



# The SDG Accord

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

## **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

## *SDG Accord Reporting 2021 CASE STUDY*

### **Our City Year UK partnership**

The university partnered with educational charity City Year UK in September 2019, to expand their work to four Coventry secondary schools. This allowed 20 City Year volunteer mentors (including nine of our students) to undertake a full-time placement in schools, working with pupils most at risk of not fulfilling their potential.

For mentors, the placement builds their personal and professional skills through social action to help them attain greater job prospects and become future leaders. Alongside direct classroom experience, they receive weekly training sessions and have access to mentors from City Year UK's corporate partners.

In 2019, mentors worked with 200 'Focus List' pupils through direct in-class support and after-school enrichment activity to boost pupils' skills and behaviours for learning. They also engage with the whole school population - in Coventry, this totals 4,345 pupils. Early feedback indicates positive pupil outcomes: two-thirds of 'Focus List' pupils made improvements in their attendance and 93% of pupils made significant improvements in their behaviour.

When schools closed in March 2020, mentors had to adapt quickly to continue supporting their mentees and make the most of their placement. Approaches included using technology to provide timely careers advice to Year 11 focus pupils; discussing options for sixth form or college; how to write CVs; presentation tips; and interview techniques. Another mentor turned to music to keep pupils engaged, creating short videos to explain about song lyrics and music, then giving pupils a task to practise themselves.

### **George- Coventry University Student and Volunteer Mentor**

*"City Year is the perfect opportunity for anyone who is passionate about social action and making a meaningful difference. The placement has helped me to develop my decision-making skills, problem solving abilities and has given me the opportunity to take the lead in a variety of situations."*

### **BENEFITS**

1. Boosting skills and behaviour for learning in pupils most at risk from not fulfilling their potential
2. Coventry University students were recruited as 'volunteer mentors' enabling students to gain professional and personal skills.
3. In adapting to the pandemic we were able to develop new approaches to support pupils and mentors and a critical time.

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### **CONCLUSIONS**

They provide one-to-one coaching, in-class tutoring and a range of after-school clubs and activities designed to re-engage pupils with education. By developing long-term meaningful relationships with children, mentors inspire and show them what they can achieve and help them get back on track to meet their full potential.

So far in Coventry almost all focus pupils have improved their behaviour and two thirds have improved their attendance and punctuality.

*The Volunteer Mentors have a great presence around the school and are great role models. They are a great support for teachers and pupils not only in lessons but in clubs, projects and general day to day school life*

*Teacher at Whitley Academy*

Mentors spend a year working full-time in school with children who need it most, helping to create an environment where they can enjoy school and learning.

The placement provides structured opportunities to develop the skills needed to get into work and become future leaders.

This is a programme that has a real impact in helping young people realise their potential, developing skills for both pupils and mentors.

<https://www.coventry.ac.uk/the-university/social-impact/corporate-social-responsibility/>