

the teacher



The student



engagement strategy for
Transition Edinburgh University

About the project

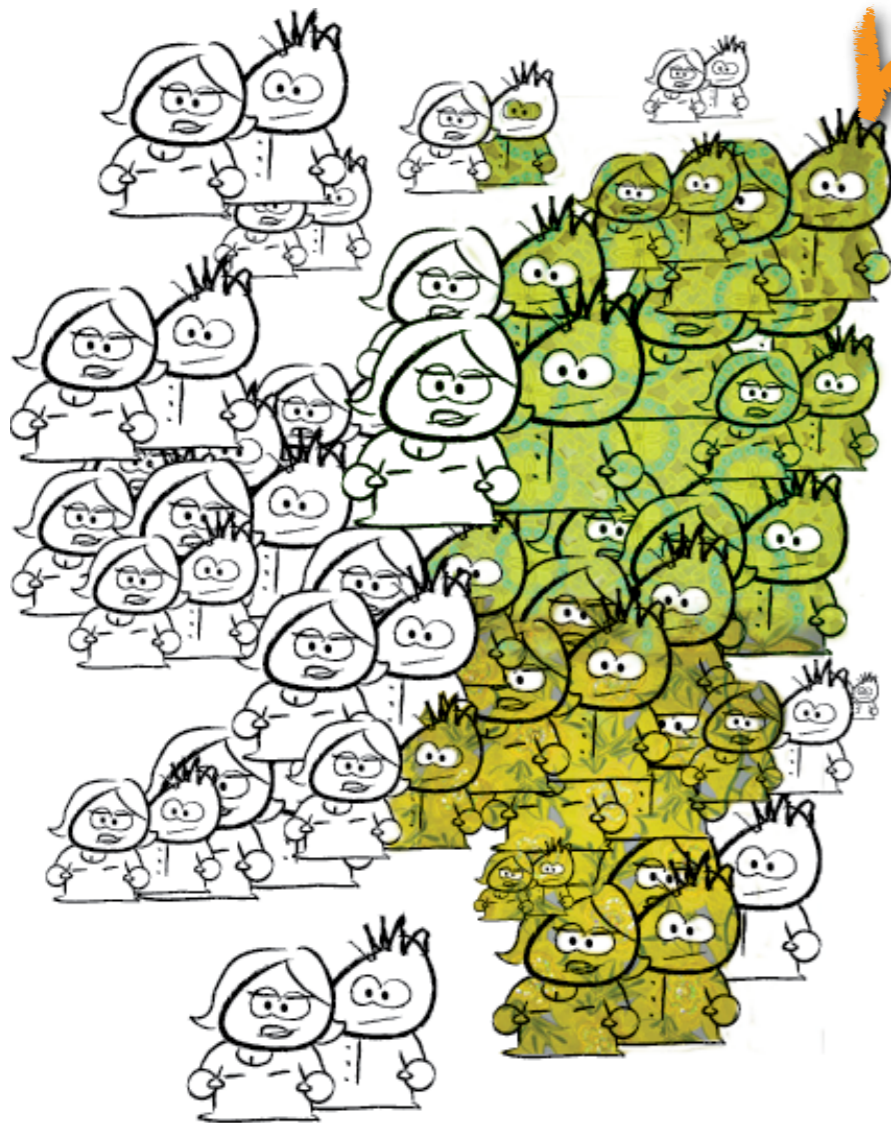


- Two target groups:
 - ⇒ Concerned but unengaged
 - ⇒ Active Green Groups

- Case Study
 - ⇒ Pollock Halls engagement strategy

1 | Methodology

(The not quite green little people)



■ Target group

- ⇒ Students who are concerned but not proactive with regards to positive environmental behaviour
- ⇒ Assuming a large group will fall into this category there is a great potential for reducing carbon emissions
- ⇒ Selection: based on pre-interviews schemes developed by DEFRA to identify group among UK population
- ⇒ Selection of 20 interviewees from pre-interviews

■ Interviews

- ⇒ Quantitative and Qualitative sections tackling target students' current behaviour and state of knowledge about Climate Change while gathering ideas and suggestions on how to engage them in the areas of:



■ Energy



■ Waste



■ Food

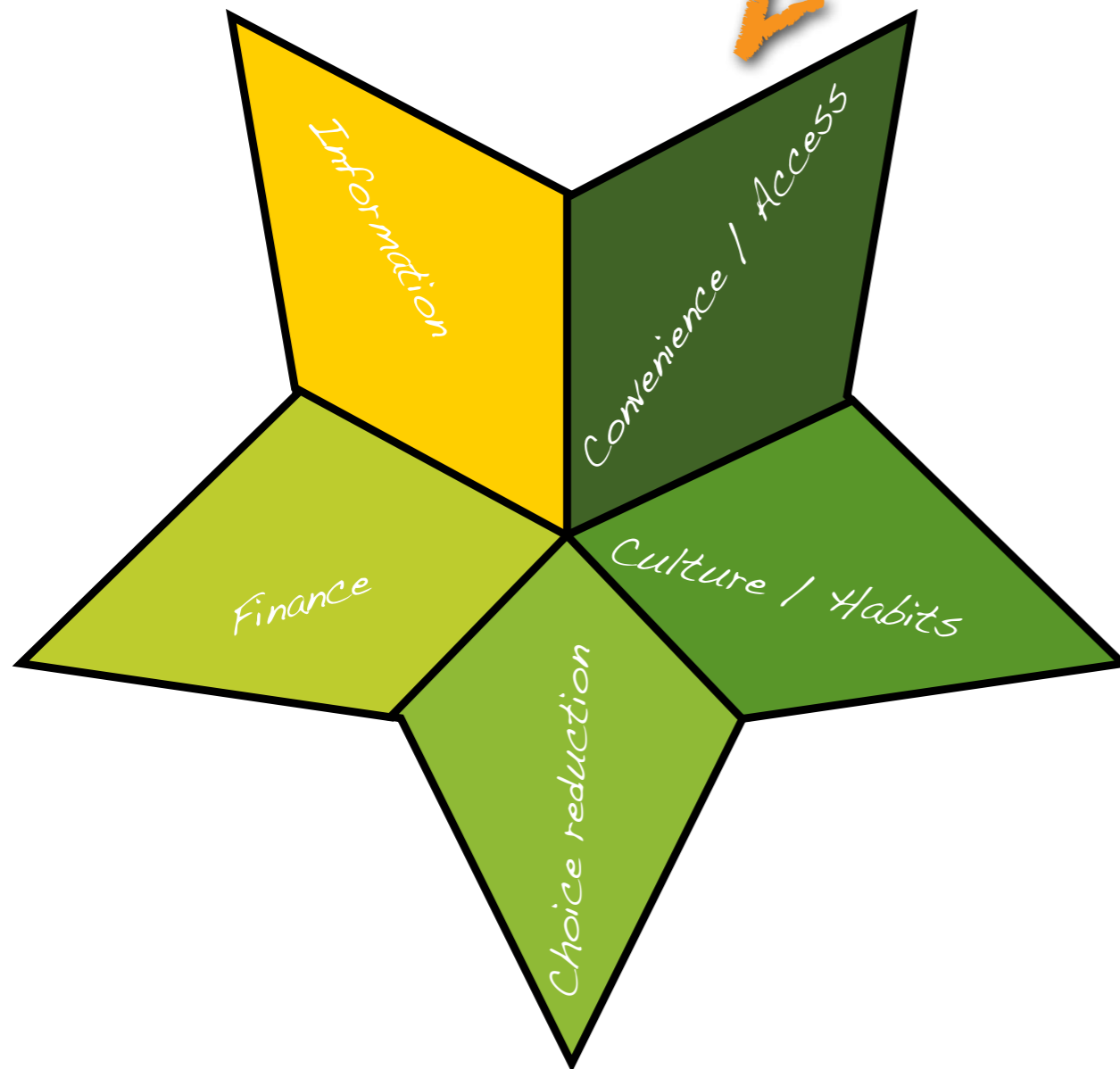


■ Transport

2 | Drivers of Behavioural Change



Patchwork for change



- Information
- Convenience / Access
- Culture / Habits
- Finance
- Choice reduction



Promotional events

- Attention-grabbing
- Active
- Fun

- ◆ Tours
- ◆ Entertainment
- ◆ Art installations

Information dissemination

- Why and how?
- Empowerment

- ◆ Welcome pack at matriculation
- ◆ Residences orientation
- ◆ Online information directory
- ◆ Information hub

4 | Pool of ingenuity



- Take advantage of the wealth of knowledge, creativity, and ingenuity that exists within our student community
- Toolbox:
 - ⇒ Student interviews
 - ⇒ Surveys
 - ⇒ On-site trainings / orientations
 - ⇒ Interactive Workshops
- Defeating defeat:
 - ⇒ Lack of awareness and understanding masquerades as apparent apathy amongst student body.
 - ⇒ Multi-faceted approach is your best bet to engage the diversity of students willing to take action, change their behavior.
 - ⇒ Remember Emperor Taizong!

5 | Caveats



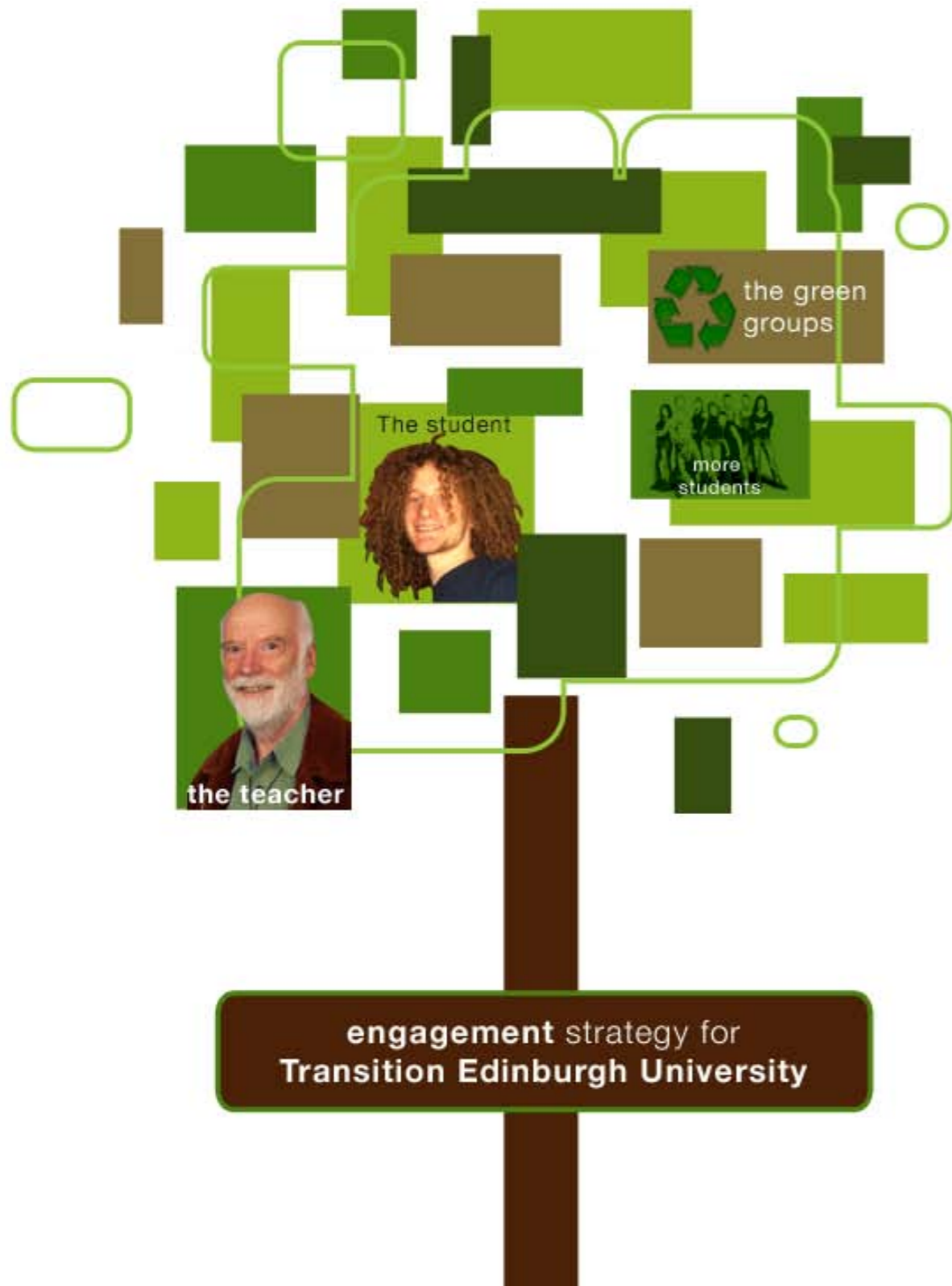
- Heterogeneous group
 - ⇒ not one method fits all

- Promising travel trends
 - ⇒ day to day travel -> very positive
 - ⇒ tackling aviation beyond the scope of TEU

- Positivity over punishment
 - ⇒ rewards, incentives > fines
 - ⇒ avoid 'preaching'

- Freedom of choice
 - ⇒ information key to influence decision making
 - ⇒ no coercion

Examining engagement between **GGIs** and **TEU**



The Limerick



**There once was a group called Transition,
Who were in an awkward position,
Engagement was tough,
And times they were rough,
Here's a strategy to help with their mission.**

The End.



Objective: to examine engagement between GGIs and TEU

- “A ‘Green Transition’ must combine existing sustainability work, in university boardrooms and on campus by student activists, without allowing for duplication of efforts or divisive competition.”

Methodology

- Conducted semi-structured interviews
- Collected qualitative data

2 | KEY POINTS



Opportunities

- GGIs are positive about future engagement
- Identify group specific capacity and aims
- Personal relationships enhance cooperation
- Working with Accommodation Services in Pollock Halls

Barriers

- Lack of information
- Lack of communication
- Different levels of interest
- High turnover of students/society members

3 | Engagement Strength



- All agree that TEU is passionate and enthusiastic
- Able to engage student audiences spontaneously and quickly

A. Societies

- Increased professionalism amongst GGIs
- Existence has encouraged clarity and purpose in other GGIs

B. University Departments

- TEU as excellent campaigners
- 'Ability to think outside the box'
- Able to inspire rapid mobilisation

C. External Organisations

- Extensive knowledge and expertise
- Excellent campaigning skills
- Unique position with access to extensive academic expertise

4 | Recommendations



A - Societies

- Improve publicity of TEU
- Facilitate joint meetings between GGIs
- Encourage non-engaged groups to get involved
- Target academic staff

B - University Departments

- Improve communication and networking
- Shared meeting place for GGIs
- Pollock Halls as hub for TEU activity
- Use TEU as the permanent glue for transient GGIs.
- Make TEU easier to access

C. External Organisations

- Common meetings between GGIs
- Face to face contact is the best way to engage
- Appeal to self-interest
- Develop personal connections into professional connections
- Present a more 'corporate' face to the public
- Create clear points of contact for TEU and GGIs
- Improved project management

Case study: Pollock Halls



Suggestion for effective engagement strategy



- “Let’s make Pollock Halls a green beacon in the city” (TEU)
- “A ‘Green Transition’ must combine existing sustainability work, in university boardrooms and on campus by student activists, without allowing for duplication of efforts or divisive competition.” (TEU)

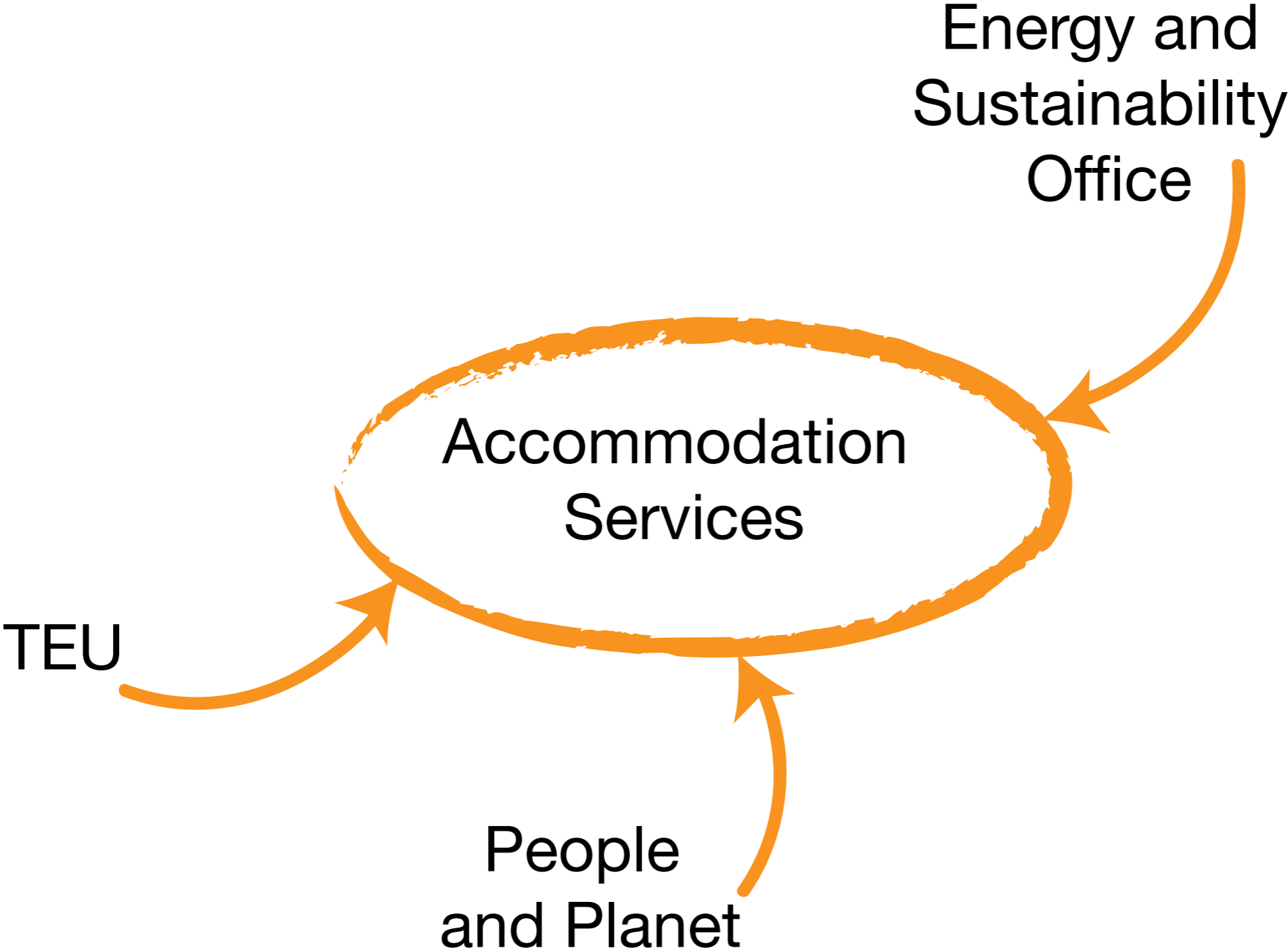
Why Pollock Halls?



- 2000 students live at Pollock Halls
- Sow the 'green' seed early on
- First years are one of the most difficult groups to engage

Pollock Halls first year surveys

- Limited knowledge on: carbon footprint of food and air travel, climate change issues
- More responsible lifestyle whilst living at home
- Being resident of Pollock Halls gives "little scope for action"
- Very little knowledge of GGIs
- Lack of knowledge of recycling facilities within Pollock
- Education and awareness best PR



Pollock Halls | Current initiatives



- Recycling facilities
- Free shop
- Responsible waste disposal
- Energy saving lightbulbs
- Pollock Halls pedestrianised
- Water recycling and rocket composter in catering department
- City car club
- Bike station
- Dr Bike
- Pollock Transport Plan
- Biodiversity work (fruit tree planting, herb mapping)

Pollock Halls



The Edinburgh Green Team

Dirty weekenders

Friends of the earth

Allotment and permaculture

EUSA

Ecology society

Geography Society

Carbon Management society

Green Feet



- Hold general meeting with residents assistants and housing assistants
- Effective poster display, face to face promotion
- Hone in on skills of different green groups
- All encompassing learning experience for first years

OUTCOMES

- Gives TEU an effective focus area
- Targets key unengaged group
- Sows the 'green' seed early on
- First years have the longest time left at uni – most likely to help in green transition
- Provides hub by which green groups can build links



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