

# The SDG Accord

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



**LEEDS  
BECKETT  
UNIVERSITY**



## *SDG Accord Case Study*

### **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 recent National Student Money Survey highlighted that 1 in 10 students used a food bank during the 2021/22 academic year to cope with the cost-of-living crisis. While Leeds currently has these services, outside of the City Centre these can be harder to access with students having to use money on transport to access them. The Headingley Campus Food Services team recognised a need to provide a "food bank" service to students to support them, particularly in key areas of the academic cycles where their finances may be stretched; such as gaps between loan payments and where working hours will be reduced to counter increased study/placement time.

To alleviate the stigma around taking from the food bank the concept was launched as a swap shop and donation point called the "Beckett Kitchen Community Cupboard" with the strapline "Give what you can, take what you need". Encouraging students and staff to bring along those long-life food products that sit in the back of your cupboard due to a mistake when buying, change of tastes or in the hopes of one day preparing that recipe you've bookmarked.

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Whilst supporting those in need was the main aim, the Community Cupboard also brought an opportunity to reduce food waste as these products have a larger audience who could use them, diverting them from being food waste which, if they stayed at the back of cupboard, they would be. As we reached the end of the spring teaching block we saw increases in stock coinciding with students clearing out cupboards ready to visit home for Easter, we hope this trend will continue as students clear out to move out and we have plans to work with Accommodation colleagues and Campus Service teams to set up donation points with Halls of Residence at the end of the year.

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

- 1.** Reducing out of date waste with students bringing in unwanted food/products earlier in their academic cycle, not leaving behind at the end of the year in accommodation or throwing away.
- 2.** Creating a sense of community. Due to its location in an open use café space, it isn't just our students and colleagues that donate, local residents from Headingley also bring along items when the pop in for coffee.
- 3.** Reuse and redistribution of key products. As the community has engaged, the types of donations have started to diversify and alongside food donations they regularly include books, toiletries and stationery. Similarly, as office moves have actioned across campus, staff members have donated note pads, pens and ring-binders. As students don't need to spend money on these items means they can redistribute their budget where needed e.g. on food/bills.

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

- 1.** Getting the tonal balance right – we want people to be able to donate but don't want them to feel pressured to do so, we also want people to feel comfortable taking from the shelves when they want to – this obviously opens it up to being abused by those who don't have the same needs. We overcame through careful word choices and considerate promotion through social channels and internal communications.
- 2.** Getting donations – donations tend to be claimed within a few hours of being placed on the shelves so stocking them on student and staff donation or swaps alone proves a challenge. The team reached out to some of our suppliers to see if they had any stock we could take that was reaching dates that would be unsellable for them and two of our suppliers came back to offer several boxes to donate to the cause – including several boxes of traycakes, cereals and biscuits
- 3.** Stock management can be challenge, sometimes items left aren't appropriate e.g. limited shelf life items or very poor quality bric-a-brac, although the team work hard to ensure items left are of good quality and do stock manage to ensure a rotation of products left behind when the shelves are fuller.

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

The open nature of a donation/collection point requires management of stock to rotate and ensure items are fairly distributed over time, so those accessing the cupboard at different times of the day have a chance to find stock they would like to take.

We're looking to expand and are adding another Community Cupboard at City Campus ready for the new intake in September. Additionally, we're working with our suppliers and local food waste champions to try to catch other products we can save and put to good use.

Running the Community Cupboard as a "swap shop" and donation point has been successful