The Sustainable Development Goals (SDG) Accord

A SUMMARY OF OUR REPORT TO THE UNITED NATIONS HIGH LEVEL POLITICAL FORUM

From: Health, Safety and Sustainable Development Manager

To: All stakeholders

Date: March 2019

Overview

In 2015, with the 2030 Agenda for Sustainable Development, the world's leaders set out on an ambitious path to end poverty, fight inequality and injustice, and protect the planet. The Member States of the United Nations unanimously agreed upon the 17 Sustainable Development Goals (SDGs), making them the world's agenda for sustainable development. The SDGs provide a coherent, holistic, integrated framework for addressing the world's most urgent sustainability challenges and creating a better future for all. The success of the agenda will be based on collaborative efforts by all parties in society, including businesses. **Bridgend College was the first college to sign the SDG Accord in Wales**.

What are the 17 SDG's?

The 2030 Agenda for Sustainable Development provides a global blueprint for dignity, peace and prosperity for people and the planet, now and in the future. On 1 January 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development — adopted by world leaders in September 2015 at an historic UN Summit — officially came into force. Over the next fifteen years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind. The goals are seen in Appendix 1.

Recent reports

Some recent reports have looked at the impact of FE in Wales and can be found in Appendix 2.

An extraordinary commitment

We have an ambition to lead front and centre for sustainability (health, wellbeing, safety, and environment) and are a signatory to the sustainable development goals accord (SDG Accord) and report as a mandatory requirement to the UN High Level Political Forum via the EAUC of which we are a member organisation.

A key question in the Accord report is 'are the SDG's/sustainability a strategic priority for the college'? Sustainability (health, wellbeing, safety and environment) is identified in the college risk register (Risk No.10) and our sustainability strategic plan.

Why the Accord?

- to inspire, celebrate and advance the critical role that education has in delivering the Sustainable Development Goals (SDGs) and the value it brings to governments, business and wider society

- to demonstrate and recognise the extraordinary commitment we are making to one another to do more to deliver the goals, to annually report on our progress, and to do so in ways which share the learning with each other both nationally and internationally.

Be all that you can be

The challenge for anyone, any business, any society is to reflect on our actions, our behaviour. Being all you can be only has value as a tool for self reflection and behaviour change when placed in a global context. Being outwards-looking and solutions-focussed is the only way that we can 'really' be all that we can be; actions must speak loudly and ensure that both people and our environment flourish simultaneously; humans are both selfish and altruistic and this is precisely why the moral and philosophical discussions are so important in education today. Do it right and everyone wins, but to do otherwise is to fail spectacularly. This is the leadership challenge....now, where's that mirror.

Our responsibility

An extraordinary challenge needs extraordinary ambition and these are identified as :-

Level 1 - acceptance of the major areas of global concern **(I/we know that things are 'wrong')**

Level 2 - acceptance of ownership and responsibility **(I know that I/we can do something about it)**

Level 3 - acceptance of action **(I/we will do something about it)**

The Sustainability Leadership Scorecard (SLS)

As we headed towards spring 2019, a group of college managers discussed and contributed to an indicative scoring system using a valuable gap analysis tool called the Sustainability Leadership Scorecard (SLS). This is being used to look at how we are progressing as well as mapping our activities across the SDGs. The outcome of the exercise means that we can now begin to apply specific objectives to help us achieve our extraordinary ambitions.

The tool comprises 18 standard frameworks developed to address current and emerging sustainability themes important to the sector. These are grouped within four priority areas: Leadership and governance; partnerships and engagement; teaching and learning and, estates and operations.

Each framework has 8 activities and scoring is applied at each activity level. Subject areas include staff engagement and human resources, Leadership, health and wellbeing, risk, resource efficiency, travel and transport, climate change adaptation, biodiversity, construction and renovation, energy, water, community and public engagement, business and industry interface, procurement and supplier engagement, food and drink, learning and teaching and student engagement.

The results of the exercise can be seen in Appendix 3 for openness, clarity and inclusion. Comments on the report are always welcomed.

The SDG Accord report:

The SDG Accord report was submitted on 25th March 2019. This provides a overview of our current position in relation to the 17 sustainable development goals. It is based on discussion with managers contributing to the SLS and current appreciation of the scope of work being undertaken across the college.

The report: a summary of the key findings and actions

The tables below describe the ***integration*** of the SDGs at Bridgend College.

Low means little or no integration

Medium means integration is planned or in the process of planning

High means integration is complete and you can evidence this. Integration is as described in each row.

Table 1: Key findings for embedding the SDG's

	Leadership, Staff & Governance	Campus, Community & Operations	Partnerships, Society & Engagement	Learning, Research & Students
Policy and Strategy - Policy and strategy commitments to the SDGs are in place.	Medium	High	Low	Medium
Stakeholder Engagement - Relevant stakeholders are involved in SDG activity.	Medium	High	Medium	Medium
Measurement - The Institution is mapping and measuring the work output relevant to the SDGs.	Medium	Medium	Low	Medium
Communication - Activity on the SDGs in this area is being communicated and there is clear support.	Medium	Medium	Low	Medium
Training and Support - Relevant stakeholders are being trained and supported on the SDGs.	Medium	Medium	Low	Medium
Implementation - SDGs are embedded into the way things are done, systems and processes.	Medium	Medium	Medium	Medium

Table 2: Where have we had the biggest impact - our top four

Goal 4	*Goal 3*	*Goal 8*	*Goal 15*
Quality Education	*Good Health and Wellbeing*	*Decent work and economic growth*	*Life on Land*

Table 3: Our priorities for the next 12 months

Goal 4	*Goal 3*	*Goal 7*	*Goal 8*	*Goal 12*	*Goal 13*	*Goal 15*	*Goal 17*
Quality Education	*Good Health and Wellbeing*	*Affordable and clean energy*	*Decent work and economic growth*	*Responsible consumption and production*	*Climate action*	*Life on land*	*Partnerships for the goals*

Table 4: The steps required to address our priorities for the next 12 months

1	2	3	4	5	6
Incorporating the SDGs at a strategic level	*Creating new activities to raise awareness of the SDGs across the whole institution*	*Engaging students on the SDGs through teaching and learning*	*Investing funds into SDG activity*	*increase our partnership working on the SDGs*	*Mapping all activities we currently do against the SDGs*

How will we do this and by when?

In order to build on the superb work being carried out cross-college and raise the bar, two important steps need to be taken which are based upon our intention and ambition to be a world-class organisation.

1. Release the document 'Sustainable Development Vision and Strategy 2019 – 2030 (Health, Wellbeing, Safety and Natural World (An Extraordinary Ambition)' by April 2019. This clearly sets out our direction and ambition.
2. Complete the Sustainability Strategic Plan Objectives and Targets - Our Journey To Extraordinary by end April 2019. This far-reaching document is proposed to be used as a cross-college action plan, shared by everyone. The document includes an assessment of all college undertakings versus the SDG's (and Welsh wellbeing goals) and a development plan.

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Appendix 1: The SDG's

Appendix 2: Some recent reports regarding FE in Wales

Demonstrating the economic value of FE in Wales (Colegau Cymru, August 2017) and,

Demonstrating the economic value of FE in Wales Fact Sheet (Colegau Cymru, August 2017) - heavily finance-focussed and therefore too narrow in scope to fully appreciate the social and environmental impacts.

Research Report: The practical and policy implications of the Well-being of Future Generations Act on the FE sector in Wales (Colegau Cymru, 2017)

Maximising universities' civic contribution': A policy paper (Wales centre for public policy, November 2018)

Maximising the Contribution of the Post Compulsory Education and Training System to the Achievement of Welsh National Goals (Professor Harvey P. Weingarten April 2018, for Welsh Government) (Maximising the PCET to the Achievement of the Welsh National Goals)

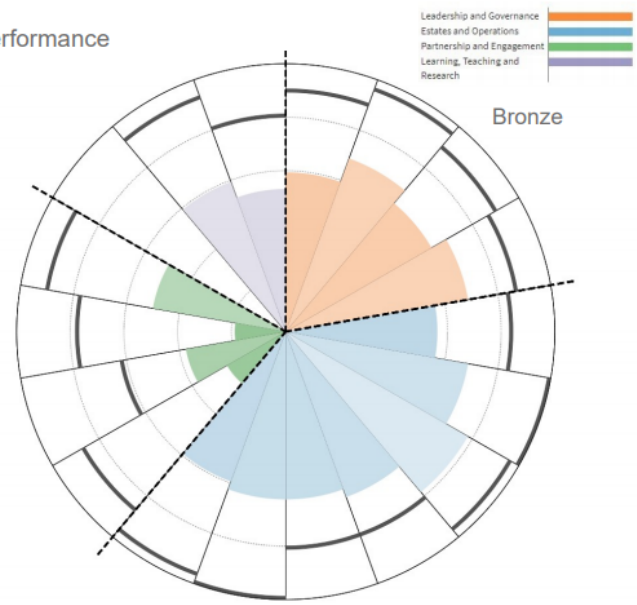
Appendix 3: The Sustainability Leadership Scorecard Results

Sustainability Leadership Scorecard: Institution Overview

The Sustainability Leadership Scorecard (SLS) provides the Higher and Further Education sector with a development framework that allows institutions to understand their current position with regards to issues of sustainable development and assist in developing routes for improvement.

The framework is designed to align with the wider challenges facing the sector, highlighting that sustainable development issues are a key part of the overall business strategy of an institution. The framework is intended to inform discussions around the role of sustainability within wider issues of reputation, student engagement and satisfaction, Excellence Framework performance and graduate attributes / outcomes.

Based on your institution's current SLS self-assessment, the overall performance for all frameworks is summarised in the figure to the right.



The SLS comprises 18 standard frameworks developed to address current and emerging sustainability themes important to the sector. Frameworks are grouped within four priority areas: Leadership and Governance; Partnerships and Engagement; Learning, Teaching and Research; and Estates and Operations. Each framework is made up of 8 activities and scoring is given at an activity level.

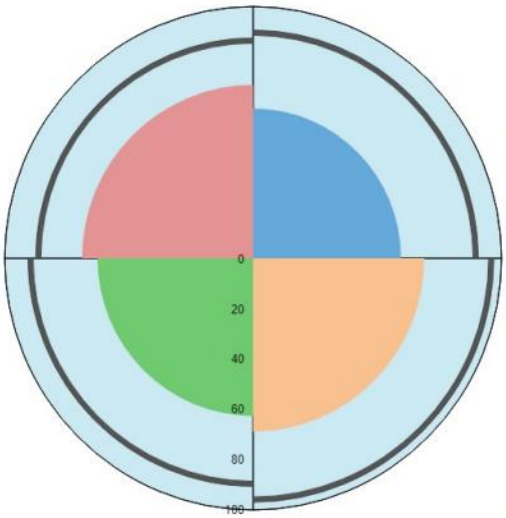
No overall score is generated as each institution had individual priorities that should not be reduced to one comparable number. Instead, the scorecard invites discussion and analysis by representing the complex nature of sustainable development issues. More detailed reports for each priority area are also available.

Sustainability Leadership Scorecard - Leadership and Governance

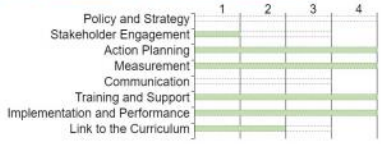
Silver

Bridgend College

Framework Detail



STAFF ENGAGEMENT AND HUMAN RESOURCES



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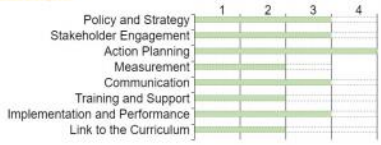

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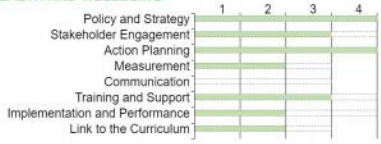
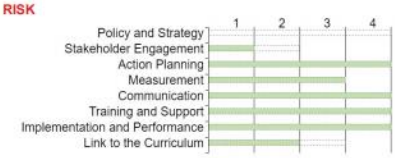


RISK

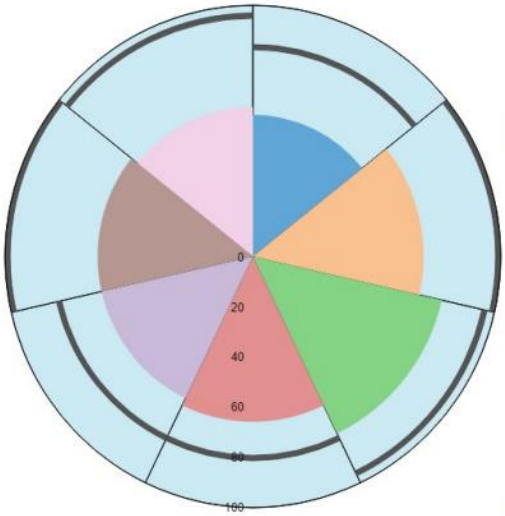


Sustainability Leadership Scorecard - Estates and Operations

Silver

Bridgend College

Framework Detail

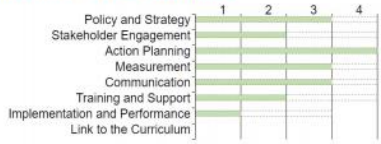


Key

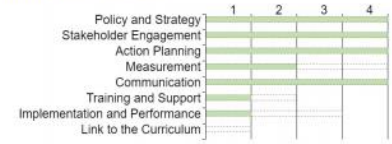
Score
Target Score
Not Targeted

Target Score

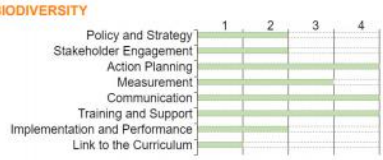
RESOURCE EFFICIENCY AND WASTE



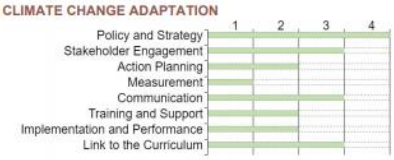
TRAVEL AND TRANSPORT



BIODIVERSITY

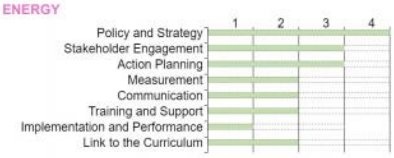


CLIMATE CHANGE ADAPTATION

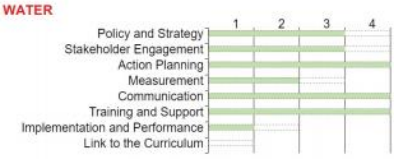


CONSTRUCTION AND RENOVATION

ENERGY



WATER

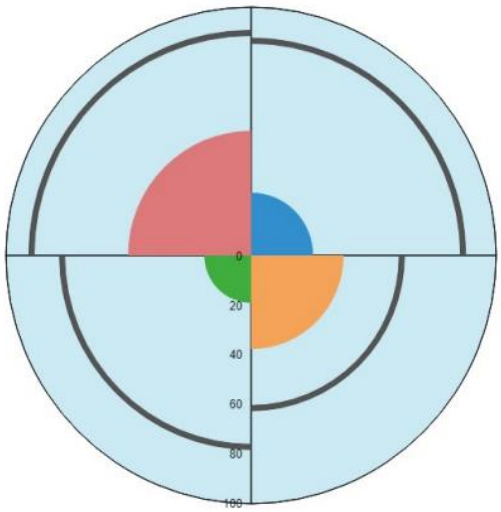


Sustainability Leadership Scorecard - Partnership and Engagement

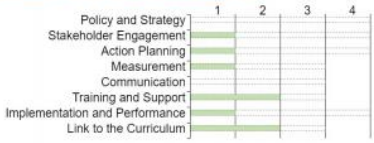
No Level

Bridgend College

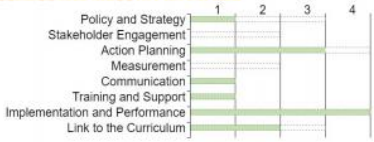
Framework Detail



COMMUNITY AND PUBLIC ENGAGEMENT

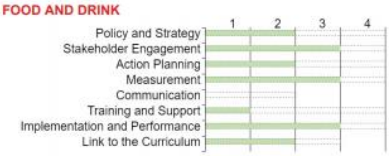


BUSINESS AND INDUSTRY INTERFACE



PROCUREMENT AND SUPPLIER ENGAGEMENT

FOOD AND DRINK

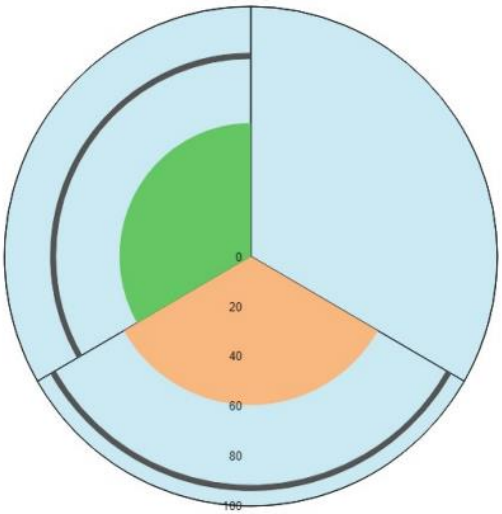


Sustainability Leadership Scorecard - Learning, Teaching and Research

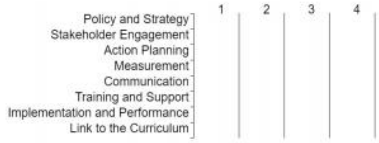
No Level

Bridgend College

Framework Detail



RESEARCH



LEARNING AND TEACHING

STUDENT ENGAGEMENT