



21st ANNUAL CONFERENCE  
28-30 MARCH 2017

 GLOBAL GOALS:  
**LOCAL ACTION**



HEADLINE SPONSOR  
 Carbon**Credentials**



# Working out what is transferable:

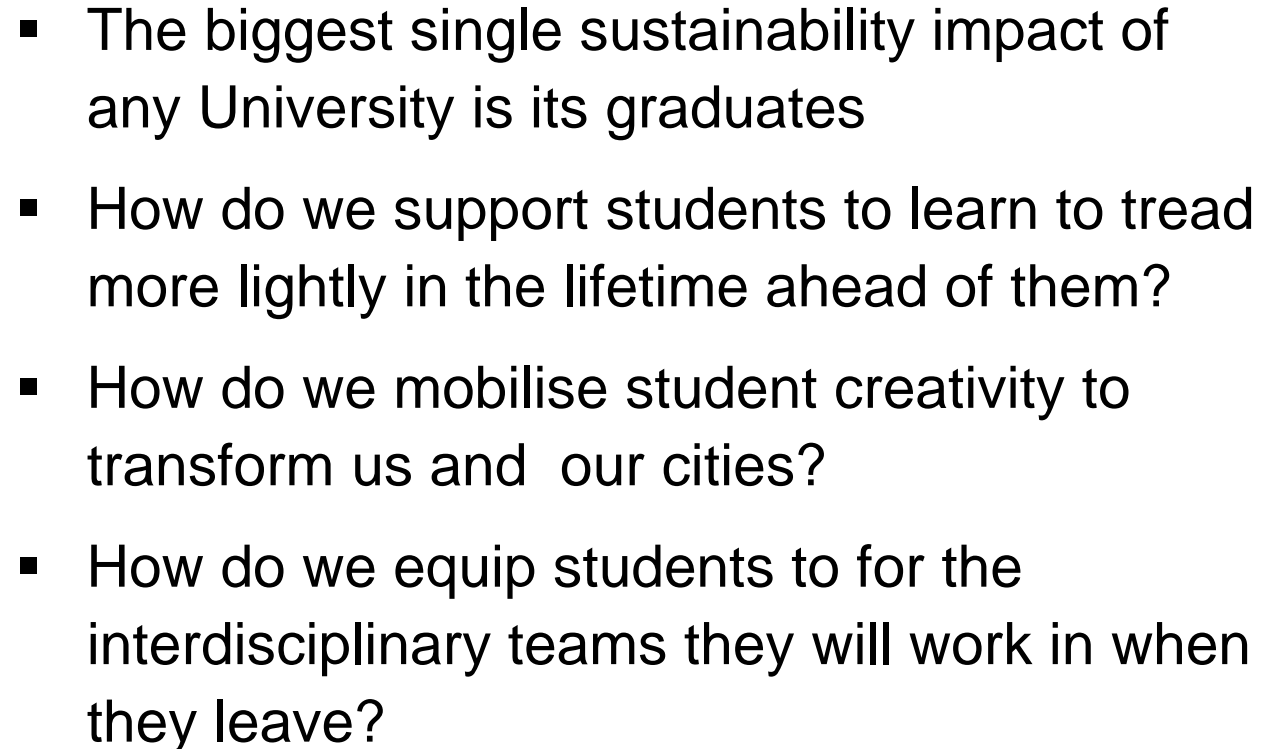
How can we engage students in Area Transformation?

Headline Sponsor





Chris Willmore, James Longhurst, Amy Walsh, William Clayton, Georgina Gough, Hannah Tweddell



*"I learnt to live sustainability in Bristol – we can live like that too!"*



# Challenge: mobilise 10% of the population



- Bristol city:
  - 450,000 population and 1.5m catchment
  - City of radical, innovation
  - Vision of inclusive, sustainable city
- Students 10% population



SDG 4 – Education  
SDG 11 – Sustainable Cities

# How?



- **CATALYST** *Bristol European Green Capital 2015*
- **PARTNERSHIP**
  - **Within:** whole institution approach
  - **Between:** *all Universities and Student Unions together*
  - **With the community** Bristol Green Partnership: >850 organisations, City Council and Mayor
- **Start up funding**
  - Higher Education Funding Council for England

SDG17: Partnerships for the Goals

# 100,000 hours – across the SDGs



Students engaged in 100,000 hours of city community activity

Volunteering, internships, placements, and projects for sustainability

Over 220 Public, private sector, voluntary groups, NGOs, communities

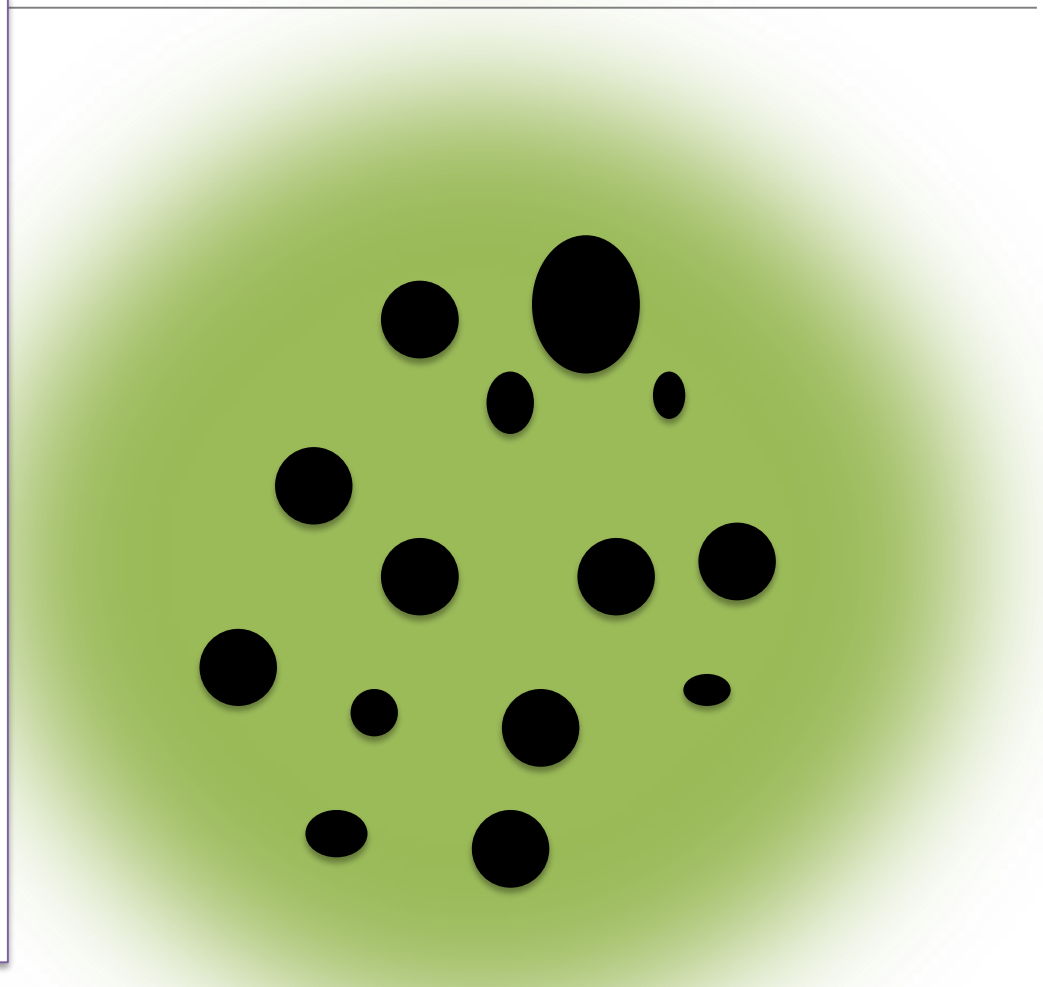
Large and small scale, individual, and collective

NOT just one year, but every year

# Open innovation



- Holistic seeing role in the whole
- All projects have a role
- Light touch – open innovation
- Accepting failure as natural
- Reduces reliance on individual partnerships
- Network outlives individual projects
- Fosters big partnerships
- Surfaces & shares



SDG17: Partnerships for the Goals



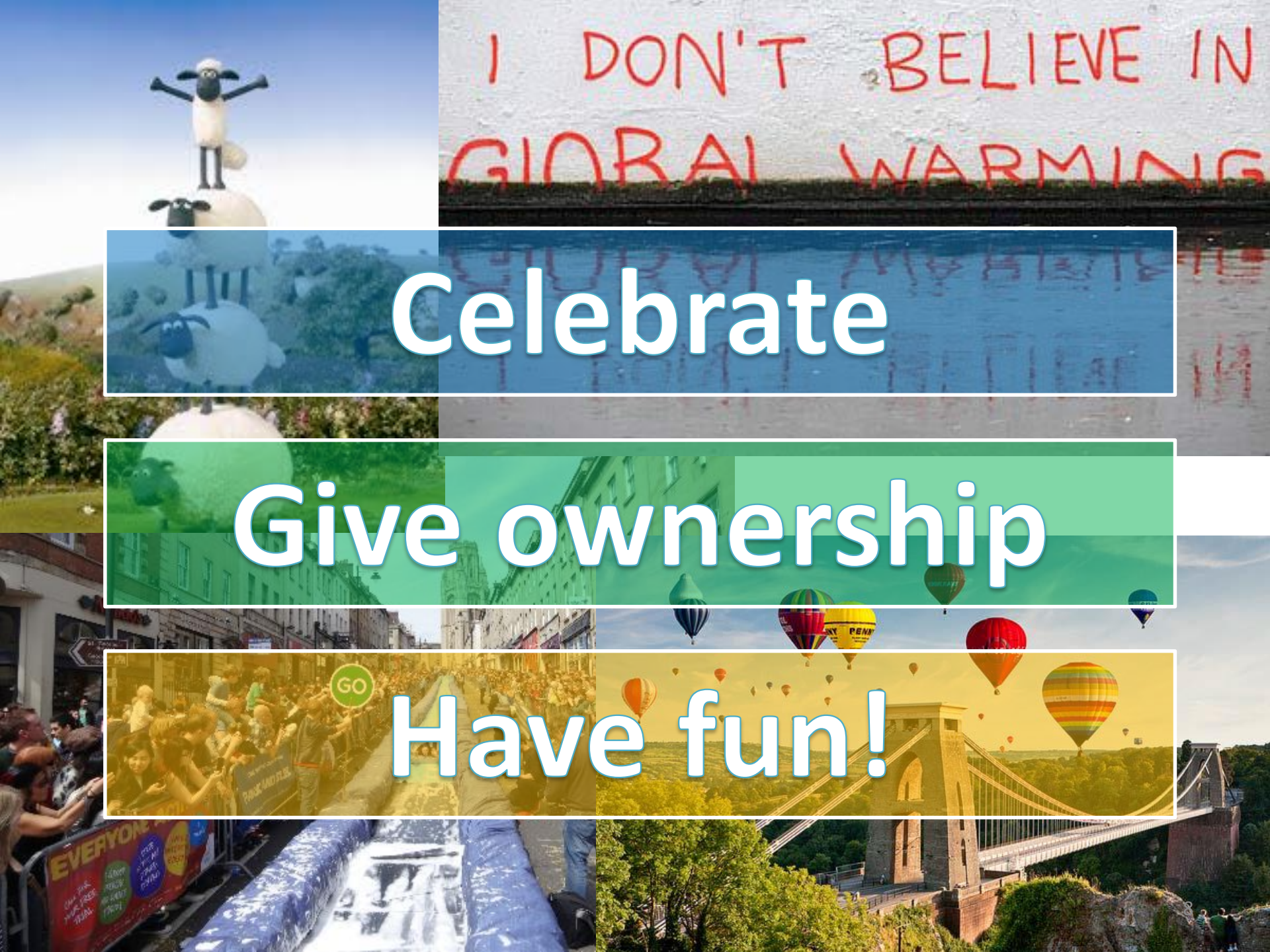


I DON'T BELIEVE IN  
GIORAI WARMING

Celebrate

Give ownership

Have fun!







THE GLOBAL GOALS  
For Sustainable Development

# What?



- **Cash:** raising £300k for local charities through recycling
- **Education:** delivering workshops to schools
- **Conservation:** Designing Wildlife Corridors
- **Equality:** Modern Day Slavery
- **Wellbeing:** NGO Business planning
- **Poverty:** Knitaversity
- **Economic Growth:** Greening Business : waste and energy audits and green business plans

Any - SDGs 1,3,6,7,8, 11,12,13,14,15,16,17... linked

# What?



## SDG11 Working with the city and neighbourhoods

- Tackling modern slavery – developing tools for GPs to identify potential victims



## SDG 8/11

- Business plans for 44 NGOs
- Setting up new city wide businesses e.g. Brisbikes
- Waste audits, energy audits and green business plans for firms and groups

# Partnership

The Skills Bridge logo, featuring the words 'SKILLS bridge' in a sans-serif font. 'SKILLS' is in all caps and larger, while 'bridge' is in lowercase and smaller. Below the text is a stylized blue bridge with vertical lines representing its structure, and a black arc above it connecting two points.

SKILLS  
bridge

## The Change Makers

Online brokerage platform  
“Front of house” for local  
organisations to engage with  
students

Maintained in partnership  
between Universities  
Case Studies to inspire

New permanent award created to  
**celebrate** and **reward** students  
efforts

Two public award ceremonies a  
year – over 700 a year – civic  
and university leaders –  
presented by civic leaders.







# The Change Makers

- Online brokerage platform
- “Front of house” for local organisations to engage with students
- Maintained in partnership between Universities
- Case Studies to inspire

- New permanent award created to **celebrate** and **reward** students efforts
- **Two public award ceremonies a year – over 700 a year – civic and university leaders – presented by civic leaders.**



# Outcomes



What's the point of being in Bristol if you don't join in?

>2500 students  
>140,000 hours  
>£1 million value

Changing student understanding of what it means to live in a city

Changing our city

It gave me the belief to move to Bristol: I now sell three times as many bikes

It made me feel I belonged

We felt they really got to understand our business and produced a brilliant business plan that is really going to help us going forward

It has been fantastic to work with the University as well; lots of people in this area don't go on to University or have any connections. It has really changed our perceptions

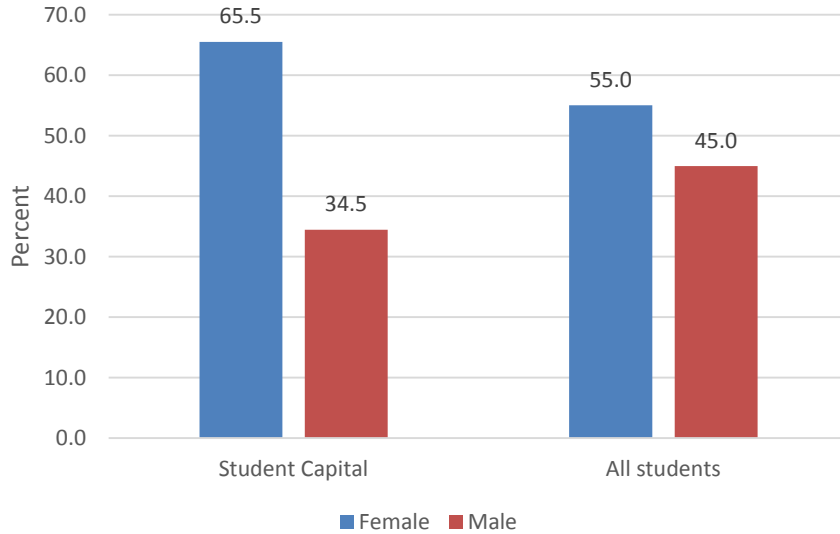
SDG 4 – Education  
SDG 11 – Sustainable Cities

# Who?

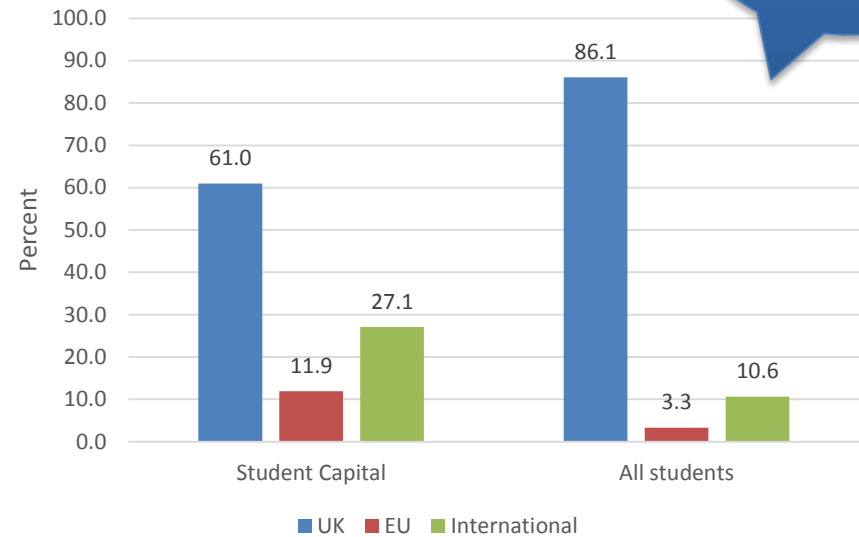


Non UK  
39% vs  
14% base.

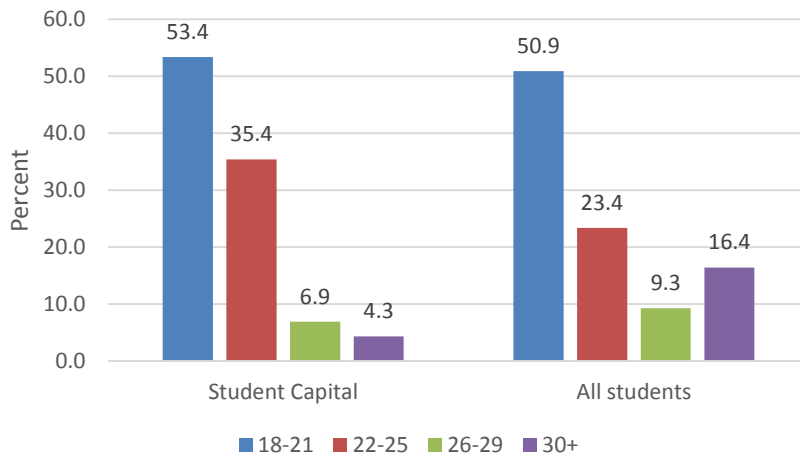
## Gender



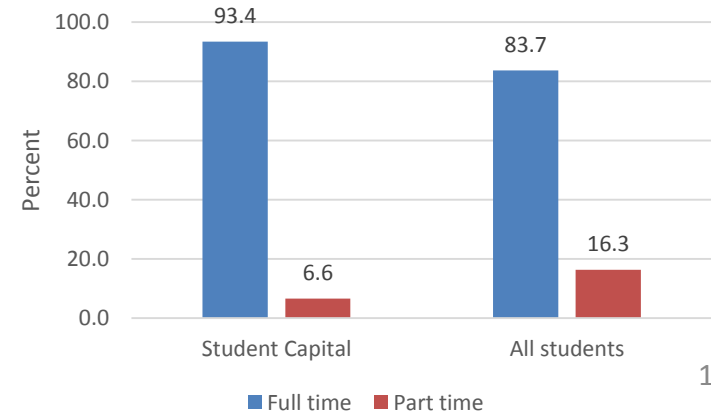
## Residency



## Age



## Course type





# External Evaluation



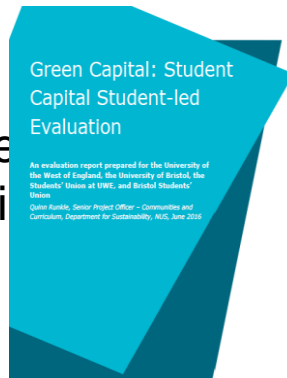
Carried out by NUS – using the Responsible Futures Methodology

What surprised them most “the overwhelmingly positive feedback from students and external community partners. It was really pleasing to see useful the students felt, and how much community partners valued their impact and would recommend working with Bristol students to other organisations”.

“the effective networking opportunities and opportunities to share academic and on the ground experiences of sustainability within the city e.g. links with BGCP.”

“The level and quality of student engagement over the past year is absolutely incredible and offers an incredible platform upon which to continue to strive towards creating graduates who are ready to tackle the world’s greatest sustainability challenges – during their degree and when they graduate.”

‘It also provides them with employability skills in a unique way, especially those that start their own projects or are able to work with external partners through their university course.’



SDG17, SDG 11, SDG 4 – community & students win

# Students see RELATIONSHIPS as key



## Why I joined

- Sustainability experience
- Free ice cream
- Sounded fun
- Low risk/commitment
- Sample and choice

## What I got from it

- It make me feel I belonged
- Experienced places /people I wouldn't have
- Skills of working with different people
- Gave me a richer understanding of the UK
- I realised people are key to getting things done

SDG17: Partnerships and SDG 3 Wellbeing

# Transferables?



- ✓ It works - students and the city win
- ✓ Fosters student understanding of the city – and the city's understanding of students
- ✓ Synergies of scale / holistic view
- ✓ The importance of a long term and broad partnership
- ✓ Students don't have the same 'power' baggage as 'experts'
- ✓ Students bring new ideas / insights
- ✓ Continued University investment and Skillsbridge to move it forward



BUT.....

SDG17: Partnerships for the Goals



# SPACE to lead



Can we

- recognise students bring more than just muscle?
- give students space to lead?



# Conclusions



Research shows engagement in community correlates to wellbeing



Project evaluations tend to see engagement as output not outcome



Sustainability projects can be difficult to measure in traditional outcome terms



Students articulate relationships as key – RT offers theoretical justification

Integrating SDGs 1, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17



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Clayton, W., Longhurst, J. and Willmore, C. (2016) Review of the contribution of Green Capital: Student Capital to Bristol's year as European Green Capital. Project Report. [eprints.uwe.ac.uk/28311](http://eprints.uwe.ac.uk/28311)

Clayton, W., Longhurst, J. and Willmore, C. (2016) The Bristol Method, Green Capital: Student Capital. The power of student sustainability engagement [www.bristol2015.co.uk/method/european-green-capital/](http://www.bristol2015.co.uk/method/european-green-capital/)





# Transferability?



- ✧ How does this sort of project offer a different learning opportunity with its explicit interdisciplinary team focus?
- ✧ International students – why did so many take up the project, and why was there such a strong impact upon their sense of belonging?
- ✧ How did the acquired skills map onto the skills students expected to acquire? What does that tell us about student drivers?
- ✧ What are the opportunities/ obstacles to inter-institutional approaches?
- ✧ How does integration of curricular and co – curricular opportunities work?
- ✧ What is the role of the Student Unions in skills and engagement projects?
- ✧ How do you find engagement opportunities on this scale? Or sustain them?
- ✧ What are the wider impacts of this sort of large scale project on students, the institution, the city, and their relationships?
- ✧ The role of ‘added value’ awards such as the Change Maker Award?
- ✧ Focus upon specific SDGs or holistic approaches?

- **Some questions about transferability?**
- How does this sort of project offer a different learning opportunity with its explicit interdisciplinary team focus?
- Differential participation by international students – why did so many take up the project, and why was there such a strong impact upon their sense of belonging?
- How did the acquired skills map onto the skills students expected to acquire? What does that tell us about student drivers?
- What are the opportunities of an obstacles to inter-institutional approaches?
- How does integration of curricular and co – curricular opportunities work?
- What is the role of the Student Unions in delivering skills and engagement projects?
- How do you find engagement opportunities on this scale? Or sustain them?
- Using digital brokerage
- What are the wider impacts of this sort of large scale project on students, the institution, the city, and their relationships?
- The role of ‘added value’ awards such as the Change Maker Award now given to students at both universities who make a significant contribution through engagement in the city