

The SDG Accord

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



Image: Celebrating students on Argentine coastline having observed ancient animal footprints found by geologist Teresa Manera on the beach of Pehuencó.



Image: Students (from left to right) Cassandra Piejko, Finlay Porter, Beth Lane and Cathy Sole meeting with UEA Alumna, Dr Claudia Ferradas to learn about Anglo-Argentine Literature.



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

“Decolonising Creative Writing” was a partnership project between the University of East Anglia and Instituto Superior Juan 23, Argentina that sought to address the under-representation of local minoritised voices in the language and intercultural education curriculum. The project had a strong focus on interdisciplinarity, with activities in creative writing, history, literature, drama, citizenship, intercultural education and language learning, crafting connections between geology, palaeontology, the arts and the humanities.

The project attempted to ‘LatinAmericanise’, ‘indigenize’ and ‘localise’ English language teaching as one way of freeing the mind from colonial ideology and to address inequalities and disparities in knowledge production in English language teaching. With this aim in mind, UEA students worked in partnership with Argentine students seeking to disrupt Eurocentric ideologies of knowledge production through the co-creation of new reading materials written in a carefully graded and accessible language for learners of English as a foreign language.

These student-generated educational resources were compiled in a digital book entitled ‘Our Local Heroes’ based on the lives of influential members of the Argentine community, highlighting the accomplishments of five inspirational men and women who shaped the history of Bahía Blanca. An illustration of this is the story of Dr Teresa Manera, a local inspirational geologist, who has made a significant contribution to local, national and international research, whilst an example of Anglo-Argentine connections was the development of a Murder Mystery adventure. This was based around Charles Darwin’s journeys in the Argentinian Pampas, with a cast that included a tango dancer, a gaucho, and an ethnic Mapuche woman, amongst others.

The project was awarded status of ‘municipal interest’ by the City Hall in Bahía Blanca, ratified by their Mayor. Some more information about this work can be accessed here: [Cinco personalidades de Bahía tendrán sus biografías escritas en inglés - La Nueva](#)

Outline the benefits of integrating this theme.

Supported by British Council funds, UEA and Instituto Superior Juan 23 initiated their collaborations in 2019 with a project entitled ‘Global Children’. This involved student-teacher volunteers from Instituto Superior Juan 23 tackling the issue of poor access to quality education, continuing virtually in 2020/2021 with UEA students in the creation of bilingual educational resources (Spanish-English). The UN SDGs were placed strategically at the core of this work, which provided project partners with a framework to deepen networks with Argentine UEA Alumni and build upon previous collaborations between our institutions and Centro Social Vicentino, a local charitable NGO that provides alternative education for disadvantaged children in an impoverished area in the south of Argentina.

The ‘Global Children’ project was selected as an example of good practice by the ‘International Association of Charities’. Information can be accessed here: [Global Children, el proyecto de voluntariado local que será presentado ante la Unesco - La Nueva](#) In 2022 Turing funds supported UEA student mobility to Argentina to work in person with Juan 23 students on the “Decolonising Creative Writing” project to address these four UN SDGs:

Goal 4 - Quality education: Group work collaboration in physical classrooms in Argentina helped the development of intercultural competences, such as curiosity, open-mindedness,

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flexibility and adaptability, listening and observing, being respectful and cultural knowledge. Students worked together solving problems, completing tasks and creating a product, building on their knowledge through social interaction, with educators acting as facilitators, while the students served as experts for one another, co-constructing knowledge and learning from each other. The students delivered highly interactive workshops in several schools engaging a large number of English language learners.

Goal 5 - Gender equality: The students used the accomplishments of Teresa Manera, a geologist and palaeontologist as a female role model in the field of science to inspire future generations of women. Teresa Manera discovered prehistoric animal tracks along Argentina's Atlantic coastline and the students highlighted the importance of her subsequent efforts to preserve these animal footprints made 12,000 years ago, which are being threatened by rising sea levels and the damaging effects of human destruction and tourism.

Goal 10 - Reduced inequalities: UEA provided their students with financial, administrative and academic support for their mobility in Argentina. Due to financial constraints, the Argentinian students were unable to travel to the UK; however, they benefitted from the 'internationalisation-at-home' intervention of hosting the UEA students in their institution. This ensured that all students had the opportunity to develop intercultural competences, not just the selected four UK students who travelled to Argentina.

Goal 17 - Partnerships for the goals: We partnered with UEA Alumni, academics, schoolteachers, scientists, historians and NGO volunteers to deliver an international experience enriched by multiple perspectives. This work helped build upon previous collaborations and led to new connections with the City Hall in Bahía Blanca. The stories written by the students have been digitalised and become freely accessible to children and volunteering trainee teachers at the NGO 'Centro Social Vicentino'. Further, the students organised a free event, open to the local educational community to receive donations of non-perishable items for the charitable NGO.

Outline the barriers encountered in integrating this theme and how you overcame these.

Budget/funding challenges to maintain the relationships between partner universities, NGOs and businesses.

Project partners in Argentina do not hold full-time contracts and receive no payment for this work nor workload allocation. Despite these limiting factors, UEA participants received the very best collaboration and support from Argentine project partners, who in return received freely accessible training workshops and mentorship from Dr Leticia Yulita. These professional development opportunities helped Dr Yulita become enriched through a mutual collaborative approach. Relationships were deepened and nurtured by providing a time and a space outside normal working hours for all project participants to network further, ensuring a vibrant social interaction enthusing all participating students and collaborators.

Outline your conclusions and recommendations to others:

This inter-institutional project aimed to promote the development of “global-ready” graduates with intercultural competences that enable them to address global challenges and issues of global concern, such as those related to social injustice and inequalities. We adopted a comprehensive internationalisation approach and intrinsically linked decolonisation and internationalisation with learning, teaching and employability to support students in their transitions from a student identity to a global graduate identity. We created new relationships and deepened our existing connections with UEA alumni, academics, employers, NGOs and indigenous communities through collaborative and creative approaches to global learning, increasing awareness of justice and inclusivity. Equally important, we enhanced our global reputation through Argentine media engagement by participating in radio and TV interviews, as well as news items in the local newspaper.