



University for the Common Good

School of Science and Engineering
Department of Construction and the Built Environment

M3K220211 Managed Project Learning

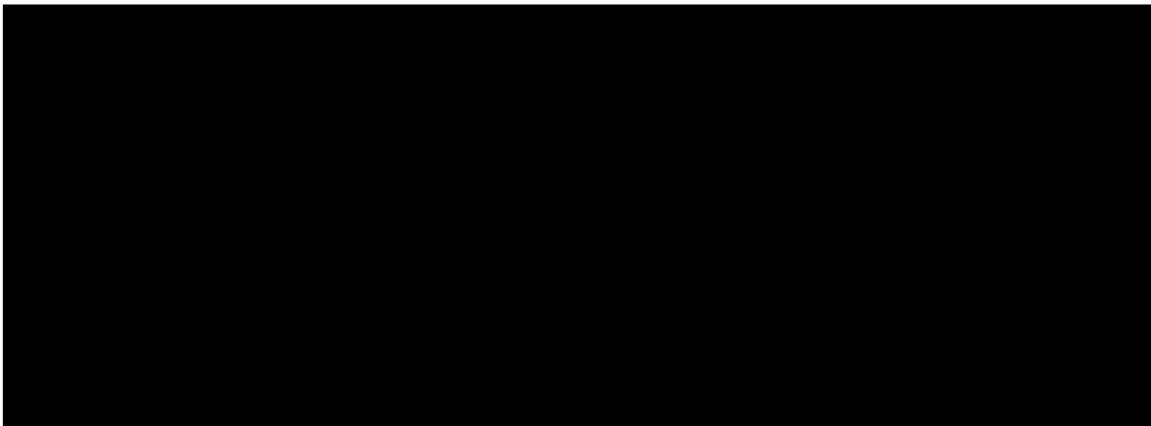
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Fairtrade Scoping Study

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Executive Summary

This executive summary presents a Fairtrade Scoping Study at Glasgow Caledonian University (GCU). GCU has been a Fairtrade University since 2012 and now holds a two-star award. The study asks how well students and staff understand Fairtrade, how visible Fairtrade is on campus, and how communication can improve.

The research uses an online survey and interviews. In total, 244 people completed the survey: 207 students and 37 staff. Some members of the sustainability team and some students, as well as general staff took part in interviews. The sample is not large enough for strong statistics, but it is good enough to show clear patterns and problems.

The first main finding is about knowledge. Most people recognise the Fairtrade logo. They link Fairtrade with fair pay, better working conditions and support for farmers and workers in the Global South. However, many do not know the details. They are not sure how Fairtrade is different from “organic”, “local” or other ethical labels. Many students also do not know that GCU is officially a Fairtrade University.

The second main finding is about visibility on campus. Staff see Fairtrade signs and messages more often, usually in offices or staff areas. Many students say they see little or no Fairtrade information in their daily routes. Events such as Fairtrade Fortnight are not well remembered. Only a few people can say what activities took place or when.

The third finding is about attitudes and behaviour. In general, people feel positive about Fairtrade. Many say they will choose a Fairtrade product if the quality is the same and the price is close to other options. Some are ready to pay a small extra amount. But price, easy access and simple, clear labels still guide most choices. If Fairtrade products are hard to find or if there are many confusing labels, people often buy something else.

The study recommends clear, visible and simple communication. Fairtrade products in the canteen and cafés should have strong labels so that students can see them quickly. GCU should use social media, email and the university website more to share short messages and stories about Fairtrade and its impact on real producers. The university should also make better use of its Fairtrade status in branding and events. With these steps, GCU can turn positive attitudes into real action and make Fairtrade a visible and normal part of life on campus.

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1. Introduction

Fairtrade is a global system, that ensures workers and farmers in developing countries are provided with fair prices, stable income and safe working conditions. It prohibits discrimination, forced labour and child labour, while promoting environmentally sustainable farming practices that help communities to adapt to climate change (*Fairtrade, 2023*). Today Fairtrade works with over 2 million farmers and workers and around 1,900 fair trade organisations over 70 countries. The UK has over 6,000 fair trade products and one in every three bananas bought is fair trade, 77% of UK buyers say they would pick the Fairtrade option over other choices (*UWE Bristol, 2024*).

Glasgow Caledonian University (GCU) has a well-established commitment to fair trade. GCU was first recognized as a Fairtrade University in 2012, and most recently achieving a two-Star Fairtrade University Award in the 2022-24 cohort of the Fairtrade Universities and Colleges Award (Webteam@gcu.ac.uk, 2025). GCU's commitment to Fairtrade is formalised through its Fairtrade Policy, which outlines five key goals, that align with the Fairtrade Foundation's framework for Fairtrade Universities. Among others, the goals include:

- Availability of Fairtrade food in campus shops and cafes
- Serving Fairtrade products in meetings and management offices
- Establishing a Fairtrade Steering group for overseeing the implementation of the policy

The policy was first signed in December 2024 and is to be reviewed annually to maintain and strengthen the University's Fairtrade Status.

Fair trade principles are promoted through several different channels, including events, newsletters and volunteering opportunities. The largest Fairtrade event being Fairtrade fortnight, an event that takes place every year over two years. Students and staff are encouraged to buy from the 23 available Fairtrade products, such as modern standard coffee, clipper tea, cadburys chocolate, juice burst drinks and Fairtrade bananas.

The extent to which Fairtrade principles and efforts across campus are valued and understood by students and staff is to be examined. To address this, a study was conducted, forming the basis of this report.

2. Aim and objectives

The aim of this report is to collect data and provide an overview of how Fairtrade is perceived at GCU, highlighting key trends, concerns, and opportunities for improvement by assessing if Fairtrade principles are understood, supported, and reflected on campus through behaviours and actions. To achieve this aim, the report sets out the following objectives:

- 1) to understand GCU student and staff population understanding of Fairtrade principles in general
- 2) to understand GCU student and staff population understanding of Fairtrade presence on campus
- 3) to identify gaps in communicating on Fairtrade to the wider University population.

In order to achieve this, this report sets out to measure overall Fairtrade awareness and student and staff responses towards Fairtrade products. Further, their attitude towards Fairtrade communication and promotion is to be examined. It is aimed to provide recommendations for enhancing Fairtrade engagement at GCU.

3. Site / context description

As part of the Fairtrade accreditation audit, GCU must submit evidence for the category “Research & Curriculum”. This evidence will be provided by carrying out a scoping study on Fairtrade presence on campus.

Due to the scoping study being the main outcome of this project, the site and context of the study and report are dictated by the scope and context of the previous study and as stated in the 2024 Fairtrade Audit Report (Glasgow Caledonian University, 2024). While minor changes in the content of the survey will be made, the overall structure stays the same to allow comparability to the previous study. As stated in the aim of this report, the study aims to understand GCU student and staff population understanding of Fairtrade principles in general and its presence on GCU campus. This dictates, that the study can only be carried out among the GCU student and staff population.

4. Methodological approach

The study was carried out within GCU. Participants of the study had to be either staff or student members of GCU and be over 18 years old. To achieve a statistically significant number of responses, which relates to a confidence level of 95%, it was aimed to survey over 377 students and 306 staff members (TGM Research, 2024). Because the interviews were designed to support the survey by reinforcing or expanding on key findings, a smaller number of participants was required. To capture a range of perspectives, interviews were conducted with both students and staff, with staff divided into general staff and Sustainability Office staff. The study also intended to include a third group—cafeteria staff—but interviews could not be carried out due to external circumstances. Their perspective could be explored in future research.

To collect diverse data, the study draws on a quantitative, qualitative and comparative approach.

A quantitative approach was selected to obtain an overview of trends, attitudes, and opinions within the GCU population (Creswell and Creswell, 2023). This allowed

analysis of current levels of Fairtrade awareness and comparison with last year's findings, forming the basis of the study's comparative element. As the study aimed to capture perspectives from the wider student body through an appropriate sample size, a quantitative survey was suitable (Almeida, Faria and Queirós, 2017). Because quantitative data offers limited depth, it was complemented by a qualitative component.

The study broadly followed an explanatory sequential mixed-methods design, in which qualitative findings help explain quantitative results (Creswell and Creswell, 2023). Due to time constraints, both methods were developed concurrently; therefore, last year's survey informed the design of the interview questions under the assumption that major changes in responses would be unlikely.

Ethical approval for this study was obtained through the GCU ethics process. Two separate forms for the survey (see Appendix 1) and interviews (see Appendix 2) were submitted. These forms outlined the study objectives, participant recruitment methods, and data protection procedures in accordance with university guidelines.

4.1 Survey

The survey primarily used closed questions to generate quantifiable data, with open-ended responses later categorised to allow further analysis. This structure ensured comparability across sub-groups and with the previous year's survey, supporting the objective of identifying changes in Fairtrade awareness on campus. Participants were recruited through email, social media, posters with QR codes, and in-person approaches.

Figure 1 shows the structure of the 2025 Fairtrade survey. The survey has four parts. Section 0 gives short information about the study and asks people to give consent and to confirm that they are over 18. This makes sure that participation is voluntary and follows the GCU ethics rules. Section 1 asks about general knowledge of Fairtrade, for example if people know the logo, what they think Fairtrade means, and how important Fairtrade and ethical consumption are for them and for the University. These questions help us to measure basic understanding and attitudes. Section 2 looks at Fairtrade on campus. It asks which Fairtrade products people buy, where they see Fairtrade promoted, if they noticed Fairtrade Fortnight or other events, and what else GCU should do. This part shows how visible Fairtrade is at GCU and where there are gaps in communication. Finally, Section 3 includes simple background questions (student or staff, gender, and school) to ensure the study represents the overall GCU population. Most questions are the same as in the 2024 survey so that the results can be compared over time.

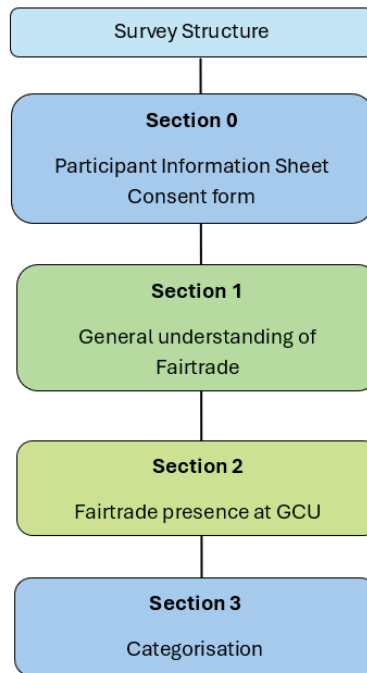


Figure 1 - Survey Structure

Survey data were exported from SurveyMonkey and analysed in Excel. Open-ended responses were categorized, and bar charts were created to visualise key trends. These results were then compared with last year's data to identify developments and gaps in Fairtrade communication.

4.2. Interviews

Further qualitative data was enquired through Interviews. The data collected from the interviews is to support the survey data. While the survey defined overall trends, the interviews were to explain where these trends are coming from. This is possible because the interviews are:

- More flexible than the survey
- Allowing better communication between interviewer and respondent
- Ensuring better understanding of questions
- Allowing open-ended, detailed responses
- Enabling the researcher to explore topics more deeply than a written survey

These points show that interviews can help explain, contextualise, and further interpret survey data, especially when surveys show patterns but do not explain why these patterns exist (McDonald, 2024).

As both Fowler (2014) and (Guthrie (2010) explain: interviews can be biased due to the influence of the interviewer. This can happen through appearance or phrasing of questions and overall circumstances of the interview. This naturally contributes to errors in the interview.

Participants for the interviews were recruited in person and via e-mail.

Similar to the survey, participants had to sign consent forms and agree to taking part in the interview. These were recorded and then transcribed, so the recording could be deleted. For better analysis the transcriptions were shortened and then analysed for reoccurring answers and major differences in statements.

Figure 2 shows the structure of the interviews used in this study. Before each interview, participants received an information sheet and signed a consent form. This was done to follow GCU ethics rules and to make sure that taking part was voluntary.

For the study, it was decided to do Interviews among different groups, due them most likely having different insights and views (Creswell and Creswell, 2023) on Fairtrade at GCU. It was differentiated between Sustainability Office staff and general staff and students

For Sustainability staff, Section 1 asks about their background and role. Section 2 focuses on communication strategies for Fairtrade and how effective these are. Section 3 looks at Fairtrade products and availability on campus, and Section 4 gives space to reflect on last year's feedback and add further ideas/insights. These questions were chosen to understand how Fairtrade is managed at GCU and what challenges exist in practice. Further it was to be seen if problems in communication are recognised and appropriate strategies applied.

For students and general staff, Section 1 asks about promotion and Fairtrade events, and Section 2 covers Fairtrade product pricing. Section 3 again allows reflection and additional comments. These questions explore how people experience Fairtrade on campus in everyday life, how price influences their choices, and what they think GCU could do better.

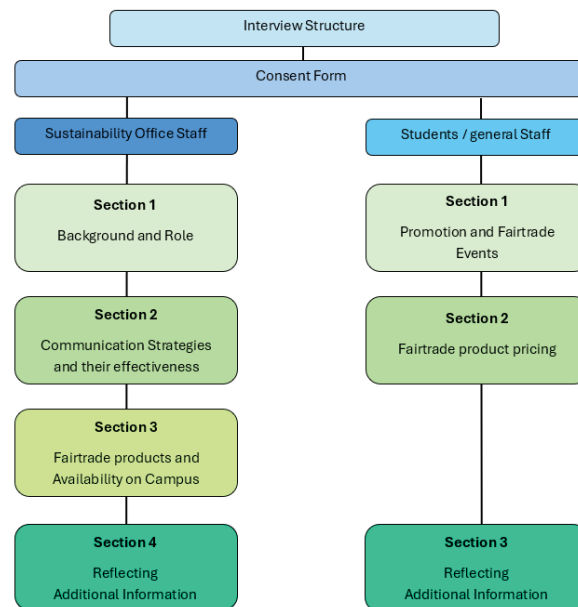


Figure 2 - Interview Structure

Both the interviews and the survey only used non-invasive research methods (Glasgow Caledonian University, 2015). The questions used do not cover any sensitive topics and the only minor inconvenience was the time taken for the interview or the survey; the length of them was kept to a minimum and checks for duplication and relevance were undertaken by the supervisors.

5. Results and discussion

5.1. Comparison of old and new survey data

This section provides a comparison of the principal findings from the 2024 Fairtrade Survey (171 respondents) and the 2025 dataset (244 respondents). The comparison emphasises changes in awareness, engagement and perceptions of Fairtrade across the university.

Overall participation increased considerably, increasing from 171 responses in 2024 to 244 in 2025. Student participation grew from 126 to 207, while staff participation decreased marginally from 45 to 37. The higher response rate in 2025 indicates broader engagement and provides a firmer representation of student views.

The study did not reach the required number of participants for a 95% confidence level and is therefore limited in its significance. While the required number of staff was more difficult to reach, a higher number of student responses would have been expected. The link for the survey was sent out to friends and flatmates who also study at GCU, different societies were approached, but the biggest number of participants was reached through approaching people on campus. Over several days over 300 students have been approached. While a wider range of days on which people were approached should have been considered, this was not manageable for some, as different schedules and other obligations had to be taken into account.

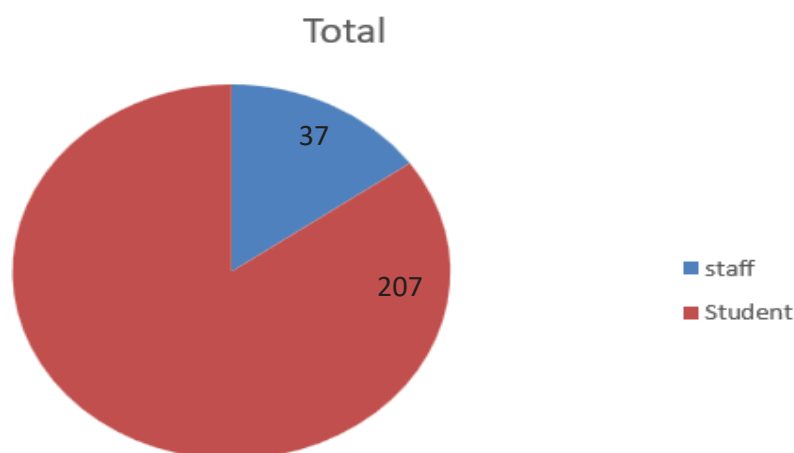


Figure 3 - Survey Responses 2025

The Fairtrade logo's recognition remained steady during both years. In 2024, 84% of students and 96% of employees identified the logo. The 2025 results are nearly identical: 146 students and all 37 staff members said "yes." This indicates a consistent and extensive knowledge of Fairtrade branding throughout the campus community.

Visibility of the logo specifically on campus, however, presents a more mixed picture. In 2024, 53% of students and 69% of staff reported seeing Fairtrade branding on campus. In 2025, student recognition dropped slightly, with 83 students seeing the logo and 84 not seeing it. In contrast, staff recognition increased, with 28 members of staff noticing the logo compared with only 9 who had not. This suggests stronger visibility in staff-accessible areas, while student-facing spaces may require improvement in signage and promotion.

The concept of Fairtrade has also evolved. The new poll classified replies more clearly: ethical commerce, fair pay, community support, sustainability, and don't know. This demonstrates that, while some students grasp the primary objective of Fairtrade, a considerable percentage still lack understanding, suggesting the need for ongoing awareness-raising.

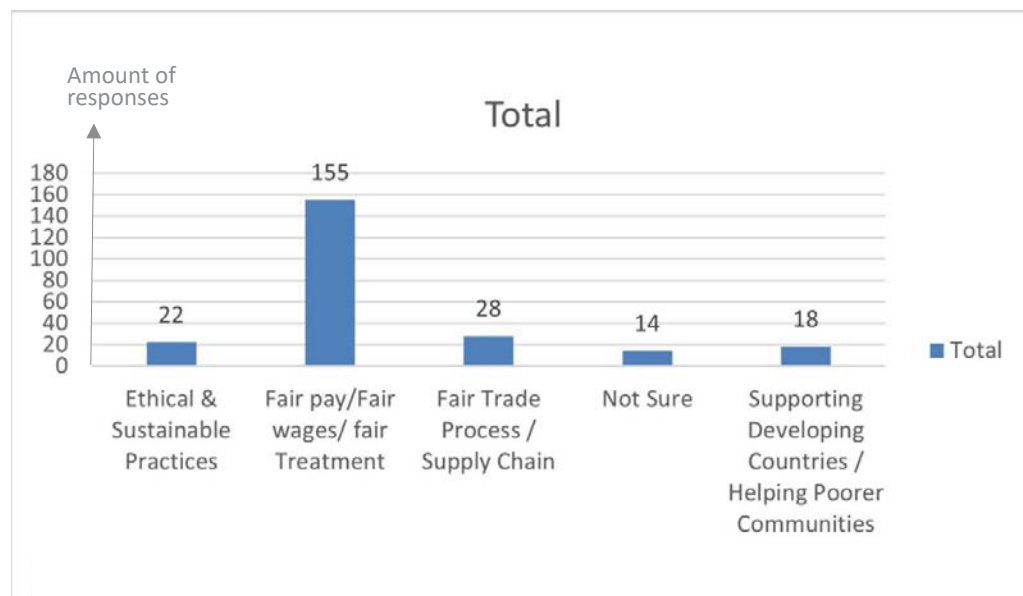


Figure 4- Meaning of Fairtrade

Fairtrade's importance is perceived with modest consistency. In 2024, the majority of respondents ranked Fairtrade as significant. In 2025, 6% picked "1" (low significance), 50% chose "2," and 40% chose "3" (great importance). Although the majority still consider Fairtrade essential, the distribution shows that fewer respondents see it as a top priority than the previous year.

The availability and awareness of Fairtrade goods increased between polls. In 2024, coffee was the most identified Fairtrade product. In 2025, respondents reported a wider choice of goods, including coffee, tea, KitKat, bananas, and Cadbury products. This represents increasing Fairtrade stock in campus food establishments.

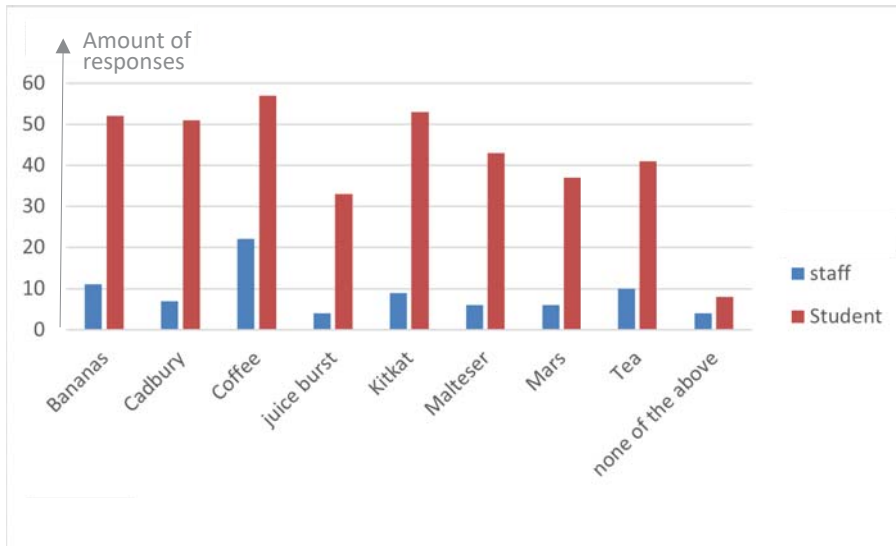


Figure 5 - Count of Product

Awareness of Fairtrade marketing at the institution remained consistent with the findings from 2024. In both years, posters, the canteen, and Student Association areas were the most often highlighted. However, a sizable number of students reported not seeing any promotion at all. This pattern indicates that, while Fairtrade is there, its exposure may not be sufficient to reach a larger student audience.

Student understanding of Fairtrade Fortnight remains poor. Both previous and new questionnaires revealed that nearly no one recalled witnessing Fairtrade Fortnight events. Similarly, when asked about additional Fairtrade initiatives or events, many students in both surveys responded "none" or "not sure." This suggests that campaign exposure does not improve much over time.

However, students in both polls showed a desire to see more Fairtrade items on campus and urged that the institution increase advertising, boost awareness, and make Fairtrade alternatives more apparent.

Overall, the comparison reveals persistent low visibility and awareness, as well as strong student interest in more ethical and Fairtrade-focused alternatives. Improving communication and product visibility are critical areas for development.

5.2. Analysis of Interviews

This section presents the main findings from the qualitative interviews that were carried out as part of this study. As described in section 4.2, semi-structured interviews were used to complement the survey and to explore in more depth how Fairtrade is experienced at GCU.

Interviews were carried out with three main groups: staff from the Sustainability Office, general staff and students. The interview recordings were transcribed and the transcripts were analysed. The responses were categorised into the following themes: roles and responsibilities, communication and awareness, product availability and procurement, and challenges and ideas for improvement. In the following subsections,

the main findings from the Sustainability Office (5.2.1) and general staff (5.2.2) interviews are presented, while the findings from the student interviews are discussed in section 5.2.3.

5.2.1 Sustainability Office

Two semi-structured interviews were carried out with staff from the Sustainability Office at Glasgow Caledonian University. One interview was held with the Sustainability Coordinator and one with the Head of Operational Sustainability.

In the interviews, the role of the Sustainability Coordinator was described as leading Fairtrade development within a small sustainability team. Responsibility was taken for a Fairtrade policy and implementation document, for preparing the university for regular Fairtrade accreditation, and for coordinating a Fairtrade steering group that brings together internal stakeholders such as catering and student representation. The role of the Head of Operational Sustainability was described as focusing on the operational side of sustainability. In this role, Fairtrade is promoted by encouraging other teams to include Fairtrade in their everyday work, for example through discussions with the caterer about Fairtrade offers and with colleagues responsible for merchandising and uniforms. Together, these statements show that Fairtrade at GCU is treated as a shared responsibility across several people and departments.

Current priorities for Fairtrade were also discussed. Work on the next Fairtrade accreditation was described as an important focus, and it was explained that an improvement plan is being developed to identify areas where evidence is strong and where further action is needed. At the same time, it was said that Fairtrade should not only be linked to a narrow group of products. The wish was expressed that Fairtrade principles are considered in more product areas on campus, including garments, merchandising items and drinks at events, in addition to food and drink already available in catering outlets. In this way, Fairtrade was presented as part of wider sustainability work.

Communication about Fairtrade was reported to take place through several channels. A sustainability newsletter and “opportunity alerts” are sent out, and a sustainability website and a SharePoint space for staff are used. Cooperation with the staff communications team and the student communications team was described, so that Fairtrade content can be placed on central university channels. In addition, posters, stalls and activities during Fairtrade Fortnight and Freshers’ Week were mentioned. At the same time, both interviewees referred to survey and audit results which showed that many students and staff are not aware that GCU is a Fairtrade accredited university or do not clearly notice Fairtrade offers on campus. In this way, the existence of a communication gap was recognised.

The way in which Fairtrade products are chosen was also explained. Ethical and responsible sourcing were said to be included in procurement practices, and catering

contracts were reported to contain requirements for Fairtrade or similar ethical options. However, the final decision on which specific products are stocked is made by the caterer, who must consider factors such as price and demand. As an example, Modern Standard coffee was mentioned: this supplier was first chosen because of its ethical practices and later became Fairtrade certified. In the area of garments and uniforms, more limits were described. Uniforms were said to require durable fabrics, and Fairtrade cotton versions that had been tested were reported to be more expensive and to have lower performance. A very small local T-shirt supplier was also mentioned. It is not Fairtrade certified, but was seen as better than larger suppliers outside Glasgow because of price and delivery impacts.

Finally, it was said that only limited direct feedback is received from students or staff asking for specific Fairtrade products, and that the sustainability team has limited resources and finds it difficult to engage large numbers of students. These factors help to explain why, despite ongoing work, gaps in awareness and visibility of Fairtrade on campus are still reported. But it is important to notice, that issues are seen and worked on.

5.2.2 General Staff

In this subsection, interviews with general staff at Glasgow Caledonian University are analysed. These interviews form part of the same qualitative design as the other interviews in this study. Four members of general staff were interviewed. The responses were categorised into the themes of understanding of Fairtrade and GCU's Fairtrade status, Fairtrade versus other ethical and local products, personal buying behaviour and willingness to pay, awareness of Fairtrade events, and communication and ideas for improvement.

In the interviews, Fairtrade was generally described as a way to support fair pay and fair treatment for producers, especially in lower-income countries. Fairtrade was linked to fairness in the supply chain and to the idea of ethical consumption. Most interviewees were aware that GCU is a Fairtrade university, but detailed knowledge about the exact accreditation and criteria was not a strong focus. The staff mainly spoke about Fairtrade in everyday terms and in relation to their own experience as consumers.

Views on Fairtrade were positive overall, but not uncritical. In one interview it was said that Fairtrade should not be seen as a "golden ticket", because not all producers are able to join Fairtrade schemes and other sustainability impacts, such as environmental effects, also need to be considered. In another interview, frustration was expressed that Fairtrade options in supermarkets are sometimes replaced by other labels, such as Rainforest Alliance, which were seen as less supportive of producers. In this case, Fairtrade coffee was clearly preferred. Across the interviews, it was suggested that Fairtrade is important, but that it is only one part of a wider discussion about fair and sustainable production and trade.

Personal buying behaviour and willingness to pay were also discussed. The interviewees indicated that ethical or Fairtrade products are preferred when price differences are small, and that paying a little more for Fairtrade is acceptable. One staff member gave the example that they would be happy to pay around 20 pence more for Fairtrade coffee. It was also noted that Fairtrade products are chosen when they are available, for example Fairtrade coffee and tea. At the same time, it was suggested that large price gaps are not realistic for many consumers and that it can be difficult for ordinary shoppers to understand and compare different ethical labels. This helps to explain why supportive attitudes towards Fairtrade do not always lead to consistent Fairtrade purchases. In the context of GCU, there often isn't a choice between a Fairtrade product and its non-Fairtrade version. But feedback, that people would be willing to pay a bit more, could help in choosing products and widening the Fairtrade product range. The few interviews are not enough to say that higher prices would be fine for the wider university population, but it indicates a trend, that could be further analysed.

Awareness of Fairtrade events and activities on campus appeared to be limited. It was reported that Fairtrade events at GCU had not been attended, or that staff were not sure if they had visited a Fairtrade stall in the past. Some interviewees had taken part in Fairtrade events in their local communities, such as tasting events or social evenings, but not at the university. This supports other findings in the study that Fairtrade activities on campus are not always visible or memorable for staff.

The interviews also provided several ideas for improving communication and engagement. Posters around the canteen and other signage on campus were seen as useful, but not always enough. It was suggested that more in-person activities and stalls could be helpful, because they allow conversations and a more active interest than simply walking past a poster. One interviewee mentioned that stories from producer communities, for example on Fairtrade websites, are powerful and could be used more to show the real impact of Fairtrade purchases. There was also a wish for clearer labelling of Fairtrade products on campus, so that staff and students can easily see which options are Fairtrade and which are not, especially in areas such as soft drinks. In addition, the idea of a small Fairtrade retail outlet on campus was proposed, where items such as Fairtrade coffee and tea for use in offices could be bought. Finally, it was suggested that existing staff communication channels, such as internal newsletters and the sustainability website, could be used more to share Fairtrade stories and updates.

Overall, the general staff interviews show that Fairtrade is viewed positively and is linked to fairness and ethics in everyday consumption. At the same time, Fairtrade is compared with other sustainability priorities, such as environmental impacts and local sourcing, and some limits in price and awareness are recognised. The findings add an everyday staff perspective to the more policy-focused view from the Sustainability Office interviews and point to practical opportunities to improve visibility, product range and communication about Fairtrade on campus.

5.2.3 Student Responses

Interviews were also carried out with seven students at Glasgow Caledonian University. The aim was to explore their awareness of Fairtrade at GCU, their experience of Fairtrade events and communication on campus, and their views on Fairtrade products.

Overall, the student interviews suggest that students have only a basic understanding of Fairtrade. Several interviewees associated Fairtrade with supporting farmers in poorer or developing countries and with fair wages and working conditions. One student explained that Fairtrade “helps farmers from poorer countries to get more money”, while another described it as “fairer and for a better cause than large processing companies”. However, most students could not clearly explain what distinguishes Fairtrade from locally produced or other ethical products. For many, buying Fairtrade mainly meant “supporting a good cause”.

When asked whether they were aware that GCU is a Fairtrade University, four of the seven students answered “yes”, while the remaining three were not aware of this status. This indicates that awareness of the Fairtrade accreditation is limited among students.

Students were also asked how they would normally find out about Fairtrade or sustainability events on campus. Three interviewees said that they would expect to see information on GCU social media channels, and one student mentioned that they would also look for information in student e-mails, on the university website, through the Students’ Association and on on-campus signage. At the same time, several students commented that they had not noticed any information about Fairtrade activities so far.

None of the seven interviewees had ever attended a Fairtrade event on campus, and all answered “no” when asked if they had seen such events taking place. This suggests that existing Fairtrade activities are not very visible to students.

Despite this limited awareness, attitudes towards Fairtrade products were generally positive. All interviewees said that they would choose Fairtrade products if they were the same price as other goods. When asked if they would still buy Fairtrade products if these were more expensive, six of the seven students said that they would be willing to pay a little more, while one student said that they would not pay extra.

Students also made suggestions on how GCU could improve the promotion of Fairtrade on campus. The most common ideas were to provide more visual promotion, such as posters and banners in key locations including the cafeteria, and to post more frequently about Fairtrade on GCU social media pages. As one student suggested, GCU should “be more active on social medias... that is how most students are likely to see it”. Some students also suggested that the university should make it clearer when products on campus are Fairtrade.

In summary, the student interviews show that awareness and understanding of Fairtrade at GCU are relatively low compared with staff and sustainability team members. However, students generally view Fairtrade positively and many are willing

to pay slightly higher prices for Fairtrade products. This suggests that clearer communication and more visible promotion of Fairtrade on campus could help students to engage more with Fairtrade at GCU.

6. Conclusion and recommendation

This scoping study looked at how students and staff at Glasgow Caledonian University (GCU) understand and see Fairtrade. The study also asked how well people know that GCU is a Fairtrade University and how they hear about Fairtrade activities on campus. To answer these questions, the project used an online survey and interviews with staff, the Sustainability Office and students.

The results show that awareness of Fairtrade at GCU is mixed. Many people recognise the Fairtrade logo, but they often do not know much about what Fairtrade means in detail. Knowledge about GCU's Fairtrade University status is also limited, especially among students. Most survey participants had not heard much about Fairtrade events or Fairtrade Fortnight at GCU, and very few had taken part in any activities. Interviews confirmed this low level of awareness and showed that many people had not seen information about Fairtrade on campus.

At the same time, attitudes towards Fairtrade are mostly positive. Many students and staff said they would choose Fairtrade products if they were available, and a large number said they would be willing to pay a little more for Fairtrade goods. This suggests that there is support for Fairtrade at GCU, but it is not yet fully used in daily life on campus.

Compared with the earlier survey, the 2025 study shows some small improvements, for example in the number of students who took part and in the availability of Fairtrade products. However, awareness of Fairtrade events and campaigns is still low, and Fairtrade is not very visible in many parts of the university. This means that there is still clear room for improvement.

This study also has some limits. The number of staff who answered the survey was lower than planned, and most data were collected on campus, so the results cannot speak for every member of the GCU community. However, the findings still give a useful picture of the current situation and can help GCU to plan next steps for Fairtrade work.

Based on the findings, the study suggests the following recommendations:

- Make Fairtrade more visible on campus by using clearer signs, posters and banners in important places, such as cafeterias and building entrances.
- Use GCU social media channels more often to share information about Fairtrade products and events and to explain why Fairtrade is important.
- Mark Fairtrade products more clearly in cafes and shops on campus so that students and staff can see these options easily when they buy food and drinks.

- Inform students and staff better about GCU's Fairtrade University status, for example through e-mails, short talks in lectures, and information on the university website and Students' Association pages.
- Continue to organise Fairtrade events and stalls on campus and try new ideas to make them more engaging, and then use future surveys to check if awareness and participation have improved.

These steps could help GCU to increase awareness of Fairtrade, support more ethical purchasing on campus and strengthen the university's wider sustainability goals.

Interviews with the Sustainability showed that they are aware of current issues. Many of the named suggestions are worked on and should be improved over the next few years. Future Scoping Studys will show how well the measures are being carried out and if improvements have been made.

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