

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

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Summary:

Leeds Arts University is committed to establishing the highest possible standards of sustainability across all our core activities. Sustainability and the green agenda are important to our students, graduates, and the wider community. It is reflected in student's academic work; it is inherent in their values and it influences their lifestyle choices.

The green agenda is also a cornerstone of the Mayoral Green Jobs pledge with an ambitious target to create 1000 well-paid, skilled, green jobs for young people and realise a net zero carbon economy by 2038.

Formed in 2018 and based in Leeds, [Sustainable Arts in Leeds](#) (SAIL) is a not-for-profit membership network of creative and cultural practitioners who have come together to act on the green agenda. Collaborating with SAIL provides opportunities to engage in activities that will have transformational impacts on participants, and the wider community.

Over 400 students attended SAIL's online workshops covering several creative and cultural sectors, including digital, fashion and textiles, screen and gaming, traditional art, and music. Participants explored global and sectoral issues, SAIL members shared personal insights and demonstrated examples of good sustainable practices.

Opportunities to practise have occurred in the form of live briefs, projects, and work experience. From industry to the third sector participants have practised their design, creativity, and communication skills to address specific sustainability challenges in new and innovative ways. Participants have undertaken research, collaborated with communities and other stakeholders to create digital assets, create digital content, to develop and deliver marketing and communication strategies, to solve problems and advocate good sustainable practices.

We are presently developing and delivering certificated CPD Creative Carbon Literacy training for staff/students and alumni. This will create a community of sustainability champions to act as advocates and catalysts for change both within the University and across the wider creative and cultural sector.

Outline the 3 key benefits of integrating this theme:

1. Activities and outcomes are closely aligned to personal, social, economic and political values of sustainability and the green agenda. They are important to all stakeholders.
2. Addressing "real world" problems enables participants to engage with third parties, to better understand issues and to use their creative and communication skills to solve problems and advocate good sustainable practices.
3. The learning through engagement and practising is designed to be both transformational and sustainable for practitioners and for within the communities that they interact.

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

1. One size does not fit all. Approaches to sustainability and the green agenda must be inclusive, coherent, and tailored to reflect individual disciplines and creative practices.

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2. Building relationships with communities, developing relevant live briefs, projects and work experience opportunities is costly and time consuming. Finding likeminded strategic partners and making time to build networks is critical to success
3. Maintaining momentum during term time, during recess and communicating with students, staff, alumni, and other stakeholders is challenging. Creating coherent learning, practising and advocacy opportunities requires a great deal of forward planning.

Please outline your conclusions and recommendations to others:

In conclusion:

Raising awareness, identifying opportunities for participants to practise, and developing opportunities to create advocates for continued change is made easier when

- a) You have institutional support and a commitment to establishing the highest possible standards of sustainability has created a solid platform to build upon.
- b) You have developed strong local and regional partnerships

And when

- c) You are aligned to political, economic, social and personal values of stakeholders and the community in which you operate.