

APAIE 2024



PERTH, AUSTRALIA 4-8 MARCH 2024

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Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024



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Session 4B: Tues 5th March, 15:00 – 15:45

**Insights from the new Climate Action Barometer for
international education™**

Alisa Lamont
International Education Sustainability Group, Australia

Jo Byng
Western Sydney University, Australia

Mai AlSharaf
Waipapa Taumata Rau | University of Auckland, New
Zealand

Chair
Alisa Lamont
International Education Sustainability Group, Australia

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Climate Action Barometer.

APAIE 2024: Insights from the new
Climate Action Barometer
Ailsa Lamont, Co-Founder, IESG



 **Introducing our speakers**

Mai Al Sharaf

International Manager
University of Auckland



Jo Byng

Director, International Strategy, Mobility and Operations
Western Sydney University





International education is a force for good

A force for good but two profoundly important contradictory truths

1

International education contributes directly to the climate degradation we are witnessing all around us.

2

At the same time, international collaboration in higher education can and must play an active role in addressing this planetary crisis.

Rumbley (2020)

'Universities shape minds, advance science and train professionals, all of which can have positive impact on climate change.'

McCowan (2022)



Change is possible

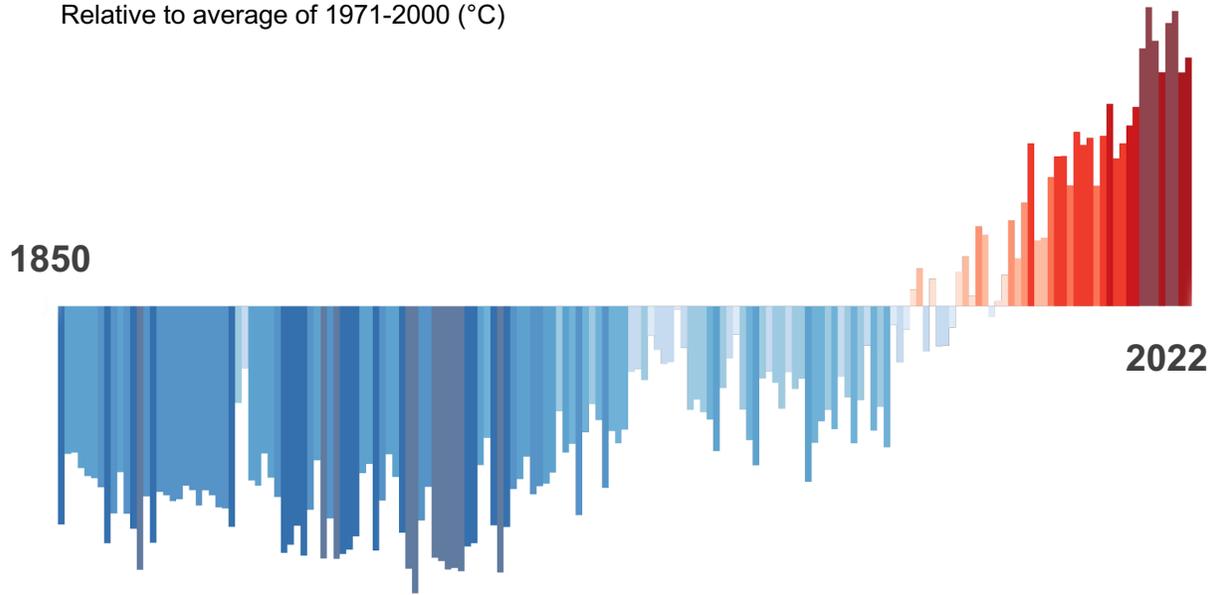
'The COVID-19 pandemic has demonstrated that profound changes in behavior and business models are possible. It has supercharged the sector's ingenuity resulting in increased student access, innovative remote global learning models, and programs that regenerate and restore the natural environment.'

Lee & Lundemo (2021; Ponce-Taylor, (2021), in the CANIE Glasgow Paper (2022)

iesg The state of the climate

Global temperature change

Relative to average of 1971-2000 (°C)



Ed Hawkins, University of Reading. showyourstripes.info

1.48°C

HOTTER IN 2023

compared with the period before the mass burning of fossil fuels ignited the climate crisis.

The Guardian, 2024

Climate crisis

2023 smashes record for world's hottest year by huge margin

Rapid reduction in fossil fuel burning urgently needed to preserve liveable conditions, say scientists, as climate damage deepens

Damian Carrington
Environment editor

@dpcarrington
Tue 9 Jan 2024 23:00 AEDT



'These impacts are not unfolding uniformly across the entire globe. Instead, they disproportionately affect the world's most impoverished individuals, who, ironically, have had the least role in causing this issue.'

'The 2023 state of the climate report: Entering uncharted territory', *BioScience*, 2023



Ailsa Lamont
Climate action.
Sustainability.



Emily O'Callaghan
Governance. Partnerships.
Government Relations.



Will Archer
Comparative Insights.
Development.



Shaping our study – CAB Advisory Board



Dr Adrienne Fusek
Lecturer
San Diego State
University



Estrid Jonnson
Expert, Emissions
Calculations
University of Aberdeen



**Dr Carmen
Primo Perez**
Senior Sustainability Officer
University of Tasmania



Nannette Ripmeester
Director
Expertise in Labour
Mobility



Prof. Robin Shields
Head of School of
Education
University of Queensland



Prof. Chris Ziguras
Centre for Higher Education
University of Melbourne

The study has been shaped by experts in the field including our Advisory Board, our expert team and leaders from our Founding Universities.



International Education Sustainability Group

Our vision

We want to see an international education sector that thrives and that considers and mitigates its climate impact.

Our aim

To help participating institutions:

- Make better decisions around climate action
- Learn from and share examples of great practice
- Demonstrate not just a commitment to climate action, but evidence of how that commitment is translated into action
- Demonstrate the comparative impact of changes, against indices of peer institutions, over time.

What is the CAB™?



What is the Climate Action Barometer™ (CAB)?

A rolling global benchmark study, tracking and comparing sustainability policies, practices and emissions for international education across time.

A cross-sector comparative study for international educators.

Measuring climate action across international education.

Driving decision-making. Tracking changes over time.

Comparing policies, practices, emissions and remediations.



The only climate benchmark study designed specifically for the international education sector.



iesg Scope and structure – what we measure

- Staff engagement
- Student sentiment and engagement
- Marketing and recruitment
- Learning Abroad
- TNE, global campuses and online
- Sectoral engagement and collaboration
- Climate Eye and emissions reduction

Over 120 measures of benchmarked data, tracked and compared over time.

Founders Group for the Australia/NZ Pilot Wave



Where great institutions lead,
others follow.

Headlines.

slido



When do you anticipate that the effects of climate change will have a significant impact on your operations?

① Start presenting to display the poll results on this slide.



Sustainability and climate action are **core to the strategy** and positioning of **8 out of the 9** institutions in the pilot.

In most cases, CAB institutions' International Strategy is **not closely linked** to their Sustainability Strategy.

No Founders Group members have developed sustainability or **climate action strategies specific to international operations.**

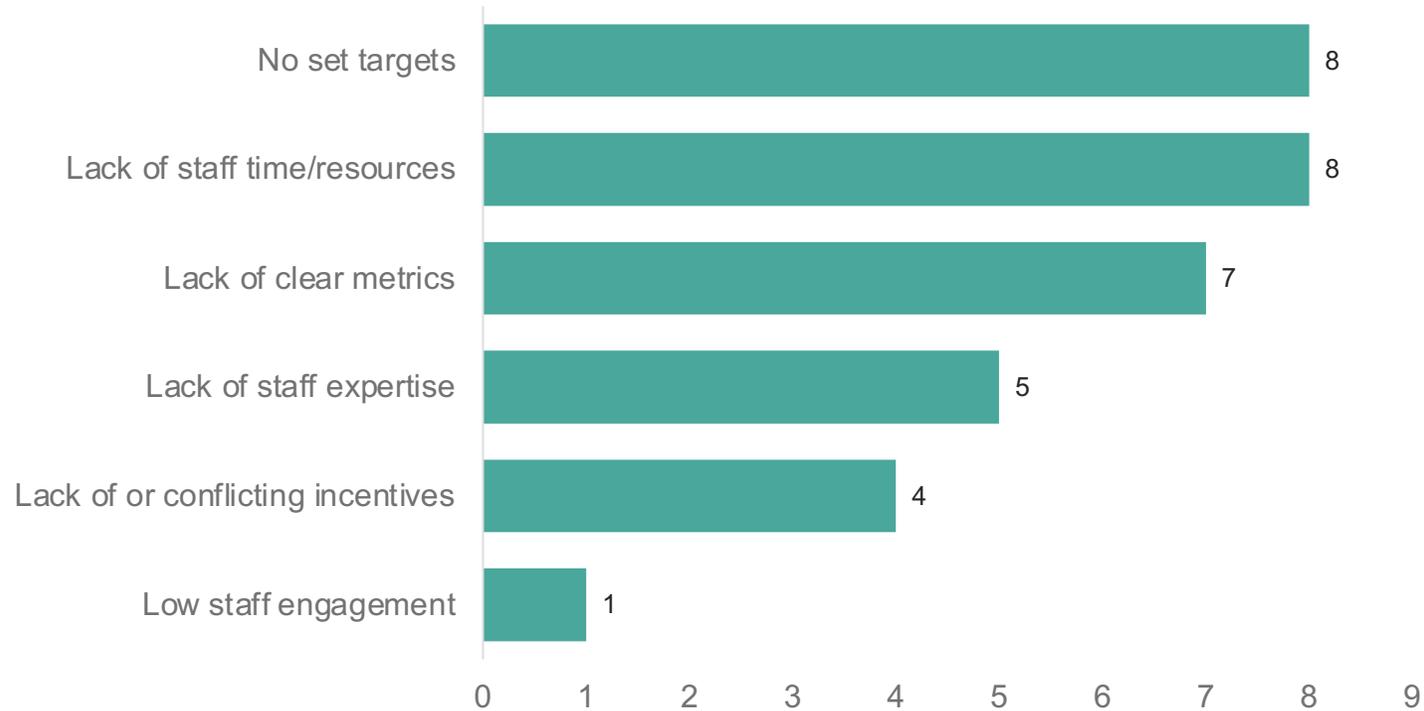
Eight institutions anticipate that climate change will have a **significant impact** on their international operations in the next 3-5 years.

Climate-friendly policies and practices are not typically well embedded across international operations.

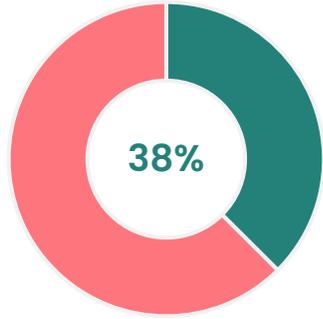


Challenges: no time, resources or KPIs

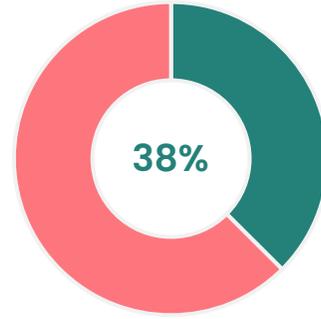
Do you face any of the following challenges in embedding climate action in international operations?



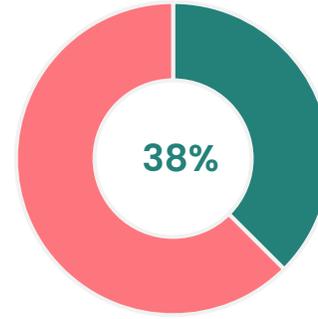
Learning abroad programming



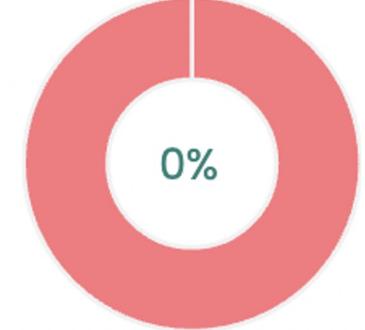
3 out of 8 CAB participants have incentives in place to encourage students to select climate or sustainability-themed global learning programs.



3 out of 8 CAB participants incentivise academic staff to offer sustainability-themed global learning programs.



3 out of 8 CAB participants provide information to students on how to reduce the climate impact of their travel in the pre-departure program for learning abroad.



None of the CAB participants display emissions data to students on their global learning portals when they are deciding on a study abroad destination.



Student sentiment and engagement

'67% of students say an institution's environmental commitment would affect their decision on where to study.'

College Hopes and Worries Survey
Princeton Review, 2023

What we measured

1. Awareness of student sentiment and eco-anxiety levels
2. Tracking of student climate literacy
3. Opportunities for student participation

A QS Survey of 43,000 students in 2023 looking to study in Australia and New Zealand found that:

43%

are actively researching universities' environmental sustainability strategy and efforts.

62%

of those who researched the level of environmental research being taken say they're satisfied with efforts being made.

According to Times Higher Education

13 CLIMATE ACTION



Climate action is second only to **quality education** among student concerns about the UN's Sustainable Development Goals.



Founders Group

1 out of 9

CAB participants has an incentive program in place to encourage staff to reduce emissions associated with international operations.

3 out of 9

CAB participants incentivise the use of virtual communication platforms over physical travel.

8 out of 9

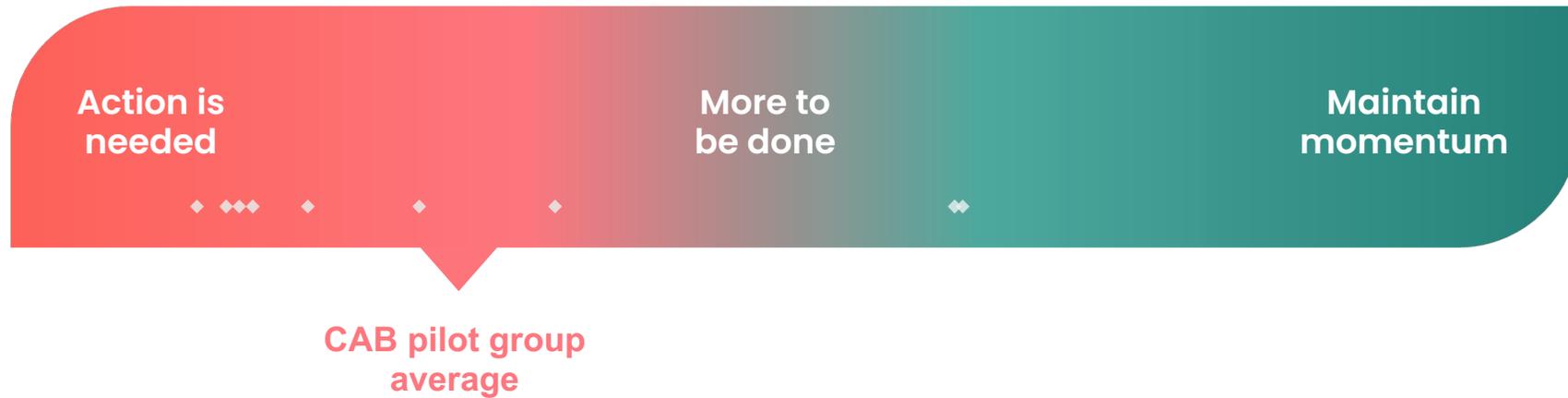
CAB participants have a travel policy that incentivises economy class over business class travel.

6 out of 9

CAB participants have a staff travel booking system that provide emissions data by travel route at time of booking.



CAB Results for your institution indicate **More to be done**



◆ Pilot institutions



Climate Eye and emissions reduction

'International education [will] always have a mobility component. Therefore, the task was not to remove long-haul flights and crossing international borders from international education but to reduce the overall impact of this travel through careful program design and responsible choices.'

Campbell, Nguyen & Stewart (2023)

What we measured

1. Emissions from staff travel
2. Emissions from student travel
3. Travel policies
4. Emissions data



What are Scope 3 emissions?

Scope 3 emissions are all the indirect emissions that occur in the value chain of a company. These emissions are a consequence of the company's business activities but occur from sources the company does not own or control.

90% of FHE (Further and Higher Education) sector business travel emissions (in the UK) arose from air travel in 2019/20.

Scotland EAUC Business Travel Guide, 2023

slido



Do you track and calculate any of the emissions associated with international student mobility or international operations?

① Start presenting to display the poll results on this slide.



Emissions from international education – air travel

The chart below depicts the breakdown of aviation emissions for international education for the Founders Group as a whole (tCO2-e).

Founders Group Average





Sharing examples of good practice

Focus areas 2024

- Sustainable travel policies
- Improving climate literacy
- Promoting sustainability-themed learning abroad
- Working with recruitment agents
- Modelling sustainable TNE models

 **New institutions joining the Global Wave so far**



**Where great institutions lead,
others follow.**

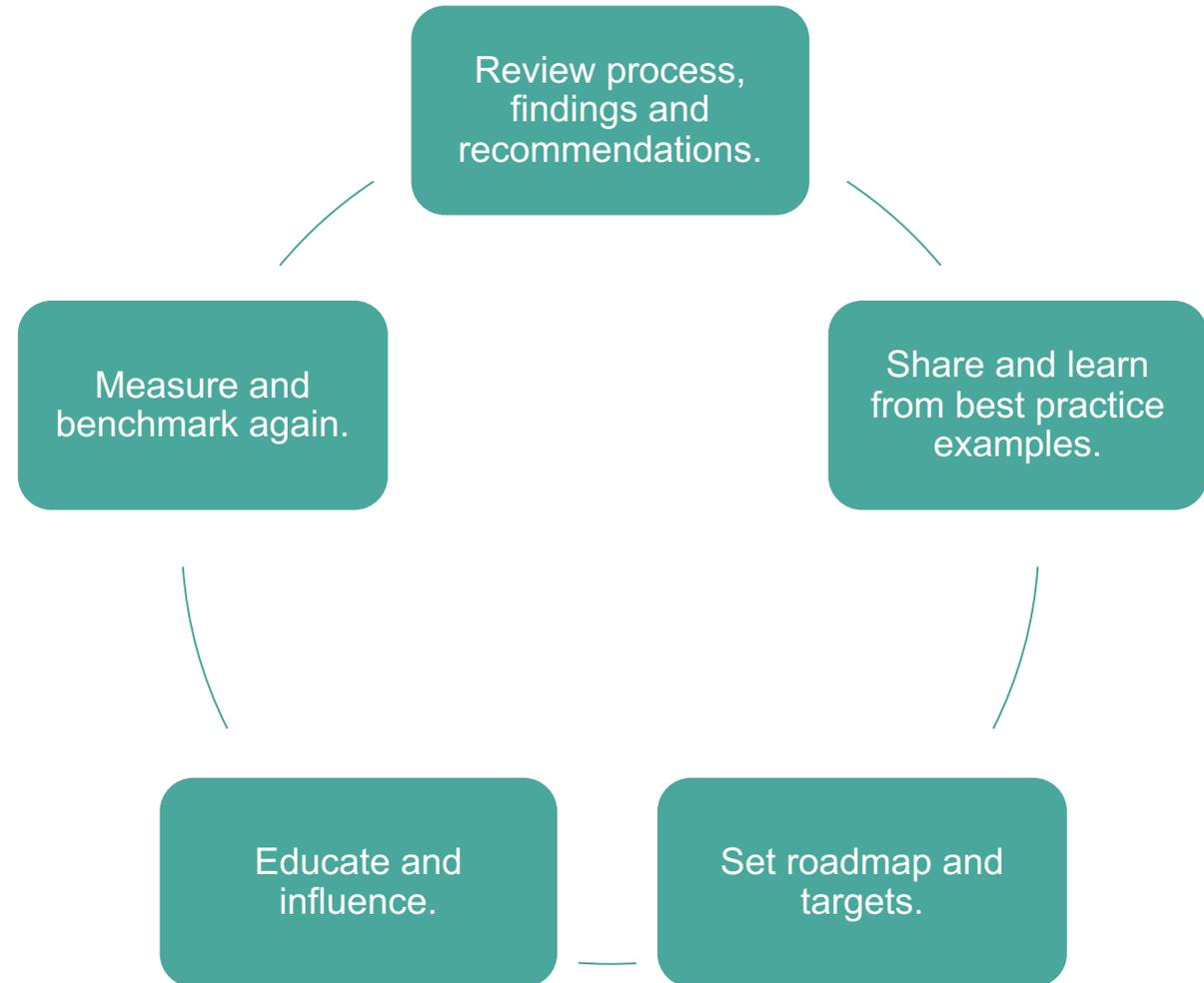
Next steps

The Barometer study is an ongoing learning process for all involved.

With an annual cycle of review, sharing, target-setting, influencing and measuring.

Small changes can make a big difference when benchmarking.

These incremental changes demonstrate movement in the right direction, with recognition for colleagues and the University, in the constant challenge to drive positive climate action.



Thank you to our pioneers.

We will forever recognise and appreciate your leadership in joining this first wave of the Climate Action Barometer™.



1.5°C

The KPI that really counts...

We see international education as a force for good.
We deliver comparative insights to drive climate action.

To learn more contact: ailsa@ie-sg.org



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