

Chapter Five: Extra-curricular ESD practice at Bright College University

Introduction

Box 5.1: Chapter purposes

- To introduce the case study institution.
- To detail the origin and development of institutional arrangements to support coordinated work on ESD.
- To describe the extra-curricular ESD 'offer' at the case study institution over the course of an academic year.
- To begin to appraise the impact of these extra-curricular interventions at the university community level.
- To set the scene for consideration of the impact of the extra-curricular ESD offer on individual staff and students.

Having established (in Chapter Four) that extra-curricular ESD-related interventions are very much a part of contemporary HESD practice in the UK, and that they are widely perceived to have utility to advance ESD, the focus now turns to in-depth investigation of such practice at one particular HEI: Bright College University. The case study material is presented over three chapters. This chapter focuses on the character of the extra-curricular ESD-related interventions offered over the academic year studied (2006-07) and begins to consider the impact of this 'offer' across the institution. The chapter's purposes are summarised in Box 5.1. Chapters Six and Seven move on to consider the experiences of individual members of staff and students at Bright College over the study year and so consider the impact of the extra-curricular offer in context.

This chapter is in three parts. First, the case study institution is introduced and an outline of the historical development of coordinated work to support ESD-related activity presented. Second, the extra-curricular interventions instigated during the year of investigation are detailed. Third, the character and impact of these interventions are discussed. Here questions raised in earlier chapters are revisited, including those concerning how far extra-curricular ESD-related interventions 'reach'. By way of conclusion, a review of the key points to emerge is presented ahead of some pointers for further consideration.

Context

Bright College University

Bright College University is a relatively small provincial university. It is situated in Bridge Town, an historic market town in the west of Britain. The university is largely based on an edge-of-town-centre campus, but has a small number of outlying facilities most within two miles of this main campus. Bright College is classed as a 'new' university although in common with many 'new' UK HEIs, granted university status since 1992, it has a long history.

The University offers a mix of traditional and more vocationally oriented courses. The majority (around 80%) of its 9000 students study at undergraduate level. Most undergraduates study on a full-time basis and live near, or in the case of many first year students on, the main campus. At post-graduate level, part-time study is more common with students more likely to live beyond Bridge Town. Overall, the student population at Bright College is 70% female and the ethnic make up is predominantly White-British (97%).

The university is organised in to seven main academic schools (see Table 5.1). In addition, there are several support departments arranged in divisions. These include: a Services division, responsible for accommodation, catering and cleaning; an Estates division, responsible for buildings and grounds; Corporate Services, responsible for finance, legal and human resource issues; Learning Services, responsible for libraries and IT support; and Welfare, responsible for a variety of guidance and support services including a student volunteer placement service. As is common in most UK universities, Bright College also has a Student Union, a quasi-autonomous body run by students to formally represent student interests within the university's decision making structures. This union supports a variety of sports clubs and interest-based societies. It also operates a student union building complete with bar, nightclub and shop.

Table 5.1: Academic schools and departments at Bright College University

Academic School	Associated Departments
Applied Science	<i>Biology and Nutrition; Mathematics; Computer Science and Sports Science</i>
Art and Media	<i>Drama; Media and Journalism; and Art and Design</i>
Business	<i>Business Studies; Tourism & Marketing; Work Based Learning; and Work based studies</i>
Education	<i>Primary; Secondary</i>
Humanities	<i>English; History; Religious Studies; and Languages</i>
Nursing and Social Care	<i>Nursing and Social Care</i>
Social Sciences	<i>Geography; Sociology; Psychology; and Law</i>

The development of institutional support for ESD at Bright College

Co-ordinated support for ESD-related work at Bright College University originates from its Environmental Committee. Bright College first established an environmental committee with a remit to ‘green’ the campus in 2001. The spur for the formation of this committee came from an ‘eco-audit’ of the university. This eco-audit was itself the outcome of a student work-based learning project (interestingly this project was the consequence of the outbreak of foot-and-mouth disease in the UK, which had limited opportunities for other environment-related work-based learning placements). The eco-audit followed a method promoted by the local council from a programme designed to encourage action to help limit the environmental impact of organisations. Recommendations from this initial eco-audit were reported to senior management and, subsequently, the Vice Chancellor announced the formation of the Environmental Committee at Bright College’s Academic Council in July 2001.

The Environmental Committee created a cross-departmental platform where environmental matters could be discussed and action coordinated across the university. Originally, the committee was comprised of 11 members and had a self-agreed limit of 15. Its membership reflected a mix of individuals with an interest in the environment, including those involved in supervising the initial work-based learning eco-audit project, and staff nominated to represent their departments. The membership spanned academic and support departments with both services and estates divisions represented; it also included representation from the Student Union (SU). After its first meeting in July 2001, the committee met on a monthly basis. It subsequently settled into a quarterly meeting programme. The committee established, and maintains, a reporting link for its activities to the University's Health and Safety Committee.

The Environmental Committee's early work included efforts to develop an environmental policy and subsequent strategy and action plan to support its implementation. To develop the policy a selection of policies from other HEIs was gathered and reviewed. The resultant policy was approved at the Health and Safety Committee in January 2002 (see Box 5.2). A strategy and action plan in support of the policy was in place by November 2002.

Box 5.2 Bright College University Environmental Policy

Bright College is committed to the principles and practices of environmental responsibility through:

- Setting standards informed by relevant codes of practice and guidelines
- Ensuring awareness of environmental issues and responsibility by staff and students
- Seeking to reduce consumption of materials, re-use, recycling and the use of recycled materials
- Seeking to dispose of materials in an environmentally sensitive manner
- Promoting and managing energy efficiency in operations and incorporating effective energy efficiency in all new building and refurbishment projects
- Promoting and managing efficient water consumption in all our operations and incorporating effective water use in all new building and refurbishment projects
- Encouraging our major suppliers to adopt green sustainable policies
- Developing an environmentally responsible transport policy in accord with the transport strategy of the District and County
- Working pro-actively with the local authority, other universities and the community at large to progress environmental initiatives and exchange best practice
- Encouraging an understanding of sustainability and its ongoing implications
- Developing and encouraging educational enhancement of people's perception of environmental issues
- Implementing this policy through a comprehensive plan with measurable targets and with monitoring and analysis of performance against the plan

Operational environmental management issues, particularly recycling, were dominant in the Environmental Committee's early work. A variety of relatively small-scale interventions, such as the installation of shoe, book and can banks, provided early momentum for recycling efforts. However, a more comprehensive response remained illusive; the provision of university-wide recycling facilities being tied with the renegotiation of waste collection contracts. Discussions on operational matters extended to include both energy and travel issues; the latter came to the fore when Bright College was required to develop a travel plan as a planning condition linked to the approval of a new university building.

Environmental awareness and education were identified as important aspects of work early on, if not as prominent as operational issues from the outset. Both aspects feature as strands in the university's environmental policy (Box 5.2). To raise awareness, the Environmental Committee established an intranet site (in February 2002) to communicate its work to the

wider university community. Plans to engage students via a 'green' festival, however, were dropped twice due to a lack of staff resources and support from the Students Union. Despite setbacks with the proposed festival, attempts were still made to engage students by featuring a 'ten point guide to the environment' as part of introductory talks given to new students in Freshers' Week. With respect to learning and teaching, the Environmental Committee ensured that a reference to environmental education was included in Bright College's newly drafted teaching and learning strategy²³ adopted in 2002. The committee also conducted a review of course modules to record those with environmental content. This found some evidence of environmental content beyond its 'traditional' geographical and biological subject homes, although far from universal coverage. Progress was made to extend the reach of environmental education through the inclusion of a requirement for all students completing a widely-taken 2nd Year 'work based learning' module to consider the environmental impact of their employer as part of a course evaluation report. The committee also established a £50 annual prize to recognise student commitment to the environment.

The formation of the Environmental Committee enabled formal connections between Bright College and environmental/sustainability groups in the local community to be created. The Chair of the Environmental Committee became a member of both Bridge Town's Environmental Forum and county Sustainability Forum.

The need for budgetary and staff resources to progress work to implement the environmental policy was identified early on and has been a recurrent theme in the Environmental Committee's deliberations. The Committee had only been allocated a nominal budget of £100 per year to cover associated photocopying and refreshment costs. The appointment of an environmental coordinator was deemed 'critical to the advancement of sustainable initiatives at Bright College' (Environmental Committee Minutes, September 2002).

²³ The reference was included in an appendix to the strategy as an additional strategic objective: 'To support the University's environmental policy by incorporating, where appropriate, content and approaches to learning that foster environmental awareness'.

Several attempts were made to secure dedicated staffing with limited impact: the Estates Division was interested in hosting a coordinator position linked to its energy interests, whilst the Services Division maintained an interest linked to its waste management function. In the absence of dedicated staffing, several temporary student work-based-learning roles were created, for example, roles linked to eco-audit and travel plan work. Some work-based-learning assignments proved more fruitful than others.

Over time, the nature of the environmental coordinator role envisaged by the Environmental Committee shifted focus. Initially, discussions focussed on a full-time role linked to operational issues. They eventually moved to focus on a part-time student post linked with awareness and education work. An appointment was made in summer 2005 when a research student from the University of Chester²⁴ was seconded to work for the committee for one day per week with a role to help with the committee's work to raise awareness about sustainable development within Bright College. In return, Bright College agreed to contribute towards the student's bursary and allow the researcher to use Bright College as a case study in their doctoral research²⁵.

A process to review and revise Bright College's environmental strategy was already underway at the time the research student started work in August 2005. This review resulted in a new 'transitional' environmental strategy that began to develop the University's work in response to the UN Decade of ESD. The new strategy provided the framework for the research student's subsequent work to bring forth a number of different extra-curricular ESD-related interventions.

An important feature of early work initiated by the research student was the creation of a new network - The Sustainable University Network (SUN) – designed to engage more staff and students with sustainable development and with the Environmental Committee's work. The SUN was created from September 2005. It began as an electronic mailing-list open to all staff and

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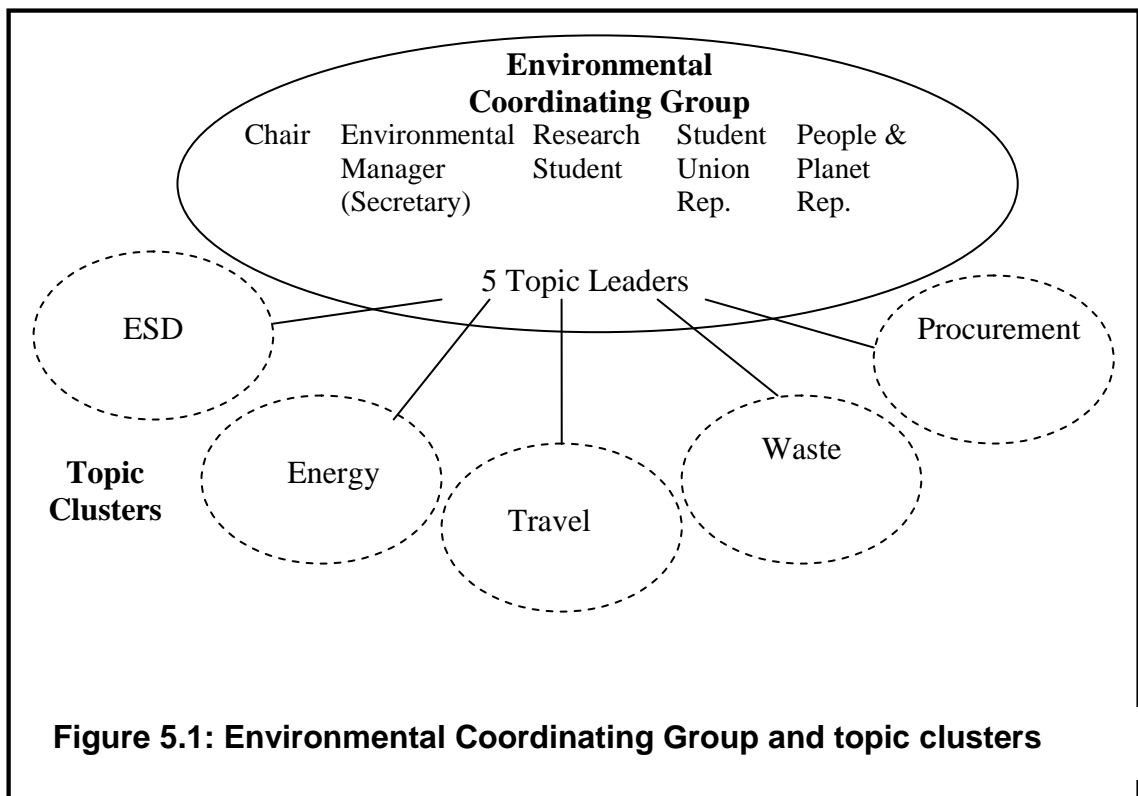
²⁵ The case study presented here.

students who wished to be kept informed about sustainable development issues on campus and further a field. Recruitment started with a stall at 'Freshers Fair' in September 2005, followed by invitations through posters and Intranet news items. The first mailing of the network's e-bulletin - SUN eNews - was posted in February 2006 and has since been a regular monthly newsletter.

The production of SUN eNews was itself the catalyst for further coordinated action on Fairtrade and the creation of a student 'People and Planet' society. A university-based Fairtrade committee - a group formed to promote the sale and promotion of goods carrying the 'Fairtrade' ethical standard - formed following a call made in SUN-eNews for volunteers to work for the local Fairtrade Forum. Previously the Environmental Committee had considered Fairtrade to be 'beyond the remit of the group' (Environmental Committee minutes, March 2003). However, in the context of the new environmental strategy's focus on sustainable development, the formation of the new group was now supported. A 'People and Planet' group was subsequently initiated by the student members of the Fairtrade committee as an independent student group campaigning on a variety of environment and development issues, not just trade justice.

With respect to operational environmental issues, a significant development came in September 2006 with the creation of a full-time environmental manager post - the first full-time paid position linked to the Environmental Committee's work. The position was filled from within the university through staff redeployment. The member of staff assigned the new role had previously been seconded to oversee the production of the university's travel plan from a managerial position unrelated to travel or environmental matters. The new position was placed in the Corporate Services division, with the environmental manager heading a notional one person 'department': the Environment and Travel department.

With dedicated staff resources in place, the Environmental Committee was reorganised into a more streamlined coordinating group which met for the first time in March 2007. The idea of operating through sub-committees was first mooted in 2002. At this time, it was not taken forward because of a lack of administrative support (Environmental Committee Minutes, November 2002). By November 2006, when the decision was taken to reorganise, the Environmental Committee’s membership stood at 25 people. This number was well beyond the committee’s original self-imposed limit of 15, although few of the 25 members attended meetings regularly. The new coordinating group (see Figure 5.1) comprised 10 people: the Chair of the Environmental Committee, the environmental manager, the research student, representatives from both the Students Union and student People and Planet group, and five additional members each to lead a particular topic, including ESD. The plan was for the coordinating group to steer a wider network of ‘champions’ clustered in topic groups each led by the respective topic leader. In reality, few groups were actually engaged during the period of investigation.



Practice

Extra-curricular ESD-related interventions 2006-2007

The extra-curricular ESD related interventions initiated in the academic year 2006-2007 marked an expansion of ESD activity at Bright College University. Interventions were, in the main, initiated by the Environmental Committee, but also by others. In all cases they were promoted via the SUN.

Awareness campaigns

Two campus awareness campaigns were initiated via the Environmental Committee on the themes of *Fairtrade* and 'Going 4 Green'. A third public campaign on carbon reduction grew from work initiated by the Geography Department. These campaigns are detailed in Table 5.2

Table 5.2: Awareness campaigns run during 2006 to 2007.

Campaign	Description of activities
Fairtrade	More Fairtrade goods were introduced in campus outlets. Higher profile 'point of sale' advertising was put in place. Five different stalls were organised on campus on different days during the nationally observed <i>Fairtrade Fortnight</i> in February/March 2007. A student team took part in Bridge Town's main Fairtrade event - a relay race. The University was awarded <i>Fairtrade University Status</i> leading to further publicity in both internal and external newspapers.
'Going 4 Green'	The 'Going 4 Green' campaign was launched on World Environment Day, June 2007, as a new brand for campus environmental awareness materials. Several stalls were set up on the campus sports field where a variety of branded posters, leaflets and stickers were distributed. Free branded bags were given to all fulltime members of staff (for collection at the event). Over 250 staff and students visited the launch event. A new intranet site for the <i>Environment & Travel Department</i> was launched at this time.
Carbon reduction	A district-wide carbon reduction campaign was launched with a public event in and around the Bridge Town's Town Hall in October 2006 with the assistance of student volunteers. The Geography Department, already actively pursuing research into local community efforts to become 'carbon neutral', agreed to host and administer an on-line carbon-reduction 'pledge' system - the main 'back-end' system behind this new campaign supported by Bridge Town's Local Strategic Partnership. At the university, posters and pledge cards about the campaign were distributed around campus with several news items featured in staff and student newsletters and on the Intranet to encourage people to make a carbon reduction pledge. Bright College became the first organisation in the district to make a corporate carbon reduction pledge.

Events

The principal events programme developed via the Environmental Committee - 'Perspectives on Sustainable Development' - featured 20 extra-curricular events (see Table 5.3) run between January and June 2007. With a limited budget, and in order to engage staff, all academic departments and support divisions were encouraged to provide contributions via a letter to department and divisional heads signed by the Vice Chancellor. The majority of events were scheduled during the first two months of the programme (Environmental Committee Minutes, November 2006) in a deliberate attempt to maximise its potential impact on academic staff who were involved in course revalidation work later in the year

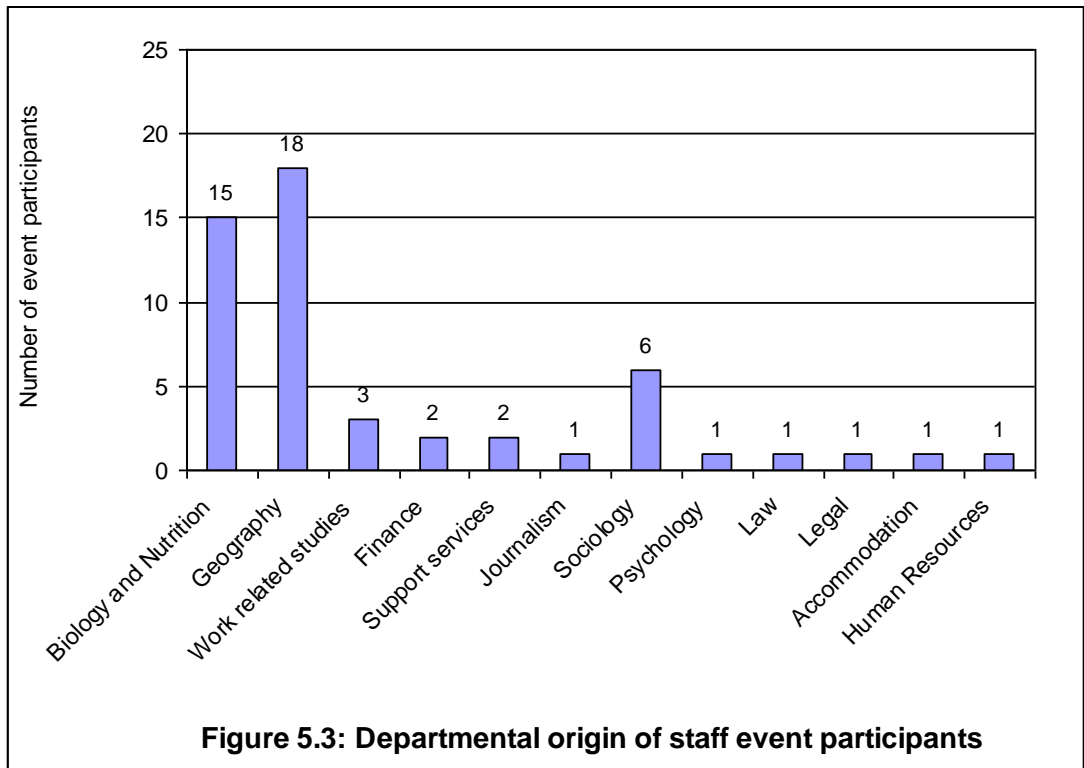
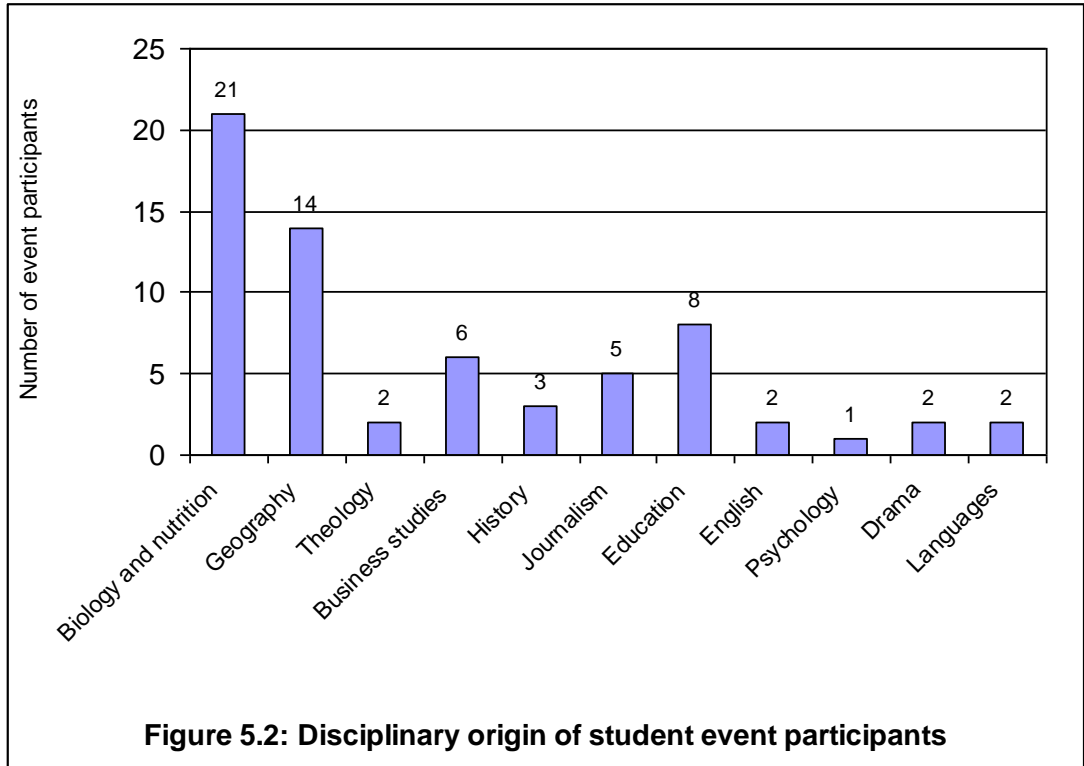
Table 5.3: ‘Perspectives on Sustainable Development’ extra-curricular event programme 2007.

Month	Title of event/ Activity	Contributor origin (or host department)	Format	Attendance (& evaluation sheets collected)
Jan.	Virtual communities: Changing cultures and breaking barriers’	Computer Science	Lecture	6 (6)
	Education for Sustainable Development	External (Geography)	Workshop	11 (9)
	Information retrieval for a carbon neutral University	Library	Workshop	6 (6)
Feb.	What kind of future does sustainability have?	External (Theology)	Lecture	40 (*)
	Automobility: the unsustainable and the unacceptable	Sociology	Lecture	11(11)
	The ancient Celtic Church of Britain and sustainable spirituality	Chaplaincy	Chapel Service	19 (*)
	The moral imagination: harnessing creative energies for change	Professional Development	Workshop	2 (1)
	Community carbon reduction: rising to the climate challenge at home	Geography	Lecture	12 (11)
	Going forward: a toolkit approach to transforming differences and conflict.	Professional Development	Workshop	3 (3)
	Gandhi is dead! Long live sustainable development	Sociology	Lecture	10 (9)
	Crisis? What Crisis? Waste and the rubbish society	Sociology	Lecture	6 (6)
Mar.	Carbon reduction	Geography	Pledge stall	No count (*)
	Eco Lab: ESD in schools and community settings	External	Presentation with viewing of eco lab vehicle	10 (9)
	An Inconvenient Truth, featuring Al Gore	External (Geography)	Film screening	31 (27)
	Trucking with Climate Change	External	Exhibition Trailer	271 (*)
	Sustaining village craft skills in Africa: the ‘And Albert’ story	External	Informal Presentation of craft artefacts with discussion	4 (3)
Apr.	Common factors in obesity and climate change	Biology & Student Food Appreciation Society	Lecture and food tasting	27 (21)
May	Sustainable development: everyone’s talking about it	Biology	Lecture	3 (3)
June	University Geological Trail	Biology	Guided walk	1 (0)
	Apocalypse Now(ish): Ecological catastrophe as entertainment	English	Lecture	6 (4)

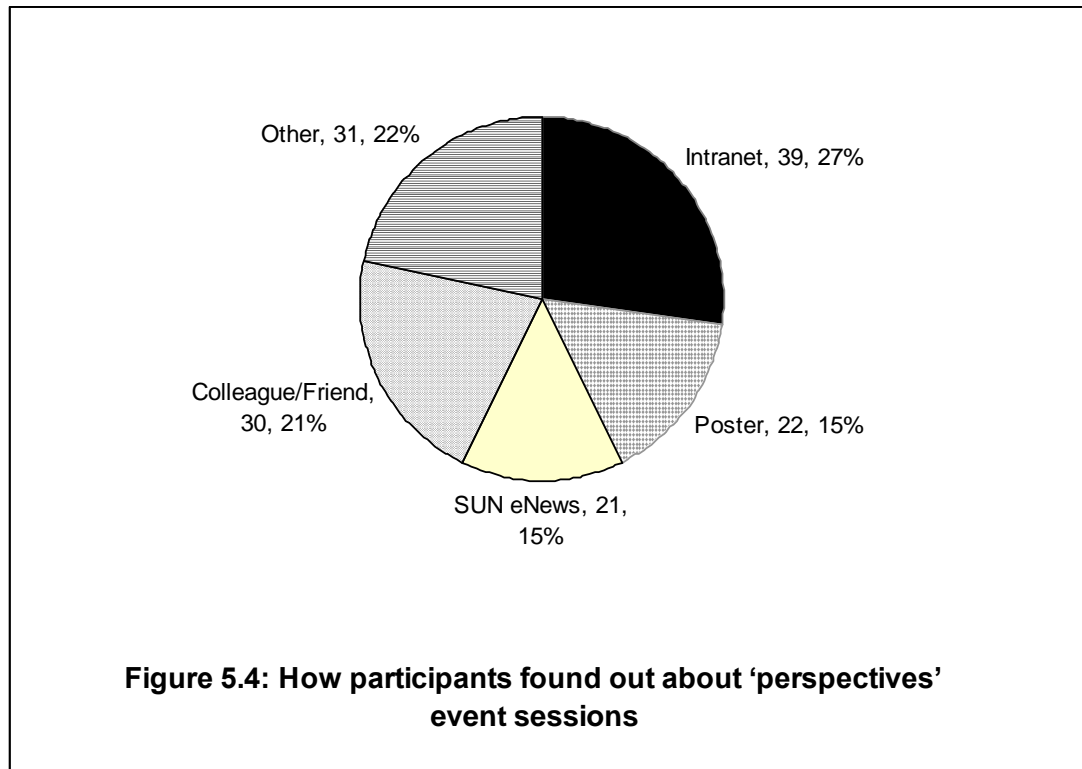
* No evaluation sheets distributed

Counts (Table 5.3, right-hand column) were kept at all but one of the *Perspectives* events, with 479 visits recorded in total. The 'Trucking with Climate Change' exhibition trailer was the biggest single attraction with 271 visits, over half of the total; however, unlike most other events this 'drop-in' exhibition was on campus for five full days. In contrast, five of the events attracted less than five people. More well attended events, those with more than 20 participants, included: the lecture and food tasting session focused on climate change and obesity; a free showing of the climate change documentary film 'An Inconvenient Truth' (Guggenheim, 2006); and a lecture laid on by the Theology Department where the invitation was extended to the wider church community.

An indication of the character of the audience attracted to the perspectives programme is given from data collected via evaluation sheets given to participants. Evaluation sheets were offered at 16 of the 20 events with 87% of the participants in these events returning an evaluation (Table 5.3, right-hand column). Events met expectations for 97% of participants (121 cases from 125). Just over half of visits to events were by students (53%) and just under half by staff (46%). Amongst students, those studying biological disciplines accounted for most visits, with those studying geographical subjects the second largest group. Combined these two subjects accounted for around half of student visits; a further nine disciplines accounted for the remainder (Figure 5.2). Amongst staff, employees of the geography department accounted for most visits, with those working in biological sciences the second largest group. Again geography and biology combined, accounted for around half of visits; ten departments including both academic and support departments accounted for the remainder (Figure 5.3). Just over half (51%) of visits were accounted for by existing members of the SUN. Amongst the event visitors who were not members of the SUN, 57% (26) elected to join the network at the event they attended.



Data from the evaluation sheets confirm that visits were stimulated by a variety of different prompts. Of the prompts for visits recorded, the Intranet proved the most common and SUN eNews the least common (Figure 5.4).



Several ESD-related events were initiated from beyond the Environmental Committee. As part of the annual Literature Festival, held in October 2006, a well-known columnist and author, George Monbiot, presented his book about climate change (Monbiot, 2006) to a sell-out audience of over 300 people. The following month, one of the UK's Sustainable Development Commissioners was the invited speaker for an annual public health lecture attended by 60 people and watched by a further six via a live video stream. In March 2007, the annual Science Festival was promoted under the title 'Your World Your Future' with a focus on conservation and sustainability. It featured: two geo-diversity walks - one around the town and the other around campus; and three presentations - the first on biodiversity and climate change, the second about community responses to climate change and the third, a presentation about the importance of biological record keeping for baseline data about climate change. Two occasional lectures were promoted

by the leader of the International Development programme within the Geography Department: one was about learning and teaching in Tibet, held in February 2007, and the other, the following month, about public health delivery in the slums of Nairobi.

Volunteering opportunities

The principal Environmental Committee-related volunteering project concerned recruitment of a team of student recycling champions to 'door-knock' in the main student residential areas in order to provide information about local recycling services. The project was developed in conjunction with the local council's Recycling Officer and promoted by the University's 'Student Development' section (based in the Welfare Division) as part of their wider volunteering programme. Twelve student volunteers took part as recycling champions and together they visited over 400 properties leading to a recorded rise in local recycling (Recycling Officer, Bridge Town Council, personal communication, 2007).

Networking opportunities

Over the year, the SUN grew from 122 to 255 members, with recruitment promoted via: stalls at on-campus events - including Freshers Fair; posters; and items in newsletters and on the Intranet. The network's e-bulletin, SUN eNews, was produced every month during the academic year. A new SUN Intranet site came on-line in October 2006. This superseded the earlier, largely static, Environmental Committee intranet site and added a discussion forum, news and calendar features. Two visits, specifically targeted at SUN members, were also organised. Six members visited an environmental centre in October 2006 and 10 took part in a 'Tree Planting Day' in November 2006.

Discussion

Having introduced Bright College and documented the extra-curricular interventions that took place there during the case study academic year (2006-2007), the focus now turns to a discussion of the character and impact of these interventions. Firstly, the character of interventions at Bright

College is examined further. Secondly, the audience engaged by these interventions is investigated to illustrate the impact at an institutional level. In both parts, ideas from the literature (Chapter Two) and UK survey (Chapter Four) are revisited in the light of the case study material.

Character of extra-curricular interventions

Extra-curricular interventions have been a feature of coordinated ESD-related work at Bright College since such work began²⁶. This reinforces the suggestion from the postal survey (Chapter Four) that extra-curricular interventions have an integral role as part of wider ESD work. Overall, this work appears to be at a relatively early stage of development at Bright College, a similar position to the majority of UK HEIs recorded in the postal survey (Chapter Four). Initial work, promoted by the Environmental Committee, has a clear environmental focus. The shift to a wider notion of ESD is relatively recent and reflects the influence of the UN Decade of ESD taken up at Bright College during the first review of the environmental strategy. Although the scope of work has widened, there remains a strong environmental character to it.

At Bright College, the Environmental Committee itself appears to have emerged as the *bridgehead* to propagate ESD, a role speculated about in the Chapter Four. The committee's formation was sanctioned by Bright College's management, but its origin lies with the grass-roots activities of a small number of motivated individuals, a scenario suggested in the model proposed by the Policy Studies Institute, PA Consulting and the Centre for Research in Environmental Education (2008). Once sanctioned, the Environmental Committee provided a legitimate space for these individuals to meet and promote a pro-environmental agenda at Bright College, and to engage with others to do likewise. There appears to have been no direction and little involvement from the senior management beyond endorsing a broad and vague remit to 'green' the campus. After some initial progress, with few resources, it seems to have been difficult for the committee to move

²⁶ Efforts to engage through the extra-curricular sphere certainly predated my arrival.

much further. Early work thus had an intermittent character, a reflection of the reliance on voluntary staff input. The failed attempts to organise a green festival exemplify the impact of limited resources, although they also illustrate a clear intent to use the extra-curricular sphere to engage the wider university community. Activity, unsurprisingly, increased following the allocation of dedicated staff. The creation of the Sustainable University Network then provided a mechanism to 'recruit' more from the wider university community.

Beyond a general role in providing a space for engagement with sustainable development, at least three more specific motives are evident for extra curricular interventions at Bright College. They have been linked to efforts to: encourage curriculum change; help improve the university's operational environmental efficiency; and raise awareness of, and encourage, pro-sustainability behaviours both within and beyond the university. During the study year, the programming of events in the 'perspectives' series was an attempt to use extra-curricular interventions to encourage the development of ESD in the curriculum. In contrast, the 'Going 4 Green' campaign illustrates an environmental management motive where the aim was to encourage good house keeping and so save energy at Bright College. Efforts to promote Fairtrade goods and carbon reduction pledges point to a motive to raise awareness more generally and to encourage particular behaviours deemed to be pro-sustainable development.

Various types of ESD-related extra-curricular interventions are in evidence at Bright College. Combined, they cover five of the six main types explored in the postal survey (reported in Chapter Four). Only interventions based on physical modifications to the campus to promote ESD were absent; although some of the other intervention types left a physical legacy, for example, point-of-sale signs were introduced as part of the Fairtrade campaign. The overlap between some of the analytical categories used in the postal survey is evidenced elsewhere at Bright College too. For example, events were used in campaigns and as part of efforts to strengthen groups. Amongst the intervention types in use, 'on campus events' were particularly prominent with the 'perspectives' programme a dominant feature. Within this programme,

much content followed a lecture or workshop format; although the use of a chapel service, film screening, food preparation, guided walks and other informal presentation-types provide evidence of some pedagogic variation. Little of this variation appears to be attributable to academics taking advantage of the flexibility of the extra-curricular sphere to experiment, as speculated earlier; rather, it appears mostly as a result of the contributions from non-academics. The collaboration between a lecturer and student group in the 'Common factors in obesity and climate change' event, indicates a possible exception. Here the flexibility afforded in the extra-curricular realm appears to have helped facilitate this joint effort.

Not all extra-curricular interventions were initiated via the Environmental Committee. Whilst the majority were, the presence of other instigators illustrates that ESD-related content can and does find expression without a central group to coordinate it, albeit more sporadically. At Bright College, committee-originated extra-curricular interventions were usually targeted at a university audience, whereas those originated from beyond the committee, were more often targeted at the wider community as well. Several of the ESD-related events initiated by others were part of established public event programmes, for example, the annual literature and science festivals.

The UK postal survey (Chapter Four) pointed to links with the wider community being an important opportunity to develop extra-curricular work. At Bright College, connections were made between the university and wider community via the extra-curricular sphere. The *community bridge* function proposed, is in evidence outwards in university-backed student volunteering work to support recycling and support for Bridge Town's carbon reduction campaign. The numerous public presentations show the community bridge bringing the community onto campus.

The prominence of climate change as a theme within the extra-curricular interventions at Bright College seems, in part, to mirror the prominence of climate change as a concern in wider society during the study year. Thus, the Literature Festival featured an author speaking about a book on climate he

had just published. The film 'An Inconvenient Truth' was featured in the perspectives programme - and the launch event for the local carbon reduction campaign - because it had recently been released. This mirroring of wider society accords with Sterling's view where the educational system sits within and is influenced by the wider socio-cultural system. The central part that Bright College has played in Bridge Town's carbon reduction campaign could also be cited as an example of how positive synergy between system levels is created to favour sustainability. Thus the extra-curricular activities at Bright College not only mirror wider concerns, but illustrate how universities can play a leading role in community responses to sustainability issues through active engagement with them.

In addition to activity on climate change and carbon reduction, evidence of permeability to external influences and links to wider movements for change can be seen through the celebration of World Environment Day, used to launch the 'Going 4 Green' campaign, and Fairtrade Fortnight, used to promote the Fairtrade ethical label. Bright College's achievement of Fairtrade University status, illustrates how the *community bridge* function can bring the influence of wider societal movements for change on to campus. The creation of an extra-curricular conduit, in this case the Sustainable University Network, appears to have made space for interested staff and students to become involved in Fairtrade work and to work together to achieve Fairtrade University status relatively quickly. The opportunity for universities to achieve Fairtrade status is only possible as a result of the Fairtrade standard for universities promoted by an external body as part of wider efforts in society to promote Fairtrade. The achievement of Fairtrade status at Bright College is now physically manifest through the availability of refreshments carrying the Fairtrade mark and associated point of sale materials. As such, it could be viewed as a small change in the *socialisation scaffold* of the institution, a function speculated for the extra-curricular sphere in Chapter Two.

The audience engaged by extra-curricular interventions

The UK survey (Chapter Four) highlighted an apparent paradox where extra-curricular interventions are perceived to have the potential to reach a wider audience than that traditionally reached through the curriculum; yet, when optional they may actually attract relatively few people directly. The Bright College experience confirms that the direct audience for extra-curricular events can be limited in number. Several poorly attended events are evident. The 'width' of the extra-curricular ESD audience is perhaps best viewed in terms of its diversity rather than in numerical terms. At Bright College this diversity includes those from different disciplines, academics, support staff and students. For some events, it also includes the wider community. Whilst several events were poorly attended, this was not always the case and audience counts showed some variation. This indicates that whilst extra-curricular events may be prone to low attendances because they are optional, they can, and some do, attract large audiences.

Although there is clear evidence of audience diversity in the extra-curricular event programme at Bright College, there is also evidence that the audience is influenced by subject related allegiances. It might be expected that staff and students allied to departments traditionally considered close to sustainable development issues, notably biology and geography at Bright College, would be well represented at extra-curricular ESD-related events, i.e. attendance informs their curricular activities and so has added value to participants. This was indeed the case, with the evidence collected from the 'perspectives' programme indicating that those with a geographic or biological background accounted for many of the visits (Figures 5.2 and 5.3). Subject/audience allegiances were evident at specific events too. For example, all of the student-teacher visitors recorded attended the one presentation specifically focussed on a schools-based ESD project; the majority of these were encouraged to attend by their tutor. Similarly, when a sociology lecturer gave a presentation, colleagues from the same department were evident in the audience. The occasional extra-curricular lectures promoted by the leader of the international development course were open to all, yet clearly aimed at providing opportunities for students taking

international development to enhance their learning. In another example, several journalism students and their tutor attended one of the presentations about climate change. The tutor encouraged students to attend the event having made an investigation of climate change a class activity. They were thus able to make a link with the extra-curricular offer to enhance the curriculum experience.

The prospect of the extra-curricular sphere providing an important space for staff learning, speculated earlier (Chapter Two), is clearly possible in the light of the evidence from Bright College. Nearly half the extra-curricular audience within the 'perspectives' programme was made up of university staff. The presence of staff, combined with the diversity of disciplines represented, clearly presents the opportunity to develop new trans-disciplinary perspectives through the *disciplinary bridge* role identified in Chapter Two, although this is not inevitable. The longitudinal aspect of the study discussed in the next two chapters will return to explore this aspect further.

Event participation data cover only one aspect of the 'reach' of the extra-curricular interventions at Bright College. The creation of the Sustainable University Network increased the number of people receiving information about sustainable development regularly from the Environmental Committee more than ten fold compared with the number involved in the Environmental Committee alone. It is probable that the information received by members of the SUN was then shared with others too. In the case of the student volunteer recycling project, there was direct contact with 400 households and a recorded increase in local recycling. The actual 'audience' may also be wider than just participants if the cumulative impact of multiple interventions across the university community is taken into account, i.e. the influence as part of the fabric of university life or the *socialisation scaffold*. Again, the longitudinal part of the study, presented over the next two chapters, will return to examine this.

Conclusions

This chapter, the first part of the case study presentation, confirms that extra-curricular practice was a part of co-ordinated work on ESD at Bright College since its inception. Extra-curricular interventions certainly pre-dated the initiation of this research. With work to propagate ESD still in its infancy, extra-curricular interventions are seen to form a key part in efforts to develop it. Such a developmental role was suggested by the UK survey and is corroborated by experience at Bright College.

The origins of coordinated work at Bright College can be clearly traced to the efforts of a few motivated individuals who were given formal sanction to lead the coordination of environmental work but seemingly little else. The resultant environmental committee clearly acted as a *bridgehead* to promote a pro-environment agenda; yet lacking resources, at the outset, its early achievements were limited and sporadic. The addition of a one-day-a-week support position enabled the committee to develop and sustain a broader range of interventions and thus greatly extend the number of people it reached. The implication is that some dedicated resources are needed to make a sustained impact via the extra-curricular sphere; without it interventions may be too sporadic to register any long term impact.

The extra-curricular interventions employed at Bright College did reach 'new' people. They also served to engage many with an existing subject related interest, part supporting the belief held by some in the UK survey that extra-curricular interventions only appeal to 'the converted'. If consideration is restricted to events alone, then the voluntary nature of extra-curricular activities can clearly limit audience numbers. These audiences are nonetheless more diverse and thus afford the potential for trans-disciplinary perspectives to emerge. If consideration is extended to the full package of interventions, then the 'reach' appears to be much greater.

The *community bridge* function proposed for the extra-curricular sphere is clearly evidenced. The extra-curricular realm is seen to provide a connective space that can facilitate links that may be useful in the type of systemic

change process envisaged by Sterling (2001; 2003). The wider socio-cultural system provides content for educational interventions on campus but also affords opportunities for connection with, and participation in, wider processes designed to bring change in this wider system. The influence of agents for change external to the university is both evident and seemingly uncontroversial in the extra-curricular sphere.

A part of the rationale for the development of extra-curricular interventions at Bright College was to influence the development of ESD in the university's curricula. Further motivations include the promotion of housekeeping measures to improve Bright College's environmental performance, and efforts to raise awareness and so promote more general pro-sustainable development behaviours amongst staff and students. It is hard to judge from the information considered so far the extent to which these efforts have been successful. There is some limited evidence to suggest that the extra-curricular sphere was used for pedagogic experimentation. The prominent participation of staff in events provides clearer evidence that the extra-curricular realm could be an important arena for staff learning in relation to ESD.

Looking ahead to the next chapters, the following points seem to merit further consideration:

- Is there any evidence of academic staff participants in extra-curricular events using these experiences to develop the subjects that they teach?
- Is there any evidence of the emergence of wider views where participants meet material from outside of their discipline?
- Do those targeted by extra-curricular interventions report changes in behaviour that may result in improved environmental performance at the university or the adoption of pro-sustainability behaviour more generally?
- Are those recruited to the Sustainable University Network 'the converted'?

- Is a cumulative impact from running multiple interventions noticeable?

These questions will now be explored further as the focus of the case study shifts to the impact of the extra-curricular programme on individual staff and students.