## **COLLABORATIONS FOR CHANGE**

Global Goals for Tomorrow's Education, Today **19TH ~ 21ST JUNE 2018 KEELE UNIVERSITY** 



### Learning & Skills Workshop: A Practical Application of SDGs within the Curriculum arbonCredentials



### THE GLASGOW SCHOOL: ARE



Slides available to download after the conference





- The GSA's Cross School Course
- Why use the SDGs?
- Local examples for Glasgow
- How it worked out
- Learning
- Applying it at your institution

## The Cross School Course "Our Utopia" (Glasgow c. 2118)





Herbert Bayer, Lonely Metropolitan

# The Cross School Course



- SDG collaboration suggested by course leader
- Brings all 1<sup>st</sup> year students together
- Short 'n' sharp two week collaboration
- Helps students new to Glasgow, explore it
- Based around Glasgow, old and new
- Each group of 8 students has an assigned tutor
- 3 groups based at one of 15 subway stations
- Studio project, and site visits
- Use of primary and secondary material

# The Cross School Course



- Some students studied the past
- Economic and socio-cultural history
- Slavery, tobacco and colonialism
- Development of Glasgow as a city
- Current Glasgow
- How it might develop both socio-culturally and economically
- Apply this to a vision of an Utopian, Sustainable Glasgow c.2118

# The Cross School Course



- The Reflective Journal records the student's thoughts, ideas and development as they happen
- It is a thorough document reflecting the studio work
- A final exhibition showcased each group's work in a specifically sized space







# 1in4 children

...

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# 260,000







# Glasgow School of Art: Values

**Disruption** encouraging critical thinking and experimentation **Diversity** in our students and staff, thought and outlook Responsibility to our planet, each other and those we work with Place our heritage, traditions and our locations Collaboration with our students, colleagues and external partners

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- Equal rights to economic resources
- Reduce the impacts of climate change
- Accelerate investment infrastructure

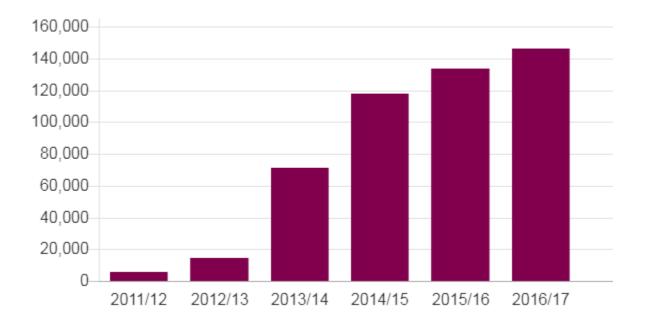


- Double agricultural incomes
- Maintain diversity of seeds and crops
- Invest in new agricultural technology and design



#### Emergency food supplies in Scotland

### The number of parcels handed out by Trussell Trust food banks





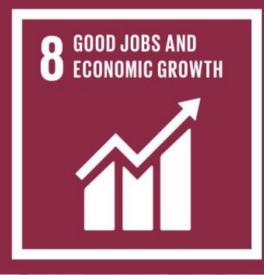
- Reduce mortality rates at birth
- Halve global traffic accidents
- Better manage global health risks



# 80.5 71.6 54 47 39 83.9 80 43 63 67

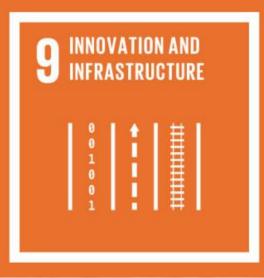


- End all forms of discrimination, violence and practices against all women & girls everywhere
- Ensure women's full and effective participation and leadership in political, economic and public life



- Increase growth through innovation
- Decouple economic growth from environmental degradation
- End forced labour & protect labour rights

Slaves harvesting tobacco in Cul

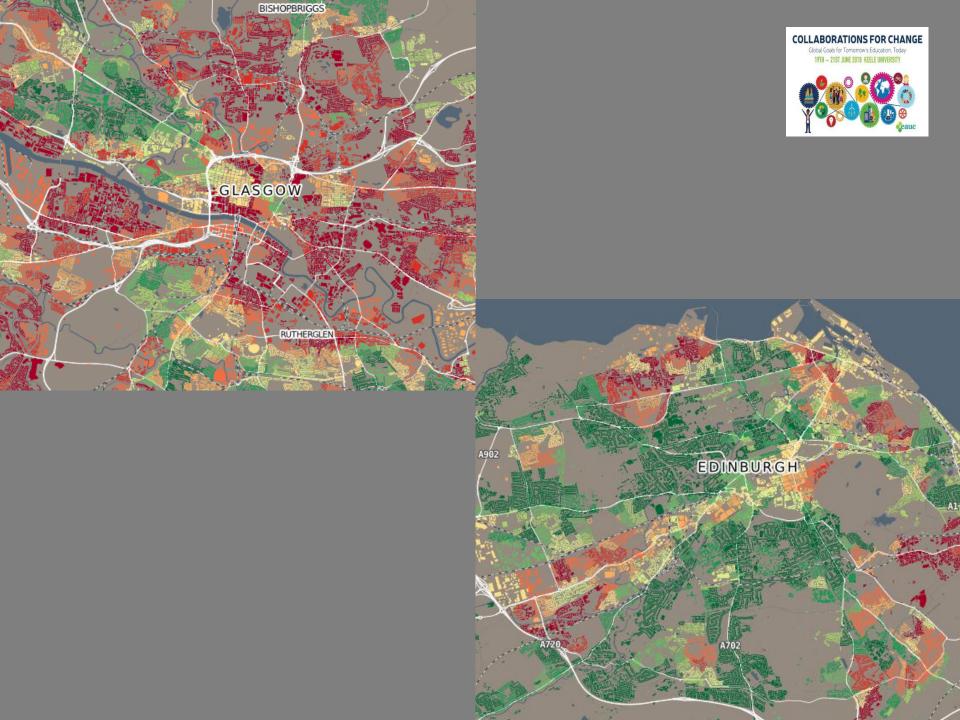


- Inclusive and sustainable industrialisation
- Increase resource-use efficiency
- Sustainable and resilient infrastructure growth





- Grow poorer countries quicker than global average
- Financial, social, wage policies that foster equality
- Reduce inequalities in income

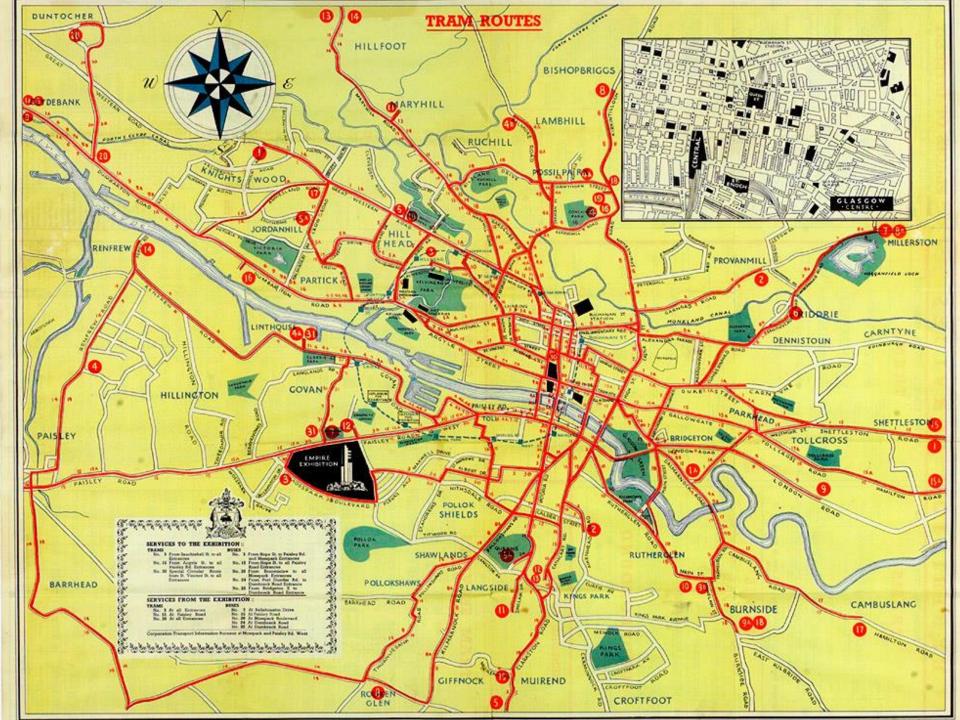


Dumbarton, Kilmarnock & Greenock ME

#### SUSTAINABLE CITIES AND COMMUNITIES



- Improve city infrastructure: slums, mass transit, air quality, green spaces, inclusion
- Protect cultural and natural heritage
- Increase resource efficiency





- Achieve sustainable use of natural resources
- Half food waste
- Sound management of chemical lifecycles
- Promote better public procurement



- Strengthen planning, policy and resilience for disasters caused by climate change
- Improve awareness and capacity to help people mitigate and adapt to climate change

#### 14 LIFE BELOW WATER



- Reduce marine pollution and better protect marine ecosystems
- Better fishing regulation and practice
- Address ocean acidification and ocean health



- Ensure conservation, restoration and sustainable use of ecosystems
- Sustainably manage forests, soil, species
- Reduce degradation of habitats



- Reduce violence, abuse, exploitation, trafficking, torture, use of arms
- Protect fundamental freedoms and rights
- Strengthen and make fairer national institutions and cooperate better internationally



Work together better with global resources
Better support poorer countries
Enhance technological cooperation
Build capacity for sustainable development
Promote free and fair trade

STOP

OUT OF US

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### How it Worked Out



#### Cross School Course – The Movie











## How it Worked Out



- The SDGs were an optional tool
- Some students used one or more SDG, some didn't
- Many focused on transforming an area
- Glasgow has a rich social history & present
- Glasgow has developmental PTSD
- Focused on possible future issues like food
- Use of future tech, like sky lifts, teleportation





#### A Seed for The Future

We propose to create a form of artificial Intelligence, which will act as a seed to Grow and develop Lauriston as it changes Over time. This seed will react to the Environment and the needs of the people Within the society, continuously evolving The area for the good.

## How it Worked Out



- A move from growth & consumerist society
- More green spaces and shared spaces
- Self sufficiency localism
- City development moving to equality
- Large-scale 5 storey greenhouses
- Greening spaces around transport hubs
- Use of dystopian visions to create a better city





So the SDGs gave students:

- A fresh perspective
- A new set of tools
- A reminder that the past informs us
- How powerful art can be in engagement
- A chance to collaborate how they feel best
- Process (journal) as a vital part of studio study



- This isn't just about an art school
- This was, unusually, a top-down approach
- You need academic buy-in
- Relevancy, support & follow-up
- Questions of economic and social development are relevant to every academic subject
- Using these tools broadens and deepens the student experience



### DISCUSSION

Split into small groups

Capture answers on flipcharts, answers will be shared after conference with attendees

20 minutes

- Where could SDGs be introduced in your curriculum
- Process: barriers or opportunities



# Applying it at your institution

20 minutes

- Reporting back & discussion
- Next steps

# References given to students1



- Adaptation Scotland <u>https://www.adaptationscotland.org.uk/</u>
- Aim2Flourish: What are the SDGs? <u>https://drive.google.com/file/d/0B749OSeEo48UQ1dkbnNwRy1nblE/view</u>
- Air Quality <u>https://foe.scot/press-release/revealed-scotland-s-most-polluted-streets/</u>
- Care leavers <u>https://www.theguardian.com/higher-education-network/2015/dec/14/how-can-universities-do-better-for-care-leavers & https://www.theguardian.com/society/2015/jul/07/care-leavers-sucked-into-crime</u>
- Car Ownership http://www.scotlandscensus.gov.uk/documents/censusresults/release2a/rel2asbfigure22.pdf
- Climate Change Resilience <a href="http://www.resilientglasgow.co.uk/">http://www.resilientglasgow.co.uk/</a>
- Clyde River water quality <a href="http://www.clyderiverfoundation.org/clyde-catchment/">http://www.clyderiverfoundation.org/clyde-catchment/</a>
- Cycling in Scotland https://peoplemakeglasgow.com/cycling-in-glasgow
- Derelict Glasgow <a href="http://www.architectureglasgow.co.uk/derelict.html">http://www.architectureglasgow.co.uk/derelict.html</a>
- Deprivation mapping <u>http://oobrien.com/2013/01/a-map-of-scotlands-deprivation/</u>
- Domestic Violence and Football <u>https://pure.strath.ac.uk/portal/files/43879465/Dickson\_etal\_OBES2015\_domestic\_violence\_and\_football\_in\_Gla\_sgow.pdf</u>
- Food <u>http://sustainablefoodcities.org/findacity/cityinformation/userid/446</u>
- Food banks <u>http://www.understandingglasgow.com/indicators/poverty/food\_banks</u>
- Gender Equality <u>http://www.gov.scot/Topics/People/Equality/18500</u>
- Gender balance in STEM subjects <u>http://www.iop.org/education/teacher/support/girls\_physics/page\_41593.html</u>
- Glasgow City Profile <u>http://www.gcph.co.uk/assets/0000/2743/MHIF-Section7-GlasgowCity\_15.11.11.pdf</u>
- Glasgow Effect <u>http://www.who.int/bulletin/volumes/89/10/11-021011/en/</u> & <u>https://www.theguardian.com/cities/2016/jun/10/glasgow-effect-die-young-high-risk-premature-death</u>
- Glasgow Anti-Slavery Group <a href="https://www.facebook.com/Glasgow-Anti-Slavery-Group-1418461881744759/">https://www.facebook.com/Glasgow-Anti-Slavery-Group-1418461881744759/</a>

# References given to students2



- Heart Disease in Glasgow <u>https://www.bhf.org.uk/research/heart-statistics</u>
- Hunger & poverty <u>https://www.trusselltrust.org/news-and-blog/latest-stats/</u>
- Income inequality <a href="http://www.gov.scot/Topics/Statistics/Browse/Social-Welfare/IncomeInequality">http://www.gov.scot/Topics/Statistics/Browse/Social-Welfare/IncomeInequality</a>
- Inequality in Glasgow <u>http://www.understandingglasgow.com/indicators/poverty/overview</u>
- Poverty <u>http://www.understandingglasgow.com/indicators/children/poverty/overview</u>
- Race and justice <u>https://www.ethnicity-facts-figures.service.gov.uk/crime-justice-and-the-law/policing/number-of-arrests/latest</u>
- Sexual Violence http://www.who.int/violence\_injury\_prevention/violence/global\_campaign/en/chap6.pdf
- Slavery <u>https://www.gla.ac.uk/myglasgow/library/collections/virtualdisplays/blackhistorymonth/slaveryan</u> <u>danti-slavery/</u>
- Slavery <u>https://www.modernslaveryhelpline.org/scotland</u>
- Slums <a href="http://www.scotlandhousingcrisis.org.uk/scotlands\_housing\_crisis/">http://www.scotlandhousingcrisis.org.uk/scotlands\_housing\_crisis/</a>
- Social Issues in Glasgow <u>https://www.vice.com/en\_uk/article/kw9eaz/how-glasgows-sink-estates-sunk</u>
- Urban renewable energy <u>http://www.scottishhousingnews.com/16437/glasgow-to-develop-sustainable-solutions-to-fuel-poverty-with-e4-1m-eu-grant/</u>
- Waste in Glasgow <u>https://www.glasgow.gov.uk/index.aspx?articleid=18936</u>
- Women's Aid <u>http://www.glasgowwomensaid.org.uk/</u>



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John Thorne Sustainability Coordinator Glasgow School of Art More on our <u>thinking</u>

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www.gsasustainability.org.uk

# Thank You



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End extreme poverty, inequality and climate change



www.sdgaccord.org

