



Sustainable Development Goals Teach In 2023

Impact, Engagement and Reach

#SDGTeachIn
@sosukcharity



Report contents

<u>The SDG Teach In: A springboard for ESD</u>	3
<u>2023: Who took part?</u>	6
<u>How did educators approach the campaign?</u>	17
<u>Case studies</u>	20
<u>Online Engagement</u>	39
<u>Impact and outcomes</u>	47
<u>What next?</u>	51

The SDG Teach In: A springboard for ESD

The sixth annual SDG Teach In from SOS-UK

Since 2018, Students Organising for Sustainability (SOS-UK) has run the SDG Teach In: a campaign to encourage educators of all kinds to incorporate the UN's Sustainable Development Goals (UN SDGs) into teaching, learning and assessment.

The Global Goals Teach In was re-named the SDG Teach In this year due to the increasingly frequent use of, and familiarity with, 'Sustainable Development Goals' rather than 'Global Goals'.

The sixth annual SDG Teach In ran from 1st March - 31st March. The campaign ran one week longer than initially planned in solidarity with University and College Union (UCU) strikes and to make the campaign more accessible to educators who were striking in the UK.

The following campaign report highlights the impact, engagement and reach of the 2023 SDG Teach In. By sharing a range of case studies, statistics and quotes, the report aims to celebrate the brilliant work by educators and students to embed the SDGs in teaching and learning, and to provide inspiration for next year's campaign.

Thank you to everyone who has taken part and congratulations on this achievement.



Why the Teach In?

SOS-UK's vision is one where sustainability is not just a niche subject that relatively few students' study, but something **all students learn about** in a way that's relevant and meaningful to their chosen field of study.

We are working to repurpose the education system around the climate emergency and ecological crisis, providing students with the opportunity to develop the skills, knowledge and attributes that lead to a more **just and sustainable society**.

The United Nations Sustainable Development Goals provide an **accessible framework that demonstrate the breadth of sustainability and interconnectedness of sustainability challenges**. Consequently, educators can easily identify how their subject area fits within the Goals. The Teach In is a manageable campaign to begin exploring these links, leading to **future deeper engagement** with education for sustainable development across the sector.

SUSTAINABLE DEVELOPMENT GOALS



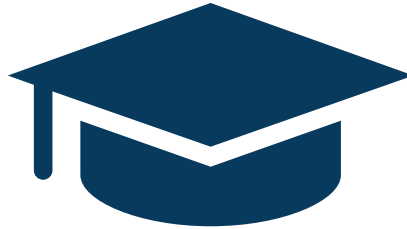
2023: Who took part?

The campaign had a bigger reach than ever before

The 2023 campaign saw the highest number of educators taking part, the highest number of students reached and the highest number of institutions taking part since the campaign's inception in 2018.



1284 educators pledging to incorporate the SDG's into their teaching and learning



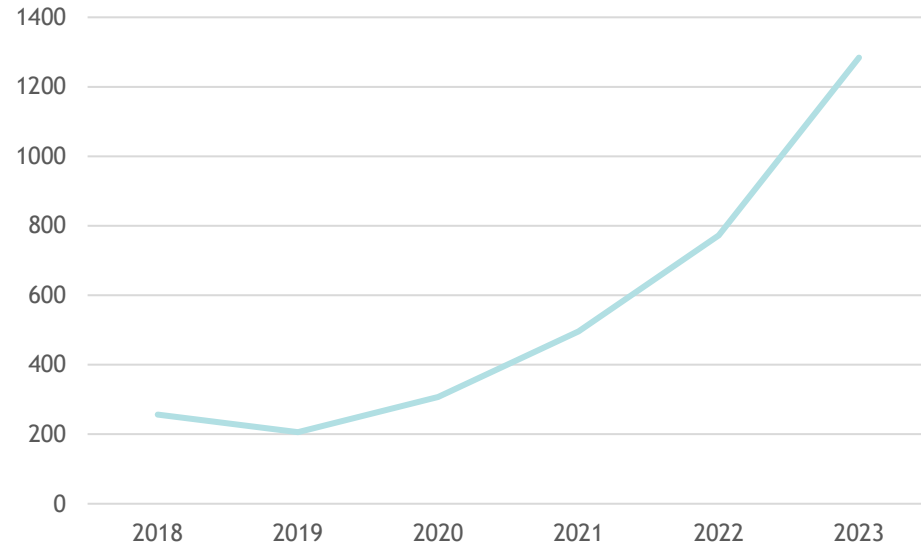
121,912 students & learners reached through lessons, workshops and tutorials



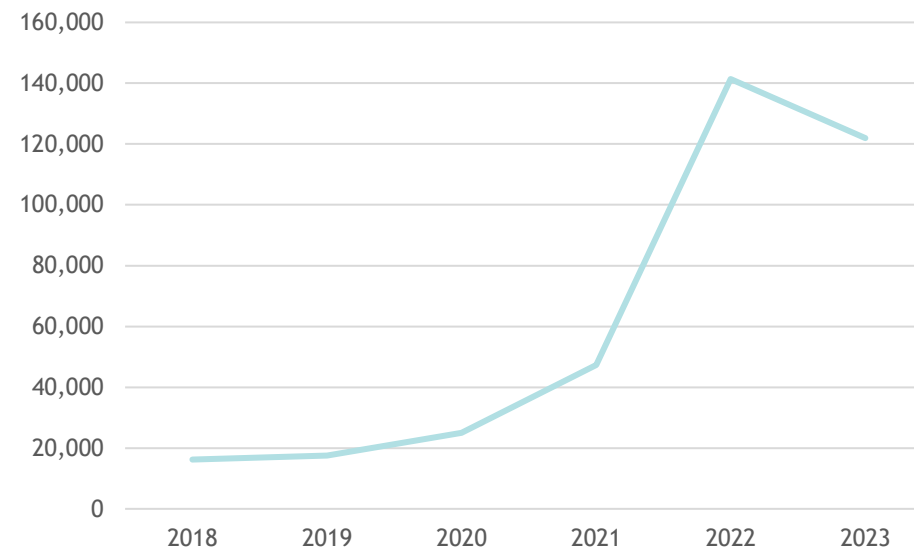
128 educational institutions taking part, including schools, colleges, universities, students' unions and training providers

SDG Teach In - Campaign Growth

The number of students reached by the campaign has grown every year since the campaign's inaugural year and the number of educators pledging to take part in the campaign has grown by 200% since 2018!



Number of educators pledged by year



Number of students reached by year

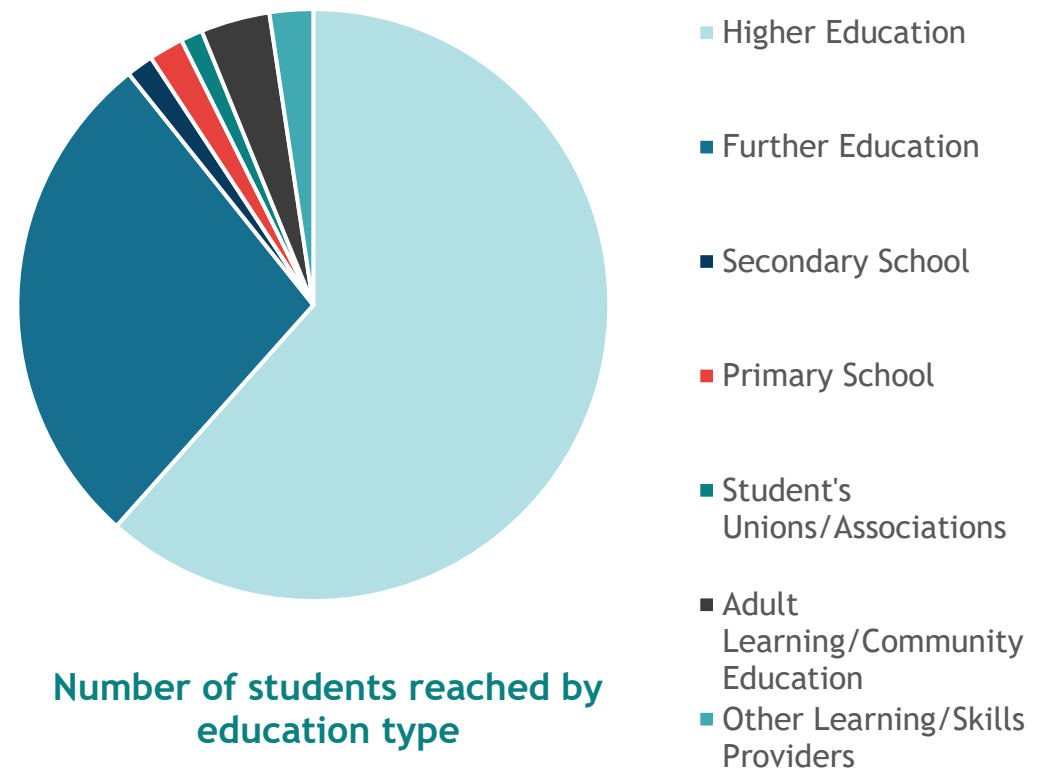
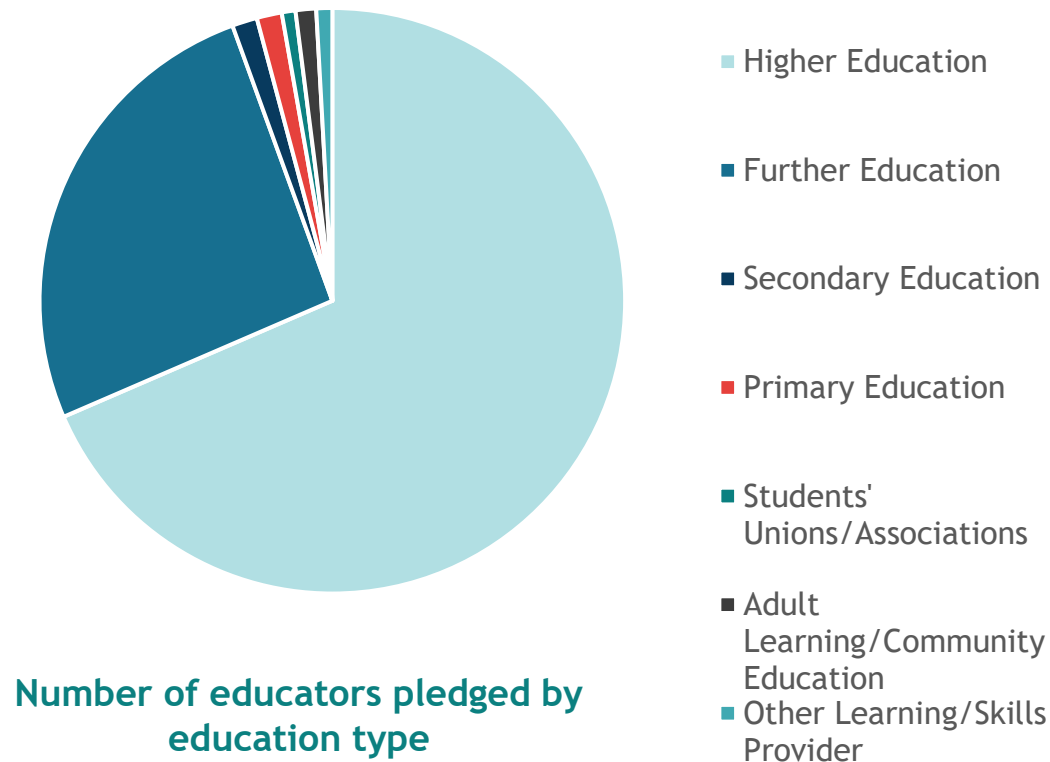
Global reach for the Teach In

Although the majority of educators (95%) were from the UK, teaching took place in 23 countries, across 4 continents. This year's SDG Teach In had the largest international reach yet!



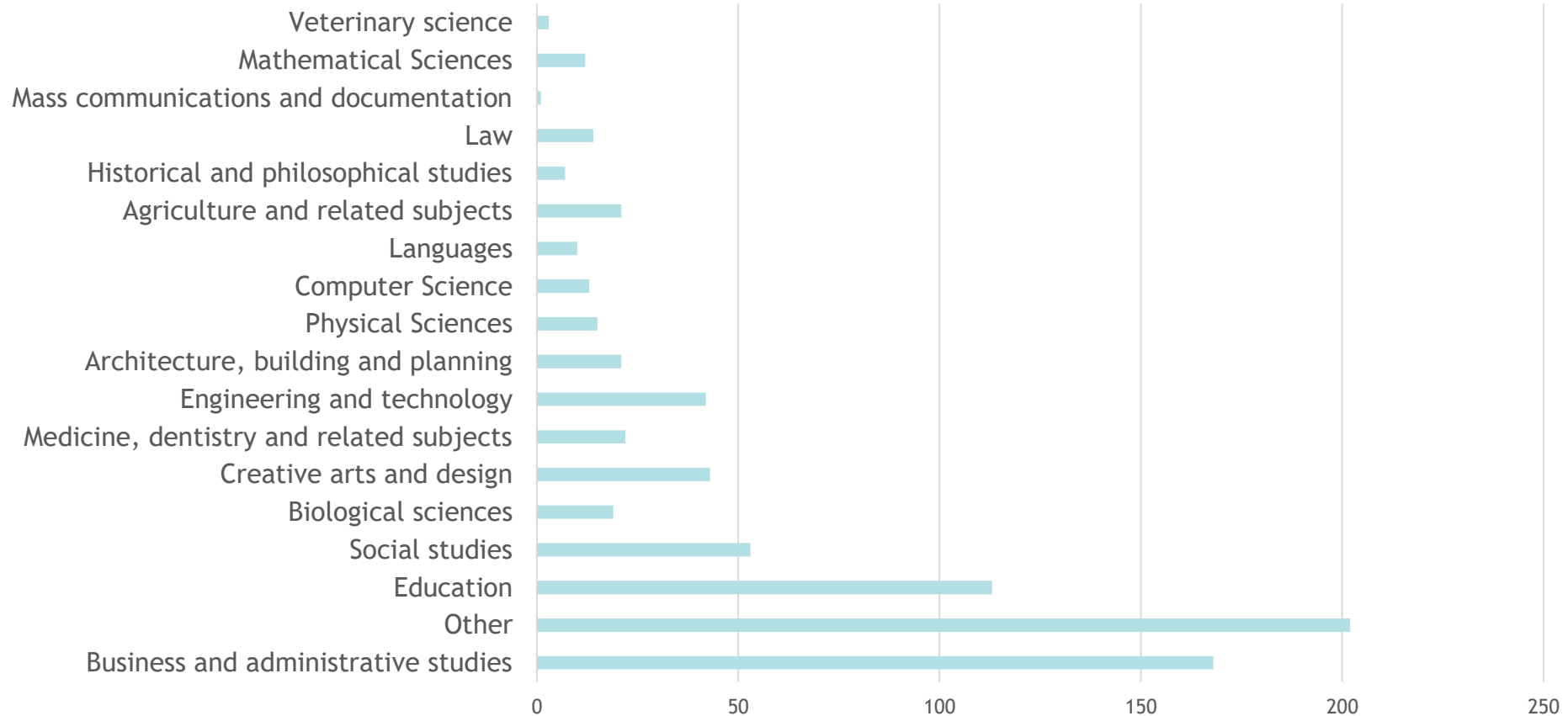
Reaching all stages of education

69% of pledges were made by educators within higher education, **26%** within further education and **1%** within primary and secondary education.



Business courses led the way

The most popular subject area was Business and administrative studies (168 pledges - 22%). 26% (202) of educators felt their courses did not fall into any categories mentioned.



Number of Teach In pledges by subject area

From Countryside Management to Creative Advertising: courses that took part

The word cloud on this page shows the breadth of subjects, disciplines and areas of learning taking part in the 2023 campaign.

Engagement from such a diverse range of courses and modules demonstrates **widespread support across the sector** for sustainability-focused education, and shows the importance of **interdisciplinary action** to achieve the SDG's.

Some courses and workshops included:

Countryside Management, Animal Studies, Accounting & Finance, Creative Advertising, Health & Social Care, Nutritional Therapy, Climate Change the Scientific and Societal Impact, Beauty Therapy and Marine Science and many more!



Barnsley and Chesterfield college topped the leaderboards!

Leaderboards were compiled to showcase the institutions that had the highest number of educators taking part, and the highest % of their students reached by the campaign. The leaderboards helped to generate some friendly competition between institutions.

Top 10 institutions with the highest number of educators pledging to take part

Position	Institution Name	# Educators pledged
1 st	Chesterfield College	261
2 nd	Barnsley College	249
3 rd	De Montfort University	94
4 th	Heart of Worcestershire College	88
5 th	University of Exeter	71
6 th	Ulster University	50
7 th	University of Derby	45
8 th	University of Worcester	41
9 th	University of the West of England	37
10 th	Oxford Brookes University	27

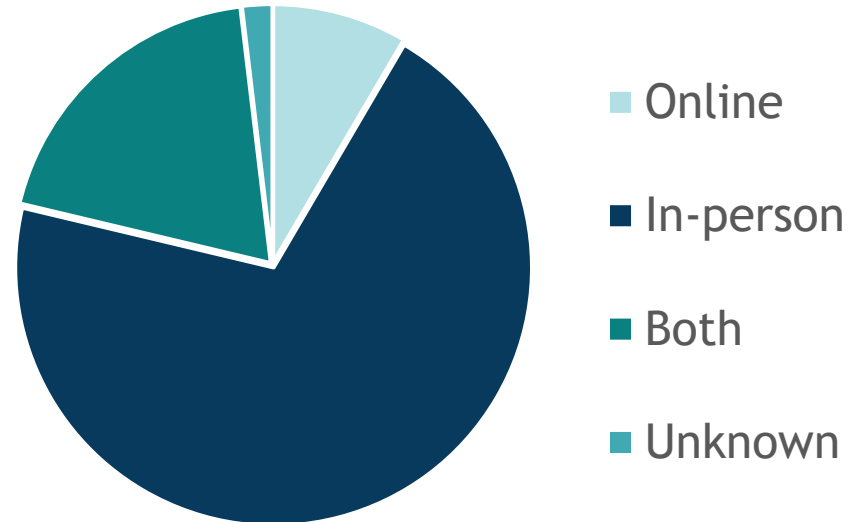
Top 10 institutions with the highest % of their students that were reached by the campaign

Position	Institution Name	% Students reached
1 st	Barnsley College	99.6%
2 nd	West View Primary School	95.4%
3 rd	Heart of Worcestershire College	86.8%
4 th	Chesterfield College	86.7%
5 th	Hankham Primary School	86.7%
6 th	Sunnyside Primary	78.8%
7 th	Lawrence House School	71.4%
8 th	Hereford College of Arts	64.6%
9 th	University of Exeter	45.7%
10 th	University of Worcester	39.7%

How did educators
approach the campaign?

The majority of teaching took place in-person

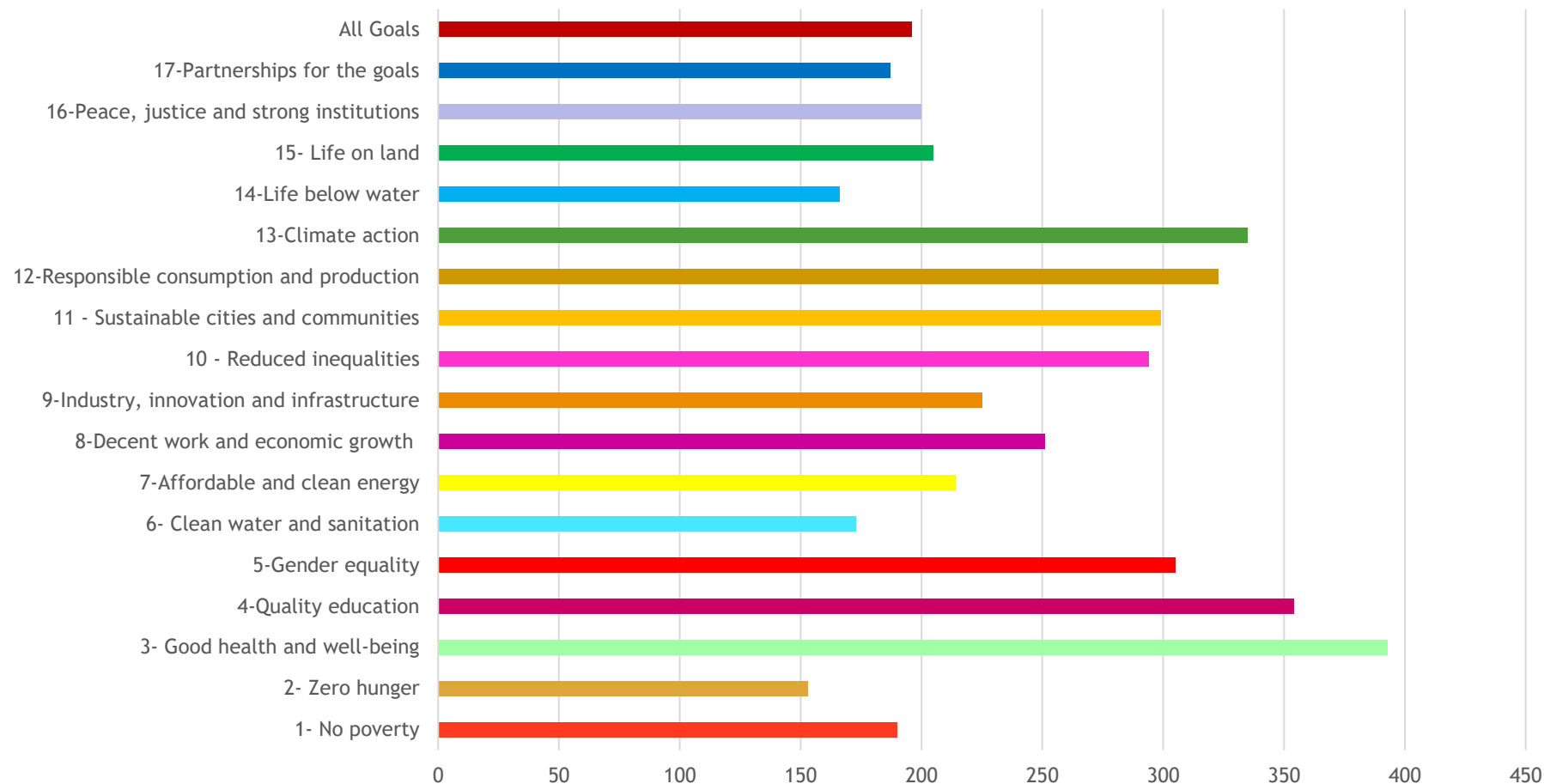
Covid-19 has changed the landscape of teaching and learning, with many lessons and workshops taking place online, or both online and in-person. The 2020 Teach In took place in the midst of Covid-19 restrictions and 67% of teaching took place online. This year, the majority of teaching took place in-person (70%) with a lot of teaching taking place both online and in-person (19%).



Methods of teaching during the 2022 Teach In

The most popular Goals in the campaign

Each educator shared which of the 17 Goals they incorporated as part of the Teach In. The most popular Goal in 2023 was **Goal 3 (Good health and wellbeing)**

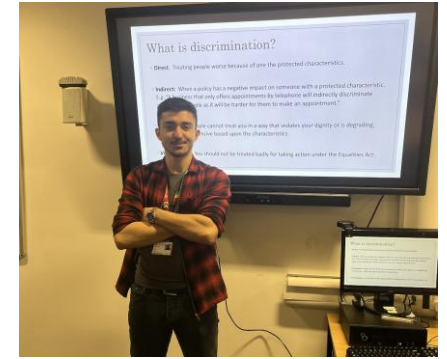


The number of instances each Goal was incorporated into teaching and learning as part of the Teach In

Case studies

Case Study: Barnsley College, Business

BTEC National Diploma in Business



Approach to the Teach In - As part of our Business BTEC programme our learners have been looking at the importance of the Equality Act 2010 in Customer Service and in Business as a whole. Within this we have covered the 9 protected characteristics of Age, Gender, Race, Religion, Marital Status, Maternity/ Pregnancy, Disability, sexual orientation, gender reassignment and Disability.

Investigating how different businesses respond to and incorporate the Equality Act 2010 into their business and delivery of customer service. Linking to the legal requirements and consequences. A discussion was formed and a debate completed around gender equality within the workplace.

“Gender Equality and equality and diversity as a whole within Business is a key and important topic. Employee or Customer, everyone should have equal opportunities for success and a life free from discrimination” - Evar Jawhar (Business Student)

Goals
included



Case Study: Barnsley College, Industry Week

Approach to Teach In - In conjunction with Industry Week held at The Cube - there was a new joint promotion of recycling and reading. From the 6th of March, many guest speakers and events were held to enrich the lives of students and improve their knowledge and employability.

As part of the SDG pledge of the College - Industry Week contributed to with a range of initiatives; including:-

- Basic First Aid
- Asbestos Training
- Mental Health Awareness
- Advice on how to become self-employed
- Presentations from both the British Army and Wates Construction.



As a complementary promotion the English, Tutorial and Library Teams came together to produce the ‘Love recycling - Love Reading’ event for all our students at The Cube. The concept was to promote the ideals of reduce, reuse and recycle but with a focus on engaging students in reading for pleasure.



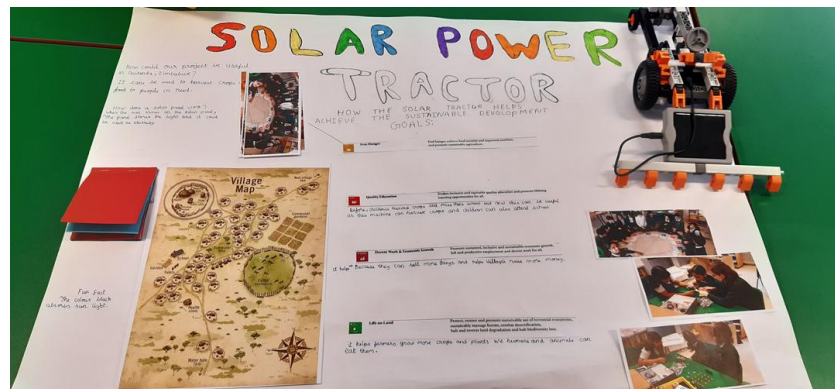
Case study: The British School of Brussels, Science Week

Science Week, following Practical Action's Solar Challenge Project.

Approach to the Teach In - Our learning about solar energy was embedded in the SDGs as we considered how energy and lack of access to it affects life in developing communities across the world. We also talked about the need for renewable, sustainable, affordable energy across the whole world and how climate, life on land and in the water are affected also how health and education rely on access to energy. The photo below shows us make links between the goals especially thinking about how affordable, clean energy relates to each of the 17 goals.

“The children’s learning was focused on practically applying the science of solar cells to tackle real world issues in real communities. Their creative ideas and their genuine wish to find good solutions for the challenges faced by being off grid provided a great model for the future of education and learning”.

Goals
included



Case study: Chesterfield College, Sustainability Exhibition Fayre

Approach to the Teach In - “Students from all over the college worked together to develop some amazing projects such as repaired mobility scooters, rainwater harvesting, and materials developed to educate children about **looking after the environment and hedgehogs**” - Jonathan Price (Business Manager servicing City & Guilds and ILM brands across the Central England Region)

“I was so impressed by their enthusiasm and how they presented their projects. An absolutely fantastic idea by the college!”



Goals
included



Case study: City College Plymouth

Approach to the Teach In - Here at City College Plymouth we are embracing the International UN Sustainable Development Goals Teach-In as a whole college. The Student Union is highlighting the need for donations to the college foodbank (SDG2) and talking to classes/departments about why we need foodbanks at all and what we can do to reduce the need (SDG1).

We're also holding a clothes swap, any left over will be donated to the clothing rail of the foodbank (SDG12). Talking in teams and classes about the impact of fast fashion. For SDG3 and SDG13, we're also running a cycling competition - bringing colleagues and students to see how far each department can cycle on a static bike - there are some prizes and information about the cycle to work scheme!

The library have a really awesome display. Identifying all the SDGs with simple information about how students can support each of them as well as identifying a range of books supporting students to understand what their subjects have to do with climate change and sustainability (SDG 9, SDG 8, SDG 11). They're also running films about the environment in the evenings (SDG 13).

“The aim of this week's City College Plymouth SDG Teach-In was to raise awareness of the importance of sustainable development across our College. Involving academic and corporate support staff, along with our students in the campaign will help us ensure that we embed sustainability and social responsibility across the college, linking it to learning and assessment, which in turn will support the College's commitment to the climate emergency.” (Lance Chatfield, Executive of technical innovation).



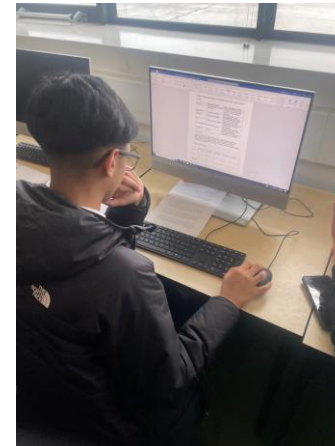
Case study: Dundee and Angus College, Foundation Apprentice in Business Skills

The purpose of this Unit is to develop learners' understanding of contemporary business issues through investigation of Small and Medium Enterprises (SMEs) and the business strategies appropriate for SMEs at different stages of the business life cycle.

All businesses journey through a life cycle but may deal differently with the stages of the life cycle. This Unit will therefore examine the increasing complexity facing businesses at different stages of the life cycle and how priorities, objectives and functional activity may affect their operation.

Approach to the Teach In - “I will be taking a sustainability approach to the business lifecycle and linking in mission and vision and values”.

Goals
included



Case study: El Shorouk Academy, Higher Institute of Computer and Information Technology

Discover the definition of economic resources, learn the types and see examples of natural and human and nonhuman resources, and learn their importance in keeping an economy running efficiently

Approach to the Teach In - *In the framework of raising awareness of sustainable development goals and working to participate in achieving them, many activities have been carried out, whether preparing case studies on specific issues such as water conservation and non-waste, preserving agricultural land, combating pollution, addressing climate change, etc., and other activities include donation campaigns for poor families or orphanages, as well as supporting the children's hospital, as well as working to provide jobs and training for graduates.*

“It has been a good job for students to partner with each other to contribute to the sustainable development goals. They have gained a sense of responsibility and participation towards others and towards the local and global community, this work will lead to the future being safe for all”.- Ehab Mohamed Younis

<https://learn.sha.edu.eg/course/view.php?id=2338>



Case study: Keele University, International Corporate Governance & Sustainability Module

The module introduces key concepts of international corporate governance and sustainability, theoretical approaches of explaining governance and sustainability practices, mechanisms of implementing and managing corporate governance and sustainability activities.

Approach to the Teach In - For teaching this module to our MSc students, I am adopting “*Teaching by Real Business Examples*” approach which links the theoretical knowledge of the governance and sustainability topics to the actual business practices. In our class, we are discussing different business examples, both good and poor sustainability performers (i.e., the good and bad apples).

“Business schools need to embed governance and sustainability topics into their programmes’ curriculum to:

1. Create social and environmental responsible natives, not financial responsible ones.
2. Teach learners how to take green actions/decisions not to give green talks (i.e., adopting greenwashing not greenwashing strategy)”- Dr. Akrum Helfaya, Module Leader

Goals
included



Case study: Ulster University, Advanced Financial Management Module

This module has professional accreditation. It follows on from ‘Personal and Business Finance’. It introduces students to more recent developments in the theory of corporate finance. This module is intended to develop students' understanding of the risks that companies face, particularly in the context of an international environment.

Approach to the Teach In - Firstly, every single topic was revisited in January and Sustainable Development and SDGs were integrated.

Second, the assignment involved students preparing a report on the role of green/sustainable finance in supporting change for sustainable development. Students had to engage with the literature critiquing green/sustainable finance and evaluate a company that had used green/sustainable finance.

“Our final-year accounting degree students have just completed an assignment that critiques the role and use of green/sustainable finance within businesses - their assignment required them to engage with the literature and critique the benefits and pitfalls associated with business engagement with green finance. In addition, to make their research authentic, each student had to research a company and evaluate the implications and consequences of the decision to utilise green finance”.



Case study: University of Derby, Developing Leadership and Management Module

Approach to the Teach In - Information on unconscious bias mainly focusing on gender discrimination, article on factors impacting women career progression and also Goleman's different leadership styles article were shared with students.

Students considered these articles to answer seminar questions. As part of their seminar activity, they have created presentation and presented their answers to the class. Although this was done during Week 5 seminar session, students have been explained during Week 6 seminar session what is sustainable development (SD), what are UN SDGs and the materials that were considered to complete their activity is related to gender equality which is one of the SDGs.

“We all have a role to play in bridging gender gap.”

Goals
included



Leadership Styles – Daniel Goleman et al

Daniel Goleman - a leading authority on emotional intelligence – has identified six effective leadership styles:

Pacesetter	"Do it my way"
Commanding ¹	"Do it because I say so"

Visionary ²	"Let's remind ourselves of the larger purpose"
Affiliative	"People first, task second"
Democratic	"Let's work it out together"
Coaching	"Let me help you develop"

These leadership styles – amongst other aspects – are contained within his excellent book, *The New Leaders*³.

"Typically, the best, most effective leaders act according to one or more of six distinct approaches to leadership and skillfully switch between the various styles depending on the situation."

Four of the six styles – visionary, coaching, affiliative and democratic – create the kind of resonance that boosts performance. Two others – pacesetter and commanding – [...] should be applied with caution".⁴

Case study: West Lothian College, Cross Faculty

Level 4 - Level 8 Childhood Practice, Uniformed Public Services, HNC Applied Social Science, Level 4/5 Professional Cookery, Level 6 Business

Approach to the Teach In - We ran a week long SDG TeachIn week. Over the week we welcomed 554 primary school children to share in an incredible 37 workshops that captured all 17 SDG goals.

The workshops were facilitated by 210 students and a number of staff from across faculties and a wide range of external partners. The experience of supporting the event allowed all the students to achieve assessments and valuable experience of developing their knowledge of sustainability and the application to practice and their course and subject.

“Just wanted to say a huge thanks to you all for a fabulous day at West Lothian College you certainly have highlighted sustainability to our pupils in lots of meaningful and memorable activities.....we promise to continue the good work you have started back in our classroom!”

Goals
included



“By starting conversations around social issues; advertising available support in the Students’ Union; and inviting people to start considering systems change both in college and at home, we can all begin to respond to climate change and other environmental issues.”

Student Sustainability Officer, UK University

Online Engagement

Chesterfield College

Every year, educators and students share their experience of the SDG Teach In on Twitter and other social media using #SDGTeachIn. Here are a range of examples of the 2022 SDG Teach In online engagement.



City of Glasgow College Craft & Design



City of Glasgow College Craft & Design
@GlasgowCraft

...

Thanks to [@MMastermelt](#) for another great session on reclaiming waste/scrap in a jewellery workshop with our jewellery students! Innovative ways of helping to reduce waste and make profit !
[#SDGTeachin](#) [#waste](#) [#jewellery](#) [#education](#) [#recycling](#) [#business](#)



St Denis Primary School



St Denis' STEM and D.Y.W.
@stem_st_denis

...

Team Happy from @St_Denis_PS are really excited to share their #SocialEnterprise idea today at the City Chambers.
#GlasgowPrimaryDragonsDen2023 #SDGTeachIn #SDG3



Ongoing Impact and outcomes

Follow-up survey of students

Every year, we ask all educators who take part in the Teach In to share a survey with their students following their teaching and learning that incorporated the SDGs. Since 2018, students have told us:



86% of respondents identified skills or attributes that their learning experience during the Teach In helped them to develop. The most popular were **communication, critical thinking and emotional intelligence**.



67% would like to learn more about the SDGs, **85%** believe students should be involved in influencing how the SDGs are achieved, and **86%** agree that the issues covered by the SDGs should be incorporated and embedded at all levels of education.



34% of respondents had not heard of the SDGs prior to the Teach In, but **97%** were able to identify the specific SDGs covered by their learning experience during the Teach In.

“We are the future and we will be the ones that have to deal with these issues and the impact they will have such as climate change”.

Student

Follow-up survey of educators

Every year, we also survey educators. Here's what they have been telling us since 2018:



91% of educators agree that the issues covered by the SDGs should be incorporated and embedded into all courses and **88%** would like to be more involved in action that helps to achieve the SDGs.



96% of educators are interested in taking part in the Teach In again in the future (**31%** had taken part in a previous year).



95% of educators agree that students should be involved in critiquing and influencing how the SDGs are achieved as well as learning about the issues.

What's next?

Education for Sustainable Development beyond the Teach In

We need to deliver Education for Sustainable Development all year round, not just two weeks each year. SOS-UK run a number of campaigns, programmes, workshops and consultancy to support staff and students to lead on and learn for sustainability within the education sector. Find out more by clicking on the icons below:

nus

**Responsible
Futures**

Responsible futures: a whole-institution supported accreditation mark to embed social responsibility and sustainability into formal and informal learning.

nus

for Good

For Good: an online platform to facilitate partnerships between students, organisations and institutions to undertake projects, dissertations and placements for social and environmental good.

**TEACH
THE
FUTURE**

Teach the Future: an inclusive campaign by secondary and tertiary education students to greatly improve education on the climate emergency and ecological crisis in the UK.



Learning Academy: our hub of learning and development, with a range of opportunities designed to progress sustainability across the education sector.

Please get in touch if you would like to discuss additional support from SOS-UK or find out about any of our programmes and campaigns: hello@sos-uk.org

Sustainable Development Goals and Education for Sustainable Development curriculum mapping

At SOS-UK, we also offer a support package for mapping the Global Goals across all modules/courses within the formal curriculum through a student-led audit.



As we've seen from the Teach In, universities, colleges, and students' unions are increasingly examining how they might map their teaching and learning onto the SDGs, and we know there is significant demand from students for greater inclusion of the SDGs in the formal curriculum (**79% would like them incorporated and promoted through all courses**). In response to this institutional and student demand, the University of Winchester and NUS developed a training and support package for mapping the curriculum to the SDGs through a student-led audit, led by SOS-UK.

Please get in touch if you would like to discuss this offering for your faculty or institution: hello@sos-uk.org

Benefits can include:

- Institution-wide engagement with the SDGs
- Identifying many unknown pockets of good practice and allies
- Student skills development and leadership
- Increased buy-in from faculties
- Increased support for academics

“It helps young adults think
about their future”

Student



Questions

The seventh SDG Teach In will take place March 2024!

Follow SOS-UK and sign up to our newsletter to be kept up to date and get involved.

Sign up to the SOS-UK newsletter
<http://sos-uk.org>

