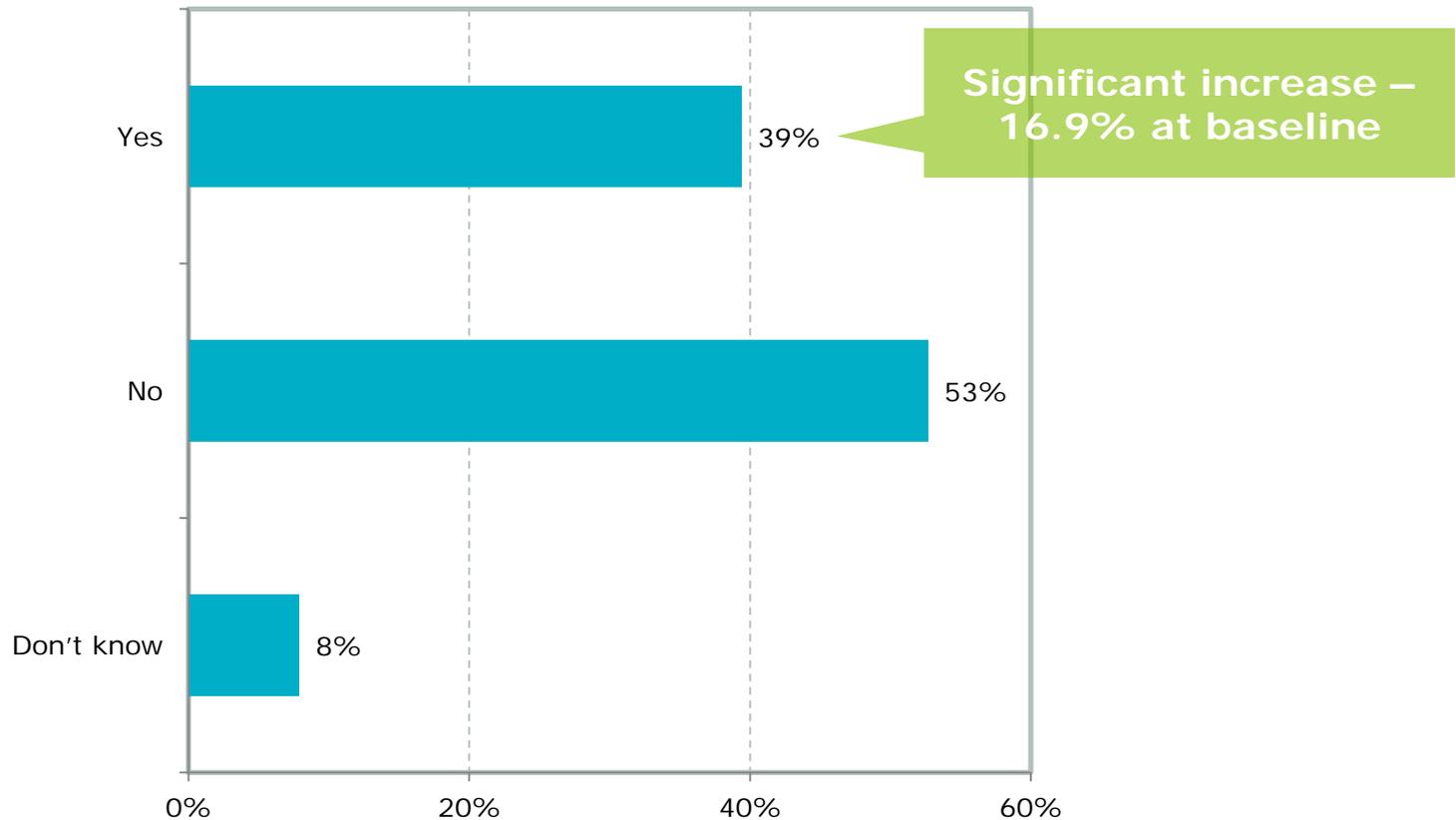


Q. To what extent do you agree or disagree with the following statement? [Base: 695: Balance: no response]

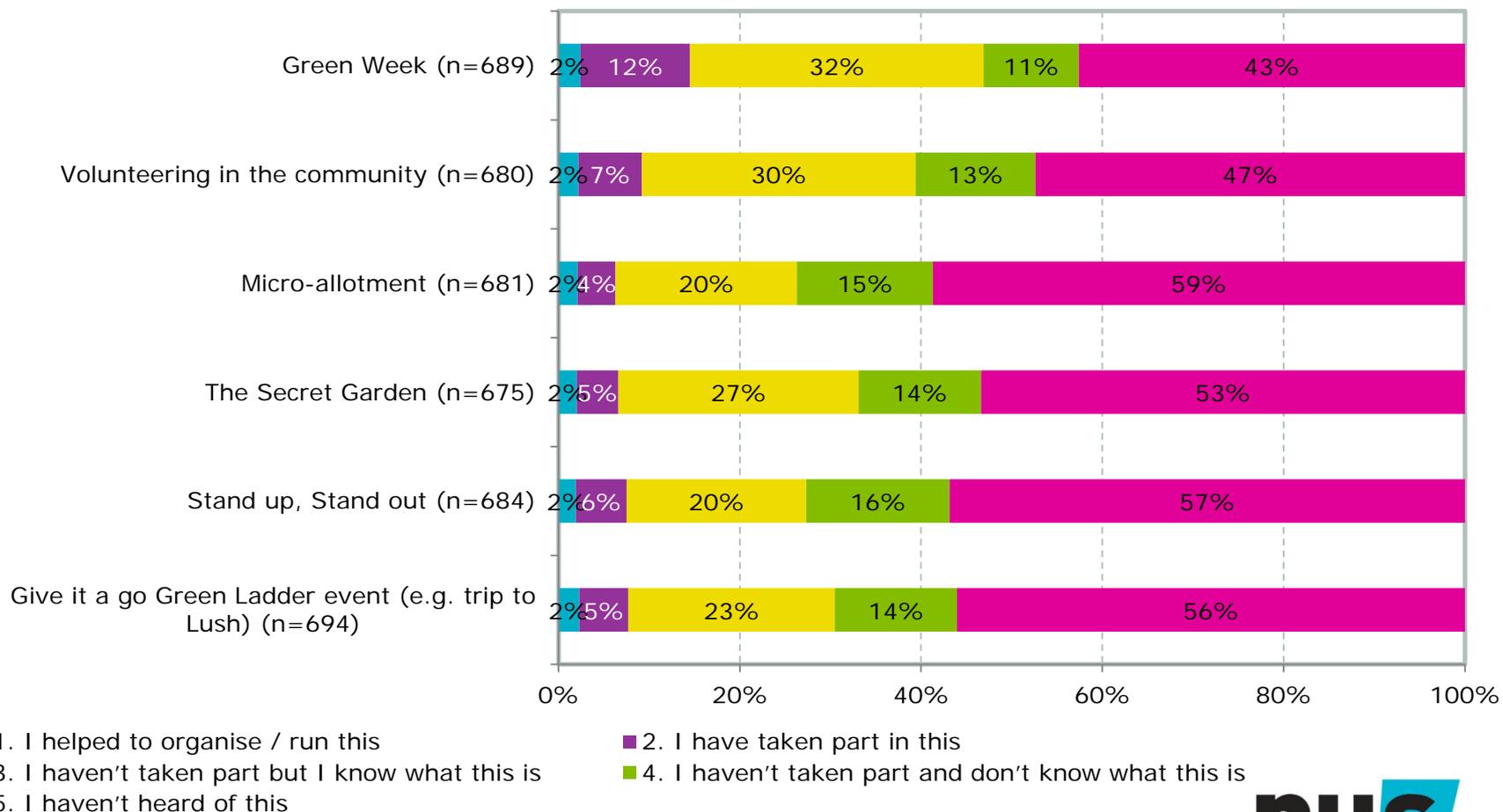
Respondents mainly identify learning about sustainability through their course overall, and through general life experience



Two fifths of respondents are aware of the Green Ladder project



Scope exists to drive participation from those who are aware of Green Ladder activities but not yet taken part, and those who haven't yet heard of the project

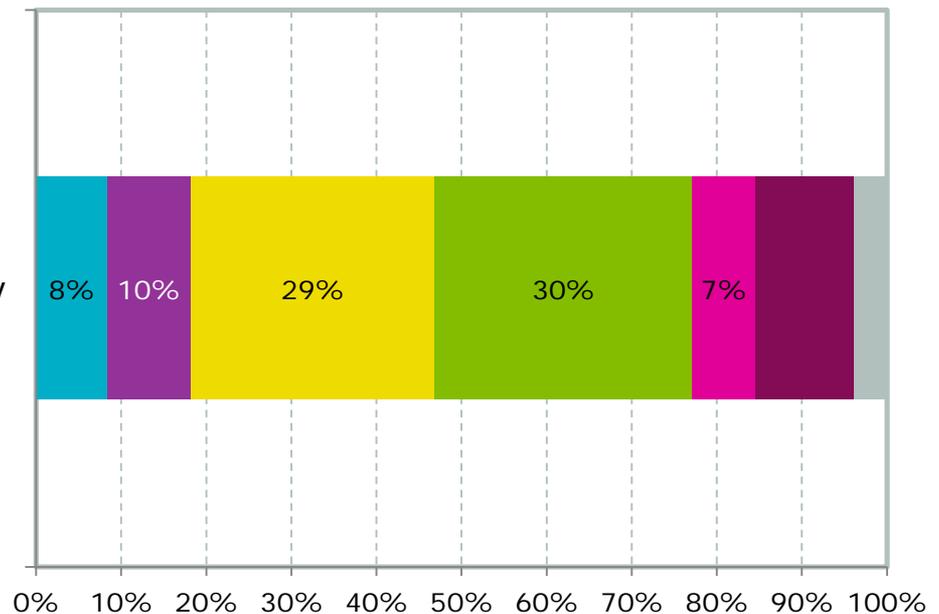


Q. How much do you know about the following activities run by Green Ladder? [Balance: no response]

A third of respondents agree that 'Green Ladder' benefits their experience at university

38%
Agree

Green Ladder benefits my experience at university



Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

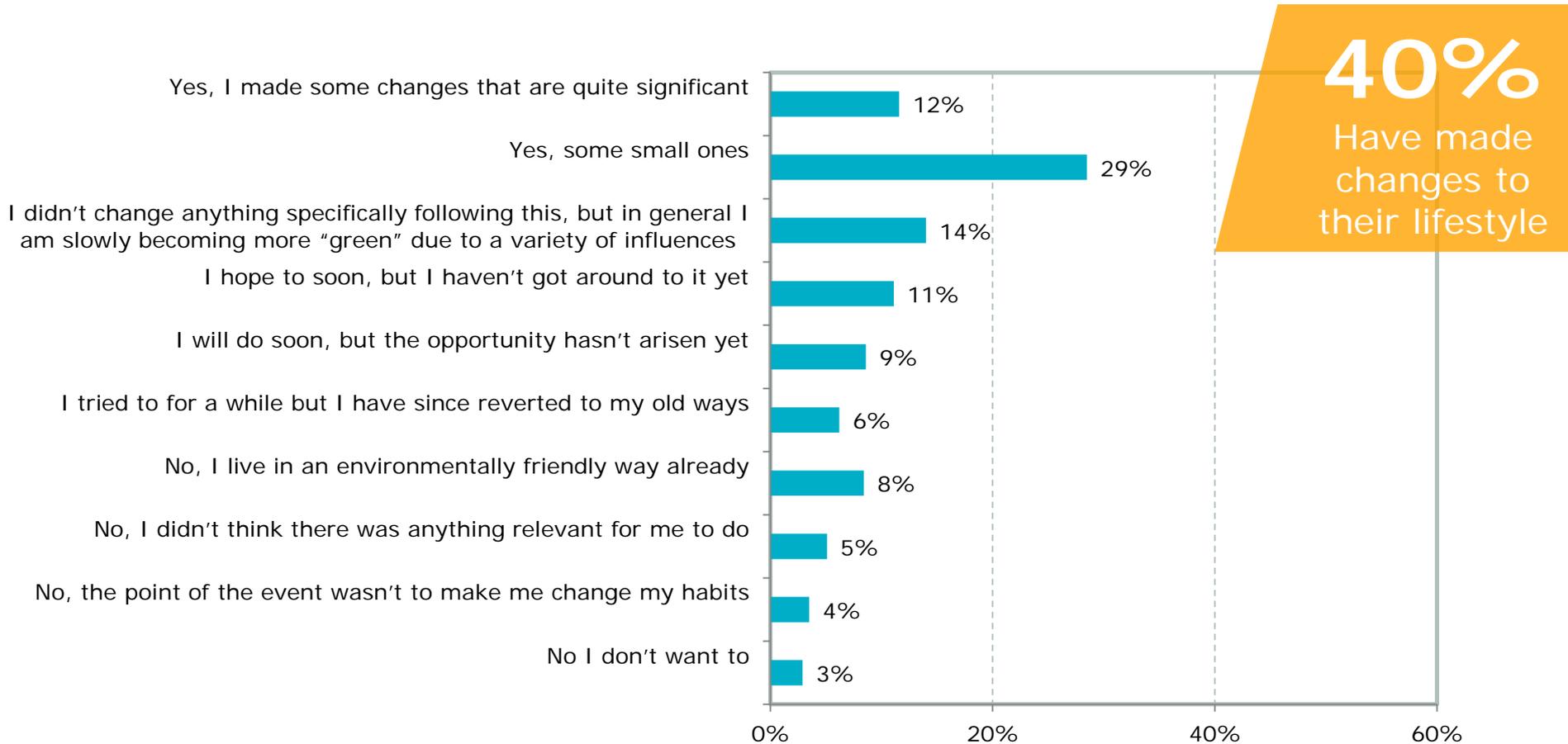
Don't know / Not applicable

Rather not say

Over a third of respondents report improved understanding of environmental issues and awareness of the impact their lifestyle has as a result of Green Ladder. A third also report receiving information on what action they can take.



Two fifths of respondents report making changes to their lifestyle as a result of Green Ladder



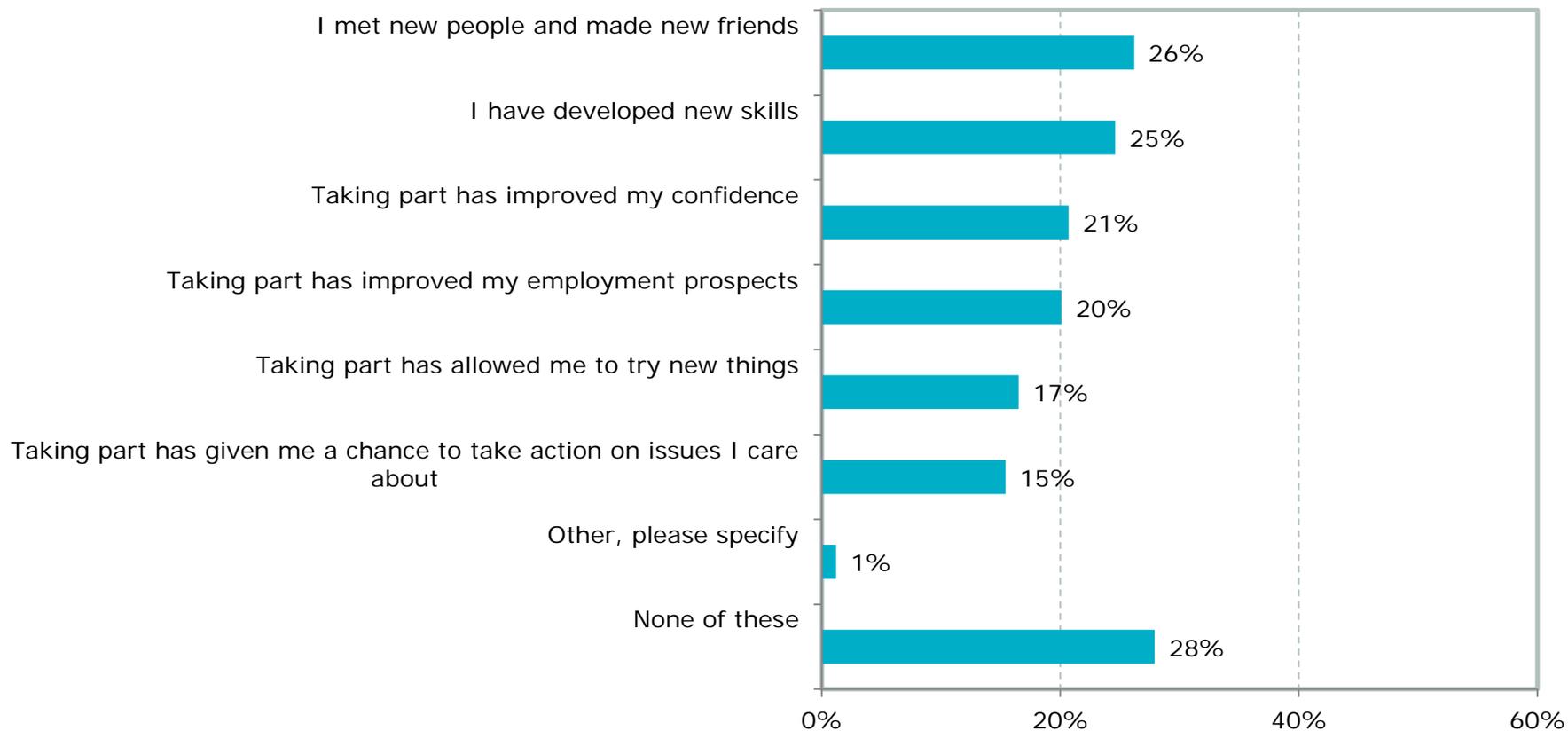
Seeing practical examples, and how the university is taking action are reported to be influential in achieving change



"It just made me look more reflectively at my own lifestyle, and made me improve on that."

Q. Thinking about why the event or activity has helped you to reduce your environmental impact, which of these do you think made it influential? [Base: 136 Balance: No response]

Participation has also led to a wide range of benefits for participants in addition to learning and taking action on sustainability



The best things about Green Ladder are...

“I thoroughly enjoy being a part of Green Ladder project because during each event I get to learn something really new like creating bird feeder, flying an owl during owl sanctuary visit, planting daffodils, painting in secret garden and many more. Green ladder project is an extremely amazing opportunity to spend my free time productively and creatively giving me immense satisfaction.”

“The people and the office, knowing that there is a team to help me come out of my shell and have a positive impact on the environment at the same time. I love the trips and learning about new things. I hope the Green Ladder project is a permanent thing in the university and expands to include the curriculum as well.”

“Making new friends, and finding out new ways to help the environment.”

“I like the secret garden project and the fact it is almost student led and gives a relaxing space on a primarily urban campus.”

What have you learnt as a result of taking part in Green Ladder?

“Green ladder project has helped me to think more environment friendly, learnt various new skills like writing a blog, planting, painting. It has really helped me to enhance my employability skills.”

“That other people care just as much as I do, and that it's not an excuse that you shouldn't try because other people aren't, because when people think like that no one will achieve anything.”

“It doesn't take much to make improvements. I have realised however, that to try and change is harder at university when living in accommodation, that you cant change the light bulbs to more energy efficient and the appliances are not energy efficient. I will apply the things I have learnt for when I return home.”

“I have learned that this is a bigger issue, and people should not just ignore it.”

“That being sustainable is fun.”

Green Ladder could be improved by...

“Promotion, Promotion, Promotion! just get the word out there, when the next accademic year starts this is when you can get booklets together, a stand of some sort and then just keep it up throughout the year. Make it look easy and fun, after all we are students and we want things to be simple and easy. You should maybe even set up with the third year PR students who have to work on live projects that would help promote the cause. I know that, if Green Ladder was an option I would have gone for it. Contact Chris Shaw about this in the LBS school!!”

“To attract more students to actually participate in environmentally friendly activities, I would suggest things that aren't solely for the purpose of protecting the environment - for example teaming with other societies so students begin to help almost unconsciously.”

“Advertise them more, make them more well known within the University Campus and between students.”

“Perhaps greater publicity for all students - including non-residents/those living outside Preston; try to obtain more support and publicity through tutors/courses.”

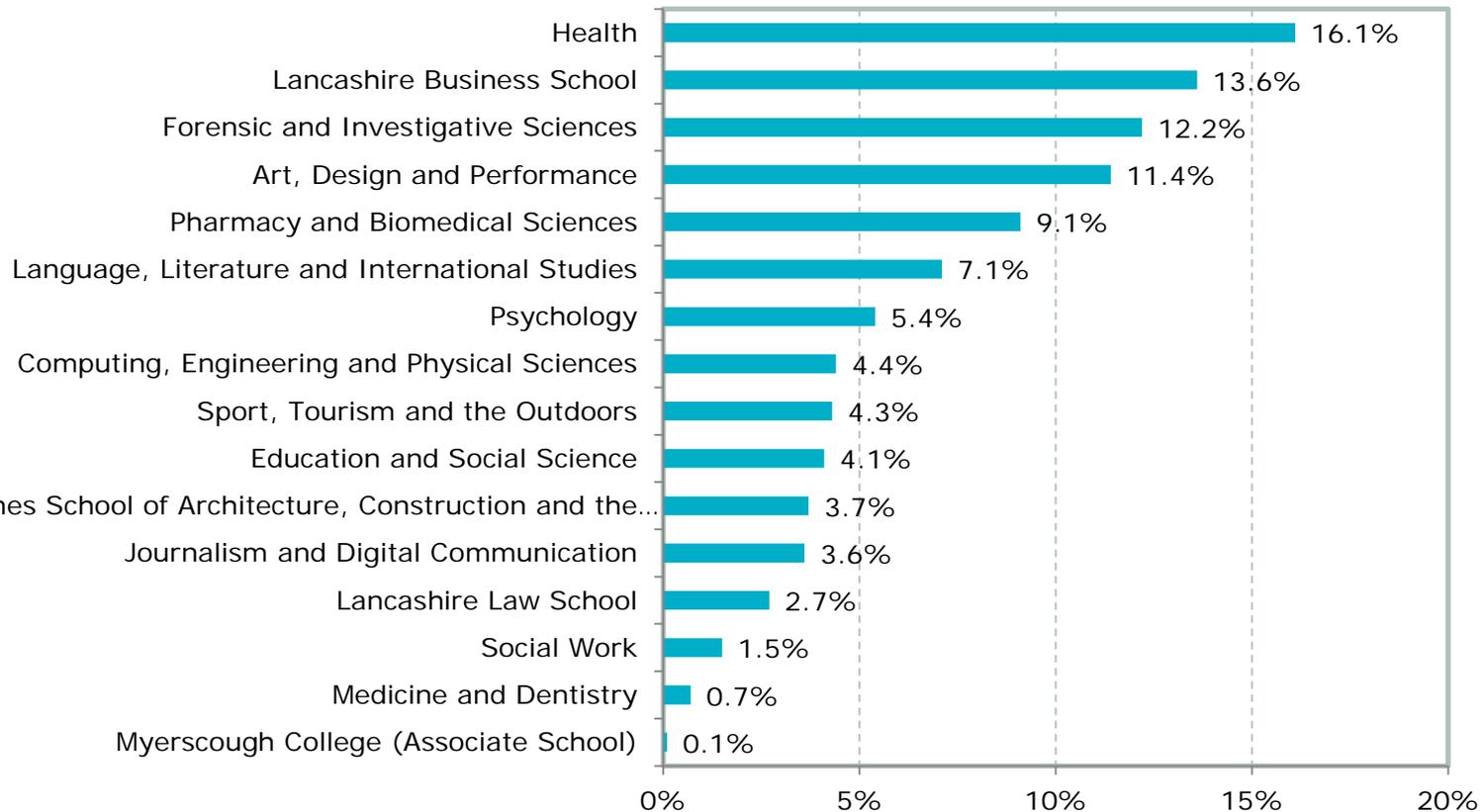
“Getting a green house, do some bee keeping, getting some chickens and ducks and make sure to get or raise funding to have the Green Ladder project carry on.”

“Further lobbying of encouraging ALL courses to incorporate sustainability and environmental awareness into their teaching schedule.”

Appendix | Demographics

School of study

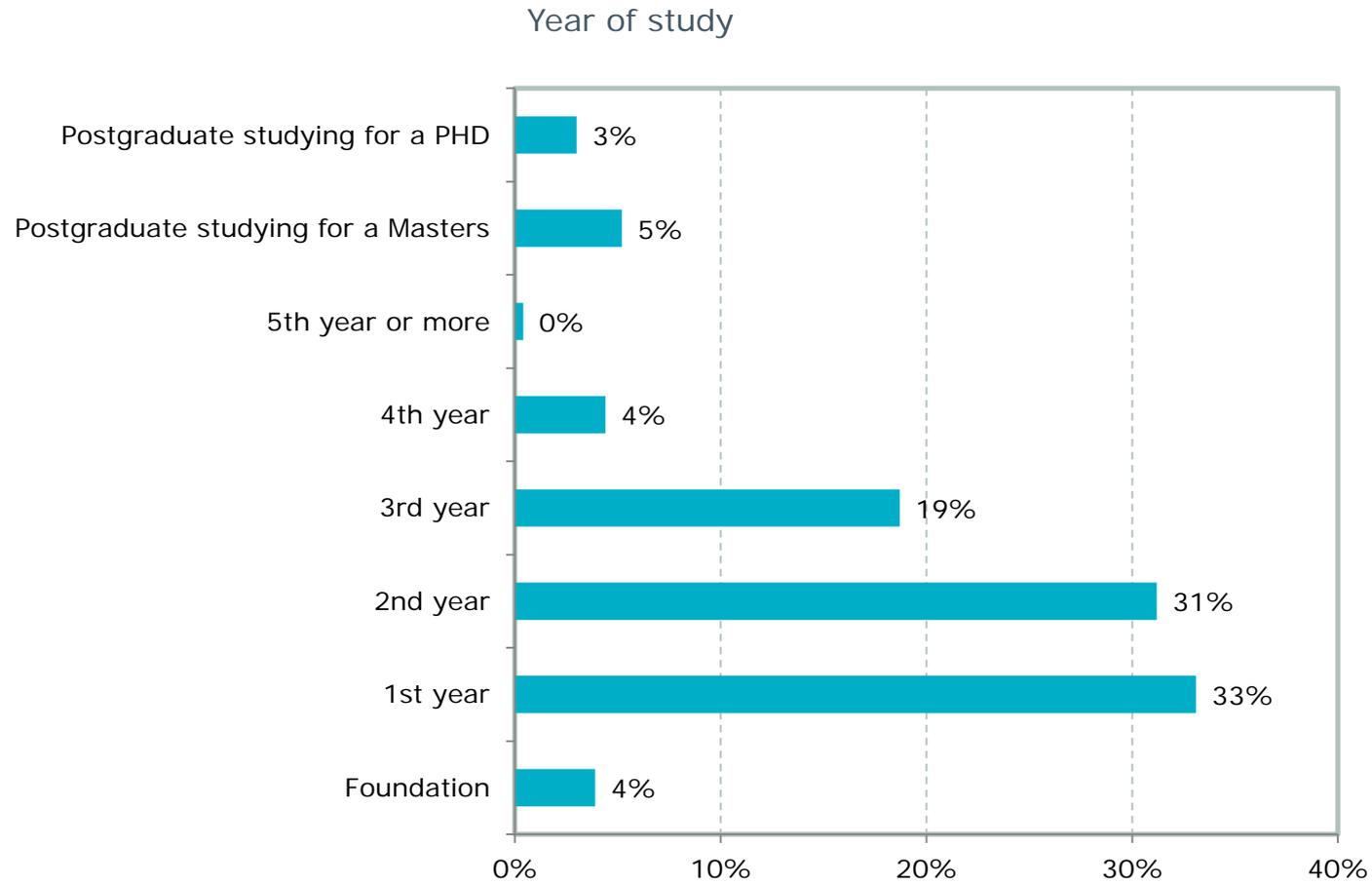
School of study



Base: 737 respondents.

A3. What school are you part of? Please pick one

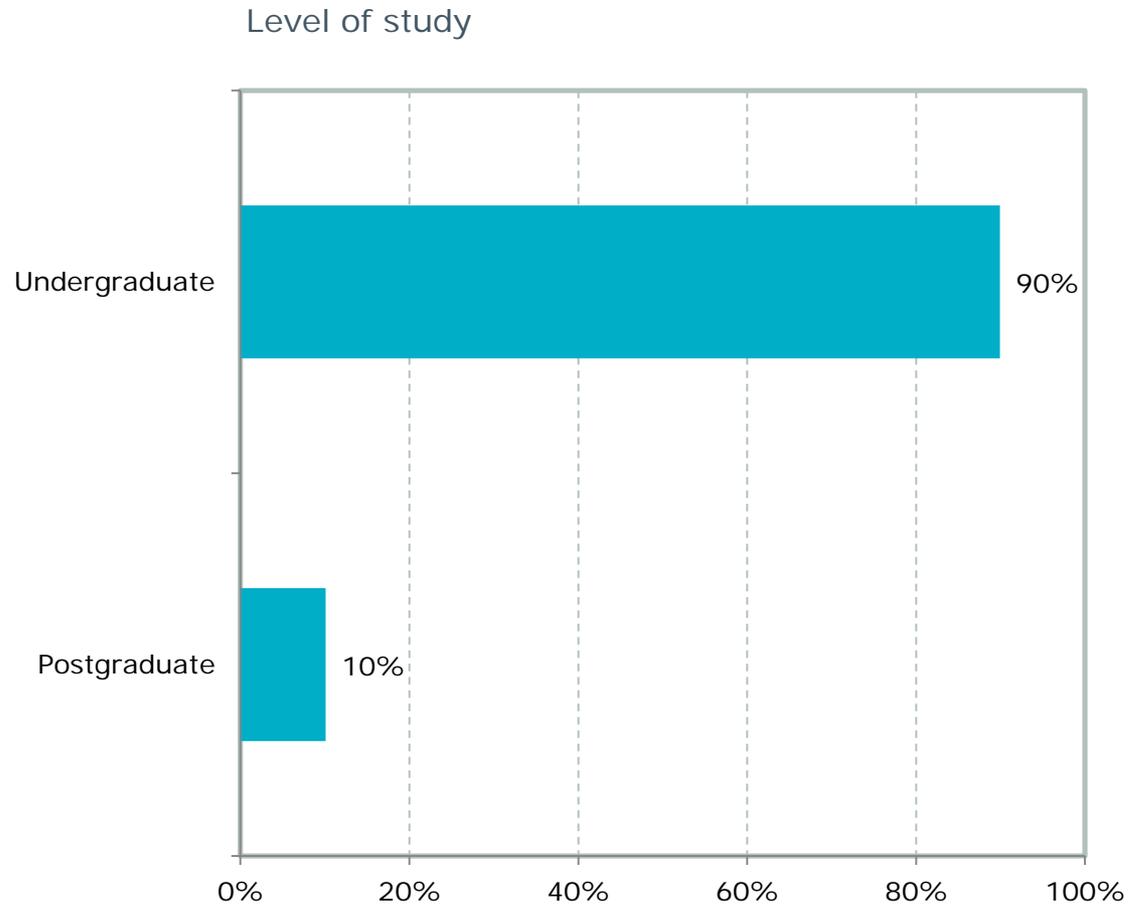
Year of study



Base: 737 respondents.

A4. What year of study are you in? Please pick one

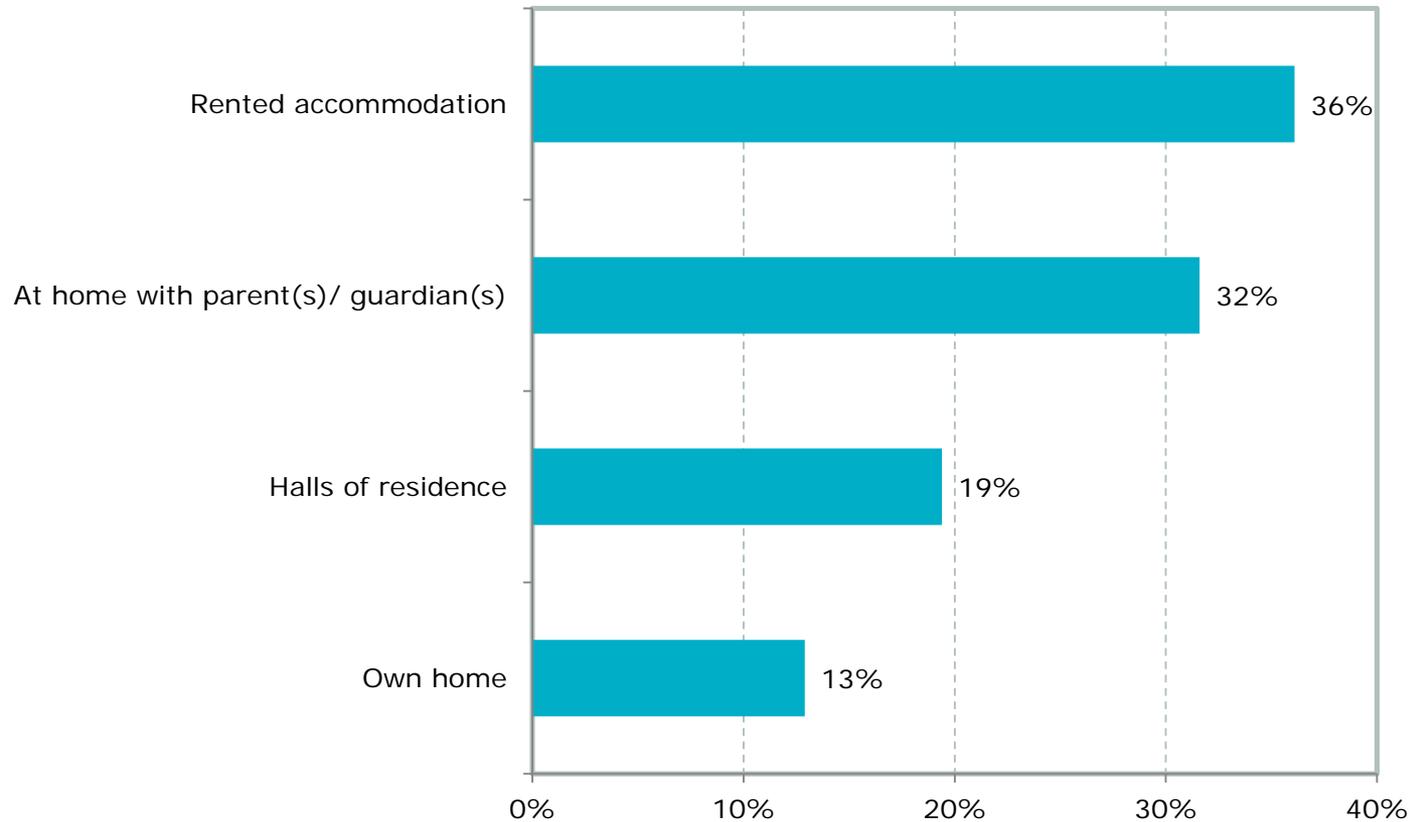
Level of study



Base: 737 respondents.

A5. What is your level of study? Please pick one

Term time accommodation



Base: 737 respondents.

A6. Where do you live during term-time? Please pick one