



*Going Global: 22 - 24 May 2017*



**“Thinking Globally, Acting Locally” -  
The relevance and challenges of the Sustainable  
Development Goals in an inner city UK University.**

**Professor Philip N. Dearden  
Head of Centre for International Development and Training (CIDT),  
University of Wolverhampton  
*P.N.Dearden@wlv.ac.uk***



## THE UNIVERSITY OF OPPORTUNITY: OUR INTERNATIONAL PRESENCE

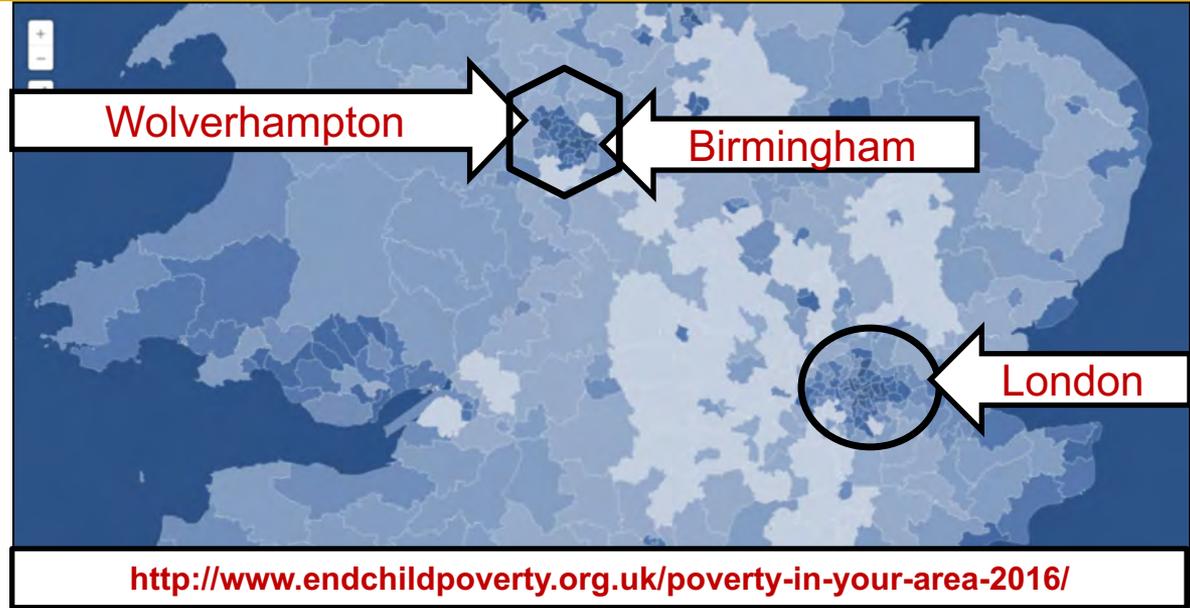
- **International Students**
- **Trans National Education (TNE) programmes.**
- **Centre for International Development and Training (CIDT) working globally on poverty focussed projects and programmes for 45 years.**



- **Worlds most challenging issues – poverty and inequality.**
- **Universal** – All countries have agreed to deliver on them.
- **UK included.**
- **Businesses and Universities** are key in their delivery.

## Local Challenges:

- Poverty - Child Poverty
- Unemployment
- Low Skills and Wages
- Health and Social Care
- Housing
- Low aspirations
- Inclusive Growth



## Four current University projects/programmes:

1. ASPIRE to Higher Education Programme (£4m)
2. Springfield Regeneration Programme (£100m)
3. UNESCO Learning Cities Initiative
4. Institute for Community Research and Development (ICRD)



Press release

## Universities told to reach out to students from poorest neighbourhoods under new guidance

From: Department for Business, Innovation & Skills, Jo Johnson MP and Office for Fair Access  
First published: 11 February 2016  
Part of: Higher education participation and Access to higher education

‘Evidence suggests that in the UK we are a long way from a society where everyone has an equal chance...’

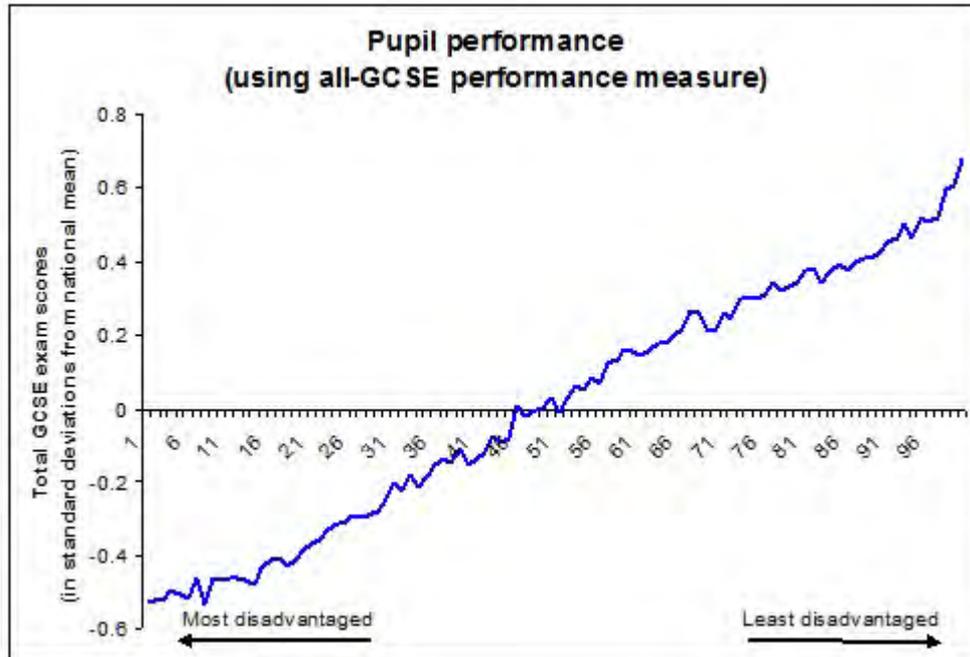
Q. Which key factor determines how well boys and girls are going to achieve in school (and therefore how likely it would be that they go to university):

1. Which Primary School (5 -11 years) they go to?
2. Which Secondary School (11- 18 years) they go to?
3. Whether they go to a fee paying or non fee paying school?
4. How much money their parents earn?
5. How much the family home is worth?
6. Where they live?

**Please vote  
now...**



Socio-economic background is the most significant determinant of a child's educational success.



**24%** of pupils eligible for free school meals progress to higher education

This compares to **42%** of non-free school meals pupils

**Social Mobility Commission**, Social and ethnic inequalities in choice available and choices made at age 16, 2016

**36%** of the population in the UK have a degree.

This compares with **23%** of people in the major Wolverhampton student recruitment areas.

In our poorest 27 'target' electoral regions (wards) only **18%** of the population progress to higher education.

## How:

- View this “challenge” as an “opportunity.”
- Work collaboratively in local consortia.
- Work closely with 7 local colleges.
- Work closely with all local schools.
- Progressive and really innovative outreach programmes.

17 PARTNERSHIPS  
FOR THE GOALS



10 REDUCED  
INEQUALITIES



4 QUALITY  
EDUCATION



8 DECENT WORK AND  
ECONOMIC GROWTH



11 SUSTAINABLE CITIES  
AND COMMUNITIES



4 QUALITY  
EDUCATION



8 DECENT WORK AND  
ECONOMIC GROWTH



9 INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



11 SUSTAINABLE CITIES  
AND COMMUNITIES



17 PARTNERSHIPS  
FOR THE GOALS



- This £100 million development is part of the University's strategy to invest £250 million in the region.
- Catalyst for economic and social regeneration - tailored to creating jobs and delivering the technical and professional expertise required by local industry.



WATCH THE VIDEO AT  
<https://youtu.be/71D6sd3o1oI>

**Aiming to become  
a UNESCO  
“Learning City/  
Region”**

**4** QUALITY  
EDUCATION



**8** DECENT WORK AND  
ECONOMIC GROWTH



**11** SUSTAINABLE CITIES  
AND COMMUNITIES



**17** PARTNERSHIPS  
FOR THE GOALS



Wider benefits  
of building a  
learning city



Major building  
blocks of a  
learning city

Inclusive learning in the  
education system

Revitalized learning in  
families and communities

Effective learning for  
and in the workplace

Extended use of modern  
learning technologies

Enhanced quality and  
excellence in learning

A vibrant culture of  
learning throughout life

Fundamental  
conditions  
for building a  
learning city

Strong political will and commitment

Governance and participation of all stakeholders

Mobilization and utilization of resources

ICRD - New research institute at the university dedicated to local communities, regeneration and supporting our local partners.  
Based on self-financing not-for-profit CIDT social enterprise model.



**Focus for  
Local/Regional  
Community  
Research and  
Development  
work**



## Current Challenges:

1. UK Commitment to an implementation plan for the UK domestic SDGs.
2. Local Data Gaps –
  - Good quality up to date data - Indicators are important at local level.
  - Measurement and interpretation of data at local level - Open data is needed to empower local people.



*Going Global: 20 - 24 May 2017*



# “Thinking Globally, Acting Locally” - The relevance and challenges of the Sustainable Development Goals in an inner city UK University.

**Professor Philip N. Dearden**  
**Head of Centre for International Development and Training (CIDT),**  
**University of Wolverhampton**  
*P.N.Dearden@wlv.ac.uk*

