

# The SDG Accord

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



# SDG Accord Case

## 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

## Summary:

The Glasgow Kelvin College Level 6 Professional Cookery course made strides towards incorporating the SDGs into a redesigned curriculum and series of projects on the topic of Sustainable Food and Cooking. The Cookery instructors were motivated by the climate crisis, as well as the cost-of-living crisis, to teach their learners about why some foods are more sustainable, and how to think of the entirety of the global food system when choosing ingredients and recipes. Part of this learning was facilitated by a community organisation, Glasgow Community Food Network, who came to the College to deliver a 'Climate Crumbs' workshop to the Level 6 students. Course content also covered the environmental impact of the livestock industry, food waste, the idea of 'food miles', and how to prepare delicious vegetarian, vegan, local, and seasonal dishes. In two separate events, which engaged the entire College community, Cookery students provided a Sustainable Food Stall on campus which allowed staff and students to enjoy local, vegetarian dishes. Students not only

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prepared all the food, but also served it, distributed recipes, and provided readings and information on the benefits of eating sustainably. The students were also eager to point out that the prepared recipes were not expensive, minimised food waste, and were easily accessible to even novice cooks. The events were huge successes, with over 20 Cookery students participating, and over 80 students and staff enjoying the events. These projects and 'cooking for sustainability' are now integrated into the Cookery curriculum. This example addressed many of the Sustainable Development Goals, such as Climate Action, Zero Hunger, Good Health and Wellbeing, Quality Education, and also Responsible Consumption and Production.

### **Outline the 3 key benefits of integrating this theme:**

1. Cookery students have skills and knowledge to bring sustainable cooking into future careers.
2. Staff and Students who attended Sustainable Food Stalls gain a new perspective and perception of what 'sustainable' or vegetarian food can be.
3. All who participated learned of the interconnectedness of the sustainable development goals.

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

1. One major barrier was people's pre-conceived (negative) ideas around the taste of sustainable food. The amazing food prepared by the Cookery students was the quickest way to overcome this barrier, as those that tried the food said things like, 'I can't believe this is vegan – it's delicious!'
2. Budget has been a challenge throughout the year, and we realise that many in our community are struggling with cost of living. By choosing to use local, seasonal ingredients, and minimise meat in the cooking; our Cookery students and staff were able to not only lower their costs for the course, but also provide our community with ideas and recipes for low-cost, sustainable meals.
3. A final (perceived) barrier is the idea that including the SDGs in teaching and learning requires too much time and detracts from the established curriculum. This example shows that, in fact, the SDGs can be incorporated seamlessly into the existing curriculum to the benefit of students, staff, and the larger community.

### **Please outline your conclusions and recommendations to others:**

Many SDGs are already present in course curriculum to some extent, however the sustainability message and experience for students and staff can become so much richer when the SDGs are highlighted, celebrated, and become a cornerstone of lessons and projects. We would highly recommend finding those courses, and those instructors, who are interested in sustainability and providing the resources and encouragement to expand their teaching and embrace SDGs as core to the curriculum.