



# Seneca

## POLYTECHNIC



## *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:***

*Seneca Global Learning and Engagement has been delivering the United Nations' (UN) Sustainable Development Goals Training in partnership with the Foundation for Environmental Stewardship (FES) since 2018. The training is organized and delivered in alignment with Canada's International Development Week. The training informs participants of the history and structure of the SDGs, design and implementation thinking, and informs participants on how to connect sustainability concepts to their academic disciplines.*

*In 2023, Global Learning and Engagement continued to offer the training by offering 2 versions of the training that could be embedded into existing courses at Seneca. The training allowed faculty at Seneca to be more hands with project deliverables and gained support from Seneca's Office of Sustainability. More than 500 students, across four Faculties, participated in the virtual training.*

*Students from these academic areas completed an action planning workshop where they learned how to develop their ideas of advancing sustainability by learning about problem*

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*orientation, consensus-building, levers of change, impact analysis, and more. Leading up to the workshop, students had the opportunity to participate in events sponsored by the Office of Sustainability and complete an asynchronous course revolving around the SDGs.*

*At the end of the training, students used what they learned in their workshops and event experiences to complete their course deliverables.*

*Each student who submitted the deliverable assigned by their professors received marks towards their courses and a badge from FES to denote their action on sustainability.*

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

- 1. Students became more informed of ALL the SDGs and other sustainability concepts, that they would not have in their courses, if not for the SDG training.*
- 2. Students learned what the institution was doing to advance the SDGs and were given a platform to voice their feedback.*
- 3. Faculty at Seneca learned about the SDGs and were able to use these learnings to co-develop sustainable projects that were accessible for their students.*

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

- 1. 15 courses embedded the training into their curriculum and each faculty member faced unique challenges on how to appropriately align their course outline with sustainability concepts. This caused confusion on the goals and purpose of embedding the training into courses.*
- 2. Students from some academic disciplines, especially those where sustainability concepts are seldom highlighted in class, faced difficulty understanding why sustainability is/should be important to them with respect to their academic discipline.*
- 3. From a technical standpoint, there were issues with using adequate technology to support more than 500 participants during virtual sessions. This led to some drop-off in participation and engagement.*

### ***Outline your conclusions and recommendations to others:***

*Those interested in embedding SDG-related programs into courses at their institutions should consider doing so. It allows students from various academic disciplines to understand how everyone's actions are connected to one another and how collective contributions toward sustainability have a big impact on advancing them.*

*It also allows faculty, who might not have much knowledge about sustainability, to learn about them and encourages them to align their course outlines with more sustainability concepts.*

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*I would recommend those interested to leverage academic specialists (or related) at their institutions to help faculty with creating more sustainability-focused course outlines. Those interested should also leverage applicable sustainability departments at their institutions to engage their audiences about sustainability initiatives.*