



## **EAUC: Education for Sustainable Development in Scotland's Colleges – Final Project Report**

**November 2014**

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## **Background**

The Scottish colleges, Education for Sustainable Development initiative was initiated in 2008 as a part of the Scottish Government's response to the United Nations Decade of Education for Sustainable Development (UNDESD). Funded by the Scottish Funding Council (SFC) the project was originally managed by Scotland's Colleges but subsequently relocated to the Environmental Association of Universities and Colleges (EAUC) in January 2013. This report covers the period encompassed by EAUC management responsibility.

The United Nations Decade of Education for Sustainable Development (UNDESD) is a complex and far-reaching undertaking. The environmental, social, and economic implications are enormous and touch many aspects of life of the world's population. The overall goal of the UNDESD is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. 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.

The basic vision of the UNDESD is a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation. Scotland has responded particularly positively to the challenges set by the Decade and is seen by many as an exemplar to follow. Changes to the formal curriculum, notably the implementation of a Curriculum for Excellence, the incorporation of the principles of sustainable development into teacher and lecturer standards and the establishment of a Scottish United Nations Regional Centre of Expertise on Education for Sustainable Development, have all contributed in a major way to this success.

## **Overview**

The EAUC work programme for this period of activity was drawn up specifically to demonstrate progress against the college (Further Education) prescriptions laid down in the Scottish Government's policy document: Learning for Change: Scotland's Action Plan for the Second Half of the UNDESD and project outcomes are cross-referenced against these (Appendix 1). The targets outlined were either met in full, or exceeded requirements. The programme of college development visits, both staff development and student engagement, were particularly noteworthy. A breakdown of those institutions visited is included in Appendix 2.

In terms of new curriculum development the project consultants have been particularly active and have either created, or contributed, to far reaching, developments to the formal curriculum, both as part of their project consultancy and in their respective day jobs (Appendix 3). Through their relationship with Scottish Qualifications Authority (SQA), the principles of Education for Sustainable Development (ESD) are continually being embedded into units and courses. As a

result, perhaps as an introduction of a Curriculum for Excellence, SQA have been particularly proactive in embracing change and unit writer's guidelines and now compel the inclusion of the principles of sustainable development in all new and revised curriculum, where feasible and appropriate.

The curriculum support materials and sustainability guidance, outlined in the progress grid, have been produced in full and are available on the EAUC website. The support materials are in the format of workbooks designed to advise staff about ESD prior to them embedding sustainability within their teaching. The workbooks can also be used by students, directly as an introduction to sustainability, or as a supplement to the Hairdressing; Construction; Beauty and Health; and Social Studies curriculums. The specific Introduction to Sustainability workbook can also be used in conjunction with the Scottish Credit and Qualifications Framework credit rated 'Introduction to Sustainability' Unit. This Unit was credit rated by Dumfries and Galloway College and is two credits at SCQF level 5. See Appendix 3 for the workbooks link.

It proved somewhat challenging for the project to deliver on particular areas of student-led activities. Nevertheless, the project included a variety of events and projects engaging students, such as Eco Masterchef and Eco Tourism to name a few. An attempt to run a Green Dragons Den event was explored but proved too expensive and fell out with timescales of the project. The project also funded places on the National Union for Students (NUS) Responsible Futures pilot. Responsible Futures is an externally assessed accreditation mark for a whole-institution approach (institution and the students' union working together in partnership) to environmental sustainability and social responsibility. This pilot spans the formal and informal curriculum, applicable to both further and higher education.

The HMIE Aspect Report (2010) by Mitch Brown, found that sustainability in Scotland's colleges was generally being addressed, even if poorly understood and while good practice was ubiquitous, it remained patchy. Campus sustainability measures such as energy and waste are of very limited impact unless fully explained to all stakeholders, including students. This project aligned to the Universities and Colleges Climate Commitment for Scotland (UCCCfS) which launched in 2009. By 2011 all college (and university) Principals had signed the voluntary UCCCfS to address climate issues at an institutional level. Following the regionalisation of the colleges over the past 18 months, additional support is being provided to colleges to re-baseline their campuses and to create a new Climate Change Action Plan - linking to curriculum activity, and report their progress yearly.

Perhaps the greatest shift in Scottish colleges over the Decade is in our changing understanding of the concept of Sustainable Development. The focus has moved from environmental conservation and climate mitigation, with relatively less emphasis on the social and community aspects of sustainability. And yet, it's these social aspects that colleges do best and always have done. It is worth considering the saving to the Scottish economy when, after a period at college, a student is able to lead a slightly less supported life; perhaps independent, in employment and self-

sufficient. It is this extended concept of learning for sustainability that practitioners and learners appreciate from a more holistic agenda.

It's important to note that during the period encompassed by this report, the project operated against a background of unforeseen change, effected by the college regionalisation process. This caused some difficulty some outputs and communications, due to changes to contacts in the merged colleges and the ability to continue networking at the same level. New lists were created and updated throughout the project to try and maintain planned interaction.

In line with the recommendations below, future support for the colleges across Scotland has been identified and will ensure a continued approach to increasing the knowledge and activities Education for Sustainable Development in Scotland's Colleges.

## **Conclusions**

Overall the project was a success with most of the original prescriptions either achieved in full or exceeding outcomes. Our understanding of the concept of sustainable development and learning for sustainability has evolved from pure education for sustainable development. It has expanded to the extent that practitioners and learners now have a better grasp of the issues involved and a more holistic understanding of the agenda.

Planned activity was amended through the duration of the project, but this led to a wider engagement working more closely with partners such as the National Union for Students and College Development Network to widen the scope of the project with successful outcomes.

## **Recommendations**

1. Relationships and communication networks that derive from the project are maintained and enhanced and that activity is continued perhaps under the auspices of the joint EAUC Topic Support Networks and Learning for Sustainability (Lfs) Scotland Task Groups (College ESD).
2. Working with the Professional Learning and Development Forum (PLDF), Lecturer Standards should include a continuing professional development unit in ESD. The College Development Network may also partner.
3. Match college graduate attributes, in terms of ESD, to the needs of government, industry and society. Develop metrics to measure the impact of a course of study, with embedded ESD, on behaviour change, possibly by establishing a research studentship.

4. Continue supporting Scottish colleges in working with the NUS Responsible Futures Project to deliver a holistic approach to environmental sustainability and social responsibility.
5. Celebrate and communicate the significant role colleges play on social sustainability through adult and supported learning through partnerships and an updated Aspect Report.
6. Create stronger partnerships with College Development Network to support PDLF, support sustainability in curriculum development and expanding networks for support.
7. Increase dialogue between ESD professionals such as Skills Development Scotland and the Sector Skills Councils to develop ESD in vocational education and training provision delivered outwith the college sector.
8. Continue working with SQA in supporting the work done to date on embedding ESD in specific qualifications and across their portfolio.
9. Continue to embed ESD with independent training providers who currently deliver much of Scotland's vocational training for learners in employment.
10. Education Scotland is commissioned to carry out a follow-up Aspect Report on Sustainability and Global Citizenship in Scotland's Colleges.

## Acknowledgements

Our thanks go out to support from: the Scottish Funding Council; the Scottish Government; the Scottish Qualifications Authority; the College Development Network; Learning for Sustainability Scotland; Dumfries and Galloway College; Paul Sherrington (NESCOL); Angus Allan (South Lanarkshire College); Alex Henderson (NUS); Gillian Gibson (EAUC), Kate Mathieson and Colin Buchanan (CDN) and all others involved in the success of this project.



## Appendix 1 Project Progress Grid

### EAUC College ESD Work Programme 2012-2014

Overall aim to embrace and further the aims of Scottish Government for the second half of the UNDESD;

	Objectives	Commentary	Learning for Change: Scottish Government Objective No.	REVIEW (Extent of Achievement)
1	<b>Working with EAUC, People and Planet, HE Academy, Education Scotland, SQA and the National Union of Students in supporting students to develop approaches to, and evaluation of, Education for Sustainable Development:</b>			
1.1	Creation of a network of Student Sustainability Champions represented on the Student Associations of each of Scotland's colleges.	Unleash the potential of students already undertaking programmes of study in sustainability related topics and facilitating networking with more traditional curriculum areas. Engage with student presidents	2 & 3	NUS Responsible Futures for ESD in Colleges is currently being piloted by NUS in three Scottish Colleges – work in progress. Criteria is being finalised with participating institutions and the Advisory Board have met to discuss also.
1.2	Support student networks through provision of development visits, visiting speakers, learning resources, etc	15 x college engagement visits	2 & 3	20 visits completed in total - in excess of target (4 visits JS; 16 visits EC) See Appendix 2
1.3	Making funds available to student bodies for small projects relating to Sustainable Development Education.	Green Dragon's Den – a repeat of this highly successful event.	2 & 3	A contingency plan has been worked up and alternative activities instigated (1.1)
1.4	Support national competitions for student groups and individuals to celebrate best practice in Sustainable	Eco-challenge Scotland x 3; Encourage SSCs to reward excellence in ESD through the	2 & 3	SQA Star Award ESD Educator of the Decade – 5 college entries Awards 07/11/2014. Eco-masterchef successfully delivered by City of

	Development Education.	provision of national awards. Proposal for SQA Educator of the Decade.		Glasgow. Travel and tourism – The Totally Sustainable Scottish Holiday – discussed with Visit Scotland – concept now with SQA QST Travel, Tourism, Events and Hospitality.
1.5	Support one national student event per annum		2 & 3	See 1.1
1.6	Facilitate three regional student networking events per annum	As per 1.1. Venues Glasgow, Edinburgh and Aberdeen	2 & 3	See Appendix 2
<b>2</b>	<b>Working with SQA qualifications teams to embed the principles of Sustainable Development into new course provision</b>			
2.1	Engagement with Subject Working Groups and QDT's	Engage with SQA staff and teams in role of Senior Verifier	4	Achieved in full see CPDR 2012-2014 JS
2.2	Membership of one SQA Subject Working Group	Involvement with Science Review; CfE Environmental Science; Environment and Conservation, Skills for Work Rural Skills	4	Working closely with Applied Science & Wastes Management, Environment and Environmental Conservation, Hospitality, Rural Skills
2.3	Continued engagement with those developing vocational curriculum – SQA, Sector Skills Councils, Professional Bodies.	Re-instate SVQs in Environmental Conservation; Launch the SVQ in Sustainable Business Practice.	5	<p>The SVQ level 2 &amp; 3 in Environmental Conservation has been re-validated.</p> <p>The Professional Development Award in Sustainable Business Practice (SCQF Level 6), has been successfully validated and launched;</p> <p>The National Progression Award in Local Food Production (SCQF 6) has been validated. Fife College successfully validated the HNC in Sustainable Resource Management.</p> <p>The Introduction to Sustainability unit (SCQF Level 5, 2 units) is now available.</p> <p>NPA Food Manufacture is being written. One of the units is Sustainability which EC is producing teaching and assessment materials for.</p>

<b>3</b>	<b>Identifying and sharing good practice in ESD with all involved in the college sector</b>			
3.1	Quarterly reports detailing developments within the EAUC project and within the sector in general	3 x update reports + final evaluation report (18 months)	1	Target achieved in full: This report + EAUC (Scotland) Board Reports.  LfSS/EAUC College Newsletter Launched
<b>4</b>	<b>Conducting a continuing programme of development visits to College Management and Curriculum Teams in relation to ESD</b>			
4.1	Continue to provide this service to colleges on request and link this to the ESD reporting requirements of the UCCCfs	15 x college engagement visits	6	Target exceeded presentations and workshops to individuals, small groups and staff development forums (13 visits JS; 18 visits EC)
<b>5</b>	<b>Promoting and supporting the provision of Continuing Professional Development in relation to ESD to teaching staff across the whole college sector</b>			
5.1	Working with the PLDF and provision providers in promoting formal staff development in ESD, incorporation of ESD principles into Lecturers Professional Standards and reporting progress to the SFC. Promoting the CPD award in ESD	Lobby for uptake of the CPD Award and build infrastructure for course delivery. This is a longer term goal	6	PLDF contacted and CPD unit placed on the agenda. We need to re-iterate this request now that the college merger process is complete.
<b>6</b>	<b>Acting as a hub for disseminating best practice / new research in ESD and creating a clearing house for</b>			

	<b>knowledge transfer activities</b>			
6.1	Creation / funding / support of two PhD research studentships to evaluate student responses to ESD and the UNDESD	1 PhD studentship currently supported – a second to be established through the RCE	2	<p>This will inevitably fall to Learning for Sustainability Scotland. JS convenes College Task Group. SL sits on Steering Group. Proposal made regarding PhD studentship - Sustainability Skills; Graduate Attributes.</p> <p>Research findings from EC's PhD in relation to embedding ESD in the curriculum will be available early 2015 see Appendix 3.</p>
6.2	Continued ongoing networking activities with ESDN; HE Academy; EAUC, proposed Scottish RCE	3 x engagement meetings	1 & 4	Target achieved in full – 12 liaison meetings to date
6.3	2 x presentations at national conferences promoting the EAUC ESD programme	EAUC National Conference UN Decade Conference	1 & 4	2 completed, UNDESD conference delivered (October 2014)
6.4	An annual practitioner workshop / networking events	EAUC Topic Support Network (ESD) + SDEN x 2	1 & 4	3 completed – target achieved in full.
<b>7</b>	<b>Continuing to build a repository of appropriate resources to support delivery of Sustainable Development Education</b>			
7.1	Compiling a compendium of college derived Sustainable Development Education resources	Building on the two ESD learning resources already made freely available to Scotland's colleges (Elaine) – 1 new learning resource	1	Target achieved in full. The Hairdressing and Construction workbooks are now available on the EAUC website along with the Introduction to Sustainability Workbook. The first student group, Introduction to Care students, have completed the SCQF credit rated unit, Introduction to Sustainability, at Dumfries and Galloway College. A further 2 classes are now working on this unit (August 2014).

				Learning and teaching materials for ESD in Beauty and Health and Social Studies will be available on the EAUC website by the end of the project. Also Hospitality materials will be developed from the NPA Food Manufacture Sustainability unit and will be available on the EAUC website early 2015.
7.2	Continued development and update of the EAUC ESD associated sites	Identification of suitable existing learning resources from within the EAUC and associated websites	1	As 7.1
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<b>8</b>	<b>Supporting others in the field in promoting sustainable development in estates strategies, carbon management plans, corporate social responsibility, community engagement, etc. and by building on what we have already achieved</b>			
8.1	Engagement with and support for the NUS and other student groups delivering the student led objectives for the second half of the decade	Green Dragon's Den	1, 2 & 3	Actions agreed – work in progress 1.1 – GGD did not go ahead following logistical issues with P&P. Working with NUS on Responsible Futures.
8.2	Continued engagement with EAUC (3x Scottish Steering Committee meetings)		1 & 8	Achieved in full
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<b>9</b>	<b>Generating a greater understanding of ESD through increased engagement with the school and university sectors and creating some sense of continuity of approach to ESD across primary, secondary and tertiary education</b>			
9.1	Continued networking activity and	1x group seminar per annum.	1 & 4	3 conference presentations, 15 liaison meetings –

	committee engagement with the SDEN; Eco-schools; HE Academy; LfSS	Engagement with others working in the field of Global Citizenship.		Target achieved in full
9.2	UNDESD working group meets	3 x per annum	1 & 2	One held at project outset – second planned for November 2014 – project review to steering group
<b>10</b>	<b>Support the embedding of the principles of Sustainable Development into the corporate fabric of the Scottish Educational establishment and establish a long-term legacy for the project within the sector as a whole</b>			Workshop delivered on College ESD with the SFC – Spring 2014

John Salter  
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 30/10/2014

## **Appendix 2 List of colleges visited**

02/11/2012 Lewis Castle College (Stornoway)  
13/03/2013 Student Engagement (SRUC) Elmwood Campus  
20/05/2013 Informal Visit Kilmarnock College / making contact with SMT  
23/05/2013 Aberdeen College – staff CPD Lunch to Learn (10 staff members)  
28/05/2013 Coatbridge College – Staff engagement visit  
29/05/2013 Stow College – informal staff engagement visit  
03/06/2013 Adam Smith College – arrange CPD and Student Engagement visits  
04/06/2013 Informal discussions with SRUC (Ayr)  
10/06/2013 Inverness College Staff Briefing  
29/07/2013 Coatbridge College Senior Staff Briefing  
19/08/2013 Fife College (Glenrothes) Staff Briefing  
19/08/2013 Fife College (Kirkcaldy) Staff Briefing  
31/10/2013 Conference Planning / Glasgow College  
04/12/2013 Presentation to Sector Skills Council Conference (LANTRA)  
30/01/2014 Glasgow City College Eco-masterchef  
24/02/2014 Student engagement visit SRUC (Oatridge)  
26/05/2014 Fife College – Carnegie Campus – Staff Briefing  
06/06/2014 SRUC Ayr Staff update  
10/06/2014 Lunch to Learn - Aberdeen campus – NE College (12 staff members)  
23/06/2014 City of Glasgow - Totally Sustainable Scottish Holiday liaison  
08/01/2013 North Glasgow College – ESD presentation to beauty staff and students  
06/02/2013 Dumfries and Galloway College (Dumfries) – ESD presentation to health staff and students  
19/02/2013 North Glasgow College – ESD research with beauty students  
28/02/2013 Adam Smith College – ESD presentation to hairdressing staff and students  
04/03/2013 Cumbernauld College – ESD staff engagement visit  
20/03/2013 North Glasgow College – 3 x ESD staff engagement sessions (approx 40 staff members)  
w/c 25/03/2013 – Dumfries and Galloway College – 5 x ESD and Citizenship workshops, every day as part of Citizenship Week  
14/05/2013 Adam Smith College – ESD presentation to staff and students (including 4 x European Colleges)  
10/06/2013 Inverness College staff ESD presentation  
17/06/2013 Edinburgh College (Granton) - Staff ESD engagement visit  
26/06/2013 North Glasgow College – EAUC ESD Topic Support Network  
13/08/2013 Edinburgh College (Milton Road) – ESD staff engagement visit  
w/c 02/09/2013 Dumfries and Galloway College (Dumfries and Stranraer) – daily ESD workshops and information for Fresher's Week  
09/09/2013 Cumbernauld College – Staff ESD engagement visit  
13/09/2013 Fife College (Kirkcaldy) – EAUC Topic Support Network  
23/09/2013 Dumfries and Galloway College (Dumfries) – ESD presentation to Student Association Executive  
14/11/2014 SRUC (Elmwood) – ESD presentation to hairdressing staff and students

January – May 2014 Dumfries and Galloway College (Dumfries) – Ongoing weekly ESD research project with care students  
21/02/2014 Motherwell College – ESD presentation to hairdressing staff and students  
03/03/2014 Dumfries and Galloway College (Dumfries) – ESD presentation to Student Association Executive  
21/03/2014 – 02/05/2014 Dumfries and Galloway College (Dumfries) - 4 x weekly Phantom Energy project with additional support students  
29/05/2014 Edinburgh College (Sighthill) – EAUC Topic Support Network  
14/08/2014 Forth Valley College – 3 x staff ESD engagement presentations (approx 50 staff)  
w/c 01/09/2014 Dumfries and Galloway College (Dumfries) - ESD staff and student survey and sustainability information every day for Freshers Week  
08/09/2014 Dumfries and Galloway College (Stranraer) - ESD student survey Freshers

### **Appendix 3 References to resources generated**

The PDA in Sustainable Business Practice at SCQF level 6 has been developed as a direct consequence of the Scottish Government's current legislative drive towards a more sustainable economy. It is about developing sustainability awareness in support of sustainable business practice. A cohort of management trainees, 20 learners employed by a major engineering company, (plc), have now been enrolled to undertake the award. <http://www.sqa.org.uk/sqa/68745.html>

Environmental Conservation SVQs are based on the National Occupational Standards (NOS) set and published by the Sector Skills Council for the sector, Lantra. These were re-validated by project coordinators. <http://www.sqa.org.uk/sqa/67067.html>

The NPA in Local Food Production at SCQF level 6 gives learners the opportunity to explore how the food they eat is produced and to contrast global food markets with food produced and consumed locally. They will also have the opportunity to develop practical skills in one of three areas — Horticulture; Animal Husbandry or Aquaculture — and to explore the steps involved in taking a primary food product to market.

<http://www.sqa.org.uk/sqa/70013.html>

SQA's Environmental Science qualifications develop learners' understanding of environmental issues. These Courses encourage learners to take a problem solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

<http://www.sqa.org.uk/sqa/45726.html>

Elaine Crawford at Dumfries and Galloway College has developed a range of workbooks that can be used to support the embedding of sustainability issues into the curriculum. The generic Introduction to Sustainability workbook combines information and practical activities that will enable staff to consider some of the concepts of sustainability and how they can incorporate them within their teaching.

Where curriculum specific workbooks are not available, the activities within this workbook can also be used by students. Curriculum specific workbooks are designed to be used either directly by students, or by staff to assist them in embedding sustainability within their course delivery by linking sustainability with current hairdressing and construction teaching and practice, where appropriate. Full details of all of the workbooks are available on the EAUC website.

[http://www.eauc.org.uk/ucccfs/education for sustainable development workbooks](http://www.eauc.org.uk/ucccfs/education_for_sustainable_development_workbooks)

The following is an excerpt from Elaine Crawford's PhD thesis on 'Embedding Education for Sustainable Development in Further Education in Scotland'.

'Research is nearing conclusion to evaluate the ESD workbooks in relation to how ESD is being addressed in a college context in Scotland and to determine what impact, if any, these materials have had on how ESD will be delivered in future. In order to do this, the *environmental question* needs to be determined, as well as explaining the importance of including it in learning and teaching. The *environmental question* relates to the concept of sustainable development and education for sustainable development which is evolving and expanding so that practitioners and learners better understand the holistic nature of sustainability learning and teaching. The progression of ESD, predominantly within FE in Scotland, was investigated to assess current policy and establish where theory, practice and delivery are integrated. The barriers to embedding ESD within the curriculum were also determined and appropriate methods are suggested that can be employed to overcome some of these barriers. The findings were established by seeking the opinions of staff and students on the workbook materials and evaluating their effectiveness in overcoming barriers to embedding ESD in the curriculum. The bigger picture of ESD development at an organisational level was also evaluated through a survey of Scotland's college Principals. Full research findings will be made available to all interested parties in the first half of 2015.'

Development of the NPA in Food Manufacture (SCQF level6) is currently underway. The principle aims of the NPA is to provide a background in food and drink manufacture and processing that can be applied to a range of products and enables learners to develop a basic working knowledge of food and drink manufacturing as required by employers. The NPA has four units, one of which is Food Manufacturing: Sustainability. Elaine Crawford is developing learning and teaching aids for this unit along with e-assessment materials.

## Appendix 4 Project financial breakdown

### College ESD Project - Financial Report

Years 1-3 (18-month project with continuance for budget reassignment for additional projects)

Income	Year 1	Year 2	Year 3	Total Actuals To Date	Project Budget	Variance (Actual v Budget)
SFC	£21,000.00	£42,850.00	£0.00	£63,850.00	£63,850.00	£0.00
<b>Total</b>	<b>£21,000.00</b>	<b>£42,850.00</b>	<b>£0.00</b>	<b>£63,850.00</b>	<b>£63,850.00</b>	<b>£0.00</b>
 <b>Expenditure</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>	<b>Budget</b>	<b>Variance (Actual v Budget)</b>
John Salter Consultant Fees*	£3,300.00	£14,575.00	£825.00	£18,700.00	£18,700.00	£0.00
Elaine Crawford Consultant Fees	£3,780.00	£7,740.00	£0.00	£11,520.00	£11,520.00	£0.00
Travel & Expenses*	£729.90	£1,882.49	£3,036.13	£5,648.52	£7,050.00	£1,401.48
CPD & Regional Training Events	£0.00	£5,179.50	£0.00	£5,179.50	£6,150.00	£970.50
Supporting Student-led Events incl. event costs	£0.00	£7,080.00	£324.00	£7,404.00	£6,000.00	-£1,404.00
Commissioning ESD Resources	£0.00	£4,000.00	£3,000.00	£7,000.00	£6,750.00	-£250.00
EAUC-S Project Management	£625.00	£1,250.00	£0.00	£1,875.00	£1,875.00	£0.00
EAUC-UK Governance	£1,935.00	£3,870.00	£0.00	£5,805.00	£5,805.00	£0.00
<b>Total</b>	<b>£10,369.90</b>	<b>£45,576.99</b>	<b>£7,185.13</b>	<b>£63,132.02</b>	<b>£63,850.00</b>	<b>£717.98</b>
<b>Overspend/Underspend</b>	<b>£10,630.10</b>	<b>-£2,726.99</b>	<b>-£7,185.13</b>	<b>£717.98</b>		

Note: The project's financial year is 01/04-31/03 so project budgets were set to reflect these periods.

The £3000 in green is committed funds for 2 additional workbooks to be completed in the new year - Hospitality and Business Workbooks

The £717.98 budget surplus will be allocated to additional consultant days for activity identified if approved.

\* Some invoices are awaiting processing