



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

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BA & SOS-UK SHAPE Sustainability Impact Projects

The British Academy (BA) and Students Organising for Sustainability UK (SOS-UK) held the first SHAPE Sustainability Impact Projects in 2020/21. The aim was to engage students and academics across arts, humanities and social sciences (AHSS) in tackling sustainability challenges via an applied learning model employing the living laboratory approach.

University of East Anglia (UEA) was one of three universities that took part in the pilot, along with Manchester Metropolitan University and Bangor University. The scheme launched in November 2020, with a two-day pitching event and university leads provided support throughout the process with a mid-term progress event with SOS-UK. The final conference was held in February 2021, this involved the student groups presenting their findings to BA, SOS-UK and university leads, followed by project evaluation in March 2021.

We devised three challenges, all of which related to sustainability strategy:

- What will a sustainable UEA look like in 2050?
- How do we engage shared values to reach sustainability?
- How do we embed sustainability into the UEA curriculum?

Twenty-three students and three academics from our School of International Development and Norwich Business School (NBS) volunteered for the scheme, across the three challenges. All meetings were held virtually due to COVID-19 restrictions.

Dr Oliver Springate-baginski, Associate Professor in the School of International Development, said 'The projects provided an opportunity for students eager to do something to focus & channel their energies – it was a pleasure to help them develop their thinking in practical ways.'

Tony Polack, Lecturer in Business Management at Norwich Business School, said 'The best thing about these projects was that they were led by dedicated students, and it was great to see people from different Schools and disciplines collaborating with each other to produce some genuine and practical results.'

Outline the benefits of integrating this theme.

- 1. Consultation for institutional sustainability strategy**
- 2. Living laboratory projects for students during COVID-19 Lockdowns**
- 3. Involving art, humanities and social sciences students in sustainability**

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Outline the barriers encountered in integrating this theme and how you overcame these.

1. COVID-19 impacted the projects as they really needed face-to-face collaboration. To overcome this, the UEA Sustainability Team devised a MS Teams Channel for the SHAPE projects and student groups set up their own collaborative online groups.

Conclusions and recommendations to others:

Solutions to sustainability are often considered as related to STEM subjects and arts, humanities and social sciences can be overlooked. When we heard about the BA and SOS-UK pilot we jumped at the chance to get involved.

Initial outputs were varied and innovative:

Group 1: What will a sustainable UEA look like in 2050? The student group used surveys and interviews to gain feedback on their three aims: how UEA could become self-sufficient for food, a recommendations report for making UEA buildings carbon neutral and how to reduce carbon footprints and go plastic free.

Group 2: How do we engage shared values to reach sustainability? This group researched key issues for UEA students and staff via a survey which would form an online sustainability guide and community.

Group 3: How do we embed sustainability into the UEA curriculum? The group developed a sustainability primer workshop for NBS students using School of International Development academics and students. This inter-disciplinary approach could then be developed throughout the university through peer-to-peer learning.

Recommendation:

The legacy of projects should be considered from the outset, with follow-up support continuing beyond the SHAPE projects timescale (perhaps on a monthly basis).