

THE ACADEMY FOR SUSTAINABLE FUTURES

2021-22 Annual Report

EXECUTIVE SUMMARY

This is the tenth Annual Sustainability report, which is set within the context of the University's Diamond Jubilee, the Launch of the Academy for Sustainable Futures, a new Strategy for responding to the Climate Emergency, development of the new Strategic Framework through Vision 2030, and the inevitable and on-going consequences of the COVID pandemic. It provides a flavour of the activities and initiatives that demonstrate an on-going and deeply rooted commitment to sustainability.

Organised around the four priorities of the Academy to evidence, embed, exemplify and engage, a brief narrative for each section is illustrated with a series of selected case studies that will be reused through social media, website and print media. Themes, narratives and case studies overlap, which clearly illustrates the complexity of sustainability and the 'wicked' nature of the solutions that will help us forge a more sustainable future.

This report outlines that:

Through the **Sustainability Research Group** we have, Provided £54k of research funding to support the initiation of new Climate Change research; Worked with all Faculty and School Directors of Research to explicitly include sustainability research within Faculty Portfolio Plans; Brought together a cross-disciplinary group of 14 academics from the Faculty of Arts, Humanities and Education to author a book and an associated seminar series entitled Good Education in a Fragile World; and Joined 24 other UK universities to form the new UK Consortium on Sustainability Research.

We have embedded **Education for Sustainability** by; Introducing two sustainability core modules to five undergraduate courses in the School of Humanities and Education Studies, reaching 160 students in their first year; Created ten Q&A videos on Introducing Sustainability with the support of 13 students and staff; Delivered introductory and fully certified Carbon Literacy Training to more than 120 students and staff; Created a new Sustainability Library Collection with more than 100 titles; and Collaborated through 'Us in the World' to provide more than 100 events, activities and sustainability focused opportunities.

We have created a more **Sustainable Environment** by, Converting a sector tool that will allow systematic analysis of the carbon emissions of all purchased products; Scoping the work required to collect and analyse student commuting data, and establish an accurate commuting footprint; Reducing University Scope 1 & 2 carbon emissions by more than 50% since 2018/19 and by more an 70% since 2009/10; Increasing the Cycle to Work upper limit from £1k to £3k to support the purchase of a wider variety of commuter and e-Bikes; Establishing that at least 40% of the fleet vehicles can be replaced by Hybrid or full electric; Reducing waste production by 30% in the last year and 80% since 2013/14; and Diverting 0.6 tonnes of student accommodation waste from landfill and raised £63k for the British Heart Foundation through their 'Pack for Good' programme since 2012.

We have **Engaged** our communities and enhanced biodiversity and wellbeing by, distributing 330 hand-crafted bee 'bombs'; Picking 37kg heritage hops with 25 students and staff to create the Three

Choughs Ale; Introducing 20 students to the delights of deep nature connection at Wildwood; Celebrating 10 years of the Student Green Office, having employed 26 students who have published more than 500 social media blogs; Running a Climate Action Day conference for than 30 students, staff and local residents; and Collaborating to build the Canterbury Biodiversity Network with 88 individual members including 33 conservation groups and 8 local councillors.

Additionally, in the **Diamond Jubilee** year, the Wilder Campus theme has, with more than 90 students and staff planted more than 500 hedge/tree saplings for the Queen's Green Canopy and the International Forest, and created an active Jubilee Garden.

1. INTRODUCTION

This report is organised around the four priorities of CCCU's Academy for Sustainable Futures (ASF).

- Provide **evidence**, through undertaking and sharing sustainability research (see section 2, *Sustainability Research*)
- **Embed** education for sustainability within all learning and teaching (see section 3, *Sustainability Education*)
- **Exemplify** sustainable practices through university operations (see section 4, *Sustainable Environment*)
- Build relationships for change through **engagement** with our university and local communities, and with national and international policy and policy-makers (see section 5, *Sustainable Communities*)

The Academy for Sustainable Futures and the University's Response to the Climate Emergency were formally launched in March 2022 [*Case study 1*], having developed in response to the need to build momentum, showcase activity and demonstrate leadership for Sustainability and Climate Action. Our institutional recognition of the Global Climate Emergency in 2020 emphasises the significance of being able to 'go further faster'.

It is important to recognise the interrelatedness of the Academy's four priorities, and that climate action is not just about reducing our carbon emissions. As a civic university with clear and acknowledged responsibilities and opportunities we are in a position to mobilise our privileged access to knowledge to support, enable and influence the activities of others and thereby become an agent of change.

1.1 Institutional KPIs and links to other reporting

The Academy has responsibility for three University KPIs relating to Sustainability that are reported to SMT and the Governing body annually. The current RAG status of each is included below.

- 1 Maintain a recognised international standard for environmental management (ISO14001)
GREEN: EMS Recertified to ISO14001:2015 (next full recertification 2023)
- 2 Uphold the University's commitment to the SDG Accord by embedding the SDGs, reporting annually to the UN High Level Political Forum
GREEN: SDG reporting maintained as a complementary activity to this annual report
- 3 Monitor the University's carbon reduction targets to 2030 from 2019/20 onwards (once new targets have been set)

This KPI is currently unrateable as targets have not been set. However, the University's Response has been approved (Nov 2021) and an implementation group has been formed. Progress will be reported to the Governing Body in June 2022.

The annual sustainability report is separate from the University's annual financial report. However, from 2019/20 SECR¹ requires annual Scope 1 & 2 carbon emissions reporting to be included. The University also produces a public facing annual report that is presented at a public meeting. The report provides a narrative of achievements from the year, along with summary financial and demographic data. Elements of the University's wider sustainability related activity are normally included. [Ref. <https://www.canterbury.ac.uk/about-us/our-story/facts-and-figures/annual-report-and-financial-statements>]

1.2 External assurance: ISO14001 certification

The University has operated an externally certified Environmental Management System to ISO14001 [2004 and latterly 2015] standards since 2013. Data integrity, policy, strategy and action are audited annually internally and by our external verifier, NQA.

The SECR framework, is that under which the University is required to report as part of the Companies (Directors' Report) and Limited Liability Partnerships (Energy and Carbon Report) Regulations 2018. The first report was produced by external consultants BIU for the 2019/20 reporting year, using a 2018/19 as the baseline year, and presented to the Governing Body annually.

1.3 Our Response to the Climate Emergency

Our Response was approved in November 2021 by the Governing Body and comprises three parts: **Part One**: Our Strategy; **Part Two**: Progress to Date; **Part Three**: The Next Two Years. While Part One is intended to provide the long-term framework for Our Response, Parts Two and Three will be refreshed and updated every two years to report on progress and plans. This report includes some elements of progress in relation to the next two years.

Part Three: The Next Two Years sets out plans to establish baselines, set targets, and begin implementation. It addresses five areas: procurement, including construction and refurbishment; staff and student commuting; utilities (electricity, gas & water), vehicle fuel and waste; business travel; education, research and advocacy. While target setting will continue until the end of Phase two in some areas, implementation will commence within the first year.

Preparatory work has begun in some areas, which is included within this report; however, it must be recognised that issues brought about by the on-going COVID pandemic, including availability of resources, continue to limit progress in certain areas. Additionally, the development of the new Strategic Framework (2023-2030) will need to provide some of the context for approaches to Learning, Teaching and Research for Climate Change. A fully report on progress will be submitted to the full Governing Body in June 2022.

1.4 Diamond Jubilee

Sustainability is one of the key themes of the University's Jubilee celebration. Wilder Campus, mirroring the Kent Wildlife Trust's 'Wilder Kent' initiative, has brought together a Queen's Green

¹ UK Government, Streamlined Energy and Carbon Reporting, 2019

Canopy planting of 420 native hedge saplings adjacent to Verena Holmes [*Case study 2*]; the creation of a Jubilee Garden within lower and upper Erasmus gardens [*Case study 3*]; and the planting of a native woodland International Forest at Stodmarsh playing fields by international students [*Case study 4*].



However, the Sustainability theme is not just focused on 'Wilder Campus'. A Jubilee Science A to Z will be a web-resource celebrating our work in science and its links to sustainability. Using the very successful format of the on-line Christ Church Heritage A to Z, staff are contributing short essays to showcase their research and scholarship which is either science-based or has some connection to science and IT. The initiative is cross-Faculty and cross-disciplinary, with essays from subject areas such as engineering, health, education, history, and ecology. It is a joint initiative of the Academy for Sustainable Futures and the IRN (Interdisciplinary Research Network).

A variety of conferences, lectures and activities are also bringing together wider academic, business and alumni communities to celebrate our past and look to a more sustainable future:

- Interdisciplinary Learning and Research Conference: Tackling the Big Issues Together (June 8th & 9th).
- Diamond Networking Club: Walk three will begin with Hop Picking for this year's Green Hop Ale.
- Criminal and Climate Justice Webinar (October 11th).
- One-day conference: Social and Environmental Justice for a Sustainable Future (October 18th).
- Faculty of Arts, Humanities and Education Open Lecture Series on Sustainability, in collaboration with the Academy for Sustainable Futures.
 - Prof Jane Davidson: Pro VC Emeritus at University of Wales Trinity St David:
Do you Care Enough to Act, NOW!
 - Prof Ronald Barnett: Emeritus Professor, Institute of Education:
Realising the Ecological University: A Complex Matter
 - Prof Alison Honour: Deputy VC, Canterbury Christ Church University:
Creative Sustainability: Inspiring Social consciousness

Launching the Academy for Sustainable Futures

Colleagues, students, governors and key external partners came together to mark the launch of the Academy for Sustainable Futures.



Photo by Jack Pellow

Image: Key members of the Christ Church community gather with external advisors and guest speakers for the Launch.

The Academy is based on ten years of pioneering work in sustainability and was launched on the 15th March 2022 to enable the University to make a step-change in its drive towards educating, advocating, and influencing our collective sustainable futures. In responding to the climate crisis, the Academy will drive forward the academic elements of the strategy, leveraging the University's wider influence and civic duty.

The keynote speaker was Dr Jane Davidson, former Minister for Education, then Minister for Environment, Sustainability and Housing in the Welsh Government, and the author of '#futuregen: lessons from a small country'.

Key members of our wider Christ Church community who also spoke at the launch were Vice Chancellor, Rama Thirunamachandran; Senior Pro-Vice Chancellor, Prof. Mike Weed; Director of Sustainability Development, Dr. Peter Rands; Education for Sustainable Futures Lead, Dr Nicola Kemp; Chair of the Governing Body, Judith Armit, and CCSU President, Dan Bichener who presented a short film of 'Students' Voices': current Christ Church students talking passionately about the importance of sustainability and tackling climate change.

"At the core of our commitment for 60 years has been a desire to pursue social justice. The Academy for Sustainable Futures reflects our values to use education and research to support our local communities and change society for the better."

Professor Rama Thirunamachandran, Vice-Chancellor

Find out more:

www.canterbury.ac.uk/sustainability

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Canterbury
Christ Church
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7

speakers addressed
our community across
the launch evening

85

staff, students, guests
and stakeholders
attended the launch

10+ yrs

since our sustainability
team first formed, the
Academy has launched

Planting trees for the jubilee : the Queen's Green Canopy

Students and staff came together to plant native saplings at the University's Canterbury campus, celebrating our Diamond Jubilee and Her Majesty the Queen's Platinum Jubilee.



Image: Students and staff at the QGC hedge site, running alongside Verena Holmes.

Marking 60 years of education at Canterbury Christ Church and the Queen's historic 70-year reign; the hedgerow planted at the University's new £65m Verena Holmes Building aims to enhance the environment for wildlife, improve biodiversity, and make a substantial contribution to ecology on the North Holmes Road site.

The hedge has been planted on an ancient ley line that links the sites as part of the University's *Wilder Campus* campaign, which includes a new Jubilee Garden on the Canterbury Campus, as well as an International Forest which will be planted by the University's international students at our Stodmarsh sports fields. The saplings planted are native to the region and include hawthorn, rowan, silver birch, hazel and the English oak.

The Queen's Green Canopy event, part of the year-long celebrations, took place from 22nd—25th March 2022 and was part of a UK-wide initiative.

"There are a number of opportunities for staff, students and the wider community to join in and show their support. We are at the heart of a UNESCO World Heritage Site and our future is just as important as our history."

Dr Peter Rands, Director of Sustainability Development at Christ Church

50+
students and staff
took part in planting
over one week

400+
saplings planted
along the Verena
Holmes bank

4000+
sites across the UK
planted trees for the
Queen's Green Canopy

Find out more:

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Planting for a community : the new Jubilee Garden

Our University community came together for the launch of the new Jubilee Garden in Erasmus, planting vegetables and fruit trees that staff will continue to tend and harvest in the coming years.



Image: A view from above of staff gathered in the new Jubilee Garden in Erasmus.

The Jubilee Garden was opened on 29th of April 2022, with staff and students assembling to celebrate and help plant a variety of saplings, seeds and seedlings alongside the existing olive trees in the refurbished courtyard garden of Erasmus.

Three fruit trees, cherry, pear and apple, were planted alongside a selection of vegetables and fragrant herbs.

Plants were chosen to attract pollinators and enrich the biodiversity of this pocket of campus, and to give staff a welcoming and rewarding space to continue coming together to tend and harvest low-maintenance crops, helping to rebuild the community that has been fractured by the pandemic.

This garden was planted as part of the ongoing celebrations for the University's Diamond Jubilee year, and is part of a larger Wilder Campus series of events. It is intended first and foremost as a community garden, and those with offices nearby have been particularly involved in its development and will continue to nurture it with the support of the University's Grounds and Gardens team.

"It is great to have the Diamond Jubilee garden space in Erasmus transformed into a place for wildlife as well as a space to grow herbs and vegetables. It is a peaceful but also active garden for both staff and students meaning that colleagues can be part of its continued development."

Professor Susan Millns, Dean of the Graduate College

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20+

different kinds of
herbs, vegetables and
fruit trees planted

40+

students and staff
assembled to plant
and celebrate

100+

volunteer hours went
into the planting and
launch of this garden

Celebrating our students : the International Forest

International students were invited to leave a legacy of their time with us at Christ Church by planting trees for our new International Forest.



Image: International students gathered ready to plant at the new International Forest.

25+

staff and students
planted saplings at
the launch event

50+

saplings mark the
beginning of an
International Forest

As part of the University's Wilder Campus initiative launched for our Diamond Jubilee year, an International Forest is being established at our Stodmarsh playing fields. These saplings will mature into a strip of woodland and hedgerow between the road and the playing fields, providing both a carbon sink and a natural habitat for wildlife.

The trees planted at the launch event were a mixture of native British trees, including oak, beech, hazel and birch. The propagation of native tree species is vital for the health of our natural environment and the preservation of biodiversity.

The International Forest creates an opportunity for our international students to engage directly with the climate and biodiversity crisis, whilst joining in the celebration of the University's Diamond Jubilee. The launch event on the 18th of May 2022 saw staff and students planting over 50 saplings, which will be added to by more international students at further forest planting events and opportunities over the coming months and years. Donated by I Dig Trees and planted on a 200 metre long bank overlooking the University's sports fields at Stodmarsh near Canterbury, the International Forest creates a fitting legacy that will hopefully extend far beyond our next 60 years of University life.



Image: Students digging the first row of saplings (left), planting their saplings (centre) and showing off their tree (right).

Find out more:

www.canterbury.ac.uk/sustainability

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2. SUSTAINABLE RESEARCH

With contributions from Nicola Kemp, Research for Sustainability Lead

The Sustainability Research Group

The group involves a collaboration between colleagues from the Academy for Sustainable Futures, The Graduate College, Research Development, the Interdisciplinary Research Network (IRN), Sustainability in Higher Education Network (SHE) and those with an active interest in sustainability research. Our agreed focus over the past year has been on;

1. Raising the profile of sustainability research across the institution
2. Developing enabling activities to support new research
3. Building a collaborative sustainability research community

Some examples from each of these areas are detailed below:

2.1 Influencing research policy

Faculty Research & Enterprise Portfolio Plans (FREPPS)

A key element of the work of the Sustainable Research Group during 2022 has been to engage with all School and Faculty Directors of Research and to contribute to their FREPPS. The results of SDG mapping exercise that the University of Leicester undertook for us in 2021 provoked discussions around the breadth of existing sustainability focused research, and opportunities for developing these. All three Faculties now have very strong thematic statements about sustainability and the need for collaborative research environments within their FREPPS. These are exemplified below:

- Faculty of Medicine, Health and Social Care

“Our vision is also informed by the United Nations ‘Sustainable Development Goals’, a set of inter-related concerns that relate to both the University and the world we live in and prepare students for. Internationally, there is a growing drive for sustainable development, which necessitates a new approach to dealing with the challenges of tomorrow and how the world can continue to develop in a sustainable way. Our research and enterprise will play a critical role and responsibility in responding to the sustainable development agenda.

Of significant importance is the University’s Sustainability Plan and Climate Change commitment. As a highly relevant agenda to our RKE activities, we aim to embed the Climate Change strategic goals in our plans and work with the University’s Sustainability Unit to establish baselines, set targets and capture more systematically how our RKE activities are informed by this agenda and how this is exemplified in our outputs, projects and related activities.”

- Faculty of Arts, Humanities and Education

Of the four identified crosscutting Themes within the Faculty; Sustainability, Religion and the Common Good, Marginalised Voices; and Bridging Boundaries in Knowledge,

“Sustainability will receive particular emphasis in our research and enterprise activities. We aim to fully engage with the newly launched Academy for Sustainable Futures that leads the University’s response to the climate emergency and biodiversity crisis. We will undertake sustainability research, build cross-institutional collaborations for change with local communities or with national and international stakeholders and policymakers. We will also embed the relevant UN Sustainable Development Goals in our research and enterprise agenda.”

- Faculty of Science, Engineering and Social Sciences

“Through collaboration, our ambition is to contribute to a society where we can resolve social challenges by incorporating the innovations of the fourth industrial revolution into everyday industry and social life. By working together on transdisciplinary and interdisciplinary themes we can contribute to the society of the future, one in which people’s lives become more rewarding and sustainable. Collaborations will be developed and enhanced through research projects which focus on our grand challenge for the Faculty: Towards Society 5.0. This will encourage collaboration across subject areas in themes where our specific disciplines work together on issues of societal importance.”

2.2 Supporting new research in practice

The climate emergency was identified as an emergent inter-disciplinary area that could be targeted (to align with the institutional response to the climate emergency).

A key strand of *Our Response to the Climate Emergency* is to harness our research expertise across our subjects and disciplines to contribute to tackling the climate emergency. A multidisciplinary research challenge was issued in February to researchers in all subject areas and disciplines for: (a) proposals for pilot projects that can help understand and inform how we can address the climate emergency; (b) proposals for a PhD bursary to support a doctoral project that can help understand and inform how we can address the climate emergency.

Research Pilot Studies

Eleven proposals were submitted for pilot projects. All those that submitted were invited to a short ‘sandpit’ event in order to establish where there might be synergies and opportunities for multidisciplinary projects. The ‘Sandpit’ gave every applicant the opportunity for a 3-minute ‘pitch’ to the room. Proposals with similar focuses were then grouped on tables to establish where there were synergies that could be exploited in order to build collaboration for Climate Change. Three projects emerged that will deliver output over the summer months, through an investment of £34K:

A. The Climate Emergency in Business, Community and Campaign Groups: Driving Change for the Common Good. (Multi-disciplinary team: David Bates, Agnes Gulyas, Sarah Lieberman, Matthew Ogilvie, Simon O’Leary)

The climate emergency has resulted in a particular focus to large-scale actions that governments can take and small-scale actions for individuals. However, relatively limited attention has been given to the mass of groups that form society in between these two ends

of the spectrum. This includes community groups, business and campaign groups, and it is these groups that form the focus of this research.

This multi-disciplinary scoping study and literature review will assess the status of knowledge and gather initial empirical data on motivations for climate action across the three groupings. Three focus groups with local representatives from across these three sectors will explore and assess what spurs groups into action and what deters action.

B. Deep Education and Community Level Activism: Responses to the Climate Emergency.

Comprising four workstreams:

- Zulfi Ali, Project Leader: Learning together to combine deep education with impactful activism at the community level in response to the climate emergency
- Dennis Nigbur, Adriana Consorte-McCrea, David Stroud: Let all creation rejoice: Mobilising Christian faith and community to address the climate crisis.
- Katie Wooldridge: An analysis an options appraisal of England’s sustainability and climate change education strategy.
- Diane Heath: Green Heritage Action for Climate Emergency

This project aims to start the process of investigating how educators and communities can be engaged and empowered to deliver long-term positive changes to help mitigate the climate emergency. A multi-disciplinary research design will be used, based on scoping, policy analysis, networking with schools, church groups and other community-based groups, and digitisation of resources and construction of a sculpture. This pilot research project aims to provide learning that will be used to develop a funding bid for a substantial project to enable further research to provide a toolkit targeted at building effective educational and community responses to the climate emergency.

The overarching principle is about deep education and community activism. All the sub-projects seek to mobilise existing educational institutions and communities towards a more direct, active and multimodal engagement with environmental sustainability. They use various interdisciplinary approaches and methods to achieve this, essentially by improving, expanding, diversifying and embedding sustainability-related communications.

C. This is not a drill: scoping police preparedness for the consequences of the Climate Crisis.

(David Lydon and Katja Hallenberg)

The climate crisis is forecast to impact policing in the following ways, inter alia:

- an increase in a range of protest activities from non-violent direct action (NVDA) to violent mass mobilisation due to resource competition;
- international and national policy responses involving legal frameworks that will require rigorous policing and enforcement (such as carbon trading regulations, anti-corruption, fraud action, and new crimes of environmental harm and ecocide);
- security maintenance issues;
- increased emergency responses and disaster management. While some strategic work has been undertaken in identifying these trends, the state of readiness of policing and police forces at local levels is as yet not clear.

The project proposes to assess police preparedness for responding to these challenges with a small-scale qualitative, scoping study, with the aims to:

- Examine awareness and understanding of the impacts of the climate crisis.
- Assess the value that is placed organisationally on these impacts and the need to respond.
- Identify and report on what future actions are required by police leaders to respond to the problem.

PhD Bursary

Of the seven proposals received for the PhD Bursary, one emerged as providing the most potential for interesting and widespread impact, with an annual investment from the University of £20k. The research project '**Urban Green Space – community-based solutions to climate change mitigation and human health**' will be led by Dr Naomi Rintoul from the School of Psychology and Life Sciences.

Urban Green Space provides opportunities for people to connect with nature and actively care for these habitats. This exposure increases support for biodiversity conservation and inspires people to be more environmentally conscious. This can, in turn, foster a well-informed public through meaningful interactions with their urban environment. However, the local community are often apathetic regarding biodiversity conservation due to “extinction of experience” and a “feeling that people's needs are not considered anyway” in the urban planning process. Encouraging public participation is crucial to the planning of green space based on residents' needs. A people-centred approach to conservation “has the potential not only to engender support for protecting native species, but also to enhance human well-being” (references removed for brevity).

However, there are key gaps in the research regarding urban green space assessment and planning in order to alleviate the impacts of the climate emergency, which have informed three objectives of this study:

- Investigate the quantitative and qualitative effects of UGS and the provision of a multitude of ecosystem services.
- Determine which policies, legislation and practices have been, or are likely to be, successful in the development, maintenance and restoration of well-functioning urban green spaces.
- Enable public participation and better understand resident perspectives

This interdisciplinary study will focus on several case study cities, and will involve academics from Christ Church, Stockholm Environment Institute (based at University of York) and Royal Agricultural University.

2.3 Building a collaborative sustainability research community

Good Education in a Fragile World: Book and FAHE Seminar Series 2022

This seminar series was based on a Routledge book that is being developed collaboratively within the Faculty of Arts Humanities and Education – 'Educating for Sustainability in Universities: Working Together to Create Good Education in a Fragile World.' Co-edited by Nicola Kemp and

Alan Bainbridge, demonstrating sustainability across subject boundaries, each of the five seminars (mirroring the content of the book) involved input from contributing authors, which are outlined below.

Navigating educational tensions in sustainability education

Nicola Kemp and Alan Bainbridge, 'the Paradox Model'

Rethinking educational purpose

Zulfi Ali, 'Swallowing a World: Reflections on Education for Sustainable Development'

Simon Wilson, 'Education for life'

Claire Bartram, 'Educating for the Future: Student Perspectives of employability as a tool for social justice in higher education'

Ivan Khovacs, 'A Fragile Education for a Good World'

Pedagogies of reconnection

Tansy Watts, 'Holistic Pedagogy: The Beauty in Belonging to the Whole'

Stephen Scoffham, 'Imagined Worlds: the importance of the stories we tell'

Sonia Overall, 'Walking towards embodied understanding'

Diane Heath & Peter Vujakovic, 'Entanglements – 'Story Telling for Earthly Survival'

Education as if the world mattered

Alan Bainbridge, 'Wilding Education'

John-Paul Riordan, 'Ethical teaching and the teaching of ethical behaviours: analysing pedagogy for sustainability'

Judy Durrant, 'Learning to change the world: the agentic imperative'

Alan Pagden, 'Transition Schools: "lifeboats" 1 to a better world'

Re-navigating Educational Tensions for a Good World

Alan Bainbridge and Nicola Kemp

2.4 Collaborating Nationally: The UK Consortium on Sustainability Research

The University recently joined the new Research Consortium and took part in a short networking conference with eight other partners. We outlined some of the challenges for developing Sustainability Research, reported on the SDG mapping of research outputs undertaken by the University of Leicester, and highlighted our approach to the challenges, to focus on:

- Collaboration and building our understanding collectively
- Sharing and raising profile across the institution
- Developing enabling activities



**UK Consortium on
Sustainability Research**

We then identified a common Regenerative Research theme that could encapsulate a wide selection of our research, drawing on the 'one-health model' based on the understanding that 'the health of humankind, animals, and the biosphere is interwoven in a single, interdependent system'. Two such research projects were outlined, 'Nature engaging and nature enhancing' (Nicola Kemp), and 'Reintroducing the red billed chough to coastal Kent' (Adriana Consorte-McCrea, et. al.) [*Case study 5*].

Research collaborations : the red-billed chough

The red-billed chough that can be seen on the Canterbury coat of arms was once widespread in coastal areas but today it is Britain's most endangered corvid, mostly due to changes in farming practises.



Image: A red-billed chough perched on a broken tree trunk.

After decades of restoration, the chalk grasslands of East Kent now provide the perfect conditions for its return to the White Cliffs. A new project proposes to bring back the chough later this year.

An interdisciplinary team from CCCU has completed a study involving focus groups and interviews to understand how local communities along proposed reintroduction sites perceive the chough and the plans for its return.

This study will inform the reintroduction project, a collaboration between Kent Wildlife Trust, Wildwood Trust and other partners.

Their overarching vision is to establish a population that can connect with others along the southern coast, so that the chough is once again integral to the landscape and culture of the coastal communities of Kent and southern Britain.

"I think, to have a vertebrate in the UK go extinct in 2022, or whenever, you know, in the 21st century is unforgivable. And so I think it is one of those species that puts it as that flagship so I think there's something ... in there about highlighting that the UK, England's wildlife is in threat but we can do something about it." — a focus group participant

6 - 10 birds

will be released as a pilot in Dover in the summer of 2022

200 years

the red-billed chough has been missing from Kent

Fewer than

450 pairs

remain in the wild in the UK

Find out more:

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Case study 5: Research Collaborations: Re-introducing the red-billed chough.

3. EDUCATION FOR SUSTAINABILITY

With contributions from Adriana Consorte-McCrea, Education for Sustainability Lead.

Education for Sustainability (Efs) at Christ Church is at the core of our Learning and Teaching strategy. It aims to foster the development of a commitment to a sustainable future through questioning, challenge and transformation, while cultivating a sense of belonging and celebrating diversity. While we recognise the urgency of acting now, we nourish deep understanding and long-term transformation, that is inspiring and transcending. Our Efs strategy strives to support existing strategies, such as Learning & Teaching and Equality & Diversity, while contributing to and overlapping with other areas of the Academy (*Environment, Research and Community*).

Actions that support the strategy are, with associated *Case studies provided*:

- Building connections, partnerships and knowledge exchange
- Providing and producing resources that support Efs: publications, webinars, case studies, talks and recordings [*Case study 7*] & [*Case study 9*]
- Supporting Curriculum Review for course and module teams [*Case study 6*]
- Working with student and staff groups [*Case study 10*] & [*Case study 8*]
- Supporting EDI through the Diversity and Inclusion in Efs Working Group
- Maintaining the Futures Initiative fund to provide seed funding for curriculum development

During the last year there have been a variety of new developments that provide fundamental support for Efs across the University. However, due to ongoing difficulties resulting from the COVID Pandemic, more systematic work with course and module teams has been very limited. Additionally, development of the new Strategic Framework, through Vision 2030, has provided a key opportunity for staff from across the University to consider what type of university that we need to be. A key theme that has emerged has been Sustainability education and research in its widest context, along with Climate Change.

3.1 The Sustainability in Higher Education (SHE) Network

One of the key aims of our strategy is to support and nurture a learning and teaching community through Efs. The ongoing SHE Network has provided opportunities to promote and support local, national and international connections through learning and knowledge exchange. The attendance of academics from a wide number of HE institution promotes connections between learning, teaching and ongoing research in Efs. It has also been instrumental in widening participation of minority groups in Efs, celebrating cultural diversity and inclusion through promoting wide spread representation.

SHE Network events in 2021-22:

- Mirian Vilela, Executive Director, Earth Charter International 'Bringing the Values and Principles of Sustainability and Global Citizenship to Education: reflections on 20+ years of experience working through the lenses of the Earth Charter'. (Oct 2022)
- Dr Eghosa Ekhaton, Senior Lecturer in Law at the University of Derby, 'Implementation of SDGs in Nigeria: The University as a Stakeholder'. (Nov 2022)

3.2 Connection with Nature and Wellbeing

We have also promoted connections with sustainability focused initiatives in local organisations, through informal learning. Visits to Wildwood Trust [Case study 15] were promoted as part of the *Connect* Project, funded by Kent County Council, which aimed to counteract the negative effects of social isolation caused by the pandemic. Social experiences with wildlife in natural settings have been linked to increases in wellbeing as well as the development of care towards nature and wildlife.

Undergraduate and post graduate students from across the University who joined the guided visits were introduced to a wide range of wildlife and biodiversity conservation initiatives developed by the Wildwood Trust, and to the collaborative role that Christ Church research teams play on the recovery of native species. Visitors were able to consider how they could pursue further connections with such initiatives, as research students or volunteers. Visits were carried out in November 2021 and March 2022, and due to very positive feedback and successful outcomes we will continue to offer these visits twice a year.

Sustainability in the Education Curriculum

A suite of sustainability modules became part of the core curriculum for five undergraduate Education courses for the first time in 2021.



Image: an Education student creating a poster wall for their sustainability module.

5 courses

at undergraduate level include compulsory sustainability modules in year 1 and year 2

- Education Studies
- Early Childhood Studies
- Childhood Studies with Special Education Needs
- Arts in Education
- Counselling, Coaching and Mentoring

Two modules, 'Sustainability, Education and Action for Hope' and 'Social Justice and the Pedagogy of Freedom', lead by Zulfi Ali, Senior Lecturer in the School of Humanities and Educational Studies, were added to the Year 1 core curriculum of five undergraduate courses in 2021/22. Next year, 'International Education in a Postcolonial World' will be added as a compulsory module for Year 2. In addition, the module 'Sustainability and the Global Village' is an optional module available to second year students.

Case study 6: Sustainability in the Education Curriculum

Introducing Sustainability : a series of Q&A videos

The Academy for Sustainable Futures has launched a series of Q&A videos, putting sustainability into a context that is relatable and relevant to our community of staff and students.



Photo by Miroslava Karascova

Image: Jeremy Law sitting in front of a camera to film his video response for the Q&As..

In the spring of 2021, with the help of the Student Green Office, we curated a collection of 'top 10' questions about sustainability from the point of view of students and staff.

A videography student from our Student Green Office then filmed answers to these questions offered by various members of the Academy for Sustainable Futures and Christ Church colleagues in the hope to shine some light, inspire reflection, highlight connections, and even raise more questions!

2

Longer-format videos, 12 and 44 minutes long, comprise all 10 questions

10

TikTok and 2-3 minute single-question videos produced and shared

13

staff and students involved in designing, filming and editing over 12 months

"Sustainability is recognizing that every other living thing is necessary to our survival and flourishing."

Rev Dr Jeremy Law, Dean of Chapel

Interest in social and environmental justice and the future of our planet is on the rise and an understanding of sustainability is vital to students and staff at Christ Church. Academy team members are often asked to introduce sustainability related themes to colleagues and students. The videos have been made using diverse formats to suit different needs and occasions: to be used as part of student and staff induction and development activities; as teaching resources; and to introduce the meaning of sustainability, why it is important to us, what we can do about it and motivate students and staff to find out more about it.

Questions touch on topics including how we can make a difference, how we'll be affected by climate change, the crisis in the natural world and more, and are available through the Academy website.

Find out more:

www.canterbury.ac.uk/sustainability

[f](#) [@](#) [ccusustainability](#) [v](#) [ccuscen](#)

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Carbon Literacy Training : the first year, in summary

Across the 2021-22 academic year, groups of staff and students have been engaging with Carbon Literacy Taster Workshops and certified Carbon Literacy Training through the Academy for Sustainable Futures.



Image: A group of international students after completing their CLT Taster Workshop.

A few participants from the initial pilot of the full Carbon Literacy Training (CLT) process in the spring of 2021 and the first training cycle of the new academic year were keen to be developed as trainers themselves. As a result, a dedicated team of three staff and two students have been delivering the CLT course developed by the Carbon Literacy Project to Christ Church staff and students since autumn '21.

Early on, an additional need for a shorter, introductory workshop was identified and this was swiftly developed and rolled out to increase reach and accessibility, and to drive interest and engagement in the full training programme.

The training, initially developed by Manchester Metropolitan University, consists of five modules run over eight hours of face-to-face sessions, with additional pre-reading and independent work. Successful completion of the course, including the submission of a short written piece outlining personal and professional commitments to change, results in certification for the participants as 'carbon literate'.

The ambition for 2022 and beyond is to train additional staff and students across Christ Church to deliver introductory workshops and the full Carbon Literacy Training course, to their peers.

"A very good session, I learnt a lot and found it very interesting. Was delivered well and very interactive." — Christ Church student participant

"I found this incredibly helpful. Especially learning about CO₂e as I wasn't aware of that. Also found it helpful to figure out my carbon footprint." — Christ Church staff participant.

Find out more:

www.canterbury.ac.uk/sustainability

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20+

students and staff
certified by May 2022
with more imminent

120+

staff and students
engaged so far with
many more signed up

32,000+

people certified across
15 nations by the
Carbon Literacy Trust

Learning resources : the Sustainability Collection

Available via the Augustine House Library, the Sustainability Collection reflects the sustainability-related interests of staff across all faculties and departments, who have hand-selected them over the years.



Image: the sustainability collection on display at the Augustine House library.

100+

titles now available for staff and students to borrow and enjoy

Over the last ten years the sustainability office has amassed a small but significant collection of sustainability-related books.

They have been purchased for review and loan by a wide team of academics, and bring very broad, meaningful and contemporary views on sustainability-related issues. Among more than one hundred titles, there are seminal works that tell the 'story of sustainability' from its roots in the niche post-war environmental movement, to its current position as a concept with global currency.

Now housed in the University library at Augustine House, the Sustainability Collection is available to all.

Case study 9: The new Sustainability Library Collection

SDG Collaborations : Us in the World

'Us in the World' brings together activity from across the University that aligns with the United Nations Sustainable Development Goals (SDGs) under one collaborative identity.



Image: Students and staff discussing climate concerns at the Climate Action conference.

100+

events, opportunities and activities cross-promoted from Oct '21 to May '22

Though cross-disciplinary collaborations and events that tapped into issues explored by the UN SDGs

were significantly impacted by the pandemic and reduced campus activity since 2020, the 2021/22 academic year saw a resurgence of interest in engaging with sustainability. Events promoted under the 'Us in the World' identity this year have included climate conferences, student showcases, collaborative art projects, film screenings, guest speakers, community planting events, bee-bombing collaborations, guided walks, Carbon Literacy workshops, day trips, opportunities to connect with nature and more.

Case study 10: Us in the World

4. SUSTAINABLE ENVIRONMENT

4.1 Summary of Scope 1, 2 & 3 carbon emissions progress

Progress against establishing baselines and setting net-zero targets as outlined in *'Our Response to the Climate Emergency'* has been variable, with some areas progressing whilst others have been significantly affected by on-going resource issues, largely as a consequence of the COVID pandemic. In summary:

- Robin Higgins has largely concluded work to establish a sufficiently accurate baseline and annual reporting, that can be used to analyse carbon/spend by supplier.
- Susan Kenyon has undertaken considerable scoping work to understand the needs and consider processes for collecting sufficient data to establish a student commuting baseline in the autumn of 2022.
- Brian Atkinson has received tenders for the development of the campus Heat Decarbonisation Plan, which are currently being assessed, and SECR reporting of Scope 1 & 2 emissions is on-going annually.
- Geoff Marsh and Natalie Phillips outline a variety of sustainable travel initiatives that are being worked on, which will positively impact commuting and business travel. Data is available to establish an accurate business travel footprint with the expectation that the baseline will be set for 2018/19 in line with energy.
- Work to consider the establishment of a staff commuting baseline and to develop a business travel hierarchy has been delayed due to the impact of the on-going COVID pandemic consequential resource limitations.
- Geoff Marsh and Gill Williams provide the annual Waste and Recycling report, with a continuing downward trend in waste production, despite increased use of single-use items and a temporary reclassification of 'mixed recyclables' as 'general waste'.

4.2 Procurement - RH

With contributions from Robin Higgins, Head of Procurement.

The University's supply chain generates 48% of its total emissions and therefore it is essential that we develop a methodology for measuring and reporting these. The EAUC², the Higher Education Procurement Academy (HEPA) and the United Kingdom University Purchasing Consortium (UKUPC) have developed a tool in conjunction with DEFRA which converts financial spend into tonnes of greenhouse gases emitted.

The Higher Education Supply Chain Emissions Tool (HESCET) calculates emissions for many different goods and services by using a conversion factor calculation which defines the amount of greenhouse gas produced for every pound spent. This conversion factor varies significantly depending on the goods or services being purchased. As one would expect the conversion factor for coach hire or air travel is significantly higher than audit services or consultancy.

² The Alliance for Sustainability Leadership In Education

The conversion factors are linked to a set of codes called ProcHE codes. As the University doesn't use these codes in any of its reporting it has been necessary to map each one of the University's account codes (which are used in all financial transactions to describe the type of goods or services being purchased) to a corresponding ProcHE code. This has been complicated and time-consuming work which was complicated by the fact that the University completely changed the account code structure in 2019 and therefore, to allow historical report, it was necessary to map both the old and new account codes.

This work has now been completed and it is now possible to run emissions reports for the last three financial years, allowing the calculation of a baseline of supply chain emissions. However, there are definite drawbacks to this methodology:

- It has not been possible to map all account codes to a ProcHE code
- The emissions level will only change if spend is reduced or the UK emissions factors per ProcHE code change, NOT if the goods/service become more carbon efficient.
- The mapping of Capital expenditure is a manual process which is time consuming and causes issues on consistency. However, as IT hardware and estates works are some of our biggest spend and highest emitting categories, it is important that these areas are mapped accurately.

These issues mean that the HESCET will only be used for spend categories where there is no other way of calculating emissions. For certain supply chain purchases such as staff travel, energy or fuel there are more accurate ways of calculating emissions and these will always be used in preference to the HESCET where available.

Despite these drawbacks, this is still the best methodology available to map supply chain emissions. Although it does not provide completely accurate results it can be applied consistently and will therefore provide trend data even if the underlying analysis is flawed. Reports are easily reproducible and allow the University to identify the highest emitting suppliers and a develop plans to work with them to reduce their impact.

Before the HESCET can be fully launched internally, there are some final developments that need to be completed. These include:

- Automating the process of mapping capital expenditure
- Removing certain spend categories (travel, fuel purchases etc.) from the report to avoid double-counting

Once these issues are resolved the report will be run for financial years 2018/19, 2019/20 and 2020/21 to calculate a baseline level of emissions. The next steps will be to identify the suppliers who account for the largest proportion of the University's supply chain emissions and ask the schools and departments who manage those suppliers to work with them to develop plans to reduce those emissions.

4.3 Student Commuting

With contributions from Susan Kenyon, Principal Lecturer in Politics.

Reducing carbon emissions from commuting is central to 'Our Response to the Climate Emergency'. This sub-project aims to reduce emissions from students commuting to our campuses. It considers students enrolled directly with CCCU, attending the Canterbury, Medway and/or Tunbridge Wells campuses (circa 15,000).

Overall objectives

- Establish baseline of student commuting behaviour (excluding partner organisations). Target: data collection October 2022.
- Calculate current emissions profile from student commuting.
- Intervene to reduce emission profile from student commuting.
- Monitor student commute behaviour annually.
- Calculate emissions profile from student commuting annually.

Progress to date

Aims and objectives have been established. However, whilst data needs are understood there is considerable work needed to understand the most appropriate and efficient processes for gathering this, initially and on an annual basis. Work to establish what data the University currently holds and how we may work with Planning and Academic Administration to gather the data that we need has begun.

Conversations with Mobilityways³ to explore the possibility of contracting out data collection and behaviour change solutions have uncovered an innovative 3rd part software package. Whilst this may be useful in the future, particularly for staff commuting the company's solutions do not currently meet our needs of providing a student commuting baseline.

Dissemination of commuter students pilot study at two conferences (Medway Festival of Learning and Teaching; Political Studies Association) and at industry body workshop (Transport for the South East) has raised awareness of the 'problem' of commuter students and has led to multiple conversations with HEIs and transport providers about potential solutions.

Action plan to provide student commuter baseline

- Understand the extent, reliability and validity of data the University currently hold.
- Explore the possibility of including questions on travel mode to campus at registration.
- If necessary, student survey of mode, postcode, distance travelled to university, **gaining maximum response rate**. Earliest date will be end October 2022, due to fluctuation in student numbers and settling into commuter patterns.
- Calculate commute profile. Explore possibility of grouping students by commuter/non commuter, or other groupings by distance, or through different patterns that emerge.

³ Mobilityways is part of the Liftshare Group. Liftshare is the UK's largest car-sharing platform with over 20 years of experience in changing commuter behaviour.

4.4 Energy

With contributions from Brian Atkinson, Estates Manager.

The Scope 1 & 2 emissions report (SECR from 2018/19) is illustrated in *Figure 1*. Significant emissions reductions from the new baseline year (2018/19) in to 2019/20 reflect the combination of reduced estate use (consolidation) and the impact of COVID lockdowns. The increase into 2020/21 reflects the opening and full use of Verena Holmes; the scale of which is also masked by the continued impact of lockdowns and mixed mode working and study. Hall Place and Broadstairs sales are still yet to complete, so energy consumption for these premises will still be evident in the figures for 2022/23.

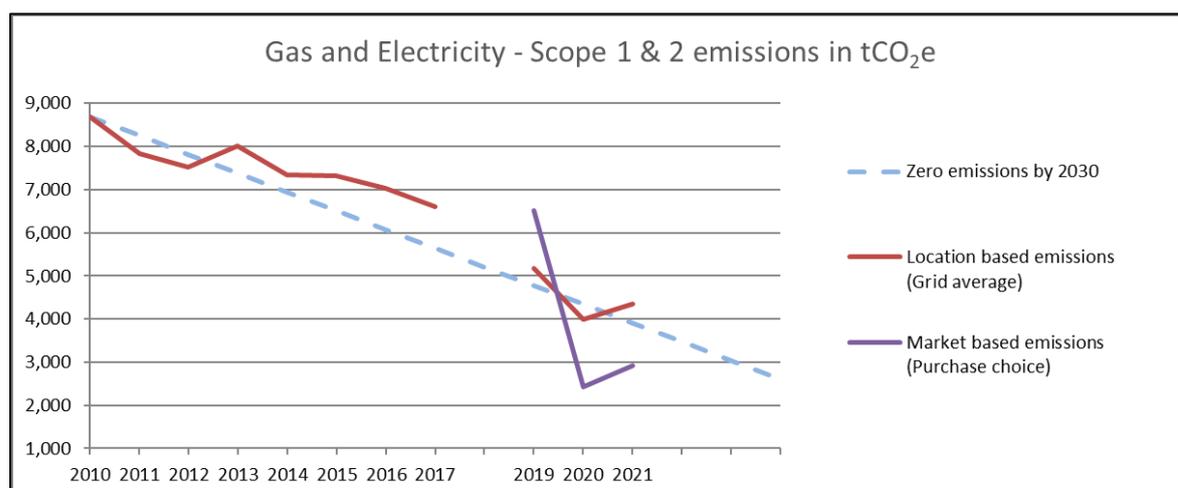


Figure 1: Scope 1 & 2 emissions traced since the first baseline year 2009/10. In mid-year 2019/20 the University moved to a 100% renewables electricity tariff (onshore wind).

The commitment to purchase renewable electricity continues to result in significantly reduced Scope 2 carbon emissions (537 tCO₂e for 2020/21) for a relatively small premium. Whilst the University is currently protected against the worst of the energy price rises, it is likely that costs for renewable energy will increase in coming years, as demand is likely to outstrip supply.

Heat Decarbonisation Plan (HDP)

A number of consultants have provided proposals for the production of the HDP for the North Holmes Road campus. No supporting works have yet taken place; however, the Business Plan for 2022/23 includes proposals for boiler replacement projects the Johnson Building and the Priory where heat pumps may be a possible alternative.

4.5 Sustainable Travel initiatives

With contributions from Geoff Marsh, Assistant Director, Estates and Facilities; and Natalie Phillips, Customer Service & Travel Manager.

Although there are new work trends emerging from the COVID pandemic, University campuses has remained operational throughout. Moving forward, the Transport & Sustainable Business Working Group (TSBWG), suggested that the cost of a parking permit be reduced by 50% in order to better represent the changes in working patterns. This has been reflected in the Business Planning process for next year. Additionally, in support of a more sustainable operation,

Automatic Number Plate Recognition (ANPR) is being considered for all main site car parks; North Homes Road, St. Gregory's, Old Sessions House, Governors House and the ex-Prison, Rowan Williams Court (Medway) and the Lucy Fildes (Tunbridge Wells). This would provide real-time data and minimise resource-heavy and labour-intensive processes and procedures, removing all paper-based displays and application forms.

Through the Estate Master Plan, consolidation of the Canterbury Campus on to the North Holmes Road site is resulting in much less travel around the city for staff and students. In the last few years, the University has vacated; Lady Wotton's Green, Sidney Cooper Centre, 81 New Dover Road, Rochester House, Hall Place, Broadstairs Campus, circa 400 rooms at Parham Student Village, Oaten Hill Accommodation, Augustine Arts Centre.

Cycle to Work

The Cycle to Work sub-group proposed an increase in the Cycle to Work scheme limit from £1k–£3k, which has been agreed. The scheme is based on 'Salary Sacrifice' (taken from gross salary) that provides the purchase of a cycle for the primary purpose of cycling to work, at a significantly reduced rate. Whilst the scheme has been supported by the University for many years, the £1k limit has become a significant barrier, especially for e-Bikes, which cost upwards of £2k. This will open up the option to cycle to work to many more people if they are able to purchase e-Bikes, which are a real alternative to car travel in many circumstances. However, whilst the new limit is seen as a positive, the new scheme sets a 'hard' limit, thus not allowing an individual to 'top-up' the sum to purchase a bike that could satisfy recreational needs as well.

Through a potential partnership with Sustrans⁴, the University has agreement for the provision of a funded e-Bike charging station (subject to contractual agreements) that will be located just inside Gate 4 on North Holmes Road, which is on the National Cycle Network (Regional Route) 16 between Canterbury and Dover.

A new secure cycle storage area has been created within the Verena Holmes basement parking area, which will provide staff a secure space on the main campus for more expensive cycles and e-Bikes. This is part of an ongoing commitment to consider the provision of additional facilities that support cycling to work, such as, drying rooms and shower facilities.

Fleet Vehicles

The University's vehicle fleet is long overdue replacement. With an aspiration to make at least 40% of the fleet replacement either fully Electric or Hybrid, the recent tender exercise saw the possibility of replacing the fleet with an all-electric fleet. However, there are significant lease cost implications that amount to nearly £500k over 4 years. It has therefore been proposed to consider purchasing the fleet, which is a more sustainable option as, with the exception of the Courier vehicle (35k miles per year) the other vehicles should last an average of 6-8 years. Hence not replacing them unnecessarily and getting better value for the level of financial outlay. An additional electric buggy is also proposed that will reduce larger vehicular traffic on campus.

Other transport initiatives

There are several initiatives under consideration that include the following:

⁴ Sustrans is the charity making it easier for people to walk and cycle.

- Electric Vehicle Charging permits to make it more clear for Staff, Students and Visitors, with clearer procedures on how to use the facilities that is fair to all users.
- A BIRD e-Scooter formal order has been granted by council and the current trial extended. Therefore, BIRD e-scooters are currently the only scooters to be in operation on public highways within Canterbury City (Canterbury trial).
- A ScootFit training day has been provided in Canterbury Town Centre on the 1st of June that was free to students and staff. The training was provided by BIRD, the contracted e-Scooter provider to KCC and local trial.
- There are on-going negotiations with Stagecoach with respect to enhancing the University bus travel discounts.
- Discussions are on-going with The Kings Ferry to extend contract for shuttle bus services.

4.6 Sustainable Food

With contributions from Rob Eyles, Head of Catering & Hospitality.

The Catering Department has a comprehensive and evolving Sustainable Food policy, that forms the basis of our operation. This is part of the University's Environmental Management System (EcoCampus), which is audited on a regular basis to ensure that we continue to improve our processes and offer.

The impact of the COVID Pandemic on the catering operation has been very significant but has also provided time to reflect on some of the accreditations that have been achieved in the past. Food for Life Bronze accreditation had been held for several years but for only a very small part of the food offer. Unfortunately, it did not provide any real value for money due to the cost of accreditation and what it offered. Full accreditation to silver or gold standard, would have resulted in a very restrictive offer through our outlets; However, we continue to purchase Red Tractor meats, Marine Stewardship Council or farmed fish, free range eggs when available, along with using local suppliers and seasonal produce when available.

Fairtrade Status is also an accreditation that has been held since 2008, which was good value for money and allowed for a relatively relaxed approach, since it was a fairly simple process. However, in recent years the Universities and Colleges accreditation scheme increased in cost and complexity ten-fold. Whilst we currently have a fairly high volume of Fairtrade products being sold on a day-to-day basis, there are very limited opportunities to use fairtrade raw ingredients in the menus due either to cost, limitations on volume of supplies, and variable availabilities.

The catering department is always looking to evolve as a department with further developing its menus, we have increased our vegetarian and vegan choices within the Food Court, Atrium and St Georges menus. We will continue to increase diversity in our cafés as they become available to us through our suppliers. The introduction of milk alternatives over the last few years includes Soya, Oat and Almond, and where cost allows, we will continue to improve the offer. However, the supply chain has been a major concern over the last few years with suppliers having problems sourcing products and market prices increasing month on month, with many suppliers implementing price increases of at least 10/15%. Additionally, some suppliers are also introducing additional fuel charges and further increases due to labour shortages.

China cups continue to be available in most outlets, but due to a shortage of staff and outstanding vacancies some outlets do not have the resource to completely offer this until the current staffing issues are resolved and the levy can be fully re-introduced when using disposable cups.

4.7 Waste and Recycling

With contributions from Geoff Marsh; and Gill Williams, Housekeeping Manager.

The waste profile for the last three years (*Figure 2*) and the total waste and recycling trend since 2013 (*Figure 3*) are provided below.



Figure 2: Waste per category for the last three reporting years. (IT Recycling for 2020/21 currently unknown).

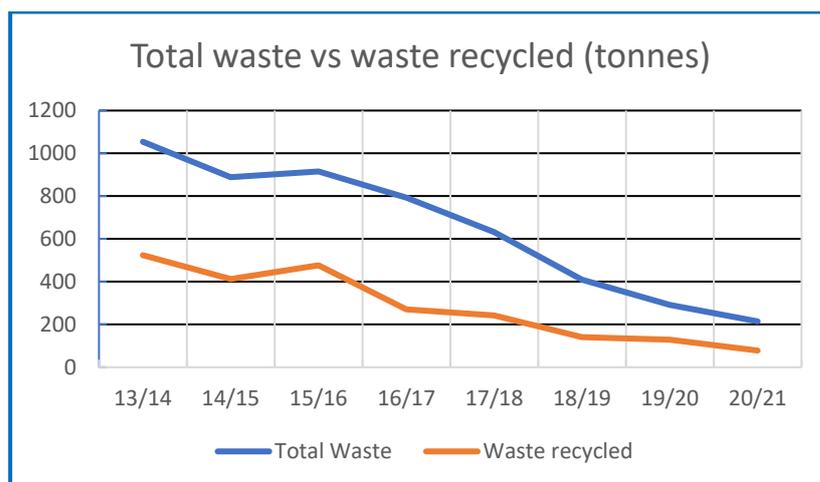


Figure 3: Total waste and recycling trend since 2013.

As a consequence of the COVID pandemic and the limitations on building usage during this period, waste production is at its lowest level since formal recording and reporting began for 2013/14. Waste is now only 20% of that reported 9 years ago and shows a drop of almost 29% on

last year, with the number of actual waste collections having reduced by 50%. The reduction could have been greater were it not for hygiene concerns and the inevitable increase in the use of disposable items in catering outlets, such as cutlery, cups for tea/coffee and takeaway food containers. These were, however, largely bamboo and compostable, and with the retender and award of the waste contract to Countrystyle, coffee cups are again recyclable materials.

With the need for masks, additional cleaning regimes and more stringent waste control, for the whole period, most waste had to be treated as general waste to reduce the risks of transmission or infection. Reductions in student accommodation to just over 1,200 rooms for this academic year, with a steady reduction from a peak of 1,980 rooms in the year 13/14. This coupled with the disposals of the following non-accommodation buildings over the same period have also had a positive impact on waste reduction; New Dover Road, Rochester House, Augustine Arts Centre, Sydney Cooper Centre, St Pauls, Broadstairs (inc. Accom. block), Folkestone, Hall Place, Lady Wootton’s Green.

Every year we support the British Heart Foundation’s ‘Pack for Good’ initiative through the 11 donation points across the University [*Case study 11*].

Tackling disposable culture: Pack for Good

Since 2012, we’ve been participating in the British Heart Foundation’s ‘Pack for Good’ initiative, which diverts waste by providing accessible donation points for unwanted goods at our Canterbury Campus.

Year/Campaign	Value (£)
2012 Campaign	£3,724
2013 Campaign	£2,534
2014 Campaign	£1,442
2015 Campaign	£1,736
2016 Campaign	£1,638
2017 Campaign	£19,180
2018 Campaign	£4,564
2019 Campaign	£6,468
2020 Campaign	£6,090
2021 Campaign	£4,466

Image: A graph showing total donation equivalence in £ from 2012 through to 2021.

Donation points span 11 locations across both student accommodation and the North Holmes Road campus for staff and student use.

0.6 tonnes

diverted from landfill in 2021, equivalent to 7,083 kg CO2 emissions

£63,000+

raised from donations by Christ Church between 2012 and 2021.

Case study 11: Support the British Heart Foundation

4.8 Connecting with Nature, Biodiversity and Climate

With contributions from John Hills, Sustainability Projects Officer; and Adriana Consorte-McCrea.

The last year has seen a variety of new developments on campus through the Diamond Jubilee 'Wilder Campus' projects, combined with continuation of established activities. As in previous years Canterbury in Bloom tour took in much of the North Holmes Campus, this year beginning at the Priory Gardens, and once again achieved a well-deserved Gold award. Our hop growing expansion to the Verena Holmes South bank moves in to its second year and is joined by a new vineyard behind The Old Sessions House, both of which will take a year or two to mature sufficiently for harvesting and production.

Of particular note is the university-wide collaboration on the 'Connect' project that provided an enormous number of activities and support for post-COVID (as it was thought) student wellbeing through initiatives to bring students together. One project that was particularly well received involved two trips to Wildwood to learn about the Wilder Blean project, and experience wild nature at first hand. A variety of case studies have been provided below to outline some of the connecting with nature and biodiversity initiatives on and around campus:

- Bee-bombing for pollinators [Case study 12]
- Three Choughs Ale: celebrating heritage connections of [Case study 13]
- The Johnson Wellbeing Garden [Case study 14]
- The Wildwood Connect visits [Case study 15]
- Activism through Arts: Craftivism [Case study 16]

Projects for pollinators : a bee-bombing collaboration

Across late January and early February 2022, handcrafted bees together with handmade wildflower seed paper appeared all across all Christ Church campuses as part of a collaborative bee-bombing campaign.



Image: a selection of the many 'bee-bombs' that appeared across the campus network.

The crafted bees and seed-paper were designed as an attractive gift to engage whoever discovered them with the topic of pollinator decline, and to provide information, educational resources and actions they could take to help boost pollinator numbers.

This bee-bombing campaign was devised by Canterbury Christ Church Creatives and delivered in collaboration with the Academy for Sustainable Futures, the Student Green Office, the University Bookshop and April Doyle, whose novel *Hive*, released in early 2022, imagined a near-future Britain in which pollinators are all but gone. Wildflower seed papers were also supplied to the Cathedrals Group Annual Chaplaincy Conference in the wake of this campaign.

330

hand-crafted bees and wildflower seed 'bombs' shared across campuses

85 - 95%

of the UK's crops are reliant on wild pollinators
(source: WildlifeTrusts.org)

Case study 12: Bee-bombing for Pollinators

Green heritage projects : Three Choughs Ale

As an environmentally conscious university located in a heritage site of international importance, hop cultivation, beer and brewing have become a focal part of our sustainability agenda, our celebration of the seasons and our unique 'sense of place'.



Image: Chaplain Dave Stroud leads a procession carrying freshly picked hops.

We grow four types of heritage hops in our University hop gardens, two of which are not known to grow anywhere else, which are tended year round by the Sustainability Projects Officer with the help of volunteers during Wednesday afternoon *Potter and Prune* gardening sessions.

Every September, the Christ Church community then comes together to pick the hops across the course of a single morning, and take them on a procession down through the city to the Canterbury Brewers & Distillers micro-brewery where the brew is blessed by one of our chaplains, and ale production begins within hours of the picking; this is what makes the ale a 'green hop' ale.

The 2021 harvest took place on the 10th September, with staff and volunteers picking a record quantity of hops — enough for a double brew. The resulting green hop ale was then bottled and distributed; and half of this was sold over the counter at The Foundry in Canterbury, selling out within 2 weeks!

Each year's ale is given a different name, brand and label, designed by Christ Church staff or students, and this latest brew was named 'The Three Choughs'. Choughs are a member of the crow family and used to be residents of the White Cliffs of Dover; this year's brand was named in part to celebrate and raise awareness of a new rewilding project that will be reintroducing choughs to Dover, and partly as a nod to our own heritage, referencing the choughs that also appear on the Coats of Arms of St Thomas Becket, Canterbury City Council, and Canterbury Christ Church University.

Find out more:

www.canterbury.ac.uk/sustainability

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Futures**



Canterbury
Christ Church
University

25

staff and students
picked this year's
harvest of hops

37kg

of hops picked in one
morning, our highest
yield so far

2400 pints

of green hop ale
brewed from
our 2021 harvest

Reconnecting with nature : the Johnson Wellbeing Garden

The Johnson Wellbeing Garden is a space open to all staff and students, providing a tranquil outdoor setting in which they can relax.



Image: SGO officer and regular garden volunteer, Nellie Harvey, in the garden.

The garden contains a pond, regularly populated by ducks; a hedgehog house built from eco-bricks; two dead hedges that offer a habitat to insects and feeding opportunities for birds; as well as a variety of plants chosen for their biodiversity, from naturally occurring wild garlic to a carefully tended hops. The campus' student allotments are also located within the garden and provide space for growing flowers, fruit and vegetables with use of the garden's tools.

The garden is used for team building events, meditation, meetings relating to sustainability and permaculture, outdoor lessons and as a chill-out space for students and staff looking to escape the office and spend a little time in the tranquil surroundings shared by our various furry, feathered and pollen-hunting garden visitors. Weekly drop-in *Potter and Prune* sessions give staff and student volunteers the opportunity to gather, meet and connect with others, tend to the garden alongside friendly sustainability staff and to have a say in the direction the garden takes.

The development and care of the Wellbeing Garden is documented weekly through an ongoing series of videos, spanning from September 2020 to the present.

"I'm super excited about having my own allotment space in the Wellbeing Garden because it means I get to learn more about gardening and grow my own food for the summer. Knowing that squirrels and ducks have made the garden their home makes me excited to visit."

Bethany Climpson, Sustainability Engagement Assistant and recent Christ Church graduate

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Canterbury
Christ Church
University

3 yrs

of care and
development as a
community

11

compact allotments
for staff and students
to grow things in

40+

videos chart the
garden's development
through the seasons

Connecting with nature : students visit Wildwood

Between November 2021 and March 2022 students from across the University joined us on a visit to the Wildwood Trust to learn about conservation and to reconnect with nature and each other.



Image: Students learning about conservation efforts from a guide at Wildwood.

“I think it was one of the best days of the year. People were happy to see other people and it was such a feeling of, you know, being together ... and then to find out such an amazing place with such a natural way of conserving the natural habitat land was most incredible. It still brings me happiness just to think about it.” — feedback from a student

The aim of the visits was to provide an opportunity for students to connect with local wildlife and with their peers, strengthening their links with nature and their understanding of the positive conservation projects that Christ Church supports.

The visits were part of the Christ Church Connect project funded by Kent County Council to counteract the effects of isolation on young people resulting from the Covid-19 pandemic, promoting social connection, sense of purpose, happiness and other wellbeing attributes.

“I enjoyed hearing, was it about the red choughs? And also the bison being released into Blean Forest, I thought that was all really exciting. And I think especially for students at the moment who have probably gone through quite a difficult time over the last couple of years, it’s nice to have something really positive to get involved in.” — feedback from a student

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20

students joined the
Wildwood trips in
2021/22

200

native animals are
cared for at the Kent
Wildwood Trust site.

3200+

total student
attendees across all
Connect events

Activism through the Arts : Craftivism

Craftivism is the art of creative activism, and in 2021, the Academy team partnered with Canterbury Christ Church Creatives to develop Craftivism resources and workshops for our students and staff.



Image: decorated paper hand cut-outs with hopes for the future and climate pledges.

20

staff and students have attended Craftivism workshops in 2021/22

Craftivism is about hand-making the change you wish to see in the world, combining meaningful positive messages about local or global issues with creativity in a gentle form of activism.

The pilot workshop was offered to societies and group leads in November 2021. During Personal Development Week in January 2022 participants were able to choose one of four activities to try out Craftivism through three possible routes: joining an on-campus session, attending the workshop online to craft with others, or by requesting a kit to make in their own time. Craftivism kits were provided with funding from the *Connect* project. The four kits piloted were: Hope for the Planet postcards; 'Hang-on' bunting; Wish upon a Star; and Environmental Handprints.

“Would be a nice event for teams to get into conversations about sustainability and what it means for them in the workplace and in their lives, or to connect to any other campaign or project they are working on.” - a workshop participant

A Tree of Hands

The Environmental Handprints project encourages participants to pledge their own commitments to the planet, expressing positive actions taken by participants to mitigate environmental impact. This places emphasis on the positive impacts they can have on the environment, rather than centring on the negative impact their actions have, e.g. their carbon footprint.

The handprints are offered as Craftivism kits but were also piloted as a community activity where hands drawn on paper with climate pledges written on them were added to a 'tree of hands' during Climate Action Week and the fortnight of COP26, displayed in Daphne Oram as our community's collective intentions towards a more sustainable future.

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5. SUSTAINABLE COMMUNITIES

5.1 Student Green Office

With contributions from Felicity Brambling-Wells, Sustainability Engagement Officer.

This year we celebrate 10 years of the SGO [*Case study 17*]. We recruited early for an entirely new team of SGO students as we had no legacy officers from the previous year, and our new recruits hit the ground running with a return to on-campus engagement and events from mid-September through to April. Events and activities this year have included Pop-Up Carbon Footprinting Games and Pop-Up Fairtrade Coffee Conversations; Sustainable Christmas Wrapping and Well-Wishes workshops and activities; film screenings and two Scavenger Hunts across Wilder Campus in Canterbury; as well as collaboration with the Events Management students' annual Spring Festival; with several open days, the Freshers Fayre, our Climate Action Day conference in October and our Academy for Sustainable Futures launch in March.

The SGO engaged early with Carbon Literacy Training, with three so far completing their full certification, and then worked alongside the course leader, John Hills, to start delivering and supporting Carbon Literacy Training sessions and taster sessions. Two of the SGO hope to re-join the team next year and be more involved in delivering the student-facing taster sessions for CLT going forward, and one wishes to return in a voluntary capacity. The SGO have continued to contribute to our sustainability blog and all social media channels, though at a reduced rate compared to the previous year when on-campus engagement wasn't possible.

A key development that has emerged from Zulfi Ali's work to develop core modules for the School of Humanities and Education Studies is the creation of a new Students 4 Activism society [*Case study 18*].

5.2 Module Collaborations

Our module collaborations have continued this year, with Year 2 Events Management Students continuing to work with our Student Green Office and, with a small amount of funding from Sustainability, to put on their annual Spring Festival [*Case study 19*] event designed to both incorporate sustainable events planning principles and raise awareness around sustainability issues.

Year 2 Public Relations & Media Students again tackled a series of sustainability briefs and produced campaign proposals covering fast fashion, reuse and recycling. This year, for the first time, students from the Business School as part of their 'Introduction to Branding and Advertising' module worked on a series of pitches to design and name the Jubilee year heritage ale. Seven groups presented final pitches to members of the Sustainability Team and we hope to be able to take some of these ideas forward for this year's brew.

10 years of student engagement : the Student Green Office

Led by students, for students: 2022 marks a decade of peer-to-peer student engagement and nine years of our Student Green Office (SGO).



Image: SGO officers and volunteers running a pop-up event for Fairtrade Fortnight 2016.

Piloted in 2013 as a series of three month projects initiated by a handful of student Sustainability Advocates and funded by the sustainability team, the Student Green Office (SGO) was then devised, branded, developed and launched in 2014 by three passionate undergraduates who became the very first SGO officers at Christ Church.

"If I could sum up my time in the SGO in one word it would be 'transformative'. I now feel like I can see a sustainable way of working in everything I do." - Amy Bayliss-Fox, SGO Officer 2019-21

The SGO swiftly developed into a permanent installation within our University community and the Academy for Sustainable Futures. Since its inception, the SGO has provided term-time paid jobs, work experience and volunteering roles for current Christ Church students. In these roles, they are supported by University staff to engage their fellow students with the sustainability issues they are passionate about, and to develop their knowledge and experience in order to give them the confidence and skills to thrive in the graduate market. Year on year, the SGO runs a programme of virtual and on-campus events, campaigns and communications that aim to cover a broad range of sustainability issues and contextualise the UN Sustainable Development Goals (SDGs) for our students.

"Within my short time with the SGO, I have developed myself as a person so much through learning about sustainability within the University and beyond. The SGO has helped me to develop professionally by allowing me to work on projects and gain experience by helping run some Carbon Literacy Training sessions." - Max Clinch, SGO Officer 2021-22

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10 years

of working side by side with students on sustainability

26 students

employed, many of whom stayed working with us 'til graduation

500+

blog posts written by students over nine years of SGO history

Grass-roots engagement : Students 4 Activism

The Students 4 Activism society is a newly-formed Students' Union society for 2021/22 consisting of undergraduate students with a passion for social justice and making a positive change.



Image: Members of the S4A society in front of their Climate Action Day poster display.

"This society is here to help engage other students in sustainability topics and be a collective student voice for sustainability issues; every university should have a society like this."

Max Clinch,
Students 4 Activism
Society Inclusion Officer

The society is closely involved with pre-established societies and organisations, such as the Student Green Office, Project 93 and Us In The World.

Since conception, they have supported numerous events and run several of their own, such as a screening of 'Anthropocene: The Human Epoch', raising money for the domestic violence charity Rising Sun on International Women's Day, joining a Global Climate Strike and inviting local author April Doyle to do a reading and talk on her novel, 'Hive', and about the importance of bees and pollinators.

The society runs regular meetings and talks, inviting guest lecturers to discuss sustainability and the university's involvement with it, as well as public projects, such as their Climate Action Day poster project in Touchdown, in which they made and encouraged others to make posters and pledges about climate change.

They've also been using their networks to support and promote other local initiatives and projects, such as the Student Union's initiative to combat period poverty by making free sanitary products available in various locations on both Canterbury and Medway Campus.

Their work earned them a nomination for 'Best New Society' at the Student Opportunity Awards this year.

"Our first year has been full of learning and we plan on starting in September with a full list of campaigns and activities for our current and new members!"

Lauren McCormack, Students 4 Activism Society President

Find out more:

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Case study 18: The new Students 4 Activism society

Module collaborations : a Spring Festival event

Each year, Year 2 Event Management students, with guidance and funding from the Academy for Sustainable Futures and Student Green Office, put on a Spring Festival event on the Canterbury Campus.



Image: Students and staff visiting stalls at the annual Spring Festival, 2022.

The 2021/22 module comprised four teams of three students, each team being responsible for arranging one aspect of the event as well as organising a stall and inviting a local business to take part in the event. This was a smaller group than in previous years, but the quality of the event was not diminished, with the sustainability theme coming through very strongly.

This Spring Festival event was held on the 29th March 2022 and was a great success. Stalls were set up on the Touchdown Lawn in the centre of the Canterbury campus, including local businesses selling fresh food and flowers. Many staff and students visited the stalls across the four hours of the event, purchasing items and taking part in quizzes and raffles.

Money raised from the day's activities was donated to four charities chosen by the Events Management student groups: The Red Cross Ukraine Appeal; SEED Madagascar; Save the Bees; and the Canterbury and District Food Bank.

Support from the Academy Team

As part of the preparation for this event, a seminar was run by the Sustainability Projects Officer that covered various sustainability considerations in events planning, including how to calculate the event's overall Carbon Footprint. Seed funding of £50 for each team was given for the creation of their stall, but extra value was added by the addition of donated prizes from businesses, and the Student Green Office ran a stall on the day of the event inviting visitors to play Carbon Footprinting games.

9 stalls

comprised this Spring Festival event, filling the Touchdown Lawn

12 students

across four teams planned and delivered the on-campus event

£150

raised from the day's activities was donated, split among four charities

Find out more:

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5.3 Kickstart Sustainability Placement

In the autumn of 2021, we worked with Human Resources to apply for posts through the Government's Kickstart Programme. Funded by the Department for Work and Pensions with sustainability training and employability support provided by Change Agents UK, the posts were designed to help young people in receipt of Universal Credit get experience and employability skills in a sustainability setting. In February 2022 we recruited a recent Christ Church graduate, Bethany Climpson, through the Kickstart scheme, for a six-month fixed-term placement as a Sustainability Engagement Assistant working 25 hours per week within the Sustainability team; and shortly after Estates and Facilities likewise recruited a similar placement position within their team through Kickstart.

This new role within the sustainability team has provided some much-needed time and capacity to support the content management of our communication channels and the activities of our SGO and wider team events and regular activities, like the Wellbeing Garden. We hope to be able to extend the role past the scope of the placement scheme in order to resource and embed more regular and consistent student communications throughout the year across all channels; to support the growing Carbon Literacy training programme and the SGO's increased involvement in the shorter 'taster' sessions for next year; and to help us embed more consistent monitoring and evaluation processes in our activities and events.

5.4 Civic Partnerships: Taking a Leadership Role

With contributions from Stephen Scoffham, Visiting Reader in Sustainability Education.

As climate change and sustainability have become increasing areas of concern across all sections of society, the Academy has become progressively more involved with initiatives in the local community. It is a long-standing member the Canterbury SDG Forum, hosting discussions and promoting activities to support the United Nations Global Goals. The Canterbury Climate Action Partnerships (CCAP) [*Case study 20*] and Canterbury Biodiversity Network (CBN) [*Case study 21*] are also directly linked to the Academy, opening up possibilities for staff and students to broaden their experience. The links that have been established with the University of Kent, local action groups and Canterbury City Council are building steadily, as is the sense of leadership and responsibility which is accompanying our activities.

There have been several impacts resulting from these network collaborations:

- Following pressure from councillors belonging to the Canterbury Biodiversity Network, Canterbury City Council decided to devise a biodiversity strategy.
- As patron of the SDG Forum, local MP, Rosie Duffield, commits to support local sustainability initiatives.
- New avenues of communication and understanding on sustainability and climate change activities between Christ Church and University of Kent.

Community collaborations : Climate Action Day

In the week preceding COP26, the city-wide sustainability community, led by the Canterbury Climate Action Partnership (CCAP) hosted a week of events and activities across Canterbury inviting students, staff and members of the local community to join climate conversations, take action and access opportunities for education and collaboration.



Image: Ellie Martin (SU) running 'How Bad Are Bananas?', a carbon-footprint game.

On the Thursday of Canterbury Climate Week, Christ Church hosted a Climate Action Day mini-conference, open to staff, students and members of the local community.

The programme for the day included talks, group discussions, sustainability activities stations, and climate workshops around building a climate action movement, carbon literacy and pictures of success. In addition representatives from local community organisations Green Peace, Extinction Rebellion Canterbury and Kent Scouts Inclusion Team were present to discuss their sustainability work in the wider community.

Social and sports societies from our Students' Union also coordinated a day of student action, conducting litter picks across the course of Climate Action Day.

Sustainability Activity Stations

Climate Action Day attendees contributed to a collaborative quilt project for COP26, folded peace cranes for an on-campus installation, played 'How Bad Are Bananas?' a carbon footprint myth-busting game, made seed bombs, wrote climate commitments to add to a tree of hands, and climate confessions to prompt non-judgmental discussion around the barriers to adopting change.

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30+

students, staff and locals
attended our Climate
Action Day event

8 days

of climate activities were
hosted across the city for
Canterbury Climate Week

40,000+

participants were
expected to attend COP26
in Glasgow, Nov 2021

The Canterbury Biodiversity Network

The Canterbury Biodiversity Network formed during lockdown to facilitate the exchange of information between groups, promote nature-based solutions to climate change and encourage local, regional and national action to address the biodiversity crisis.



Photo courtesy of the CBN

Image: Members of the Canterbury Biodiversity Network outdoors at Mystole, Kent.

88

members make up the Network, including 33 conservation groups and 8 local councillors

The Academy was one of the founding members and has taken a leading role in

helping the network to develop through planning meetings and co-ordinating membership. As well as learning about local projects, members participate in site visits where they can see different conservation projects in action. Recent activities have included a visit to Elmley Marshes Nature Reserve on the Isle of Sheppey, a 'beaver walk' along the River Stour and a tour of an old orchard at Mystole near Canterbury, now managed for nightingales and turtle doves.

Case study 21: The Canterbury Biodiversity Network.

Report Compiled by

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