



Student Leaders for Sustainability

A quick guide for
responding to the climate
and ecological crisis



About EAUC-Scotland

We are the alliance for sustainability leadership in education.



Our passion is to create a world with sustainability at its heart. That's our vision. We exist to lead and empower the post-16 education sector to make sustainability 'just good business'.

We believe:

- That UK and Irish education should be a global leader in sustainability
- That educational institutions have a responsibility as anchors in their communities to be agents of change
- That education has a unique opportunity to transform lives and communities
- That education is at the heart of global sustainability
- That every student should have access to sustainability education
- That education should reflect best practice in operational sustainability
- In being flexible and adaptable to find solutions for a resilient future
- In the value of international collaboration

Our current programme

Primarily funded through the Scottish Funding Council, the core work of the Scotland team centres around our current 3 year Programme running from April 2020 to March 2023, [Accelerating action and leadership in Scotland's colleges and universities to respond to the climate emergency.](#)

The Programme has five key Outcomes:

1. The sector is delivering dynamic and coordinated leadership and action in response to the climate emergency at all levels of Scottish further and higher education institutions
2. The further and higher education sector is able to provide the right data, skills, and knowledge to contribute towards national climate targets
3. Universities and colleges in Scotland are able to respond collectively at a sector-based, local and national level to the climate emergency and collaborate effectively within and beyond the sector.
4. Students develop the knowledge, skills, values and resilience required to lead and transform Scotland's future carbon-neutral, sustainable and inclusive economy.
5. EAUC Scotland's expertise and knowledge on sustainability within the FHE sector is accessed and utilized by wider stakeholders, including SFC .

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This section discusses why it is important for students, their Students' Unions/Associations and respective college or university need to address sustainability issues internally, and advocate for sustainable development in the communities they are nested within.

Key words: climate change, ecological & social collapse, social justice, resilience

"What role do Students' Unions/Associations have in creating change?"

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Here, we discuss processes in which Student Officers and Students' Unions/Associations can use their positions of influence to enable positive change for sustainable development.

Key words: influence, accountability, networks

"What does my institution need to do?"

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Here, we discuss three external drivers for sustainability within institutions that Student Officers can use to inform business cases for sustainability.

Key words: policy, national targets, net zero, outcome agreements

"What can my Students' Union/Association do to support sustainability?"

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This section looks at some potential actions students can take individually or as a student governance organisation to create tangible change for sustainability..

Key words: operations, curriculum, campaigning, volunteering

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Here, we provide a list of further resources and organisation that can be used to support your sustainability activities.

Key words: information, tools, experiences, intersectionality, race, gender, sexuality

Glossary of 'carbon jargon'

'carbon dioxide equivalent (CO₂e)' - this metric is used to collate the emissions from a range of greenhouse gases on the basis of their global-warming potential (GWP)

'emission scopes' - There are 3 emission scopes which describe where organisational emissions arise. Scope 1 covers direct emissions from owned or controlled sources, Scope 2 covers indirect emissions from purchased electricity, heat or steam and Scope 3 includes all other indirect emissions that occur from an organisation's operations and supply chain. For further information check out our Sector Briefing video "[What are Reporting Scopes?](#)"

'carbon offsetting' - Carbon offsetting is an action or activity that compensates for the emission of carbon dioxide or other greenhouse gases to the atmosphere. For further information check out our Sector Briefing video "[What is Carbon Offsetting?](#)"

'net-zero emissions' - This is achieved when the GHG emissions from an organisation are balanced by at least the same amount in atmospheric carbon reductions

'absolute zero emissions' - This differs to net-zero emissions as this target includes emissions outside of the UK being included (e.g. aviation and shipping of goods bought by the UK) and does not allow for the use of carbon offsetting.

"Why do we need to act now?"



The next 10 years are crucial, and each year counts.

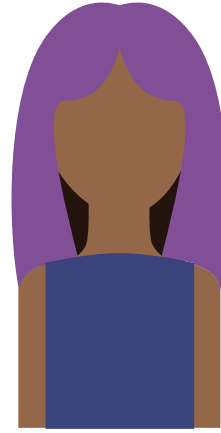
An Inter-governmental Panel on Climate Change (IPCC) [special report](#) released in 2018 focused on modelling the impacts of 1.5C of global warming and why it is crucial that we do not exceed this increase. It highlighted that human activities have already caused 1C of global warming above pre-industrial levels and that we are likely to reach 1.5c between 2030 - 2052 (high confidence). In the additional resources section you can find a list of just some of the forecasts published in the report.

This climate and ecological crisis will increasingly impact everyone's life, both here in Scotland and across the world. It is also important to recognise that the impacts will not be felt equally between countries, with many developing countries who have contributed least to the crisis being worst placed to invest in mitigation and adaptation programmes. In addition, the climate and ecological crisis will be experienced unequally within national communities, with minority groups, households with lower incomes, and women being at increased risk of impact.

Therefore we need to act with urgency and with inclusivity. To truly tackle the climate and ecological crisis we must also tackle racial and social injustice. The scale of the forecasted impacts and the challenges ahead are daunting and it is good to recognise that on a personal level. This can be overwhelming at times. But you are part of a team and we're helping to build something better.

Let's get to work.

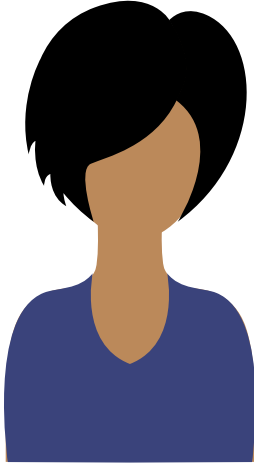
"What role do Student Officers and their Students' Union / Association have in creating change?"



Students Officers and their respective Students' Union/Association can be a key driver for many types of change, including issues surrounding sustainable development and climate justice. Understanding of climate and ecological crisis and sustainability within student governance structures and the wider student body is essential, due to their active role in:

- Creating cultural expectations within their institutions
- Shaping curriculum development within their institutions
- Providing ideas and sharing knowledge among a diverse community group
- Influencing Union/Association allocation of resources and internal activity in line with organisational priorities
- Influencing their institution's allocation of resources and institutional activity in line with student community priorities
- Accessing external resources/funding for sustainability projects not accessible for institutions
- Creating wider societal changes or trends in behaviour and cultural norms
- Delivering the knowledge and skills to address sustainability issues in Scotland and worldwide.

You have the platform to create positive change.



"What does my institution have to do?"

Understanding the policy context in which institutions engage with sustainability can be useful when campaigning for sustainability. Three particularly significant policy areas to consider are: The Climate Change (Emissions Reduction Targets) (Scotland) Act 2019, Public Bodies Climate Change Duties, and institutional Outcome Agreements.

1 Climate Change (Emissions Reduction Targets) (Scotland) Act 2019

The Climate Change (Emissions Reduction Targets) (Scotland) Act 2019 sets targets to reduce Scotland's emissions of all greenhouse gases to **net-zero by 2045** at the latest. This is 5 years ahead of the UK and is based on what the independent [Committee on Climate Change](#) (CCC) advise. There are also interim targets for reductions of at least:

- **56% by 2020**
- **75% by 2030**
- **90% by 2040.**

"What are my institution's plans for meeting or exceeding Scotland's national targets?"

2 Public Bodies Climate Change Duties

Public Sector Bodies such as Scottish colleges and universities have a significant role to play in achieving the net-zero goal and the Scottish Government has asked institutions to set targets and actions that reflect this. Since 2015/16, **44 colleges and universities in Scotland must report annually their progress to date in reducing their institutional greenhouse gas emissions** to the Scottish Government through a system known as Public Bodies Climate Change Duties (PBCCD) Reporting.

Public Bodies Climate Change Duties cont.

PBCCD reports for each institution are publicly available. **EAUC-Scotland also produce an annual sector analysis report** to better understand trends across Scottish Higher and Further Education. You can use this analysis to benchmark your own institution's performance against the sector and use it as a prompt for discussions with institutional senior leaders.

Here are some key summary stats from the latest sector analysis (2018/19):

**TOTAL REPORTED
GREENHOUSE GAS
EMISSIONS:**

384,054
tonnes CO₂
equivalent

**TOTAL EMISSION
REDUCTION**

15,920 tCO₂e
since 2017/18

This reduction is
primarily due to
decarbonisation of
the UK electricity
grid and energy
efficiency projects



**GREENHOUSE GAS
EMISSION REDUCTION:**

4% ↓

since 2017/18

This compares to
previous reductions of:
2017/18 - 5%
2016/17 - 3.6%

**EMISSIONS PER FULL-
TIME EQUIVALENT
STUDENT:**

0.89 tCO₂e



This is a new metric
introduced to provide
improved benchmarking
insight for institutions

"Does my institution include business travel and commuting in their reporting and targets?"

3 Institutional Outcome Agreements

Lastly, your institution's Outcome Agreement (OA) can be a really useful tool in pressing for further work on sustainability. As Scottish colleges and universities are in-part publicly funded through the Scottish Funding Council (SFC), the SFC needs to ensure that funding is spent appropriately. **Your institutions Outcome Agreement essentially sets out what your institution plans to deliver in return for their funding from the Scottish Funding Council.**

All Outcome Agreements are publicly available on the [SFC website](#).

"Our institution's Outcome Agreement refers to 'improving the student experience' - can that relate to sustainability?"



"What can I and my Students' Union / Association do to support sustainability?"

There are many ways in which Student Officers and Students' Unions / Associations can champion work for a sustainable and socially just world. Below are some activities that EAUC-S have seen be successful within Higher and Further Education Institutions at creating change at different levels:

1 Help create/support a Sustainability Society

Many students care about sustainability issues and want to actively participate in addressing them. A student society focussed on sustainability is a great way for students to network, develop ideas and organise activities and campaigns, and to build a social support group.

If there isn't a sustainability-related society on campus already, try host one or two social/networking type events themed around sustainability, as a way to bring together people who might want to make such societies, and make it clear that the Students' Union / Association is keen to support and nurture that interest. These societies are also a great place for Student Officers to engage with students on campus sustainability issues, gain feedback, and develop stronger actions going forward.

Potential societies can be general or specific to a certain cause. Here are the names of some student sustainability societies:

Environmental Enterprise Society.

People and Planet Society

Sustainability Society.

Post-Crash Economics Society.

Veggie and Vegan Society.

Marine Conservation Society

RGU GoGreen

Growhampton

Student Food Co-Op

Communal Gardening Society

Transition St Andrews

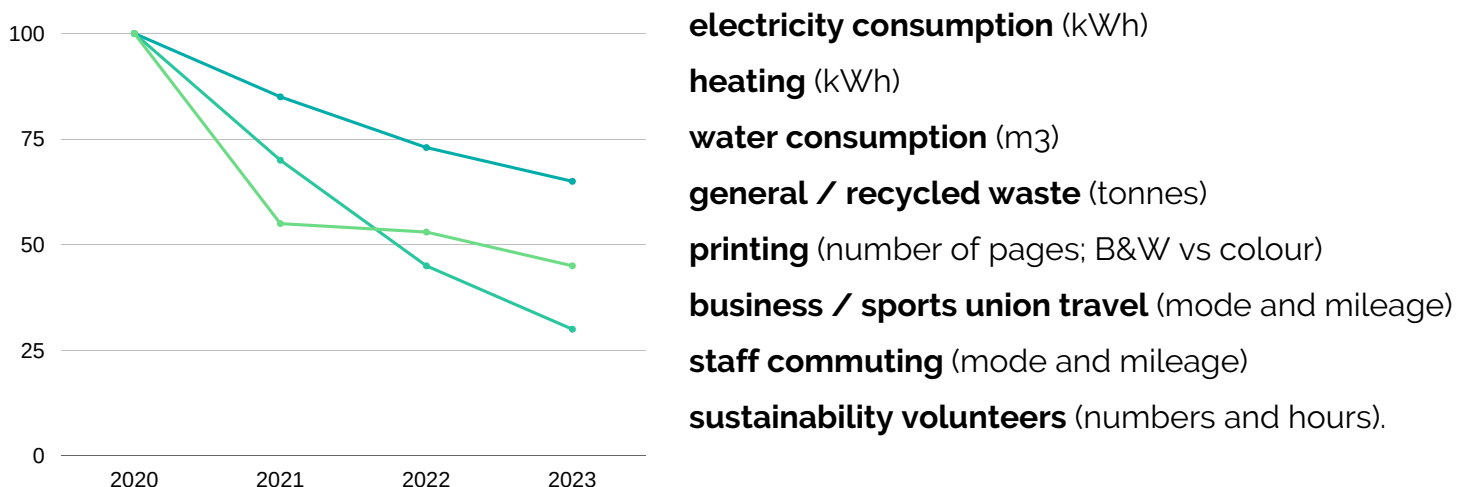
2 Lead from the front

Students are increasingly asking their students' union / association to act internally on climate change and sustainable development, as well as wanting their institution to set more ambitious targets. There are multiple benefits for students' unions / associations to take an active lead:

1. It provides you first-hand experience of change processes (for example when introducing a disposable cup charge) which is useful when campaigning for the change to happen across a university or college;
2. It provides more legitimacy when lobbying or campaigning for sustainability at your institution;
3. Sustainability can improve the student experience, for example through providing volunteer opportunities and improving health and wellbeing;

Below are 5 ideas of things your Students' Union / Association can do to start leading from the front:

- Update or create a **Students' Union / Association Sustainability Policy** and **SMART Action Plan**. We've provided a [template](#) alongside this guide to get you starting.
- **Get data** - collecting data will help inform your SMART Action Plan as well as monitor the impacts of the actions. **A good environmental baseline dataset would include:**



Speak with your institution's Estates Team to find out what data is available specific for your Students' Union's / Association's buildings. You can also find out the cost of each too and develop business cases for investment, or communicate back to students the savings you've made.

2 Lead from the front cont.

- **Calculate your GHG emissions footprint** - in order for Scotland to meet its net-zero target all aspects of society must act to reduce their own immediate impact, including Students' Unions / Associations. This might seem daunting at first, but **we've created an accessible excel calculator** you can use to measure your Students' Unions / Associations emissions using the latest UK Government conversion factors. If you ever want help with this, just get in touch!



- **Ask your Students' Union / Association to sign the SDG Accord** and help support the UN's Sustainable Development Goals.. Over 160 universities, colleges and students unions / associations around the world have already signed the accord. You could also **ask if your Students' Union / Association could use the UN SDGs as a framework for their current or next strategic plan.** This is a great way of giving the UN SDGS exposure to students and staff and supporting a global movement towards inclusive sustainable development.



- Another great way of embedding sustainability across your Students' Union / Association is to **take part in the SOS-UK's Green Impact for Students' Unions Programme**. Over 70 Students' Unions / Associations engaged with the programme last year, which includes actions on climate and social justice, health and wellbeing, campaigning and sustainability within the curriculum. **SOS-UK have also established a resource bank** so you can have a look at the programme further before signing up.



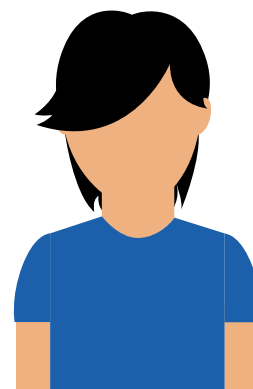
Finally, **it is important to shout about the great work you've done!** Develop infographics of your positive actions and ambitions and communicate these back to students and your institution. Also get national recognition through submitting an application to the Green Gown Awards!



3 Ask critical questions (and some more)

As a Sabbatical Officer or Sustainability Officer you are likely to have opportunities to meet with the senior management of your university or college. Simply asking your institution questions on sustainability is a great way for it to start rising up the agenda. Potential questions to raise are:

- "Does the institution have a sustainability strategy or something similar?"
- "To what extent has the institution reduced its greenhouse gas emissions to date and does it have a net zero target?"
- "What emissions are included in its footprint and in the target? Are emissions from business travel and commuting included?"
- "How is the institution embedding the UN SDGs in the curriculum?"
- "What investments are you planning to make in the next year on sustainability?"



If you don't get a suitable response to these in a meeting or an email, then do follow them up.

As colleges and universities are publically-funded institutions, you also have the right to submit a Freedom Of Information (FOI) request to see recorded information.

However, before going down an FOI route it is often best to first ask relevant staff for information first or see if you can also find the information yourself. For example, as previously mentioned all large public bodies in Scotland must submit an annual Public Bodies Climate Change Duty Report which includes greenhouse gas emissions data for colleges and universities. EAUC-Scotland collate the sector's data each year and publish our own report on the sector's progress to date - [these are publicly available here](#) and include links to the reports submitted by individual institutions.



If you are unsure or have any questions about greenhouse gas emission reporting and sustainability best practice in colleges and universities, do feel free to be in touch with the EAUC-Scotland team via scotland@eauc.org.uk.

4 Run a sustainability campaign

Campaigning is about creating change. They can shine a spotlight on embedded and emerging issues that are not being addressed by an institution's policy makers. They can also be fun, frustrating, empowering and a little bit nerve-racking with the odd (or maybe several) unexpected obstacle being met along the way.



There are lots resources available to help you plan a campaign - [The National Council for Voluntary Organisation \(NCVO\)](#) has some great tools to help you plan for an effective campaign.

It is important to remember that campaigning isn't just about petitions and protests. Developing your evidence base, networking inside and outside of meetings, creating a business case, and building consensus towards a solution are crucial to effective campaigns. We've also included some some tips below for effective campaigning based on the experiences of Sustainability Officers, Sabbatical Officers and staff on campaigning for sustainability.

Tips for effective campaigning

- **PLAN!** – SMART plan your campaign. It might seem dull and boring but time spent on a solid plan will pay dividends along the way.
 - A good starting point for a campaign is to **define what specifically you are wanting to address and what you want students / your students' union or association / institution to do**. Be explicit.
 - **Predict the future** - unfortunately time is often not on your side when it comes to campaigning. As a Sabbatical Officer or part-time student Sustainability Officer, the positions are usually time-bound to 1 or 2 years. Secondly, many institutional steering group meetings can happen quarterly - this means that **if you're in post for 12 months there might only be 3 or 4 formal sustainability meetings in which you can present business cases for change**. Each meeting is vital - do your research and predict what questions might asked. If you can answer questions accurately at the time then the ball is back in the institutions court.

Tips for effective campaigning cont.

- **Don't curb your enthusiasm, but do manage expectations** - if everything goes well, change happens with no hiccups, then amazing! Though more often than not this doesn't happen and it's useful as part of your campaign planning to reflect on best-placed, second-placed and even third-placed desired outcomes. It is also good to reflect that sometimes compromises can yield far better campaign results in the long-run and helps create a relationship with your institution that can be developed further by future student sustainability leaders.
- **Understand your key relationships** – take time to identify relevant stakeholders for your campaign and understand their objectives and motivations, and potential areas of collaboration or tension. This will help you identify allies and help you develop business cases which resonate with different audiences. It is also useful to **understand the formal and informal hierarchies within institutions** - if you are starting out as an elected student leader it is worthwhile asking returning Sabbatical Officers, Union / Association staff or key institutional allies of their experience of how decisions are made within the institution. This may help you to know who to discuss your business case with ahead of a formal group meeting - they may be able to advocate your case on your behalf more widely before the open group discussion..
- **Be prepared to do a lot of work - and you may feel that your institution should be doing this.** It is important to remember that, in many cases, institutions are under-resourced for their sustainability work. As a result, staff may take longer sourcing information or be understandably hesitant to stretch themselves further. This may mean you have to do more work than you expected, but there are benefits to this - by recognising these pressures and supporting staff with particular activities or projects, you are able to develop key stakeholder relationships and have an ally in meetings with senior leaders.
- **Do regular self / team reflections of the campaign** - go back to your written campaign SMART plan and ask yourself reflection questions such as "How is it going?", "Has the wider context to the campaign changed since we started?", "Do we need to alter the plan?", "What has worked well so far?", "What opportunities are there to further the campaign?", "How are we feeling?". **Spending 45 minutes every couple weeks asking these questions can mean campaigning more effectively for the following two weeks.**
- **And remember to keep people in the loop** - bring them on the journey and share the experience. This might seem like more work, but it usually leads to stronger networks and relationships, and campaign outcomes that are more effective.

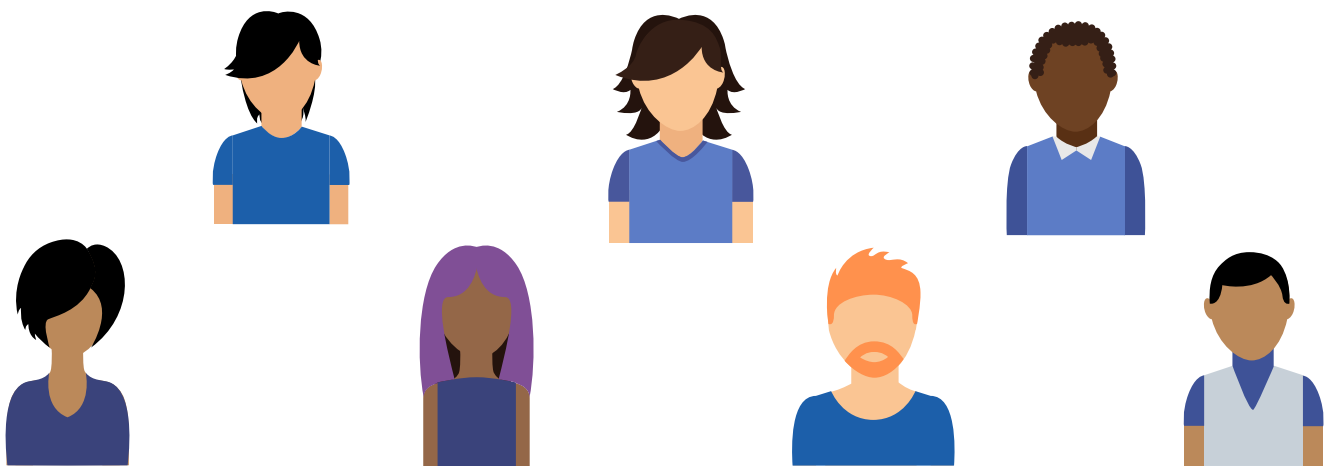
5 Be inclusive

Whether you are establishing a new society, running activities as part of a Sustainability Week or campaigning for a net-zero greenhouse gas emission target, it is important to be inclusive and recognise some people and groups might be adversely affected by your proposals or have concerns.

Unfortunately there is a growing collective experience within the sustainability movement that campaigners and advocates do not always engage with or understand the lived experiences of all community members. In the additional resources section **we have included two resource lists on Race and Climate Justice**, and **Climate, Gender and Sexuality** collated by Black Lives Matter and Emma Simpson, respectively. These resources provide a starting point for widening your perspectives and understanding of how issues of racism and discrimination are amplified by climate change, how the sustainability movement are reinforcing the status quo, and why and how sustainability leaders need to be anti-racist and social justice campaigners also.

Use other Student Officers, Liberation Groups, Forums and Societies for engagement to co-develop solutions that consider and adapt to the particular needs of the student and staff community. You can also use an [Equality Impact Assessment](#) as a tool to support this engagement.

Following co-development of solutions, reflect this in your project communications - for example 'we're adding additional lighting at bike shelters for improved safety' or '[Bendy plastic straws are still available behind the bar - just ask](#)'.



We're stronger together.

This isn't the end from us.

We hope this guide has helped give you a better understanding of the context for sustainability within institutions, how you might use this understanding for your benefit, and highlight some potential ideas and tips to further support your work.

If you ever have any questions on sustainability within your college or university, would like us to provide feedback on a sustainability policy or action plan, or have any ideas of how we could further support student leaders do please get in touch with the team via scotland@eauc.uk.

Additional Resources

Selected IPCC forecasts from the 2018 Special Report

Warming greater than the global annual average is being experienced in many land regions and seasons, including two to three times higher in the Arctic.

Warming is generally higher over land than over the ocean. (high confidence)

Impacts on natural and human systems from global warming have already been observed (high confidence). Many land and ocean ecosystems and some of the services they provide have already changed due to global warming (high confidence)

Extreme hot days in mid-latitudes warm by up to about 3°C at global warming of 1.5°C and about 4°C at 2°C, and extreme cold nights in high latitudes warm by up to about 4.5°C at 1.5°C and about 6°C at 2°C (high confidence).

Marine ice sheet instability in Antarctica and/or irreversible loss of the Greenland ice sheet could result in multi-metre rise in sea level over hundreds to thousands of years. These instabilities could be triggered at around 1.5°C to 2°C of global warming (medium confidence).

With 1.5°C of global warming, one sea ice-free Arctic summer is projected per century. This likelihood is increased to at least one per decade with 2°C global warming. Effects of a temperature overshoot are reversible for Arctic sea ice cover on decadal time scales (high confidence)



Populations at disproportionately higher risk of adverse consequences with global warming of 1.5°C and beyond include disadvantaged and vulnerable populations, some indigenous peoples, and local communities dependent on agricultural or coastal livelihoods (high confidence). Regions at disproportionately higher risk include Arctic ecosystems, dryland regions, small island developing states, and Least Developed Countries (high confidence)

Limiting global warming to 1.5°C, compared with 2°C, could reduce the number of people both exposed to climate-related risks and susceptible to poverty by up to several hundred million by 2050 (medium confidence)

Climate-related risks for natural and human systems are higher for global warming of 1.5°C than at present, but lower than at 2°C (high confidence)

Reaching and sustaining net zero global anthropogenic CO₂ emissions and declining net non-CO₂ radiative forcing would halt anthropogenic global warming on multi-decadal times cales (high confidence).

Additional Resources

Race and Climate Justice: Useful Resources Compiled by Black Lives Matter UK

BLMUK articles

["Climate change is not a white issue,"](#) says BLMUK. The Voice. Online. 6 September 2017.

["Climate change is a racist crisis: that's why Black Lives Matter closed an airport"](#). The Guardian. Online. 6 September 2016.

About the Climate March 2015

[Darkening the White Heart of the Climate Movement](#). New Internationalist. Online. 1 December 2015.

[Wretched of the Earth \(2015\) Open Letter](#).

Videos

[BLMUK - Climate Crisis is a Racist Crisis](#), 2016. Online.

Naomi Klein (2016) ["Let Them Drown: the violence of othering in a warming world"](#). Southbank Centre. Online.

[Wretched of the Earth, Global Frontlines Bloc, Climate March 2015 video](#). Online.

General resources

[Is the Anthropocene racial?](#), by Françoise Vergès. Verso Blog. 30 August 2017.

["1.5° C to stay alive": climate change, imperialism and justice for the Caribbean](#), by Leon Sealey-Huggins. Online.



[Copper Colonialism](#), by Samarendra Das and Miriam Rose (2014).

["Why we need Intersectionality to Understand Climate Change"](#) Intercontinental Cry. Online.

["6 Reasons we need an intersectional approach to climate change"](#) Novara Media. Online.

[UK has made largest contribution to global warming says study](#). Climate Home News (2014). Online.

[Climate change and social justice: an evidence review](#), Joseph Rowntree Foundation (2014).

[Fair Shares: A Civil Society Equity Review of INDCS \(Intentionally Nationally Determined Contributions\)](#).

Additional Resources

Climate, Gender & Sexuality: A Resource List
Compiled by **Emma Simpson**, a LGBTQ rights and environmental activist, and trans trainer and consultant.

Climate Justice, Social Justice and Intersectionality

[Climate Change and social justice: an evidence review](#)

[What is Intersectionality?](#)

[Why We Need Intersectionality To Understand Climate Change](#)

[Interview with Emma on intersectionality in the climate movement](#)

[Facing Climate Change Through Justice and Intersectionality](#)

What does climate change mean in the context of gender and sexuality?

[Women's Crucial Role in Combatting Climate Change](#)

[Under Her Eye: Women and Climate Change](#)

[How Climate Change Impacts Women The Most](#)

[And Ain't I A Queer?](#)

[The HIV/AIDS Crisis and Climate Action](#)

[The Dangerous Erasure of Queer and Trans People of Colour From the Climate Movement](#)



[Is Caring About Climate Change An Essential Part of LGBT Identity?](#)

"Queering" the Climate

[The 'Queers for the Climate' Fire Island Campaign](#)

[OUT For Sustainability](#)

[Hot Climate Action – LGBTQ Style](#)

[We're Here, We're Queer and We Have Lessons About Climate Activism](#)

[How to Queer Ecology: One Goose At A Time](#)

[Interview with Alex Johnson, author of How To Queer Ecology](#)

[Queer Lessons in Movement Building](#)

Additional Resources

Organisations that can support student sustainability activities

Students Organising for Sustainability - UK:

Students Organising for Sustainability (SOS-UK) is a new educational charity created by students and staff at NUS in response to the climate emergency and ecological crisis. We actively support students to be the change that society urgently needs, helping them learn, act and lead on sustainability.

2050 Climate Group

We are a volunteer-led, youth-run charity bursting with talent, fresh ideas and passion. Our mission is to lead a social movement by empowering young people to take climate action.

Young Friends of the Earth Scotland:

YFoES is a grassroots network of young people (aged 16-30), from across Scotland, working collectively for social and environmental justice. Our network is made up of a combination of local groups, allied organisations and passionate individuals across the country. We welcome any young people in Scotland to get involved and attend our events.

Keep Scotland Beautiful

We are the charity that campaigns, acts and educates on a range of local, national and global issues to change behaviour and improve the quality of people's lives and the places they care for. We are leading the way on improving Scotland's environment, tackling a wide range of environmental issues, from reducing the amount of litter on our streets to cutting the carbon emissions that threaten our planet.

Organisations that can student sustainability activities cont.

Marine Conservation Society

We believe too much is being taken out and too much is being put into our seas. Our scientists, campaigners, volunteers, advocates, data experts, fundraisers, divers and researchers are all passionate about creating a sustainable future for our seas.

People and Planet

People & Planet is the largest student network in the UK campaigning for social and environmental justice. We envision a future in which spiraling inequality, instability, climate crisis and resource depletion are reversed, and a world in which the balance of power in society has fundamentally shifted to an equal world that benefits all of us.

Extinction Rebellion

Extinction Rebellion is an international movement that uses non-violent civil disobedience in an attempt to halt mass extinction and minimise the risk of social collapse.

Climate Psychology Alliance

The Climate Psychology Alliance is group for anyone interested in making connections between depth psychology and climate change. It's a useful network for discussing the conscious and subconscious emotional responses to climate change and looking at self-care.

Transition Network:

Transition is a movement that has been growing since 2005. It is about communities stepping up to address the big challenges they face by starting local. By coming together, they are able to crowd-source solutions. They seek to nurture a caring culture, one focused on supporting each other, both as groups or as wider communities.