

Date: Thursday 17th April
Time: 13:30-16:30
Venue: LG.11 David Hume Tower, University of Edinburgh



[Website for Slides](#)

Engaging with External Communities

Education for Sustainable Development in Higher Education and Community Engagement Topic Support Networks

Attendees:

Liz	Cooper	University of Edinburgh	Guest Convenor
Mike	Pretious	Queen Margaret University	ESD in Higher Education TSN Convenor
John	Thorne	Glasgow School of Art	Community Engagement TSN Convenor
Rebecca	Petford	EAUC	EAUC Programme Coordinator
Naomi	Arnold	University of the West of Scotland	
Laurie	Campbell	Northumbria University	
Joseph	Clark	Northumbria University	
Timothy	Dean	Northumbria University	
Fernando	Fernandes	University of Dundee	
Jenny	Fraser	Glasgow School of Art	
Gillian	Gibson	EAUC	
Alex	Henderson	NUS	
Kathy	Hopkin	Keep Scotland Beautiful	
Kasia	Janik	Edinburgh Napier University	
Tom	McConnachie	University of Dundee	
Stewart	Miller	University of Glasgow	
Severine	Monvoisin	Edinburgh College	
Briana	Pegado	University of Edinburgh	
Loïc	Pellizzari	Edinburgh Napier University	
Jennifer	Renold	Swap and Reuse Hub (SHRUB)	
Andrew	Samuel	Abertay University	
Eilidh	Sinclair	Glasgow School of Art	
Lynsey	Smith	University of St Andrews	
Georgina	Stutchfield	University of St Andrews	
Kate	Thornback	SRUC	

Apologies:

Abi	Cornwall	Learning for Sustainability Scotland
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1.	<p>Welcome and Introductions <i>Liz Cooper, University of Edinburgh, Guest Convenor</i></p> <p>Everyone was welcomed to the University of Edinburgh and to the event, and invited to introduce themselves to the room.</p>
2.	<p>Defining ‘Community’ <i>Andy Samuel, University of Abertay</i></p> <p>Presentation available here.</p> <ul style="list-style-type: none"> • Aim of presentation is to set the scene on communities in Scotland now and looking ahead • Community is hard to define – generally it should be up to communities to define themselves – however some definitions are given on the slide • In terms of sustainability there is more clarity around sustainability-focused communities • Exciting things are coming up with Scottish Communities due to the environmental agenda in Scotland and also around community empowerment, but there are still a lot of problems • Current Scottish legislation around the idea of community is quite radical, although there is a lot of ambiguity around the meaning of community and the terms around it • The question is how to help communities best use the Community Empowerment Bill for empowerment and sustainability aims • The Community Empowerment Bill requires ministers to confirm that a body’s purpose furthers sustainable development before they can be recognised as a community body • On a pedagogical level there are also exciting things happening with education for sustainable development (ESD) in Scotland, with our long heritage of education • Environmental consciousness and community consciousness are linked, pulling the idea of ESD into communities • There is a need for communities to recapture their identities • The idea of ‘think globally, act locally’ was first penned by Patrick Geddes, who taught around Scotland, advocating the civic tradition, democracy and generalism in education • ESD is the ideal vehicle for interdisciplinary learning, bringing relevance, depth, challenge and breadth to learning, empowering learners to help develop themselves and society • Further education sector is ahead of the higher education sector in the way it links with the local area - global thinking, local acting is important
3.	<p>Pecha Kucha Case Studies on Current Community Engagement by Universities and Colleges</p> <p>Edinburgh Student Arts Festival – Briana Pegado, University of Edinburgh - Presentation available here.</p> <ul style="list-style-type: none"> - Project arose due to a personal interest in the arts and fostering creativity around sustainability - Pitched the idea to the student collective in Edinburgh, as a way for students to engage with art in a way they couldn’t before, partly because they were out of term and away from Edinburgh during the Fringe - The idea was to provide a multi-disciplinary platform, and not turn anyone away - The festival took place for a week in February across 5 venues in Edinburgh, including some student-run venues - It was a grass roots venture, with all 5 institutions participating but led by Briana from

the University of Edinburgh and Johnny from Queen Margaret University

- The process of being involved gave students skills and the ability to expand and develop their creative work
- 200-300 people attended events on average, and some events had a theme such as health and wellbeing
- The festival had lots of partners, including the Student Unions for University of Edinburgh and Queen Margaret University, but also many others
- Members of the local community were invited to sell their food and wares
- The key challenges were:
 - Advertising across institutions
 - Engaging with communities in a meaningful way
 - Not appearing elitist and being accessible to all
- The team are hopeful that the festival will continue

Q&A:

- The Festival is not linked to any degree shows and completely extra-curricular
- Looking for future funding, probably by registering as a charity, in order to continue

Engaging Students with Marginalised Groups – Fernando Fernandes and Tom McConnachie, University of Dundee - Presentation available [here](#).

- Universities are seen as middle class environments, but have a responsibility to work with marginalised groups – it's a matter of social justice and citizenship
- It's not only a matter of motivation, inspiration and a will to change, but also a matter of theoretical capacity, critical perspective and method
- Engaged staff and students should work together on research, but also offer opportunities to engage as part of their degree
- Case Study: Patient Simulated Exercise:
 - Hard to find simulated patients, particularly from socially diverse backgrounds
 - Involved prisoners and black and minority members of the local community as volunteer simulated patients
 - Enabled students address health issues from the perspective of these groups and improve their communication with them
 - Included a lot of different issues such as sexual health
 - Exercise is currently being assessed through funding from the Scottish Medical Education Research Consortium
- Case Study: The Shared Knowledge Hub
 - Creating spaces to offer students and staff the opportunity to engage critically with local and global issues
 - Need to democratise science to improve services and reduce inequalities, and find ways to share research with their wider community
 - Need to develop wider frameworks to share knowledge
 - Aim of this project was to share knowledge to produce locally generated, empirically evaluated support services for those threatened by or living in homelessness in Dundee, through innovative participatory research action projects
 - Outcomes expected are student development, increasing the capacity of marginalised groups to have their voices heard, and to increase the link between the University and groups on the ground

Artists using Resources in the Community (ARC) – Eilidh Sinclair and Jenny Fraser, Glasgow School of Art - Presentation available [here](#).

- This was a multi-disciplinary project, funded until the end of March 2015 by the Climate

Challenge Fund

- There were two prongs to the project, long-term relationship building with galleries and studios around the city and individual events
- Energy awareness partnerships with 5 studios and galleries in Glasgow
 - Main challenge was gaining their trust so the team could arrange to visit
 - Project plans were made in association with the studios
 - Research was done into appropriate energy efficiency options, with secondary glazing, door brushes and water saving devices most commonly used
 - Material re-use was advocated and facilitated within artists studios
 - Tenets were pleased that information on recycling etc. had been made available
 - Key learning – important to know your limits, but also be a jack of all trades
- Playful engagement events
 - Mostly food related!
 - ‘On the Road’ event in June coaxed people in with food then got to talk to them before handing over their plates
 - Showcased sustainability in action around the food, such as composting and planting workshops at the same time or next day
 - Used art and food as a spectacle with the Exotic Excess Café, where men in drag used waste food to create fruit salads and fruit kebabs etc. and gave this out to the public – very engaging event!
- CCF funding now over and team are looking for other options

Engaging with Communities through our Supply Chains – Liz Cooper, University of Edinburgh -
Presentation available [here](#).

- Supply chains are about what we buy as an institution or an individual, which mean we have an impact on communities around the world
- Global systems are complex, with complex supply chains, but lots of negative impacts on communities connected to labour, pay, displacement, pollution, irregular demand etc.
- Fair Trade is the most common way for universities and colleges to engage. This involves farmer cooperatives, paying premiums for products, and sometimes producer visits to increase understanding. Fair Trade rice from Malawi is used in all University of Edinburgh catering outlets.
- 2 MSc dissertation placements to Malawi this summer to find out more
- Electronic manufacturing has displaced farming to factories, with concerns about workers’ wellbeing giving rise to organisations such as Electronics Watch
- Mining communities also have problems, such as the conflict minerals situation in DRC – Edinburgh University currently developing a policy on this
- Garment industry for university branded clothing/workwear also associated with rights issues, with another dissertation project on this taking place in 2015
- It’s about local supply chains too, particularly around food and impact on growing communities, and there is a need to consider this more
- Work going on to incorporate disadvantaged communities within Scotland in supply chains, such as prisoners and ex-offenders or through apprenticeships
- Current engagement is only thought networks (such as Electronics Watch and the Workers Rights Consortium) and research projects, but much more is needed to uncover the lack of transparency in supply chains
- Room for more engagement through research, study visits, projects, and maybe twinnings and two-way exchanges – we should engage with Universities on-the-ground
- Need to link socially responsible procurement to other community initiatives in universities and colleges
- We affect lives through our purchasing choices

Transition University of St Andrews – Georgina Stutchfield, University of St Andrews -

Presentation available [here](#).

- University engages with the town, Scotland and globally through a number of channels
- Transition University of St Andrews has been funded 3 times by the Climate Challenge Fund, and for the last two in partnership with local group St Andrews Environmental Network as St Andrews Communities Working Together – the first joint CCF bid – as an indication of the desire to work beyond the institution. Steering group of community members, staff and students.
- Community is not homogenous or static, hard to define what is ‘external’
- Engage with regional and national communities of interest, such as the Transition Network, Scottish and UK Universities and local green groups
- Edible Campus project allows for engagement via growing, with all gardens and activities open to all residents of the town
- Saint Exchange LETS system promotes engagement through trade between staff, students and community members of products and skills
- Carbon Conversations allows deep engagement but with a smaller group, and the new CCF project is looking to increase the number of town residents who attend
- The Green Film Festival promotes engagement with people from across the town and Scotland through films, discussions and debates
- Annual Green Week links events across the town and University and allows showcasing of things that are going on within different communities. Highlight was SkillShare Extravaganza, with many skills on offer and ~300 attendees, 1/3 from the community.
- Utilised existing engagement networks, such as the University’s lifelong learning community outreach programme Open Association and talks to community groups
- St Andrews Botanic Garden is a community hub which welcomes us to use a greenhouse and host events, and engages with a network of local people
- Infrastructure such as the E-Car Club launched this week, open to town and gown as well as visitors, promotes engagement over shared resources
- The national Transition Network and other networks such as Scottish Communities Climate Action Network (SCCAN) link supportive groups to engage with
- Visits between similar initiatives at other Scottish Universities are always very useful
- Critical reflection on engagement is used for presentations, papers and posters at Conferences and events and link engagement to research and teaching
- Also engage through others researching what we do – two studies so far
- What works well:
 - Using community venues and existing networks
 - Branding things and fun and not just green
 - Giving things away
- Engaging with the community allows a longer legacy, as they are less transient than the student community, and greater diversity
- Challenges:
 - Lack of diversity in photos
 - Getting beyond the town/gown divide
 - Getting beyond the ‘already green’
 - No clear ‘members’
- Created a map of how to get involved with Transition University of St Andrews as there are so many different projects to engage with on many levels
- Global spread of ideas as students then live and work worldwide

Milton Road Community Garden – Severine Monvoisin, Edinburgh College - Presentation available [here](#).

- In November 2011 a student initiative started the process of developing a garden, as they managed to convince people who interested staff could not bring on board
- September 2012 was the start of work on the ground, and now what was now a grassy area next to the car park is a thriving growing space
- Aims include to improve sustainability awareness, increase community links, promote a healthy lifestyle and develop confidence and skills
- As a newly-merged college, getting people to work together in the garden was good to build community
- Many different groups get involved – students, international short-term students, community members, ex-students, minorities, people who left school early or have additional support needs etc.
- Linking the College to the Community through the garden creates College-community links, promotes inclusiveness, and brings young people to the college and may help them develop the confidence to join courses
- School groups, groups of people with additional support needs, and training services use the garden for skills development, giving participants access to the college
- There are also lots of external networks around community gardens and greenspace, which are really helpful

Swap and Reuse Hub (SHRUB) – Jennifer Renold, SHRUB (University of Edinburgh) -

Presentation available [here](#).

- Started by a group of students, including Jennifer, a few years ago
- ‘A student-led cooperative with an aim to reduce waste, share skills and promote a smarter, more sustainable way of meeting peoples’ material needs.’
- 13 Guthrie Street, Edinburgh
- Developed out of the Fresher’s Freeshop, which allowed items left by students at the end of May to be distributed to new students at the start of the new term
- This had been developed in a collaboration between a student doing an internship and a People & Planet campaign, due to the horrific waste and high disposal cost at the end of each academic year
- 4 years of the Freeshop diverted 30 tonnes of waste from landfill but didn’t really communicate about the issues – they wanted to consider and promote alternative to a consumer society
- SHRUB was the outcome of a year of negotiations with the University and funding bodies, which resulted in a permanent re-use hub in central Edinburgh, which was decorated by the volunteers themselves
- SHRUB is located near a number of homeless shelters, and the homeless volunteer too, so it isn’t just a students initiative
- Helping develop community, which allowed a homeless man to crowd-fund through the SHRUB mailing list to build a shelter on the back of his bike
- Runs as a cooperative following the 7 cooperative principles, including consensus decision making, which is harder to introduce to non-students!
- Part of a coop of coops
- Runs as a swap shop where you can barter for your products
- Reduce, reuse, upcycle – workshops including mask making, jewellery making, tie-dye, book binding, and bike maintenance, known as the Wee Spoke Hub
- Friendly and accessible
- Food share for unwanted food
- Currently looking to hire a number of people following funding from the Junior Climate Challenge Fund

Refreshments and Networking

4. Mapping Community Engagement within the FHE Sector in Scotland

John Thorne, Community Engagement TSN Convenor

Mike Pretious, Education for SD in HE TSN Convenor

Liz Cooper, University of Edinburgh, Guest Convenor

Following a World-Café style workshop, the three Convenors shared the main engagements noted currently and potentially between the FHE sector in Scotland and external communities.

Local – Group defined this as within walking or cycling distance

Question: why is it always easier to work with external groups rather than internally?! Perhaps due to mutual understanding and trust, an interest in each other's work, motivation and perhaps a fear of engagement from management. However there can be political issues dealing with externals, and they may not understand your institutional responsibilities. Often these are 1-to-1 informal relationships and if someone leaves it can leave a hole – but formalising the relationships can be detrimental.

Current:

These tend to be due to shared boundaries and/or interests

- Council
- Schools (Primary & High Schools)
- Religious Organisations & Churches
- Youth Groups and Youth Workers
- Neighbourhood partnership
- Community groups
- Community Centres
- Politicians
- Shops and Businesses (CSR Links)
- NHS and local GPs
- Food Groups
- Local buses / transport
- Other Higher and Further Education Institutions
- Transition Group
- Minority / Ethnic Groups
- Charities
- Galleries and Studios
- Community Gardens / Horticultural Groups / farms / food producers
- Federation of City Farms
- Breweries and distilleries
- Festivals / Cultural Events
- Nature Groups and Trusts
- Sustrans
- Community Development Trusts
- Food Banks / Collections
- Ethical Food groups
- Charities
- Student Groups / Societies
- Housing association / tenant's unions

- Policy – community officer
- Women’s refuge / women’s groups

Future:

Need:

- more partnerships to add to expertise by finding common ground, and breaking down assumptions, disciplines and isolated working
- opportunities for face-to-face connections / more regular meetings with other groups
- more clarity on rules of engagement
- better recording of information so it can be passed on
- making sustainability everyone’s role
- multiple contacts within institutions
- skills exchange platforms
- building a culture of learning
- student-led courses
- resources for engagement – with funders knowing what communities need
- case studies which demonstrate different approaches and partnerships elsewhere

Regional – Group defined this as beyond the city and maybe at the Scotland / UK level

Risk is that the group is the people who make it up, and often you have a single contact which means you can lose a partnership if a single person leaves. Common ground is important.

Scottish independence would alter our perspective of regional.

Current:

- Other FHE institutions working in the same areas (usually at either academic or estates level) – peer to peer learning and sharing
- Key national support organisations such as EAUC (including TSNs), NUS, Sustainable Scotland Network (SSN), Keep Scotland Beautiful (KSB), Zero Waste Scotland (ZWS), Transition Network, Scottish Communities Climate Action Network (SCCAN), unions
- Project-specific organisations such as regional fair trade organisations, Fife Diet, the creative community
- Charities such as the British Heart Foundation and Children’s Society etc. to donate unwanted items to
- Campaigning charities such as War on Want and People and Planet
- Lobbying groups such as Common Weel and Green Space which offer support
- Funding organisations such as the Climate Challenge Fund / Keep Scotland Beautiful, Creative Scotland, National Lottery, Sustrans, Princes Trust etc.
- Institutes for enterprise (social and sustainable)
- Producers such as farmers who provide food or deal with waste
- Other projects funded through the same funder
- Political groups
- Trade Unions

Future:

- Development trusts and trusts for development
- Loan systems such as ethical and traditional banks, who make it easier to access loans and financial support
- Regional equipment / resource banks to share resources
- Public interest organisations
- Looking down the educational pyramid from HE to FE, high schools and primary schools, and carrying through the sustainability from the Curriculum for Excellence / Eco-Schools

Global – Group emphasised this could be everyone or specific villages / countries / groups

Considering global impacts and partnerships was not seen as the job of everyone in the room, but global goals were important to consider at both the institutional and individual level when making decisions, in the short, medium and long term. Scotland has a UN Centre for ESD and so a key position to play.

Current:

- Scottish and UK sustainability legislation and links to institutions via research
- International links between Universities through EAUC etc. and one-to-one
- Online resources and courses – MOOCs and technical access to study
- Information dissemination online through social media, blogs, websites etc. to a global audience
- Students have cultural sustainability norms in areas such as recycling
- Student societies can have international or development links, and also international students are often part of societies
- International staff bringing knowledge and exchanging ideas
- International conferences and open access publications to share ideas and discuss
- Links within research and teaching to people and institutions elsewhere in the world, including in areas such as Fairtrade
- Study abroad / exchange programmes and internships
- International offices and international campuses have overseas contacts
- International alumni to engage with
- Global job opportunities for students
- Links with music – exchanges in developing countries

Future:

- Defined goals for global community impact
- Investment changes – microfinance, institution to institution, community groups – ethical investment which considers impacts of behaviour on the world
- More crowdfunding to encourage global citizenship and grassroots ventures
- Funding for access, to find opportunities and develop links
- Higher awareness of procurement channels within students and staff
- Find out what students in developing countries are doing re sustainability and make links to courses / projects / funding
- Increase in language training to support links
- Further development of potential MOOCs and accessibility to online learning
- Increase in worker's right work beyond fair trade
- Circular economy research and practice
- Send more students abroad
- Increase two-way exchanges
- Recruit international students from different socio-economic backgrounds
- More alumni interaction and international students in colleges to provide networking / work experience
- Country-to-country linkages (twinning) which are long-term and multi-faceted
- Design community projects based on academics' contacts from fieldwork
- Highlighting of community projects and research already going on around the world
- Student societies working together for power to lead a student revolution

	<p>Discussion</p> <ul style="list-style-type: none"> • Everything is relative and changing • With global citizenship the global becomes increasingly local • There are many spatial and temporal organisation and impact considerations • This is just a starting point to allow us to consider what engagement is going on and how things could potentially progress • Hard to categorise engagement according to local / regional / global – things seem most interesting at the borders • All universities and colleges are looking outwards at communities
6.	<p>Thanks and Close <i>Rebecca Petford, EAUC Programme Coordinator</i></p> <p>Thank you to the convenors, the speakers, and to all for participation, and to Liz and the University of Edinburgh for hosting.</p> <p>Please get in touch if you have any ideas for things to take forward or future speakers or topics for events.</p>

Minutes prepared by: Rebecca Petford
EAUC Scotland Programme Coordinator
April 2015