

# COLLABORATIONS FOR CHANGE

Global Goals for Tomorrow's Education, Today

19TH ~ 21ST JUNE 2018 KEELE UNIVERSITY



## Navigating the SDGs: Mapping your Journey

Headline Sponsor



**Carbon**Credentials



# Navigating the SDGs: Mapping your Journey

Hannah Sellers (Living Labs Coordinator)

Dr Sandra Lee (Social Impact Lead)

Ben Evans (ESD Coordinator)

Social Impact Team

University of Leicester



# Where are you at?



No idea where to start/what to do



Started SDG mapping



Reported to the SDG Accord



# Engagement



## Go Green Week





# Engagement



**EXIT WEEK**  
CAPTURE, CELEBRATE, COLLABORATE  
29TH MAY - 1ST JUNE 2018

**7 UPGRADE YOURSELF** TUESDAY 29TH MAY  
**CAPTURE**  
Develop skills, employability and yourself  
**Lego Serious Play workshop**  
2-4pm Att LR 111

**EXIT WEEK GALA** WEDNESDAY 30TH MAY  
**CELEBRATE**  
Rounds Tournament 11am-2pm Victoria Park  
Carnival Theme Fairground games inflatables 1pm-4pm FJB Lawn

**STEP FORWARD** THURSDAY 31ST MAY  
**CAUSE**  
Edible Campus activities 10am-12pm FJB Square  
Grow your own food workshop 2pm onwards H4C plot

**GLOBAL GOALS, LOCAL ACTION** FRIDAY 1ST JUNE  
**CONNECT**  
Creative and innovative student showcase  
Debate 9am-3pm George Davies Centre

[www.le.ac.uk/exit-week](http://www.le.ac.uk/exit-week)





# Global Goals, Local Action



**Student Showcases**



**Debate**  
“Should University of Leicester be plastic-free?”



**Keynote Speakers**





# Process - Categories

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- 5 categories – not 4
  - **Teaching**
  - **Research** } = Self explanatory
- **Operational** = Delivery plans, events, training etc.
- **Engagement** = Volunteering
- **Strategy** = Top level initiatives

# Process – How did we capture the data?



- **Teaching** = ESD – curriculum transformation
- **Operational/Strategic** = Meetings, website
- **\*Engagement** = Audits, opportunities we know of
- **\*Research** = Colleagues, online research directory
  
- Hard to capture everything
  - Engagement and research results are weaker

\* = Weaker



# Process - Formal vs. Informal



|   | Teaching |          | Research |          | Operations |          | Engagement / Outreach |          | Strategic |          |
|---|----------|----------|----------|----------|------------|----------|-----------------------|----------|-----------|----------|
|   | Formal   | Informal | Formal   | Informal | Formal     | Informal | Formal                | Informal | Formal    | Informal |
| 1 No Poverty                            |          |          |          | 1        |            | 1        |                       | 1        |           | 1        |
| 2 Zero Hunger                           |          | 1        | 3        | 1        |            | 2        |                       | 2        |           |          |
| 3 Good Health & Wellbeing               | Several  | Some     | 4        |          | 1          | 2        | 1                     | 9        |           | 2        |
| 4 Quality Education                     | 2 ?      | ?        |          |          | 1          | 1        | 2                     | 1        |           | 2        |
| 5 Gender Equality                       | 0        | 3        | 3 ?      |          | 2          |          | 0                     | 3        |           | 3        |
| 6 Clean Water & Sanitation              | 1        |          | 3        |          | 1          |          |                       |          |           |          |
| 7 Affordable & Clean Energy             | 1        |          | 1        |          |            | 1        |                       |          |           | 1        |
| 8 Decent Work & Economic Growth         | 1        |          | 3        |          |            | 2        |                       |          |           |          |
| 9 Industry, innovation & infrastructure | ?        |          |          | 1        |            |          |                       |          |           | 1        |
| 10 Reduced Inequalities                 | Several  |          | 2        |          | 1          |          |                       | 1        |           | 2        |
| 11 Sustainable Cities and Communities   | 1        |          | 4        | 1        | 3          | 3        | 1                     | 3        |           |          |
| 12 Responsible Consumption & Production | 1        |          | 1        | 1        | 1          | 3        |                       | 2        |           |          |
| 13 Climate Action                       | Several  |          | 5        |          | 1          |          |                       | 1        |           |          |
| 14 Life Below Water                     | 3        |          | 2        | 1        |            |          |                       | 1        |           |          |
| 15 Life On Land                         | 3        |          | 1        | 1        | 3          | 3        |                       | 3        |           |          |
| 16 Peace, Justice & Strong Institutions | 1        |          | 2        | 2        | 1          | 1        |                       |          |           | 1        |
| 17 Partnership for the Goals            |          |          |          |          |            |          |                       | 2        |           | 2        |

## Assumptions

|          | Teaching                                | Research              | Operations/<br>Engagement                           | Strategy                 |
|----------|---|-----------------------|---|--------------------------|
| Formal   | - Core part of course<br>- Inc in ILOs? | - Directly relevant   | - Embedded within posts/processes                   | - Included in SIP        |
| Informal | - Optional module                       | - Indirectly relevant | - Reliant on people, not posts<br>- One off project | - Stand alone initiative |

# SDG Mapping

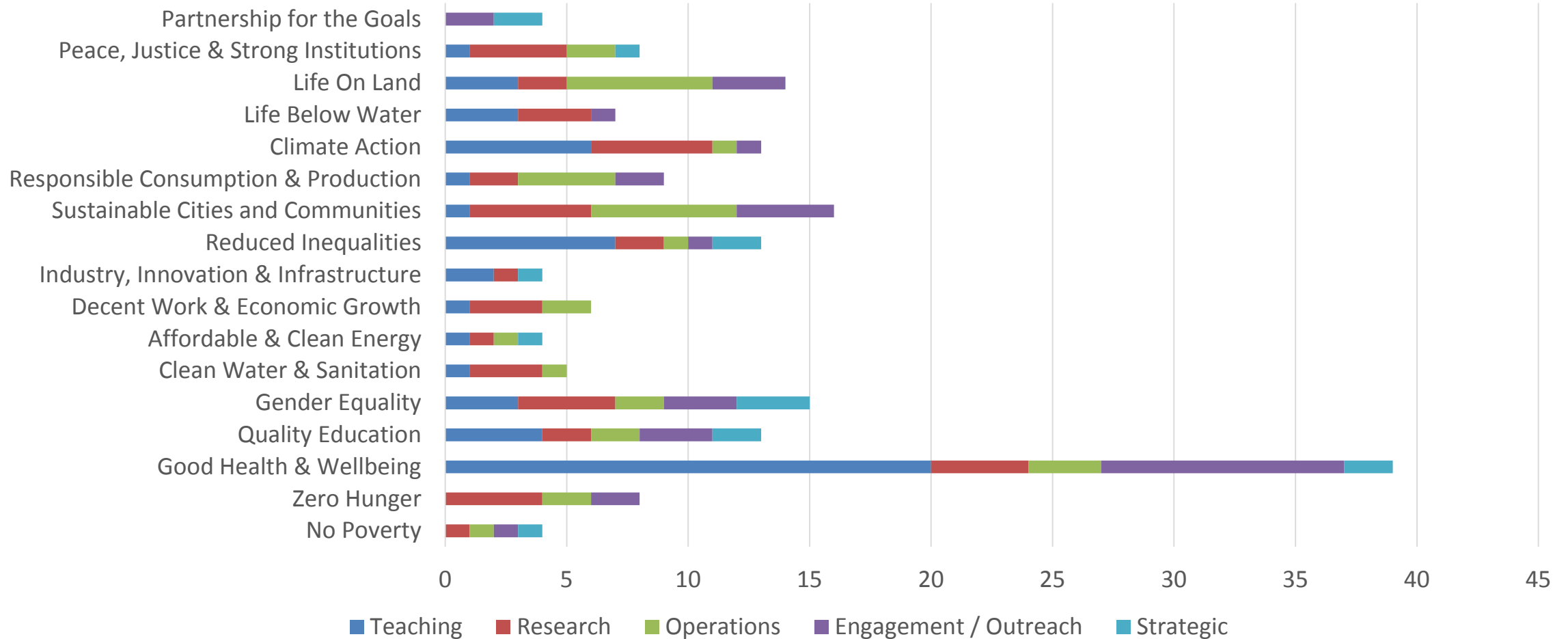


| SDG Delivery across UoL                           |   |        |          |  |        |          |  |        |          |  |        |          |                                    |        |          |        |        |
|---|---|--------|----------|--|--------|----------|--|--------|----------|--|--------|----------|------------------------------------|--------|----------|--------|--------|
|   | Teaching  |        |          | Research   |        |          | Operations   |        |          | Engagement / Outreach  |        |          | Strategic                          |        |          | Totals |        |
|   | Example/Evidence  | Formal | Informal | Example/Evidence   | Formal | Informal | Example/Evidence   | Formal | Informal | Example/Evidence   | Formal | Informal | Example/Evidence                   | Formal | Informal |        | Formal |
| <b>1</b><br>NO<br>POVERTY<br><br>                 |   |        |          | <a href="#">Professor Panos Vostanis - Psychology - Impact of trauma, how conflicts and disasters impact children.</a>               |        | ✓        | Reviewing hours of part time staff to improve retention and maximise opportunities for employees to receive government assistance, with benefits, childcare etc. |        | ✓        | Toys on the Table  |        | ✓        | <a href="#">Living Wage</a>        |        | ✓        |        |        |
|   |   |        |          |  |        |          |  |        |          |  |        |          |                                    |        |          | 1      | 3      |
| <b>2</b><br>ZERO<br>HUNGER<br><br>                | A module on our internal course; <b>Sustainable Futures Online</b> is based on the challenges we are facing in regards to feeding the planet. |        | ✓        | <a href="#">Dr Maria Touri - Media &amp; Comms - Fairtrade &amp; organic food movement.</a>  | ✓      |          | Food waste?  |        | ✓        | Foodbank work  |        | ✓        |                                    |        |          |        |        |
|   |   |        |          | <a href="#">Prof. Pat Heslop-Harrison - Genetics - Sustainable Agriculture.</a>  | ✓      |          | <a href="#">Food growing</a>   |        | ✓        | <a href="#">Dadby Student Village allotment - teaching students to grow food and how to harvest and use the produce.</a> |        | ✓        |                                    |        |          |        |        |
|   |   |        |          | <b>Dr Claire Jarvis - Geography - Agriculture &amp; climate, pest &amp; disease</b><br><a href="#">Botanical Gardens - Seed bank</a> | ✓      |          |  |        |          |  |        |          |                                    |        |          |        |        |
|   |   |        |          |  |        | ✓        |  |        |          |  |        |          |                                    |        |          | 3      | 7      |
| <b>3</b><br>GOOD HEALTH<br>AND WELL-BEING<br><br> | A variety of <b>medicine related modules</b> available to Biological Sciences students.   | ✓      |          | <a href="#">Leicester Microbial Sciences &amp; Infectious Diseases Network.</a>  | ✓      |          | Wellbeing events Sports & Health facilities  | ✓      |          | Leicester Academy Sports Leadership & Event management by volunteers   |        | ✓        | <a href="#">Staff HWB Strategy</a> | ✓      |          |        |        |
|   | Economics provide modules in development and public economics.  |        | ✓        | <a href="#">Cardio-vascular Sciences Department.</a>   | ✓      |          | Security improvement works to Victoria Park  |        | ✓        | Wellbeing officers on sport committees,  |        | ✓        | <a href="#">Student HWB</a>        | ✓      |          |        |        |
|   |   |        |          | <a href="#">Cancer Studies Research Centre.</a>  | ✓      |          | <a href="#">Volunteer program at the botanic garden.</a>   |        | ✓        | <a href="#">Be the Influence campaign</a>  |        | ✓        |                                    |        |          |        |        |
|   |   |        |          | <a href="#">Diabetes Research Centre.</a>  | ✓      |          |  |        |          | <a href="#">Let's Do Leicester - Let's DeStress.</a>   |        | ✓        |                                    |        |          |        |        |
|   |   |        |          |  |        |          |  |        |          | Team Leicester   |        | ✓        |                                    |        |          |        |        |
|   |   |        |          |  |        |          |  |        |          | Let's Do Leicester - Bhangra Dance Class   |        | ✓        |                                    |        |          |        |        |
|   |   |        |          |  |        |          |  |        |          | Let's Do Leicester Cook and Eat - teaching students to cook from scratch using fresh ingredients local community         |        | ✓        |                                    |        |          |        |        |
|   |   |        |          |  |        |          |  |        |          | Volunteering opportunities to fundraise with Children's Cancer and Leukaemia Group                                       |        | ✓        |                                    |        |          |        |        |

# Results



Global Goals delivery by work area



\*Formal & informal have been combined





# What to do with SDG mapping?

- Teaching – identify gaps
  - Decide what to do? Fill them? Focus on strengths?
- To make strategic decisions
  - Provides a platform
  - Identify what we focus on



# Discussion

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- How are you capturing data?
- What barriers have you found?
- What assumptions have/will you make?
- Do we need a uniform way to capture data?
  - Criteria?
  - Assumptions?
  - Categories?
- What do you think the information from SDG mapping can be used for, instead of just a glossy report?





## Contacts

Hannah Sellers – [hjs23@le.ac.uk](mailto:hjs23@le.ac.uk)

Dr Sandra Lee – [sll33@le.ac.uk](mailto:sll33@le.ac.uk)

Ben Evans – [bpe2@le.ac.uk](mailto:bpe2@le.ac.uk)

Social Impact Team – [socialimpact@le.ac.uk](mailto:socialimpact@le.ac.uk)

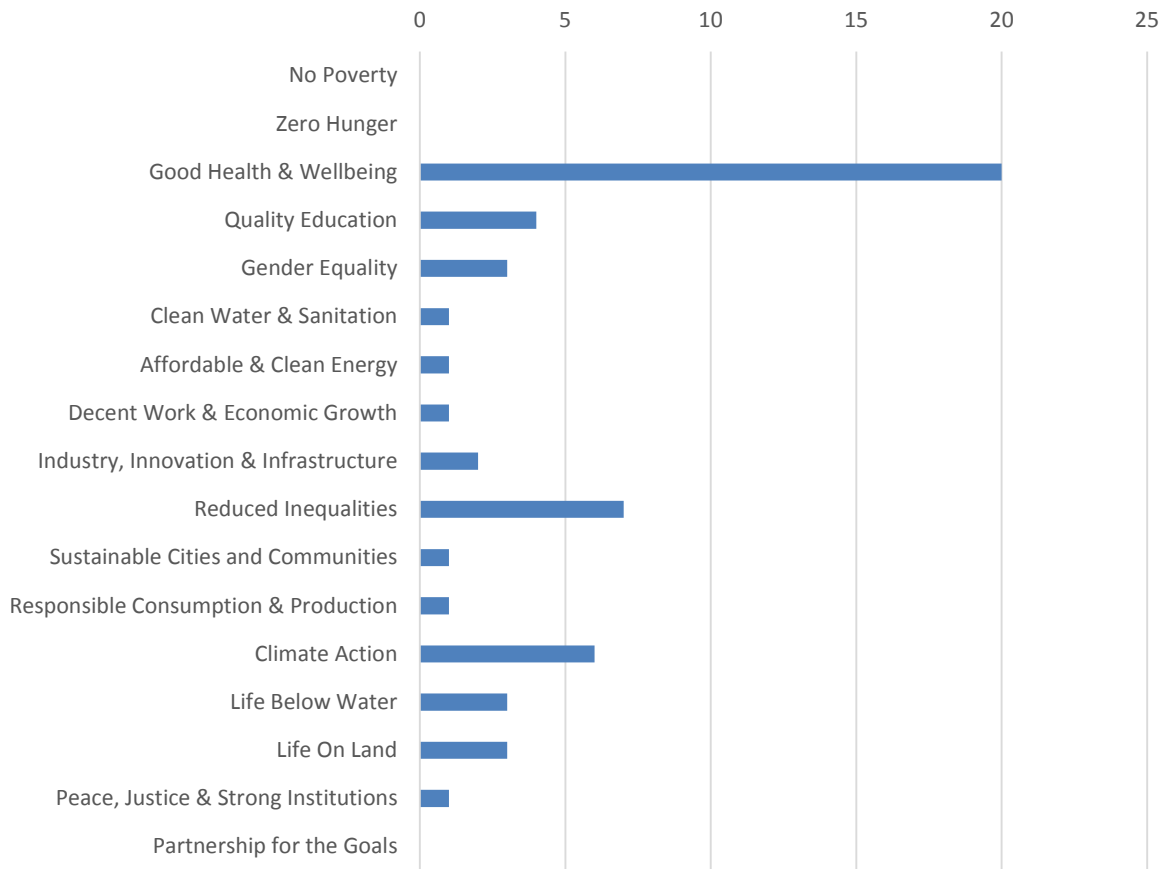




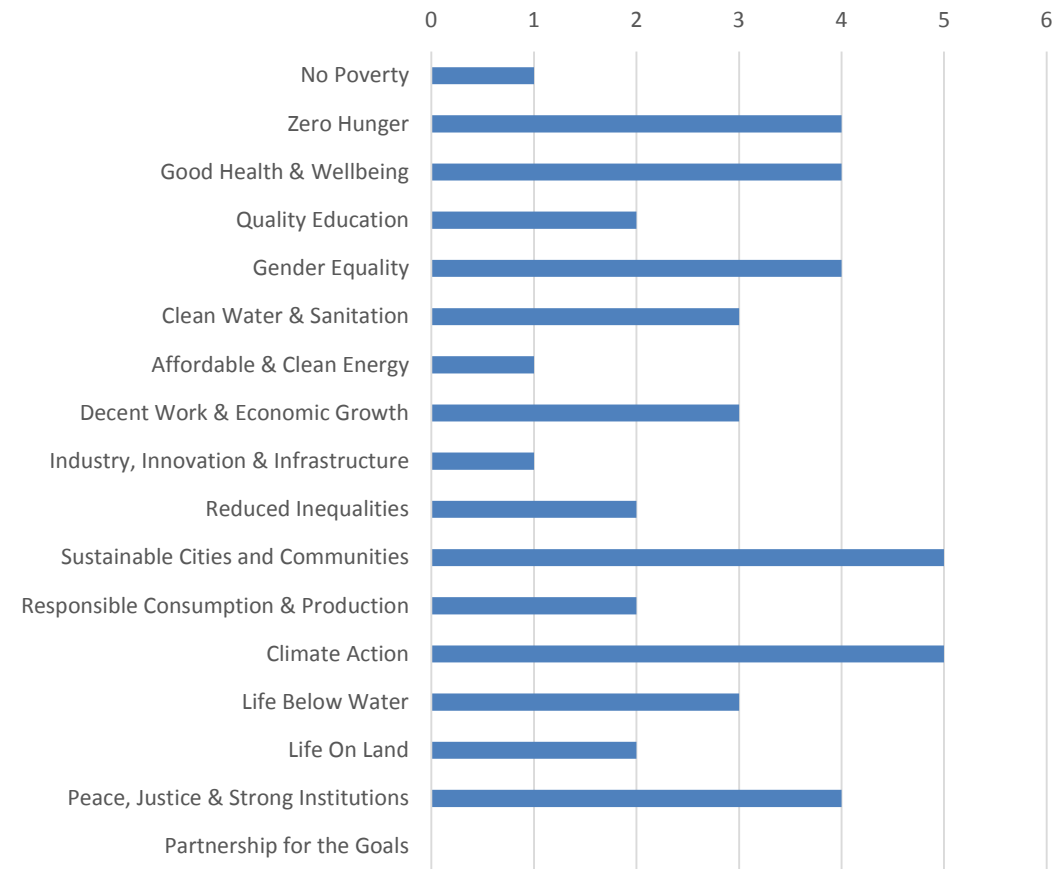
# SDG Mapping Results



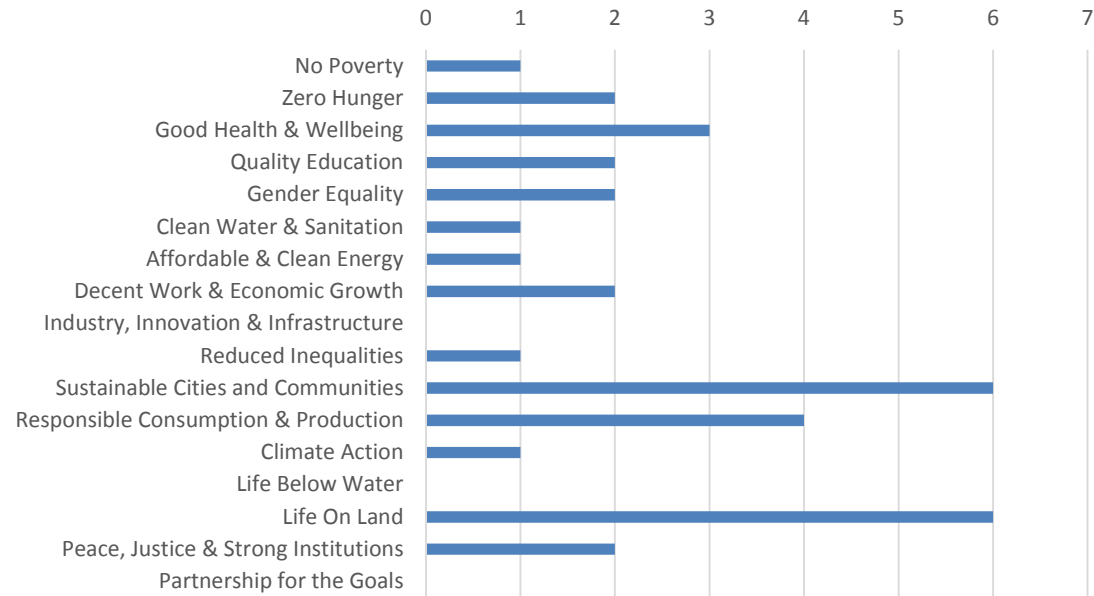
## Teaching



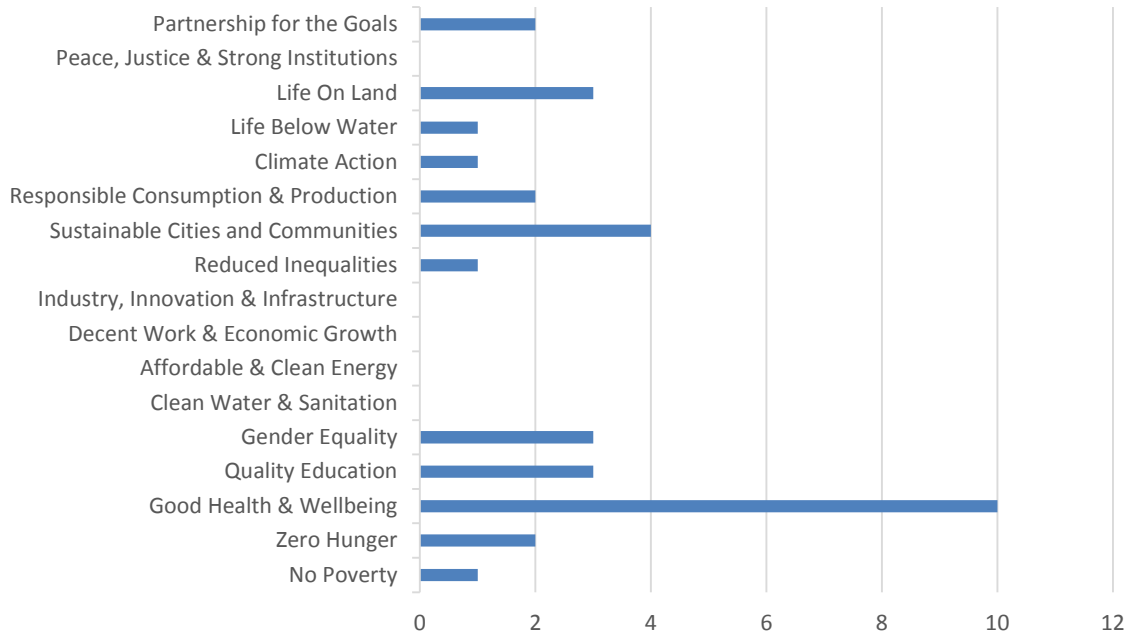
## Research



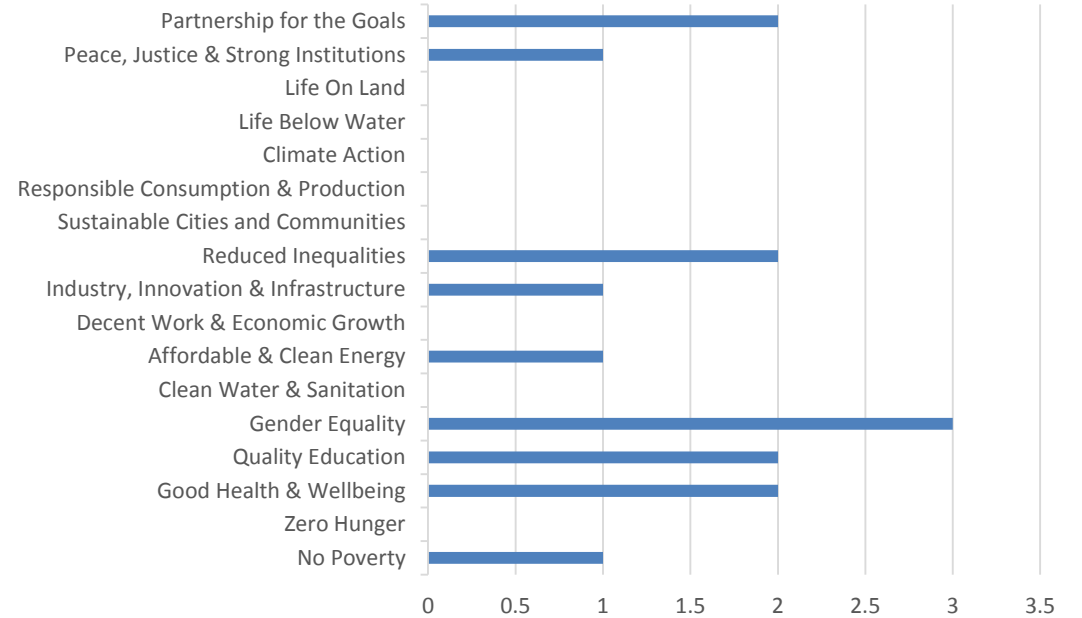
## Operations



## Engagement / Outreach



## Strategic





# The SDG Accord

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



**2030**

SDGs deadline



**12m**



students represented by  
Accord Endorsing partners

**34**



Countries have signed  
the Accord globally

**17  
Goals**

est. pop by 2030



**8.5 billion**

*End extreme poverty, inequality and climate change*

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**Carbon**Credentials

[www.sdgaccord.org](http://www.sdgaccord.org)

