



Scotland

COLLEGES AND UNIVERSITIES



SDG CASE STUDIES



OVERVIEW

SCOTLAND FURTHER AND HIGHER EDUCATION SDGs SNAPSHOT

EAUC-Scotland collected case studies from across Scottish universities and colleges that align with the 17 Sustainable Development Goals (SDGs). The case studies provide a snapshot of some of the ways that Scotland's Further and Higher Education sector are contributing towards the Global Goals.

Our hope is that you will be inspired by these examples to identify opportunities where you can help make strides to achieve the SDGs by embarking or partnering with universities and colleges on social, economic and environmental initiatives.

You can learn more about the SDGs and the SDG Accord at:
www.sustainabilityexchange.ac.uk/the_sdg_accord

CASE STUDIES BY SDG



SDG1 - NO POVERTY

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- Tackling Period Poverty by Post | University of Dundee

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SDG2 - ZERO HUNGER

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- Farming for 1.5 Degrees | SRUC

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- Beauty with a Conscience | Glasgow Clyde College
- Community Gardens and Orchards | Edinburgh College
- Encouraging Plant Growing | Abertay University
- Promoting Wellbeing Group and Action Plan | Ayrshire College
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- Sports and Fitness Students Working with Older Adults in Care Homes | Perth College

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- Forestry and Gamekeeping Collaborative Learning | Inverness College UHI & North Highland College UHI
- Personalised Video Feedback | Argyll College UHI
- Surf 'n' Turf Educational Facilities | Orkney College UHI
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- Clean Water Malawi | University of Strathclyde

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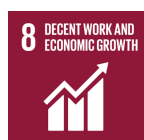
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- Future Focus Course | Moray College UHI
- Junior Dragon's Den | North Highland College UHI
- Market Day Initiative | New College Lanarkshire
- Project SEARCH | Shetland College UHI
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- Upskilling Your Workforce | The Open University in Scotland
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Tackling period poverty by post

University of Dundee



University of Dundee

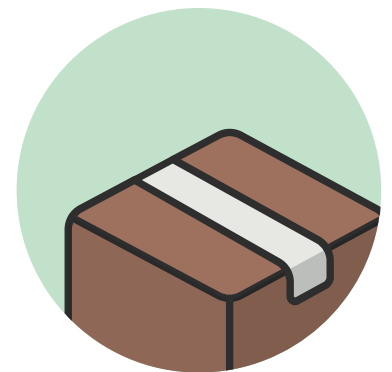
The project

After implementing the Scottish Government **Sanitary Support Scheme** within the University's campuses, the University of Dundee decided to take things further and plan to extend the scheme to its **online learners**



Results

- University of Dundee is the first in Scotland looking to expand the sanitary support scheme to students outside of Scotland
- The expansion of the scheme will provide over 3,000 online learners with the opportunity to access free-of-charge sanitary products
- The University is also looking into promoting reusable sanitary products over non-reusables, also taking into consideration the environmental sustainability implications of sending non reusables to far destinations



SDGs

By seeking to address the issue of **period poverty** for students in Scotland and outside Scotland and increasing **accessibility of basic products** the project contributes to the achievement of **SDG1**



By expanding the Sanitary Support Scheme and making it as **inclusive** as possible, the University is helping reduce inequalities between students from **different socio-economic backgrounds** as well as promoting **gender equality** contributing to **SDG5** and **SDG10**



Addressing Food Poverty

West Lothian College



The project

West Lothian College is implementing a series of initiatives to **improve access** to healthy and **nutritious food** for students, addressing food poverty. Initiatives include the daily provision of **free soup and a roll**, the provision of **Porridge or 2 slices of toast for 30p** and the establishment of 'help yourselves' **fruit** baskets.



Outcomes and implications

- The free soup and roll initiative, introduced by the Principal, is very successful with around 100-140 students per day using the service in January-February 2019
- Encourages students to help themselves to free fruit addressing malnutrition
- The initiative has a positive social outcome for students, as food poverty among students is an issue and many students at the college have asked for support



SDGs

By seeking to address the issue of **food poverty**, the project contributes to the achievement of **SDG2**

By providing students with **free and affordable healthy food**, the college provides support for students experiencing **poverty** and addresses **poor nutrition** contributing to **SDG1** and **SDG3**



Farming for 1.5 Degrees

SRUC



The project

The 'Farming for 1.5 degrees' group brings together **stakeholders** from the food production sector in Scotland including **farmers**, **environmentalists** and **scientists** to map the opportunities to reduce emissions from **Scottish Agriculture** and related land use. The group is part of a new Independent Climate Change Inquiry and supported by NFU Scotland and Nourish Scotland.



Outcomes and implications

- Aim is to produce a consensus report on the way forward for farming and land use in Scotland to **reach net zero greenhouse gas emissions by 2045**
- The panel will hear from a wide range of witnesses and bring together **evidence** and views from many **different sources**
- Propose agreed **targets** for reducing net agricultural greenhouse gas emissions across Scotland and **identify the specific measures** needed to achieve these targets



SDGs

By focusing on **sustainable food production** in a changing climate, ensuring Scotland takes into account **rural community resilience** and **social justice**, the project is working towards **SDG2**

The project also supports **SDG13** as it focuses on **setting targets** for a **low carbon landscape** and reducing the greenhouse gas emission associated with farming



Beauty with a Conscience

Glasgow Clyde College



The project

The College worked in **partnership** with the **Prince and Princess of Wales Hospice** to convert one of the Hospice's charity shops into a **charity beauty salon**. The salon opened its doors in December 2018 – the first of its kind in Scotland.



Results

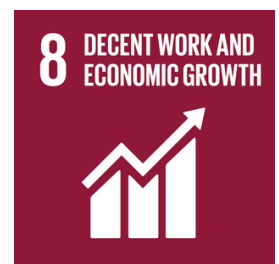
- The salon is so successful and busy that an HND student was appointed for a payed role over summer to cope with demand (predicted growth of 2.5%)
- 42 students completed their placement at the salon by March 2019
- 100% of the profits go to **fund the hospice**



SDGs

The project delivers **SDG3** by **working collaboratively** with the Prince and Princess of Wales Hospice and their commercial team to set up the salon and raise funds to increase **accessibility and quality of healthcare**

By using the salon as a chance for students to **gain fair industry experience**, the project also contributes towards **SDG8**



Community Gardens & Orchards

Edinburgh College



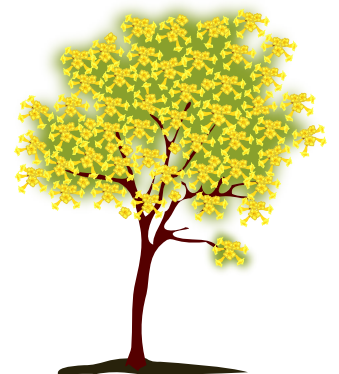
The project

With the first communal garden established by students in 2012, the college now has 2 thriving multi-purpose **community gardens** used by students, staff and members of the local community. The gardens are managed sustainably, avoid pesticides and encourage natural methods such as companion planting.



Outcomes and implications

- The Gardens have over 350 participants
- Sustainable management of the gardens and orchards attracted a new range of insects and wildflowers, increasing on-site **biodiversity**
- Provides an opportunity to keep the discussion focused on **sustainability** as well as sparking an interest for increased biodiversity on-site, which resulted in the setting of a target for 75% of campus being wildflower meadow by 2023



SDGs

The project addresses **SDG3** encourages staff, students and community members to be **outdoors** and reconnect with nature, improving their **health and wellbeing**, and support mental or physical health issues

By adopting **sustainable growing practices**, increasing biodiversity on campus, and setting ambitious targets, the project supports the delivery of **SDG15**



Encouraging Plant Growing through Giveaways

Abertay University



The project

Abertay University's Student Association gave away **free food growing boxes** and **small houseplants** at the beginning of the academic year. The food growing boxes were pre-filled with compost and students got to choose the seeds they wanted to grow. The plants were propagated by EcoAbertay Gardener.



Outcomes and implications

- **32 food growing boxes and 40 houseplants** were given to students within this project
- The small houseplants chosen for the giveaway, were specifically chosen to **increase air quality in student flats**
- The **boxes** are all **returnable** and are designed to be reused the following year if returned.



SDGs

By encouraging students to grow plants indoors to **improve air quality** in student flats and **improve the quality of the living space**, the project contributes towards **SDG3**

By **increasing the number of plants** around campus, as well as **improving awareness** with respect to food consumption, the project also contributes to **SDG11**



Promoting Wellbeing Group and Action Plan

Ayrshire College



The project

Ayrshire College established the 'Promoting Wellbeing Group' in 2017. The group's aim is to prepare, implement and review a Promoting Wellbeing Action Plan to **address issues around wellbeing** in the college.



Results

- The plan is one of a kind in Scotland's further education sector as it seeks to identify the wellbeing links between staff and students and includes addressing **staff mental health**
- The College is the first in Scotland to have appointed a Mental Health Liaison Officer, who is part of the promoting wellbeing group
- The number of students talking about their mental health increased and the College is working to embed a '**wellbeing culture**' where health and wellbeing is becoming an integral part of what the college does



SDGs

By **responding to health and wellbeing concerns** within the College and in the Ayrshire area, the Promoting Wellbeing Action Plan helps achieve **SDG3**

The plan seeks to **integrate** health and wellbeing within every aspect of the college, creating a culture of wellbeing and involving staff as much as possible to make sure the initiative is **sustainable in the long term**, thereby supporting **SDG11**



Rural Mental Health Conference

University of the Highlands and Islands



The project

The inaugural biennial conference is a collaboration between the Scottish Rural Health Partnership, University of the Highlands and Islands, and Texas A&M University-Kingsville to **support mental health, wellbeing, and service provision** within **rural communities**.



Outcomes and implications

- There was a mixture of speakers from academia, health services and third sector organisations
- The theme of the conference focused on **tackling isolation** and **fostering connection**
- Launched the Global Collaborative for Rural Mental Health (GRMC) at this conference, for sharing knowledge and insights, as well as international **advocacy** and **awareness** on rural mental health



SDGs

The project supports **SDG3** as it **promotes** mental health and wellbeing and focuses on increasing the **equality of access** to services for rural communities

By increasing the **awareness** of rural mental health issues and aiming to improve **inclusive** service provision, the project is working toward **SDG10**

it is also an example of **SDG17** as the project is a **partnership** that spans national boundaries to tackle rural mental health



Sport and Fitness Students working with Older Adults in Care Homes

Perth College UHI



The project

Perth College UHI Sport and Fitness staff and students have provided **physical activity programmes** to care homes in Perth for the past 6 years. As part of the **HNC/D Fitness, Health & Exercise** courses students work with care home residents, and teach strength and balance exercises.



Results

- Improved physical activity levels and **quality of life** of care home residents
- Students gained valuable **experience** in working with people with mobility issues
- Improved **partnership** links between local authorities, Perth College and the five care homes



SDGs

The project is an outstanding case of addressing **SDG3** as it increases **good health and wellbeing** as it improves the lives of many **local residents**

By providing students an opportunity to **learn and gain skills** in a **real-world context**, using a model that can be replicated at other schools around Scotland, the project supports **SDG4**



Construction Students Makeover Local Hall West Highland College



University of the
Highlands and Islands
West Highland College

The project

West Highland College UHI sent their students out into the community to develop their skills whilst benefitting their local area. Construction Skills students did a makeover of a local community centre, which involved timber treatment and painting.



Outcomes and implications

- Students get a chance to **hone their skills** on a real project
- Students get to **tackle difficult problems** and **take leadership** on a project of their own
- The local community gains an **improved community** centre for whilst upskilling their students.



SDGs

By allowing students to work on community buildings this project is a great example of **SDG 4**.

By improving local buildings this project is also a good example of **SDG11**



The project

The Cross-School Course is a two-week course delivered to all first year students at GSA, during which the students have a chance to **explore** the city, its history, and the challenges it faces, particularly in relation to the **SDGs**. The course involves an **examination** of **Glasgow's past and possible green futures**, producing a **reflective** journal and exhibition.



Outcomes and implications

- **350 first year students** participated in the cross-school course in year 2018/2019
- The course links each student's interests with **environmental and social justice issues**, linking them to local history and culture
- The **interdisciplinary and collaborative** nature of the course are highlighted by the diverse projects presented at the final exhibition, also reflecting the interdisciplinarity of the SDGs



SDGs

The project uses education as a way to **connect students to the community** they live in, **develop a consciousness** about all its aspects, and think about the role of their discipline in relation to the SDGs, thereby contributing to **SDG4**

By making students **conscious** about all the **different aspects** of the **city** they live in, and encouraging them to think about how to **address issues**, the project supports **SDG11**



The project

The Forest College is for learners and leaders of all ages who want to develop their **knowledge, skills and leadership** in the **forest and outdoors**. It aims to deliver many benefits for local communities, including disadvantaged and hard to reach groups, by helping to unlock **economic potential** and improving **health and wellbeing** through connection to nature.



Results

- It delivers the Forest and Outdoor Learning Awards (FOLAs) Leadership course at SCQF levels 2 thru 8 at the College and at Centres across Scotland
- Students gain practical knowledge of being, working and leading in the forest and outdoors
- Develops creative learning, teaching and leadership with clear progression pathways into employment or education



SDGs

By supporting **all learners** in early years, schools, colleges and communities and contributing to **learning for sustainability**, the project supports **SDG4**

By teaching skills for **sustainable forest management**, the Forest College also is working toward **SDG15**



Forestry and Gamekeeping Collaborative Learning

Inverness College UHI &
North Highland College UHI



University of the
Highlands and Islands
Inverness College



North Highland College
University of the
Highlands and Islands

The project

North Highland College UHI Gamekeeping students and Inverness College UHI Forestry and Arboriculture students visited the Strathvaich Estate to better understand the two **land uses** and how they interact. The learning aims to **break down** some of the **barriers** and **build connections** between land managers of the future.



Results

- Students explained the principles of the two different land uses to each other
- Explored how forestry and sporting management could **work together**
- Students came together again at the Integrated Land Use Conference where they had the opportunity to work together to consider **future management** of Scotland's uplands



SDGs

By having **student-led learning** that builds **collaborative skills** ensuring learners have the skills needed for **future employment**, the project supports **SDG4**



By teaching skills for **sustainable land management**, the project also is working toward **SDG15**

Personalised Video Feedback

Argyll College UHI



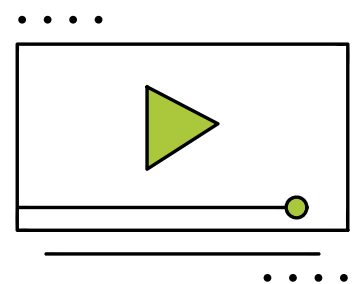
The project

Following responses from students who said they wanted more from their feedback, the college decided to explore the use of **screen-capture videos** to **provide feedback**. This allowed for the feedback to be **more personalised** while still providing it **remotely** to the students.



Outcomes and implications

- Students found that they get more quality information and are therefore more likely to **further engage** with their tutor
- Given the nature of the college, which comprises 10 learning centres dispersed across the Argyll Region, this project contributes to increasing **inclusion and access** in education
- Thanks to the positive outcome, the initiative will now be rolled out across all departments and potentially across other UHI institutions



SDGs

By improving **student experience** and finding solutions to students concerns, the initiative supports **SDG4**

By **addressing the challenge of student isolation** in a 'blended learning' context thus contributing to **improve inclusion of students in remote areas**, the initiative contributes towards **SDG10**



Surf 'n' Turf Educational Facilities

Orkney College UHI



University of the
Highlands and Islands
Orkney College

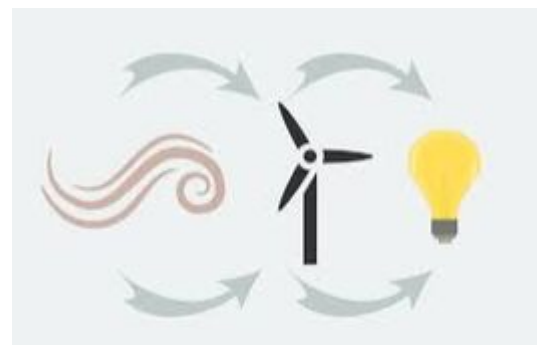
The project

Surf 'n' Turf is an innovative project in Orkney that uses **surplus renewable energy** to make hydrogen which is stored in **fuel cells**. Students at Orkney College UHI are learning this state of the art technology that allows renewable energy to be stored.



Results

- Interest in **engineering courses** has increased hugely in 2019 and the college has increased course offerings
- **Accredited courses** are taught using the hydrogen equipment due to the innovative technology design
- Students gain valuable **engineering skills** that enables them to **work** in a fast developing renewable sector in Orkney



SDGs

The project is a great example of **SDG4** that uses state of the art **technology** as part of an ongoing project that was designed for **experiential teaching and learning**

It is also an example of **SDG7** as the project provides an **innovative solution** to improving **renewable energy storage**

By providing students with **relevant skills** for the local engineering sector and increasing the likelihood of **on-island employment**, the project supports **SDG8**



Vertically Integrated Projects for Sustainable Development (VIP4SD)

University of Strathclyde



The project

Vertically Integrated Projects is a research-based teaching model that allows **students across all undergraduate courses and years** to be **involved in research projects**. While the model was first developed at Georgia Tech, VIP4SD is quite unique in that, since 2017, it **aligns** its vertically integrated projects with the **Sustainable Development Goals**.



Outcomes and implications

- **VIP4SD** focuses on real world problems that define the challenges around sustainable development, giving learners a **common sense of purpose**
- The students are gaining **valuable research skills** and other competencies that enhance their employability as early as their first academic year
- The University is keen to **increase** the **linkage between VIP4SD projects** within Strathclyde, and with other HEIs, as well as building **interdisciplinary** research teams that positively contribute to all the SDGs



SDGs

By aligning an already **innovative research-based** education model with the **SDGs**, equipping learners with the skills and knowledge needed to promote sustainable development, the project supports **SDG4**



By **establishing diverse partnerships** within the individual research projects, VIP4SD also reflects **SDG17**



The project

A collective of students and staff at Edinburgh Napier which works to **reduce period poverty** and **address period stigma**. While staff members came up with the project idea, the collective is student-led, with the university's staff providing mainly technical support.



Results

- The project is helping making Edinburgh Napier University a space free of period stigma and people can **openly talk** about periods
- First university to host a '**Bloody Big Brunch**' during which the collective collected 400 donations of sanitary products
- Design students work with HeyGirls to **design dispensers** that encourage organisations to provide a range of **free sanitary products**
- Film students are producing a documentary exploring the issues of period poverty and period stigma in the UK and Uganda



SDGs

By working to **reduce stigma** around periods, getting people to **speak openly**, and **engaging** male students and staff in the discussion and initiatives, the projects contributes to the achievement of **SDG5**

By working on solutions to provide **free sanitary products** as part of the Sanitary Support Scheme the collective supports **SDG1**



White Ribbon Campaign

Glasgow Kelvin College



The project

Glasgow Kelvin College has become an active supporting member of the national 'White Ribbon Campaign', a campaign aimed at including men in **tackling gender-based violence**. The campaign was initiated in response to a high rate of gender-based violence within the local area. The College joined the campaign in 2015.



Results

- In recognition of their role in promoting the campaign, the college was awarded **White Ribbon Status**, becoming the first FHE institution in Scotland to receive it
- Several students and members of staff were trained as speakers to deliver **awareness-raising** sessions within the college and the local community
- With the majority of the students being from the local area, the campaign will likely have a major impact on the **local community** as well as getting students to speak about their experiences



SDGs

The project contributes towards **SDG5** as it tackles the issue of **violence against women**, including men in the effort

By **joining a national campaign** and taking on the challenge to **deliver the campaign within the local area**, this is also an example of **SDG17**



Clean Water Malawi

University of Strathclyde



The project

Supports the Government of Malawi in the provision of **safe drinking water** for all its citizens. Part of the Climate Justice Water Futures Programme, the project includes both researching the state of Malawi's water supply and the **installation of infrastructures**.



Results

- The team worked with 400 staff across the country, delivered training to local officers and water sector professionals, and installed boreholes and waterpumps
- Mapped around 63,000 water points and 135,000 sanitation points across the country since starting the project
- 100% of the infrastructures installed are fully-functional



SDGs

By striving to achieve the provision of **safe drinking water for all** the programme supports the delivery of **SDG6**

Addressing Malawi's **population's health and wellbeing**, and by the **installation of functioning waterpumps and boreholes**, the programme also supports the delivery of **SDG3** and **SDG9**



South Lanarkshire Campus

South Lanarkshire College



The project

The campus includes several features that make it **low-carbon** and **low-energy** including: a ground source heat pump, solar PVs, solar chimneys, recycled paper insulations, re-used bicycle racks



Results

- One of the buildings is the first in the UK to achieve 'Outstanding' BREEAM certificate
- Very low running and maintenance costs
- Campus is used as living lab for students
- Increased biodiversity
- The building was used as inspiration for other buildings in the area



SDGs

The project is an outstanding case of addressing **SDG7** as it provides excellent **energy efficiency**, with energy systems that are **clean** and **affordable**

Thanks to its impact on **biodiversity**, its integration into **education**, its contribution to the reduction of emissions and of its **environmental impact**, the project also delivers **SDG4**, **SDG11** and **SDG15**



Lews Castle College UHI

The project

The college is participating in the research stage of 'Taigh Zero', an initiative that involves **renovating** empty houses in the Scottish Islands, and substituting the traditional add-on unit with a **zero-energy** standard extension. These are usually old croft houses with very poor energy efficiency and as such difficult to heat effectively.



Outcomes and implications

- As the extension unit will be in kit form, the units will be constructed by individual builders across the Islands, **benefitting local workforce**
- The project would help **address fuel poverty**, which is a major issue in the Scottish Islands
- High potential of success as the concept is relatively inexpensive compared to previous attempts to address the issue of empty houses and fuel poverty in the Highland and Islands



SDGs

Aiming to **improve energy efficiency** of abandoned homes, by building zero-energy units, the project supports **SDG7**

As the project seeks to address the issues of **fuel poverty**, **poor housing** and **abandoned homes** which affect the **resilience of Scottish Islands' communities**, it also supports **SDG1** and **SDG11**

By working in **partnership** with **local enterprises** the project is also an example of **SDG17**



Virtual Energy System (VES) Project in Orkney

Heriot-Watt University



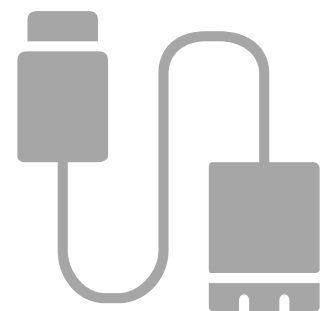
The project

Heriot-Watt university is the only academic partner in a project led by the European Marine Energy Centre (EMEC) aimed at creating a '**smart energy island**' by digitally linking distributed and intermittent renewable generation to flexible demand, helping to reduce reliance on fossil fuels.



Outcomes and implications

- The project will provide demonstration of **energy balancing technologies** aiming to deploy a range of clean energy solutions such as up to **500 domestic batteries** and **600 electrical vehicles**
- The project will have positive socio-economic impacts on Orkney as it will help maximise its renewable energy production
- The project will provide exceptional energy efficiency and make clean energy more affordable, reducing costs associated with energy imports



SDGs

The project supports **SDG7** as it aims at maximising energy use from clean energy sources, and developing a system that would help achieving energy security, **making clean energy affordable**

As the project will **drive innovation** in Orkney's **renewable energy industry** and contribute to develop a local and sustainable energy system, it also supports **SDG9** and **SDG11**

it is also an example of **SDG17** as the project involves a range of partners, including Orkney Islands' Council



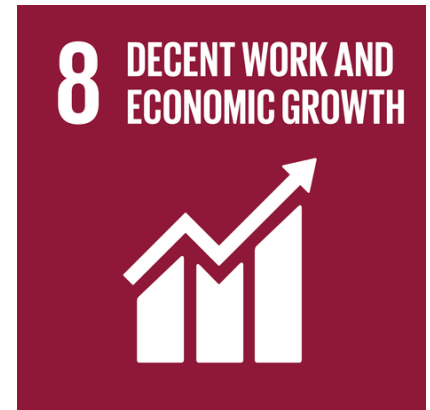
CodeCraft

North East Scotland College



The project

CodeCraft is a coding club where pupils learn **coding skills** through creating their world and characters on the game 'MineCraft'. Started as a summer club, CodeCraft has become a weekly club, with two sessions running every Saturday due to very high demand and oversubscription to the summer clubs.



Outcomes and implications

- Kids participating in the club get **hands-on experience** of coding, thereby developing valuable **IT and computing skills** and an interest in STEM subjects
- Up to **40 kids** participate in the initiative every week
- Thanks to its success, the college is now looking at running the club again over the course of academic year 2019/2020 and hopes to create two different levels (one for newer coders and one to further build their skills)



SDGs

By using games to attract pupils' **interest in computing**, and to allow them to **develop coding skills**, Codecraft contribute towards **SDG8**

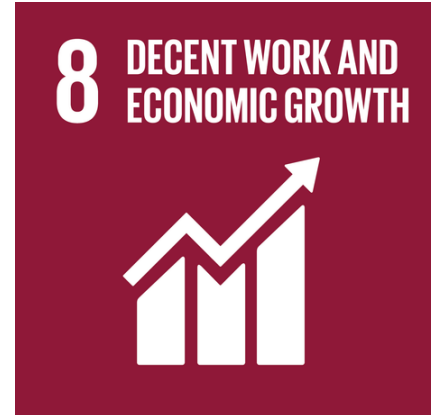
'Future Focus' Course

Moray College UHI



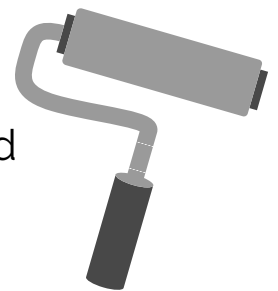
The project

'Future focus' is a course aimed at 19-24 year old students from previous non-engagement backgrounds. The course aims at **developing** and **enhancing** a range **vocational, academic** and **soft skills**. The focus of the project management module within the course is to take responsibility for a project that **benefits the local community**.



Outcomes and implications

- 14 students participated on the module
- Every student took on a specific role, from research and planning, to correspondence and PR, to management, enhancing their **teamwork** and **communication skills**, **management skills** and other soft skills
- The selected project was the refurbishment of the Pavillion and Boat Hut in Elgin's Cooper Park, which were in disrepair – students spent 12 weeks refurbishing these, giving them a new lease of life



SDGs

The project supports **SDG8** as it allows students to **enhance** their **employability skills** and build **experience and evidence** of the application of such **skills**

By supporting learners from previous non-engagement backgrounds and **reducing inequalities in relation to access to education**, the project supports **SDG4** and **SDG10**

The project also supports **SDG11** as the refurbishments **benefits the local community**



Junior Dragon's Den Challenge

North Highland College UHI



North Highland College
University of the
Highlands and Islands

The project

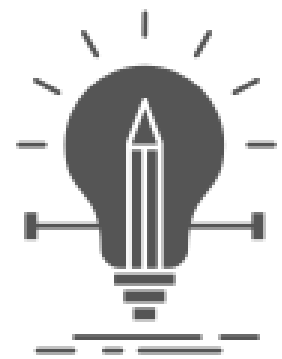
North Highland College Business Students, led by a member of staff and in partnership with DYW Highland, the local Chamber of Commerce and local primary staff, facilitated and delivered a Dragon's Den Challenge for Primary 7 pupils, with **sustainable transport** as the challenge's theme.

8 DECENT WORK AND
ECONOMIC GROWTH



Outcomes and implications

- 24 teams of pupils from across the Caithness area participated in the challenge
- The project strategically provided **both pupils and college students** with the opportunity to **develop and apply essential skills**
- As the challenge was to design a form of sustainable and trendy transport, the project raised **awareness** and encouraged pupils to think creatively about **solutions** to future transport challenges



SDGs

The project supports **SDG8** as it allows both students and pupils to **develop and apply** their **essential skills**

By making pupils aware of the **sustainability issues** around transport and inviting them to use their essential skills to address such issues, the project contributes towards **SDG4**

The project is also an example of **SDG17** as it involves diverse stakeholders across the region working in **partnership to develop the region's young workforce**

4 QUALITY
EDUCATION



17 PARTNERSHIPS
FOR THE GOALS



Market Day Initiative

New College Lanarkshire

The project

The Market Day initiative is an **entrepreneurial** project that allows students with entrepreneurial inclinations to use on-campus stalls to sell their products or services. Students present their **business ideas** to a panel of experts at the College's annual 'What's the big idea?!' competition to win mentoring and a spot on a dedicated on-campus market stall.



Outcomes and implications

- Students taking part in the competition will have the chance to **access funding** to help get resources for their business idea, and now due to a new **partnership** with the local council and a local business, a year's rent on a start-up unit
- Offers access to a range of **marketing, employability and entrepreneurial support** from the council's business teams
- Students utilise their **skills learned** in the classroom and put them into practice in a **real life situation**



SDGs

This initiative is an example of achieving **SDG8** as it promotes **entrepreneurship**, encourages the **start-up** and **growth** of new micro- and small-sized enterprises, and provides access to funding.

The project

Project SEARCH is a one-year programme, supporting **young people** with additional needs to **gain skills and experience** aimed at helping them move into **sustainable employment**. The project is delivered in partnership with Shetland College UHI, Shetland Islands Council and NHS.

8 DECENT WORK AND
ECONOMIC GROWTH



Outcomes and implications

- Enables 6 to 8 young people with **learning disabilities or autism** each year to receive support to undertake work placements across a range of **work placement experiences** within the **local council**
- Provides **access** to a college lecturer, a job coach, as well as council staff and supervisors
- Helps students to learn **real job skills** that will prepare them for work combined with **classroom learning** and support



SDGs

By supporting **young people** with additional needs gain **employment skills**, the project achieves **SDG8**

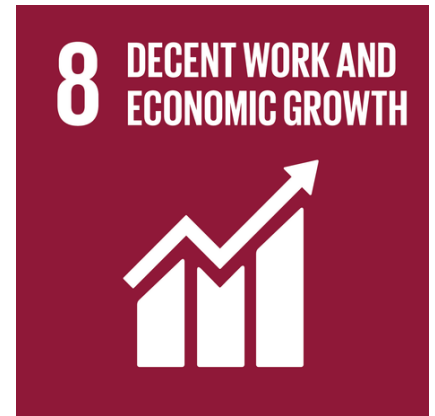
The project also supports **SDG10** as it empowers and promotes social and economic inclusion of people with disabilities and cognitive diversity

10 REDUCED
INEQUALITIES



The project

West College Scotland partnered with AC Whyte to create a Skills Academy that upskills students to apply thermal insulation. This was a response to a company-identified **skills shortage**, developing a previously under-performing course into a recognised **industry qualification** with a guarantee of **employment** upon completion.



Outcomes and implications

- The course will be provided to 60 students over the 5-year project (12 students per year)
- The project integrates **sustainability into the curriculum** and helps address the wider issue of **fuel poverty** across Scotland
- The project will support **economic activity and growth** in the area as it is a direct result of consultation with the industry to identify skill shortages



SDGs

The project supports **SDG8** by **responding to industry needs** in the local area and **equipping students with the skills** needed by the industry

By **working collaboratively** with a **local company** to understand and address the needs of the industry the project is an example of **SDG17**

As the project equips students with skills to **upgrade infrastructure** by improving energy efficiency and reducing fuel poverty, and by integrating sustainability into the curriculum, the project supports **SDG4** and **SDG9**



Upskilling Your Workforce

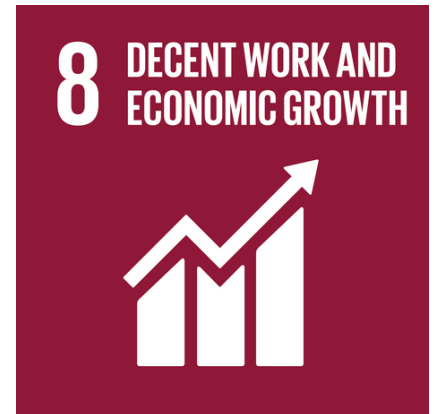
The Open University in Scotland



The project

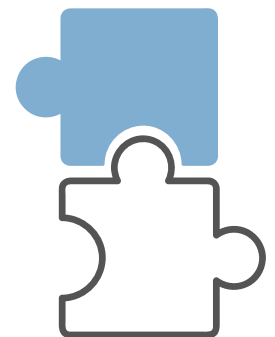
The Open University, the leading university for flexible in-work learning, is travelling across Scotland as part of their roadshow series

Upskilling your Workforce: Preparing for the Future in partnership with the Scottish Council for Development and Industry (SCDI). These are free informative skills sessions with advice for employers on how to **achieve a thriving workforce** fit for the **future**.



Results

- Aims for employers to recognise that their people's skills are the foundation for **inclusive growth, equality and sustainability**
- **Re-skilling** and **upskilling** one's workforce will increase retention, boost their quality of life and prepare them for the future
- The project supports **economic activity and growth** across the region as it is working with SCDI to empower employees to plan for the future



SDGs

The project supports **SDG8** by **responding to industry needs** in local areas and **equipping students with the skills** needed by the industry

By **working collaboratively** with a **local organisation** to understand and address the needs regional industries the project is an example of **SDG17**



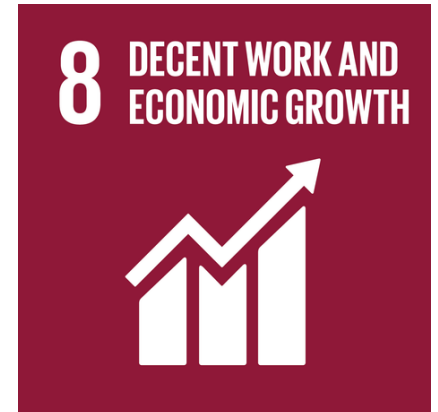
Voluntary Mentoring Programme

North East Scotland College



The project

North East Scotland College has developed a mentoring programme through which staff **help students be confident in their essential skills** and identify the essential skills they wish to acquire or develop. Staff mentors take part on the programme on a voluntary basis.



Outcomes and implications

- Participants have received a **certificate** rated at SCQF Level 5 and have the chance to gain an **award** through a second appraisal
- A relevant output of the programme is a **portfolio** that provides evidence of the application of **essential skills** including IT, communication, literacy and numeracy, among others
- The college is in the process of developing a similar unit for a higher SCQF level aimed at supporting transition to university



SDGs

The project supports **SDG8** as it aims to make students **aware of and confident in their essential skills**, enabling them to demonstrate them at job, education or training applications, through a portfolio

As the programme involves students from across every **discipline** and recognises the importance of both essential skills and **specialised knowledge & skills**, the programme contributes towards **SDG4**



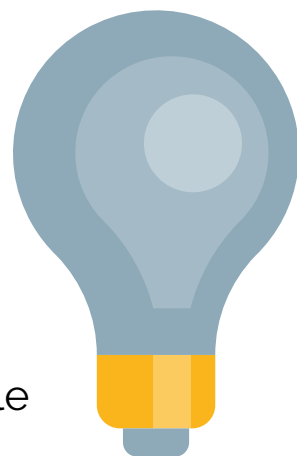
The project

The Startup Accelerator helps students, staff and alumni to develop their ideas and launch their businesses by providing each team with £10,000 and 6 months of training and courses that help develop valuable skills for the success of the start-up. The aim is to **support innovation** in the region to **stimulate economic growth**.



Outcomes and implications

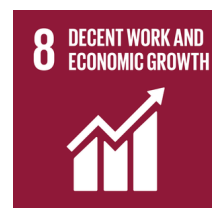
- First start-up funding programme in the northeast of Scotland
- 25 out of the 28 startups that participated in the first round of funding were successful, resulting in the launch of 25 new businesses, with 2 of them securing additional external funding
- Given the recent success of the project, RGU is also working with Aberdeenshire Council to turn disused spaces in libraries into co-working spaces, accessible to members of the local community



SDGs

The Startup Accelerator supports **SDG9** as it provides a hub for **supporting innovation** in a range of industries, increases access to financial services for **smaller enterprises**, and supports the **sustainable** and inclusive use of existing **infrastructure**

By **supporting entrepreneurship**, through financial and technical support, the Startup Accelerator also contributes towards **SDG8**



STEM Hubs

Dumfries & Galloway College and
Borders College



The project

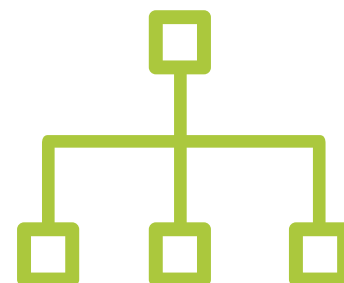
With £6.6 million funding from SoSEP, Dumfries & Galloway College and Borders College are developing a **network of STEM Hubs** across different locations including Hawick, Dumfries, Stranraer and Galashiels that will focus on digitalisation of learning in care, engineering & renewables, and sustainability & construction.

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



Outcomes and implications

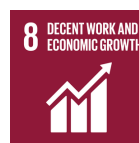
- The hubs will use advanced videoconferencing technology to allow for an engaging and interactive digital learning experience, increasing accessibility to education in the area and retention
- The subjects chosen for the hubs reflect the skills gap in the area therefore contributing to socio-economic sustainability
- The hubs will also be available in the future for local businesses and communities, providing access to technology and CPD opportunities



SDGs

By providing a space where technology is used to improve learning experience, **increase digitalisation of learning** and to **demonstrate latest technologies and infrastructures**, the STEM Hubs contribute towards **SDG9**

The STEM Hubs also support **SDG4**, **SDG8** and **SDG10** by providing an **enhanced learning** experience, increasing **accessibility to education**, and **addressing skill gaps** in the area



Glasgow Medical School Access Programme (GAP) University of Glasgow



The project

Glasgow Medical School Access Programme (GAP) is a pre-medical programme lasting one year, that allows **learners from non-conventional backgrounds** to **acquire the fundamental knowledge and skills in science**, needed to successfully progress into a medicine or life-sciences degree.



Outcomes and implications

- Participants include individuals from the lowest quintile of socio-economic deprivation, care experienced students, students from remote-rural areas, and asylum seekers thus the programme is contributing to **widening access to education**
- **100% of the students** who took part in the programme during the first two intakes (2017/18 and 2018/19) have succeeded in getting grades to be able to **transition** into MB1 (Year 1 of Medicine Degree)
- The programme had **46 participants** for the first two years (**23 per year**) and 25 will be taking part in the third year (2019/-20)



SDGs

GAP contributes to **widening access** to education by involving non-conventional students that would not be able to access a medical or life-sciences degree without the programme being in place, supporting **SDG4** and **SDG10**



Towards Better Refugee Integration

Queen Margaret University



Queen Margaret University
EDINBURGH

The project

A QMU researcher in refugee integration worked with other researchers at institutions across the UK and the UK Government to develop an **Indicators of Integration Framework** that aims to understand how well-settled a refugee is and identify what changes need to be made to improve integration.



Outcomes and implications

- The report is designed to help organisations **support refugee integration** and allow for a more **joined-up approach** to refugee integration
- The framework will help **measure integration**, therefore helping to **monitor and evaluate progress**
- As a result of the Framework development, they are also working with the Scottish Government to **develop the New Scots Refugee Integration Strategy**



SDGs

By trying to improve integration strategies, thereby seeking to **facilitate responsible mobility of people**, this research contributes towards **SDG10**



By **working with** both the **UK Government** and the **Scottish Government** as well as with other relevant organisations across the UK to **improve** refugee integration in the country, the project is an example of **SDG17**



The project

The University's Student Union formed its own **environmental hub**, the Green and Blue Space, to provide **sustainability advice** and services, as well as offer **volunteering opportunities** to all students. This helps all students learn about sustainability and provides valuable life skills for them.



Results

- Awarded Highest Scoring Devolved Nation Union as part of the NUS Green Impact programme
- They developed a low waste, organic **Food Hive** food cooperative that gives community access to **affordable produce**.
- Students **donate** goods which are then **resold** to other students. This is a social enterprise model and all income generated goes back into sustainability projects. They reuse or recycle approximately 6 tonnes of donations each year now

THE **GREEN** + **BLUE** SPACE
"Our environmental hub"



SDGs

The project is a great example of **SDG11** as it creates a more **sustainable student community** and it allows students of all degrees and backgrounds to be involved

The project also relates to **SDG12** as it allows Stirling to form a **zero waste** cycle of materials through a **freecycle scheme**



Travel Advice for Commuters

Glasgow Caledonian University



University for the Common Good

The project

A team of travel advisers deliver advice to commuters on how to **make their commute more sustainable**. The advisers are trained during the summer, and deliver most of their travel advice sessions at the start of the academic year.



Results

- The initiative appeals to **all commuters** by addressing limitations of interventions focusing exclusively on people that cycle
- The initiative is estimated to have lead to a **reduction** of around **2000 tonnes CO₂e** – saving an average of **£245** per person, reducing the financial burden of commuting
- Travel advisors speak to about **1500 students and staff** members each year, with 80% of students saying they found it 'useful' or 'very useful' to speak to a travel advisor



SDGs

By promoting sustainable travel, the initiative helps to reduce emissions caused by students and staff commuting to the University, thereby **reducing per capita environmental impact** of the institution. This contributes to make both **GCU** community and the city of **Glasgow more sustainable**, supporting **SDG11**

TRNSPRT at the College

Forth Valley College



The project

The 'TRNSPRT at the College' event for staff and students aimed to **encourage** people to think seriously about how they travel to and from the college and how they can **reduce the impact on the environment** while also **keeping fit**. It was held at each of Forth Valley College's three campuses in **collaboration** with local, regional and national organisations.



Results

- Raise **awareness** across the institution of **active** and **sustainable travel** options and opportunities
- Organisations who took part included: Liftshare, Stirling & Falkirk Active Travel Hubs, Cycling UK, Edinburgh Electric Cycle Company, Stirling Cycles and Recyke-a-bike
- Activities included an official FVC Liftshare stall along with a smoothie bike, FVC electric car demos, led rides and Dr Bike, **advice** on the cycle to work scheme and **information** on sustainable travel



SDGs

The project supports **SDG11** as raises awareness about **environmental impacts** related to travel as well as promotes and provides **sustainable transport options**

By also **promoting health benefits** of active travel, the project also supports **SDG3**



Ethical Jewellery Making

City of Glasgow College

The project

City of Glasgow College's Jewellery Design Programme (part of the Faculty of Creative Industries' Craft & Design Department) signed the Incorporation of Goldsmiths' Ethical Making Pledge in 2018. This meant adopting **sustainable practices**, including the **ethical and sustainable sourcing of metals and stones**.



Results

- Jewellery Design also signed up to the Green Craft Initiative, embedding **sustainability and resource efficiency in workshops** as well as in the supply chain
- This academic year (2019/20) will see Jewellery Making's **Eco-Awareness Week** become an annual event, with an increase in activities and the theme broadened to include Applied Arts
- 60 students across different courses have taken part in the ethical jewellery making workshops



SDGs

The project supports **SDG12** by ensuring the materials used are ethically sourced and through the **sustainable use of the materials**

Ethical procurement of precious metals supports **socio-economic empowerment** of people dependent on the **mining industry** in developing countries thereby also supporting **SDG10**



Glass Bottling Scheme

University of St. Andrews



University of
St Andrews

The project

The University has partnered with BRITA to introduce a **glass bottling scheme** on campus. The filtered water dispenser will provide both still and sparkling water at catering outlets across the campus.



Results

- It is estimated that the scheme will help saving around 40,000 plastic water bottles per year
- Helps to reduce emissions from the storage and transport of water bottles
- The scheme will also lead to financial savings for the institution and for the students



SDGs

The project is a great example of working to achieve **SDG12** as it substantially **reduces the amount of plastic** used, reduces the related emissions and financial costs, and makes water **consumption** around campus more **responsible**

Complete Removal of Single-use Plastic Items

Dundee and Angus College



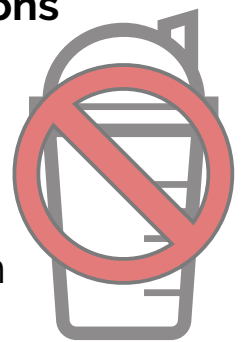
The project

Following a plastic awareness campaign and a student survey on the possibility of removing single use plastic items from the college's facilities, the college officially **stopped selling and supplying all disposable plastic items** in 2018 including cutlery, cups and bottled water



Outcomes and implications

- The removal of single-use plastic items from campus helped the college **remove** around **20,000 plastic bottles** and **130,000 plastic cups** from the **waste** stream
- As part of the initiative they also **installed water stations** following a consultation with students on where they would be most used
- The initial survey carried out showed that **students approved** of the initiative, collecting **600 signatures** in favour of removing single-use plastics in just **2 days**



SDGs

By removing a large number of disposable plastic items from the college and the waste streams and thereby supporting and **encouraging a shift towards reusables**, the initiative supports responsible consumption, contributing towards **SDG12**

By **reducing per capita environmental impact** caused by plastic waste, the initiative also contributes to **SDG11**



Rooftop Food Growing

Royal Conservatoire of Scotland



The project

In 2016, the Royal Conservatoire of Scotland established a rooftop garden with the aim to gain some **greenspace** in a city centre where greenspace is limited. The garden, managed by the estate department, is used to **grow vegetables** which are grown **organically** and **form part of the supply** of the Conservatoire's catering outlet.



Outcomes and implications

- The garden has expanded both the number of crops and the garden size increasing from 3 m² in 2016 to 15 m² in 2019 and additional plans to introduce herbs and three new crops.
- As the garden provides greenspace where greenspace is limited, and vegetables are grown organically, it contributes to increasing biodiversity on campus and in the city
- The garden is now being replenished using compost that is made on-site



SDGs

Growing vegetables to provide **food** that is **grown locally** and **organically** and by using **compost** made on-site, the Rooftop Garden contributes to **SDG12** as it **reduces** the **impact of food consumption** and to **SDG11** as it reduces per capita environmental impact

The project contributes to **SDG15** by using **sustainable growing** techniques and providing greenspace therefore also contributing to **increasing local biodiversity**



Self-sufficient Composting System

Dundee and Angus College



The project

In response to the Waste regulations (Scotland) entering into effect in January 2014 that requires food waste to be separated, the College developed its **own composting system** turning **waste** from training kitchens and the canteen **into compost** that is used on site



Outcomes and implications

- The College now has **2 composters** and **2 dewatering facilities** which reduce the volume of compostable waste by 80%
- The compost is used within the college by the gardeners and the horticulture department, making it an efficient and **closed-loop system**
- All the food waste generated on-site is composted by the college, removing the need for external contractors and generating **financial savings**



SDGs

By driving **resource efficiency** and reducing the environmental and economic costs of handling food waste, the project supports the achievement of **SDG12**

By **reducing per capita environmental impact** caused by food waste generation and management, the composting system also contributes to **SDG11**



Zero by 2040 and the Climate Strategy 2016-2026

University of Edinburgh



THE UNIVERSITY
of EDINBURGH

The project

Sets targets to become **net carbon neutral by 2040** in the University's 2016-2026 Climate Strategy which also identifies key issues, the actions planned to address them and how to reduce emissions, created in response to the increase in the institution's emissions since introduction of the Climate action plan 2010-2020.



Outcomes and implications

- Sets interim targets to halve its emissions per £million turnover from a 2007-2008 baseline and return its total carbon emissions to 2007-2008 levels by 2025
- The strategy recognises the importance of a whole-institution approach including research, operations, teaching and investment
- Creation of a sustainable campus fund to support initiatives that help address emissions from the main sources identified in the strategy
- Committed to invest in renewable energy technology and research.



SDGs

The targets set by the University are very ambitious, but the recognition of the need for such targets and the outlining of a strategy on how to achieve such targets is a great example of how organisations can take action to **address climate change** playing their part in the achievement of **SDG13**

The project

Research project funded by the EU Horizon 2020 Programme to assess the **health of the Atlantic Ocean**. The University of Edinburgh is leading and coordinating the project which involves 32 institutions from across the world.



Results

- Provides the **first assessment** of the impacts of climate change on the health of the Atlantic Ocean
- The research results will help evaluate which parts of the ocean are most at risk of suffering negative impacts caused by climate change and assess species resilience
- Results will also help evaluate the impacts of commercial activities, especially marine commercial activities, on ocean health



SDGs

By dedicating **financial and non-financial resources** to a project that will improve knowledge about issues faced by marine species and habitats and as a consequence the way we address such issues to **improve ocean health**, supports the delivery of **SDG14**

Planting Woodland Species on Campus

Fife College



The project

Between 2018 and 2019, Fife College planted trees in partnership with the Woodland Trust. The trees were donated and contributed to support the Woodland Trust's National Planting Project. The college was helped by Fife Council in identifying areas suitable for tree planting.



Outcomes and implications

- **410 trees** were planted across both the Dunfermline and Glenrothes campuses
- The species planted, which include Dog Rose, Rowan, Elder, Blackthorn, Crab Apple, Hazel, attract **local pollinators** and are beneficial to the **local biodiversity**
- The trees were planted by groundkeeping staff and students, with **120** of them being **planted by 15 furniture students** who had previously worked with the Woodland Trust on other projects



SDGs

By using greenspace on campus to plant trees that are **beneficial to the local biodiversity** and support the work of the Woodland Trust by contributing to **increase woodland cover** the project supports **SDG15**

By **collaborating** with the Woodland Trust and Fife Council the project is also an example of achieving **SDG17**



Global Refugee Health Research Network (GRHRN)

University of the West of Scotland &
University of Edinburgh



THE UNIVERSITY
of EDINBURGH

The project

The Global Refugee Health Research Network (GRHRN) is a new **international project** to tackle the threat of serious healthcare problems among refugee populations. It brings together academics from across the world to **address the health needs of refugees** through research and policy development.



Outcomes and implications

- Develop a **shared understanding** among network members of refugee health challenges and required responses
- Foster discussions on emerging issues in refugee health and explore ways through which **health systems** can be strengthened for **health promotion** of refugees
- Create a framework for placing health as a **human right** in the migration–development debate and provide **practical solutions**



SDGs

The project supports **SDG16** as it **promotes refugee health** and advocates for health as a **human right**

By increasing the **awareness** of refugee health issues and aiming to improve **inclusive health opportunities**, the project is working towards **SDG10**

it is also an example of **SDG17** as the project is a **global partnership** informing and influencing **international policy**



The Third Generation Project

University of St. Andrews



University of
St Andrews

The project

The Third Generation Project is a think-tank involving researchers, students, professors, consultants and other stakeholders based at the University of St. Andrews and dedicated to **community-oriented** collaboration, research and change. Its focus is to emphasize rights of communities and people in relation to climate change.



Outcomes and implications

- The project provides a space for multidisciplinary discussion and research regarding **human rights issues in relation to climate change**
- Seeking to **avoid knowledge becoming exclusive**, outputs of the research and discussions are used to **inform the public**,
- The project seeks to reform western research methodologies to become more transparent and collaborative



SDGs

Exploring **emerging justice issues** in relation to **climate change**, such as climate migration, and focusing on **communities** and **human rights** in relation to such issues, as well as seeking to **increase public access to information**, the Third Generation Project contributes towards the achievement of **SDG16**

The project

The University of Aberdeen is part of the Aurora Universities Network, a network comprising of ten European Institutions. The network's main aim is to harness the **collective impact** that the institutions have **on society** through research and teaching. The key themes include diversity, inclusion, and sustainability, with a specific emphasis on the **SDGs**.



Outcomes and implications

- As part of the project's mission to evaluate and harness societal impacts, AURORA developed a bibliometrical analysis tool that helps gauge their impacts against the SDGs
- AURORA is also delivering a sustainability lecture series focusing on each of the SDGs
- A diversity inclusion awards programme was developed with the aim of exchanging good practice and advancing the network's vision on diversity



SDGs

AURORA is an example of achieving **SDG17** as it establishes and uses **relevant partnerships** to work towards the achievement of the SDGs

With the network's work being especially focused on **diversity and inclusion**, and on looking at how they **integrate sustainability** within their research and teaching, AURORA also contributes towards **SDG4** and **SDG10**



Climate Ready Clyde

University of Glasgow &
University of Strathclyde



ClimateReadyClyde

The project

Cross-sector initiative that aims at understanding and addressing the risks posed by **climate change** to the Glasgow City Region by developing a **Climate Change Adaptation Strategy** and **Action Plan**



Results

- **15 organisations** within the Clyde Catchment Area are represented on the Board of the initiative
- The initiative takes into account **environmental, social** and **economic** risks and opportunities
- In April 2019, Climate Ready Clyde released a **climate opportunity and risk assessment** for Glasgow City Region aimed at prioritising future action and involved consultation with over 100 stakeholders



SDGs

By **partnering** with other 12 organisations from different sectors in the Glasgow City Region to work on a **common cause** that links to many of the SDGs, both the University of Glasgow and University of Strathclyde support **SDG17**

The initiative recognises the need to **respond to climate change** and takes into account threats and opportunities for the **local communities** supporting **SDG11** and **SDG13**



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