



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

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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

Summary:

Cégep Saint-Jean-sur-Richelieu is innovating with its Equity and eco-responsibility of menstrual hygiene products project, which consists of offering various services and activities to the student community during the winter semester as a pilot project.

As part of this project, the student community can now have access to free emergency hygiene products in certain bathrooms as well as financial assistance of \$1,500 from ENvironnement JEUnesse, which can reach up to \$100 per person, for the purchase of eco-responsible menstrual hygiene products.

ENvironment JEUnesse would like to congratulate the members of the "Les Pouces Verts" student committee as well as the Cégep staff for their mobilization work around this crucial issue of menstrual safety. "Our team is proud to support the Cégep Saint-Jean-sur-Richelieu in the implementation of this financial assistance and to support its environmental education projects". According to the Quebec Action Network for Women's Health, one in seven women has missed school or work because of lack of easy access to menstrual hygiene products.

Among the activities set up for the winter session of 2023, note the organization of a conference on menstrual precariousness and eco-responsible hygienic products available on the market offered by the Center des femmes du Haut-Richelieu and the setting up of a kiosk information presenting different ecological menstrual hygiene products. Five sets of eco-responsible products were also won by students so that they could try them out and maybe adopt them.

Proud signatory of the UN Sustainable Development Goals Agreement, the Cégep actively works to achieve these goals through various projects and services, including menstrual

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hygiene products, in order to inspire, to celebrate and advance the essential role that education plays in achieving the Sustainable Development Goals (SDGs) and the value it brings to governments, businesses and society at large.

Outline the 3 key benefits of integrating this theme:

1. Contribute to the school attendance of menstruating people.
2. Promote gender equity in basic hygiene products.
3. Financially help the most vulnerable people to acquire ecological hygienic products.

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

1. Communicate the project : many publicities on our network and poster on our walls
2. Getting money to start the project : having a partnership with ENvironnement JEUnesse
3. Let the youth talk about that taboo subject : the conference and the kiosk were safe space for them to talk about it.

Please outline your conclusions and recommendations to others:

The free emergency hygiene products in the bathrooms are a success that is appreciated by the students. Anonymous comments about it could be read on social media. Although there is an increase in the quantity of these products used, we consider that we are rendering a real service to the community, compared to previously where students had to pay 25 cents for a emergency hygiene item. However, in 2023, the students no longer have small change on them, which reduced interest in vending machines. For this project, we recommend modifying the current machines to make them free rather than changing the entire vending machines.

The financial aid project for eco-responsible products was more difficult to communicate to students and will have to be modified to facilitate access. Refund requests seem to complicate the process. Instead, we plan to place orders for eco-responsible products for interested students.

In short, this project promotes gender equity and we will continue next year to properly assess its long-term success.