



# The SDG Accord

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

We recognise that as an SDG Accord signatory your institution has a greater story to tell regarding how SDGs are being integrated within your community, and as part of your institutional SDG Accord reporting, we are now asking signatories to submit one or more case studies to share good practice, celebrate and/or outline barriers of how your institution is integrating the SDGs. **Please tick the relevant Case Study Themes you would be interested in providing case studies for.**

## 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

### **International Outbound Mobility Opportunities for Indigenous and Low-income Students**

The report of the study group on global education states that “Indigenous youth are among the fastest growing segment of the Canadian population, and Indigenous people’s share of the Canadian workforce is expected to double by 2036.” This presents a unique challenge to Canadian Post-secondary institutions where Indigenous students are underrepresented in international learning programs.

To overcome this challenge, Saskatchewan Polytechnic and Parkland College are working in partnership to support the international mobility for outbound Indigenous and low-income students. Project exchanges will occur in countries where Saskatchewan Polytechnic has partnership Memorandums of Understanding (China, India, Mexico, Uganda, Vietnam, Mexico, Ukraine).

The partnership is vital to the success of the next generation of diverse learners living in Saskatchewan’s urban and rural settings, as Indigenous students comprise 19% of Saskatchewan Polytechnic’s and 38% of Parkland College’s student population. Both institutions have multiple campuses which serve remote, rural, and northern areas of the province.

*“Providing young Canadians with more opportunities to gain education and experience abroad will ensure they are better equipped for the jobs of tomorrow. This is part of our plan to grow the middle class and ensure more Canadians get that fair chance at success.” Patty Hajdu, Minister of Employment, Workforce Development and Labour, January 2017 – November, 2019*

#### **Benefits**

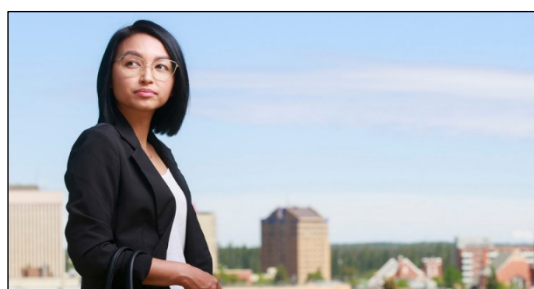
1. Improved language skills
2. Experience a different style of teaching
3. Enhance relationship building
4. Experience cultural immersion
5. Develop confidence
6. Enhance career development

#### **Barriers**

1. Low interest of Indigenous students in study abroad due to lack of travel experience.
2. Study missions abroad are not relevant to students’ interests.

#### **Other Potential Barriers Identified by Wilfred Laurier University’s Research Report:**

1. Finances and personal commitments
2. Complications of the process
3. Racism and safety
4. Lack of an Indigenous approach to study abroad



**Conclusion**

Given the speed at which the Indigenous youth population is growing, and Saskatchewan Polytechnic's institutional commitment to the Truth and Reconciliation Commission's Calls-to-Action, the institution owes a duty of care to Indigenous and low-income students, to decrease their barriers to participation in global learning experiences. Saskatchewan Polytechnic will support its partner, Parkland College, by offering spaces (30) in its mobility programs and providing wrap-around supports to rural Parkland Indigenous students.