



The SDG Accord 

*The University and College Sector's Collective Response to the Global Goals*

### **Integration of SDGs in**

- Institutional governance/strategic level
- SDGs in research
- SDGs in campus operations
- SDGs in curriculum development
- SDGs in student engagement activities
- SDGs into community activities
- SDGs at a whole-institution level

### **Focus on**

- Goal 1 - No poverty
- Goal 2 - Zero hunger
- Goal 3 - Good health and wellbeing
- Goal 4 - Quality education
- Goal 5 - Gender equality
- Goal 6 - Clean water and sanitation
- Goal 7 - Affordable and clean energy
- Goal 8 - Decent work and economic growth
- Goal 9 - Industry, innovation and infrastructure
- Goal 10 - Reduced inequalities
- Goal 11 - Sustainable cities and communities
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action
- Goal 14 - Life below water
- Goal 15 - Life on land
- Goal 16 - Peace, justice and strong institutions
- Goal 17 - Partnerships for the goals

## *SDG Accord Reporting 2022 CASE STUDY*

### **Summary**

We ran a class with Level 5 Photography students and focused on the connectivity between the SDGs. A presentation explored connections, the cumulative effects of actions (positive and negative) and the power of the individual in driving positive changes. The students then worked in teams to produce and present collages that showed the connections between environmental, social and economic SDGs.

'100%. The feedback we have received has been very positive. Learners have engaged well with the statement 'you are making an impact, it's up to you whether that is a positive one or not' '

'Working with different classes and having to present their work has pushed some of our learners to feel more confident talking to large groups. Four have agreed to talk in front of our new NQ students on the back of this experience.'

'I'm not buying as much as a result of what we learned. I'm buying only what I need. The task part was my favourite- you really had to think about what you were putting together.'

'I knew how important all the subjects were but it's only just clicked that they are all integrated. Even if they seem far apart, they are all connected.'

Outline the benefits of integrating this theme:

- 1. As photography students, this group is learning convey messages through a visual medium. By asking them to illustrate the SDGs' connectivity by producing collages, we were able to harness their skills, provoke thought, develop their understanding and equip them to express that understanding.**
- 2. As creative arts students, the group is also leaning to make and illustrate connections and find new ways of looking at the world. The SDGs offer good content to develop such skills.**

Outline the barriers or challenges encountered in integrating this theme and how you overcame these:

- 1. Many members of this class were young college students whose learning and collaborative skills have been adversely impacted by Covid and home learning. We were able to develop their confidence and team working skills by integrating a group task into the session.**
- 2. 'Working with different classes and having to present their work has pushed some of our learners to feel more confident talking to large groups. Four have agreed to talk in front of our new NQ students on the back of this experience.'**
- 3. This class was diverse in age and learning stages. By emphasising the SDGs' connectivity, rather than assuming scientific knowledge or life experience, it meant that each learner was able to connect with the content and their task.**

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### **Conclusions and recommendations**

1. It is possible to explore the SDGs' connectivity and to deliver clear messages effectively using the Wedding Cake model.
2. Creative Arts students will engage with the science and the SDG framework, if they are asked to use their own interests and skills – in this case showing connections visually.
3. Learning is cemented by setting a task.
4. The serious importance of the SDGs did interest and motivate learners. They knew that they were exploring themes that mattered and they have gone on to make changes in their behaviours: buying less, recycling more, etc.



Students working on collages.