

The SDG Accord

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



University for the Common Good

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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Summary:

Glasgow Caledonian University (GCU) students took part in British Academy's Students Organising for Sustainability (SOS) SHAPE Projects. The aim of projects is to harness the power of arts and humanities to tackle sustainability challenges. These are yearlong projects in which three teams of GCU students have actively taken part to identify real life sustainability problems or challenges experienced by the university or communities, and by using their disciplines, developed solutions to these challenges.

One of the projects identified heightened social exclusion within a community in Glasgow, Scotland in Milton area. This project was titled, 'How can GCU work with marginalized young people in areas of multiple deprivations in Glasgow to the benefit of both GCU and the Community in Question?'

Students identified that Glasgow's Milton area have been impacted by multiple deprivation such as high unemployment rates, lack of basic amenities including secondary schools, good transport system and shopping centers. In addition, young people of Milton have been long marginalized as they rely on the neighboring communities to access these amenities and there is also a presence of self-exclusion and language barrier due to the diversity of its residents as well as the population of refugees and asylum seekers. The project aimed to address these issues and to also enhance engagement between the university and the communities we serve.

In another student engagement project, Glasgow Caledonian has had its largest-ever cohort of students accepted onto a prestigious leadership programme backed by the Clinton Global Initiative University (CGI U).

Eight students will join the Class of 2023 on the CGI U programme, which helps undergraduate and postgraduate students turn social enterprise ideas into practical action.

Students are encouraged to create and implement Commitments to Action across five focus areas: Education, Environment and Climate Change, Peace and Human Rights, Poverty Alleviation and Public Health.

A Commitment to Action is a novel, specific, and measurable student initiative that addresses a pressing local or global social problem.

Outline the 3 key benefits of integrating this theme:

1. Increased student engagement and initiative
2. Partnerships with external agencies (Scottish Government/ British Academy)
3. Engagement with local communities to tackle important issues and challenges such as inequalities, health and wellbeing, and Accessibility.

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

1. Keeping students motivated for an external project during key pressure points in their education (for e.g. exam period). We were able to overcome this by appointing a faculty

SDG Accord Case Study

member as a mentor who was able to motivate them and encourage them to keep going when interest and engagement can be low, particularly during exam periods and assessment deadlines.

2. Engagement with important stakeholders (both internal and external) poses challenges in terms of alignment of goals. This was overcome by regular communication and liaison between key people in external and internal organisations.

Please outline your conclusions and recommendations to others:

Students identified, that the barriers and challenges highlighted in the Milton area was having a serious negative impact in the area and on its residents, leading to serious issues of social exclusion, lack of accessibility, and impact on health and wellbeing, employability, social mobility.

A number of sustainable development goals were addressed through the projects, namely:

SDG 1: No Poverty

SDG 3: Good Health and Wellbeing

SDG8 – Decent work and Economic growth

SDG10: Reduced Inequalities

SDG 11: Sustainable Cities and Communities

SDG 17: Partnerships for the goals.

Students developed the project with an aim to create interventions that encourages social integration and education among the young people of Milton which will further promote social inclusion and reduce inequalities. In the long term it is hoped that these interventions will not only strengthen bonds with our local communities, but will also bring about behavioural change leading to a safer community and a general positive outlook where people can **feel appreciated, learn new crafts, be gainfully employed and run their own businesses.**