



UNIVERSIDAD DE
CELAYA

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

Summary:

As part of the joint effort for the development and positive impact on society and the educational community in the city of Celaya, Guanajuato, Mexico, the University of Celaya raised a social development fund in collaboration with the Guanajuato Business Foundation (Fundación Empresarial Guanajuato) and FIDESSEG, to carry out the project "Integral development of Celaya's children". With this project and the investment raised, the Leading women in STEM and UNI PERAJ extracurricular educational programmes will be continued and strengthened, focusing on the promotion, development and teaching of science, technology, engineering, mathematics, and the integral education of public elementary school students and residents of priority areas in the municipality of Celaya.

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Outline the 3 key benefits of integrating this theme:

It is worth noting that as a result of the agreement made with Fundación Empresarial Guanajuato and FIDESSEG, with the purpose of positively influencing the life and career plan of the children of Celaya and in congruence with the University's own mission, the University of Celaya is committed to:

1. Each girl and boy participating in the STEM and PERAJ programmes who successfully complete these workshops from the 2023 generation onwards and who meet the university's requirements will be awarded a 50% scholarship to continue their higher education studies at the University of Celaya.
2. A manufacturing cell will be installed in the engineering laboratory of the University, in which the children participating in this programme will learn how it works, generating an early immersion in the manufacturing processes that are experienced daily in the companies of the region, where the automotive industry is strongly established.
3. STEM knowledge will be promoted so that, from an early age, the participating children, in addition to acquiring more advanced knowledge for their school age, can identify whether they would be interested in studying an academic and professional career in any of the STEM areas in the future.

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

1. One challenge encountered in this project was the lack of resources and facilities to support the programmes. To address this challenge, the project team seek for additional funding or partnerships with social support organizations to provide the necessary resources and support to strengthen these programmes. The work that was carried out in conjunction with FE Guanajuato to justify and document the project in detail, in order to raise the required funding was another part of this great challenge.
2. The next challenge was the identification of the necessary machinery that needed to be acquired to fully immerse the participating children and students in the subject of engineering and manufacturing as seen in STEM. The University currently has an equipped engineering laboratory, however, a manufacturing cell similar to those found in automotive companies in the region, which could be explained in a simple way to elementary school children, was needed.
3. Another challenge was the integration of the extracurricular programmes Leading Women in STEM and UNI PERAJ into a single social development project in which the participating academic and administrative areas, teachers and students were integrated as a single team.

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

In conclusion, the integration of STEM and PERAJ programmes will impact the lives of children by providing access to higher education, exposing them to practical applications of STEM

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knowledge, and promoting the pursuit of academic and professional careers in STEM areas. This case study highlights the efforts made by the University of Celaya, in collaboration with Fundación Empresarial Guanajuato and FIDESSEG, to positively impact the lives and career plans of children in the municipality of Celaya through the promotion, development, and teaching of STEM subjects. The following three key benefits of integrating this theme will have a direct impact not only in the children who participate in this program, but also in their families and the society of the city of Celaya in Guanajuato, México.

- Scholarships for Higher Education.
- Early Immersion in Manufacturing Processes.
- Promotion of STEM Knowledge.

The recommendation to others is to explore different possible partnerships with stakeholders that share common goals and vision towards the same sustainable development goals, and devote a professional team who collaborate in order to join every partners' goals and vision.