

The SDG Accord

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



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

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Summary:

ShIPLEY College has been leading the SDG training project in collaboration with WYCC, providing technical guidance and mentorship for Colleges around the West Yorkshire Region. West Yorkshire Colleges and the WYCC came together between October 2022 and March 2023 to further educate and support staff, students, businesses and visitors on the importance of the SDGs.

ShIPLEY College was the lead college in the West Yorkshire region, providing mentorship for the other colleges as well as sharing best practice and ideas on embedding the SDGs into college culture.

All other colleges selected an “SDG champion/s” who attended ShIPLEY College for intense training on how to engage their colleagues in SDG activities, essentially ‘training the trainer’. The SDG champions then had the knowledge and understanding to cascade the SDG training to staff in their own establishments. ShIPLEY College shared resources to ensure the SDG champions were able to upskill other staff efficiently.

A networking group was set up between the SDG champions every month, to share best practices and to discuss challenges of the project. These networking groups will continue three/four times a year to continue this network of support.

Each college has either signed up to the SDG Accord or is using a measurement tool such as the EAUC Sustainability Leadership Scorecard to measure their progress. As a result, all colleges will have created an action plan, which will be reviewed throughout the year in their establishment and during the network groups.

One of the main aims of the project was to ensure staff in all colleges participating in the project had a key knowledge of the SDGs, which could be incorporated into their daily lives and teaching. As a result of this, SDGs were embedded into lessons which enabled students to have discussions on the SDGs and what they mean for their education, their lives and the green skills needed in their future careers.

Outline the 3 key benefits of integrating this theme:

1. Excellent partnership to train staff and students on the importance of the SDGs across the colleges in the West Yorkshire region.
2. Students have a range of new green skills and sustainable knowledge for their future careers.
3. Despite the different colleges being at different starting points with their sustainability journey, the end of the project showed that every college was able to set actions and targets and follow up on these

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

1. Time to run the project for the SDG champions was a challenge, as the project was an addition to their current busy roles - Networking meetings were online and resources were shared so they did not need to be designed from scratch.

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2. College's have very limited resources; as well as staff time the SDG champions had little to no budget at the start and during the project
3. FE Colleges have limited resources - so find your allies in different departments

Please outline your conclusions and recommendations to others (Max 200 words):

The sharing of resources and knowledge on the SDGs meant that colleges did not need to design their own materials and support was always provided if needed. It is key that best practice on sustainable development is shared between educational establishments, as it was shown that the majority of colleges had the same barriers and challenges. All educational establishments have the same goal and we are not in competition when it comes to sustainable development. The project and the networking has meant that the participating colleges were able to achieve a lot more compared to what they would have been able to do working on their own.

I would recommend anybody working in this field of work to not keep their resources to themselves. We all have the same goal, and a sharing of sustainability resources' will help all to achieve a more sustainable workplace and upskill students and staff, much quicker.