

Topic Support Network: Community Engagement

Friday 28th November 2014, 11am-4pm
Glasgow School of Art

[Webpage](#)



Attendees:

June	Graham	Keep Scotland Beautiful	Speaker
Rebecca	Petford	EAUC	Coordinator
Naomi	Arnold	UWS	
Paulo	Cruz	Glasgow Caledonian University	
Luke	Evens	University of Glasgow	
Jurate	Gemskyte	University of Glasgow	
Gillian	Gibson	EAUC	
Kasia	Janik	Edinburgh Napier University	
Zivile	Mantrimaite	University of Glasgow	
Rabbab	Oun	University of Strathclyde	
Jamie	Pearson	Edinburgh Napier University	
Fiona	Ross	University of Glasgow	
Kate	Thornback	SRUC	
Martin	Webb	Edinburgh College	

Apologies:

John	Thorne	Glasgow School of Art	Convenor
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1.	<p>Welcome and Introductions <i>Rebecca Petford</i>, EAUC Programme Coordinator</p> <p>In the absence of Community Engagement TSN Coordinator John Thorne, Rebecca welcomed everyone to the event, and invited everyone to introduce themselves to the group.</p> <p>The purpose and structure of Topic Support Networks was outlined.</p> <p>Specific items to discuss were requested, but none were noted.</p>
2.	<p>Sharing of Projects and Ideas <i>Rebecca Petford</i>, EAUC Programme Coordinator</p> <p>Delegates divided into 4 groups of 3-4 and discussed two topics:</p> <ul style="list-style-type: none">• What community engagement projects have you run, are you running or would you like to run in your institution?

- Identify and note down 3 shared challenges and 3 keys to success for these projects

Feedback from group discussions:

Shared Challenges:

- Incentivising / finding hooks to engage the less engaged
- Communicating programmes to raise awareness
- Geographical spread of buildings / campuses
- Poor engagement of busy staff and students
- A lack of time and money / capacity
- Time consuming to communicate and engage but hard to justify roles exclusively doing this
- Monitoring and measuring change
- Perceived vs. actual need for projects – is it just those who shout the loudest are heard?
- A lack of momentum when things are new
- Active resistance to change
- Individuals not taking ownership of the issues / challenges / solutions

Shared Keys to Success:

- Having a small group of enthusiastic leaders and mobilisers
- Creating campaigns that appeal by having short term visible personal benefits / proving incentives for participation
- Freshers' Week is a great launch platform
- Good awareness raising/education and communications
- Targeting marketing for particular audiences
- High level of volunteer support and enthusiasm
- Sharing successes with the community
- Universities are great for projects because they have:
 - large communities and wide diversity of interests
 - many communication opportunities
 - a growing demand for sustainability in general

Shared ideas and tips arising from the group discussions:

Liftshare / Carshare

- [Liftshare](#) was a new idea to some so was discussed in some depth
- Some organisations have incentives for using Liftshare but these don't seem to be enough to attract people
- Glasgow Caledonian directs people to JourneyShare in Glasgow (run by SPT as part of the Liftshare network) and Edinburgh Napier to the city car club as it's much cheaper than subscribing as an organisation
- Carsharing can help address parking limitations but shared permits are hard to police
- The idea that everyone has a pass and all those in the car are put on the dashboard appealed to many
- Carshare companies have documents and calculators that can help you engage people and can give advice on setting up and marketing

	<p>Electric Bike Scheme in Edinburgh</p> <ul style="list-style-type: none"> • New scheme sharing 27 electrically assisted bikes between 6 institutions • 130,000 people associated with that project and could work as a collective network, meaning it was easier to find funding than if the institutions had worked individually • Cheaper to buy in bulk too • Recommend this approach to others
3.	<p>Updates from the Sector</p> <p>ZERO WASTE SCOTLAND LITTER FUND Glasgow Caledonian University and Edinburgh College are applying to the Zero Waste Scotland Litter Fund. To apply you need to demonstrate that your project will help reduce litter in public areas or increase recycling, and ZWS are big on monitoring. There is a tight deadline for the end of December if any colleagues wish to apply, but the fund should run again next year. Edinburgh College are struggling with their application as their 4 campuses all have different ways of dealing with waste which need to be tied together in awareness-raising for the application. The contact at ZWS is Marion Croy if anyone wishes to find out more.</p> <p>VEGWARE AND RECYCLING The University of the West of Scotland are trying to tackle waste over different campuses with different systems, and different councils handling waste differently. Some institutions want to introduce (or keep using) Vegware, but there are educational and infrastructure issues around it. Glasgow Caledonian University stopped buying Vegware as it was a waste as money as it all went to landfill due to a lack of understanding, where it releases carbon. Some institutions are contracted into a mixed recycling contract which makes education a big issue. The challenge is explaining to staff and students what bin things go into and how to keep contamination levels low – Vegware is great if recycled in the right bin. In terms of lifecycle analysis, Vegware can only provide lifecycle information from point of entry to the UK, which meant that the Napier University team weren't happy to purchase it. Perhaps a lifecycle assessment could be followed up nationally? The product has to be on the APUC or TUCO databases before it can be bought by institutions, so the consortia could perhaps ask this question? Does Zero Waste Scotland have any advice on Vegware?</p>
4.	<p>Behaviour Change – Using the ISM Tool <i>June Graham, Keep Scotland Beautiful</i></p> <p>Presentation available here.</p> <ul style="list-style-type: none"> • June works for Keep Scotland Beautiful, who campaign, educate and act on environmental issues. She is happy to provide 1:1 training if needed. • The workshop will take us through the ISM approach and demystify it • The tool is simple, versatile and easy to understand, and is useful for evaluation, workshop and desktop settings. It has already been used on many different projects. • Background: The Sustainable Scotland Network supports public sector organisations on

sustainability and their duties under the Climate Change (Scotland) Act 2009. This Act is amongst the most challenging targets in the world, and the government realised a lot of emissions were dependent on behaviours, so started a review of behavior change initiatives around the world. This research helped inform the ISM approach, which was employed 6 months ago, funded by the Scottish Government. It was introduced within the 'Low Carbon Scotland: Meeting Emissions Reduction Targets 2013-2027' report which can be found [here](#).

- The ISM model is really more of an approach or process, which supports the idea that to be successful in addressing behavior you need to look at three realms together:
 - Individual (personally relevant)
 - Social (networks are really important)
 - Material (all the other stuff which can often be a barrier, such as infrastructure)It was recognised that these three realms have a high level of interaction.
- Each realm contains a number of highlighted factors
- Individual factors:
 - Attitudes, Beliefs and Values – core motivational elements with a lot of existing work around intrinsic and extrinsic values already existing. The marketing media plays on extrinsic values and the environmental field needs to learn how to engage values better.
 - Emotions – humans are emotional and respond emotionally
 - Costs and Benefits – linked to social psychology and behavioural economics and involves considering cognitive biases (things we tell ourselves we want to do). All these things need better understood to promote positive environmental outcomes.
 - Skills – know how & know what – not knowing brings apprehension and reluctance
 - Agency – believing yourself to have the free will to carry out an activity or behaviour
 - Habits – hard to change!
- Material Factors:
 - Infrastructure
 - Objects
 - Technologies – all three above are 'hard' issues, but can create cultural change, such as the expectation to wear clean clothes daily after it became possible
 - Rules and Regulations
 - Times and Schedules
- Social Factors:
 - Social Norms – we take cues from others, and want sustainable behaviours to be more of a social norm
 - Networks and Relationships – such as Topic Support Networks and work and individual relationships, and the dynamics of these
 - Institutions – both formal and informal such as family, health, clubs etc. all affect behaviour
 - Opinion Leaders – very important but can be hard to identify

	<ul style="list-style-type: none"> - Roles and identity – related to agency / leaders. About how people see themselves. - Tastes – we are used to these in fashion and food, and can be judgmental of those who don't share our tastes. Marketing segments the population, and it's important to be aware of your audience and their hooks. - Meanings – the change in female smoking over time (at one time advertised to be about female independence) plays on female social roles, for example <ul style="list-style-type: none"> • All these factors are pulled into a map to have a discussion / evaluate / make a decision • The ISM Model was designed to make sure sustainability policies considered these factors • It is being applied to the Recycling Strategy (post strategy creation) to see how it would apply, and is being used to develop policies such as the National Walking Strategy and the promotion of Adoption of Plug-in Vehicles. More examples are in the ISM Progress Report from October 2013. • Find the User Guide online here.
5.	<p>Workshop - Using the ISM Tool</p> <p>The best way to use the tool is to do what we are going to do – identify a behaviour to discuss, get the right people in the room (target audience and all people/groups shaping or controlling this behaviour happening/not happening) and hold a workshop session to discuss the behaviour across the factors. This will help you identify barriers and ways to address them.</p> <p>This process is good to embed within a plan such as creating a waste strategy to follow it through, otherwise the learning of the workshop can be lost.</p> <p><i>Idea selected: recycling in food courts / canteens in tertiary educational establishments</i></p> <p>Thoughts on “why don't people recycle in this setting?” were suggested by the group and added to the ISM tool map under the appropriate heading. Some fitted under multiple headings or not clearly under any, but all were noted. Ideas as to solving these issues came up during the discussions and were noted separately.</p> <p>Some of the reasons why and their place on the map included:</p> <ul style="list-style-type: none"> • Lack of bins / confusion - infrastructure • No habit – habit • Not their space – could fit many places on board, choose values, beliefs and attitudes • Unclear what they have to do – skills (know how and know what) • Disinterest – emotion • Don't see the gain – costs and benefits • Cleaners just mix stuff – opinion leaders • People think it is just mixed later anyway – rules and regulations, lack of skills, values

beliefs and attitudes

- Confusion – emotions
- Too busy – times and schedules
- Lack of individual accountability in a food court – roles and identity, agency
- People don't see the recycling and/or waste process – emotions / meanings / skills
- Too busy area so can't see bins – infrastructure
- Bins full so stick anywhere – object / attitudes, beliefs and values
- Somebody gets paid to do it – meanings, roles

Some ideas suggested to possibly take forward:

- Maybe need advice available for the start of term – have a 'bin monitor' initially?
- Take groups to landfill / recycling centres to raise awareness
- Explanatory videos on screens – but this also causes waste if people don't watch
- Large clear stickers and labelling
- Maybe we want fun bins and we just don't ask – maybe they want the talking or animal bin that increases recycling in younger age groups
- Tell people when they arrive how things are done here
- Make it cheaper to eat in on a plate/bring your own cup than take disposable products – alter the costs and benefits
- Add pictures of waste sites or smiling faces to engage emotions
- Create a culture where people can ask bin questions
- Ask contractor for money if recycling increases for students and use it as a competition incentive for the Students Union or similar
- Make recycling boxes from recycled materials to make it clearer
- Have examples of what goes in recycling area on the relevant bin.
- Reverse vending machines which give 5p per cup etc. plus additional incentive of a free meal competition are a great engagement tool but didn't really work – can you have a person doing it?
- What does it mean if you recycle? How can this hook into institutional meanings?
- Clear bin bags could mean people would see the amount / type of waste and recycle more

Other thoughts:

- Social norm to recycle at a young age but it is lost before they get to university – how do we stop this?
- Senior management tastes restrict the activity you can do to address things
- SRUC found people stand in front of bins and think about where it goes, which means the consideration is becoming a social norm (although it doesn't mean they get it right!)

	<p>Public Sector Bodies Duties and Mandatory Reporting are coming in, and behavior change is a vital part of decreasing organizational impact. The ISM tool can be used as part of developing your Carbon Action Plan.</p> <p>The whole process is within the ISM User Guide, and involves identifying gaps, coming up with ideas, prioritising them, and then writing this into a strategy.</p> <p>This model can be usefully used when thinking about anything involving behaviour, individually or as part of a group.</p> <p>June is happy to come and help groups use the ISM tool to develop their sustainability strategies and programmes within tertiary education institutions, and can be reached on june.graham@ksbscotland.org.uk.</p>
6.	<p>Thanks and Close <i>Rebecca Petford</i>, EAUC Programme Coordinator</p> <p>June Graham was thanked for her time, and all present were thanked for their input.</p> <p>The next Community Engagement Topic Support Network will be in Spring 2015.</p>

Minutes Prepared by: Rebecca Petford
EAUC Scotland Programme Coordinator
3rd December 2014