

# Sustainable Development Goals Teach In 2024

## Impact, Engagement and Reach



STUDENTS  
ORGANISING FOR  
SUSTAINABILITY  
UNITED KINGDOM

# Report contents

<a href="#"><u>2024 SDG Teach In: Get Started, Go Further</u></a>	3
<a href="#"><u>2024: Who took part?</u></a>	6
<a href="#"><u>How did educators approach the campaign?</u></a>	13
<a href="#"><u>Case studies</u></a>	17
<a href="#"><u>Online Engagement</u></a>	26
<a href="#"><u>Ongoing Impact and outcomes</u></a>	33
<a href="#"><u>What next? Engaging further with ESD</u></a>	38

# 2024 SDG Teach In: Get Started, Go Further

# The seventh annual SDG Teach In from SOS-UK

Delivered by [Students Organising for Sustainability \(SOS-UK\)](#), the SDG Teach In is a campaign encouraging educators of all kinds to incorporate the [United Nations' Sustainable Development Goals \(SDGs\)](#) into teaching, learning, workshops, training, and assessment in all learning contexts.

**The seventh annual SDG Teach In ran from 1<sup>st</sup> March - 31<sup>st</sup> March 2024. This year, each week of the campaign aligned with an SDG theme, including environment, society, economy, and humanity and equity.**

The 2024 SDG Teach In was titled 'Get Started, Go Further' to encourage new educators to engage with the campaign and encourage previous participants to further develop their work embedding the SDGs into teaching, learning and assessment in deeper, more strategic ways.

The following campaign report highlights the impact, engagement and reach of the 2024 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, learning and training, and to provide inspiration for next year's campaign.

**Thank you to everyone who took part and congratulations on this achievement.**



# Why the SDG 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 SDGs 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 SDGs. 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.



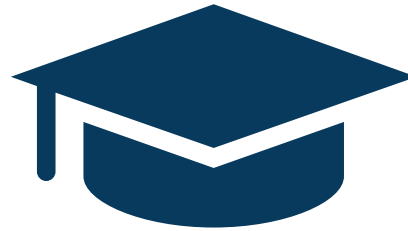
# 2024: Who took part?

# This year's campaign has had an incredible reach

The 2024 campaign saw a diverse number of educators take part, reaching students across the globe. The last 2 years of the Teach In has seen a total of 2343 educators engage, compared with 463 in the campaigns first 2 years; a 406% increase in engagement!



**1059** educators pledging to incorporate the SDG's into their teaching and learning



**105,412** students & learners reached through lessons, workshops and tutorials

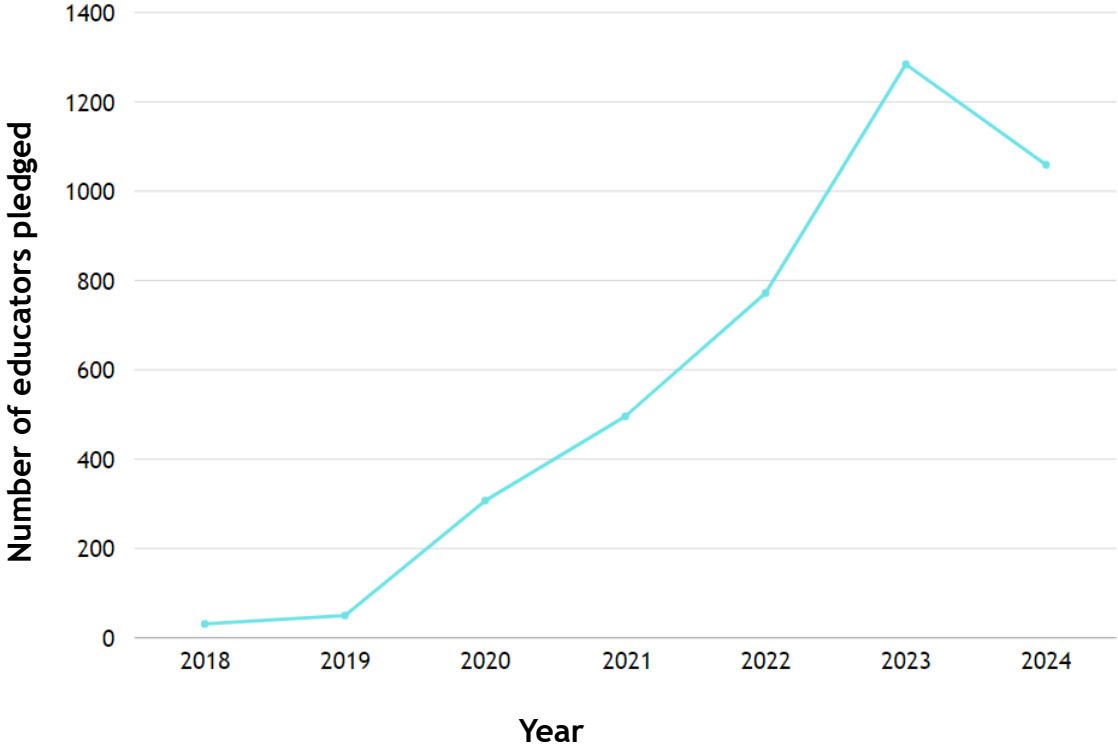


**85** educational institutions taking part, including schools, colleges, universities, students' unions and training providers

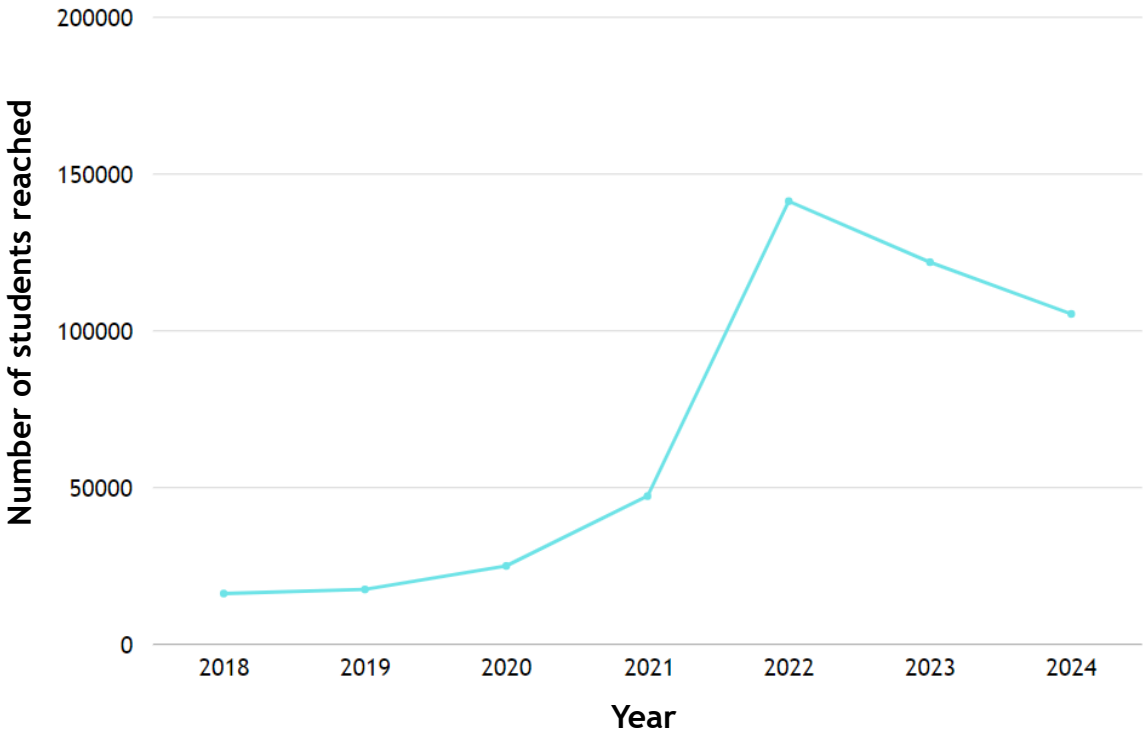
# Engagement with the campaign has increased by 400% since 2018

The number of students reached by the campaign and the number of educators pledging to take part has grown throughout the years.

Number of educators pledged by year



Number of students reached by year





# Educators embedded the SDGs in teaching across the world

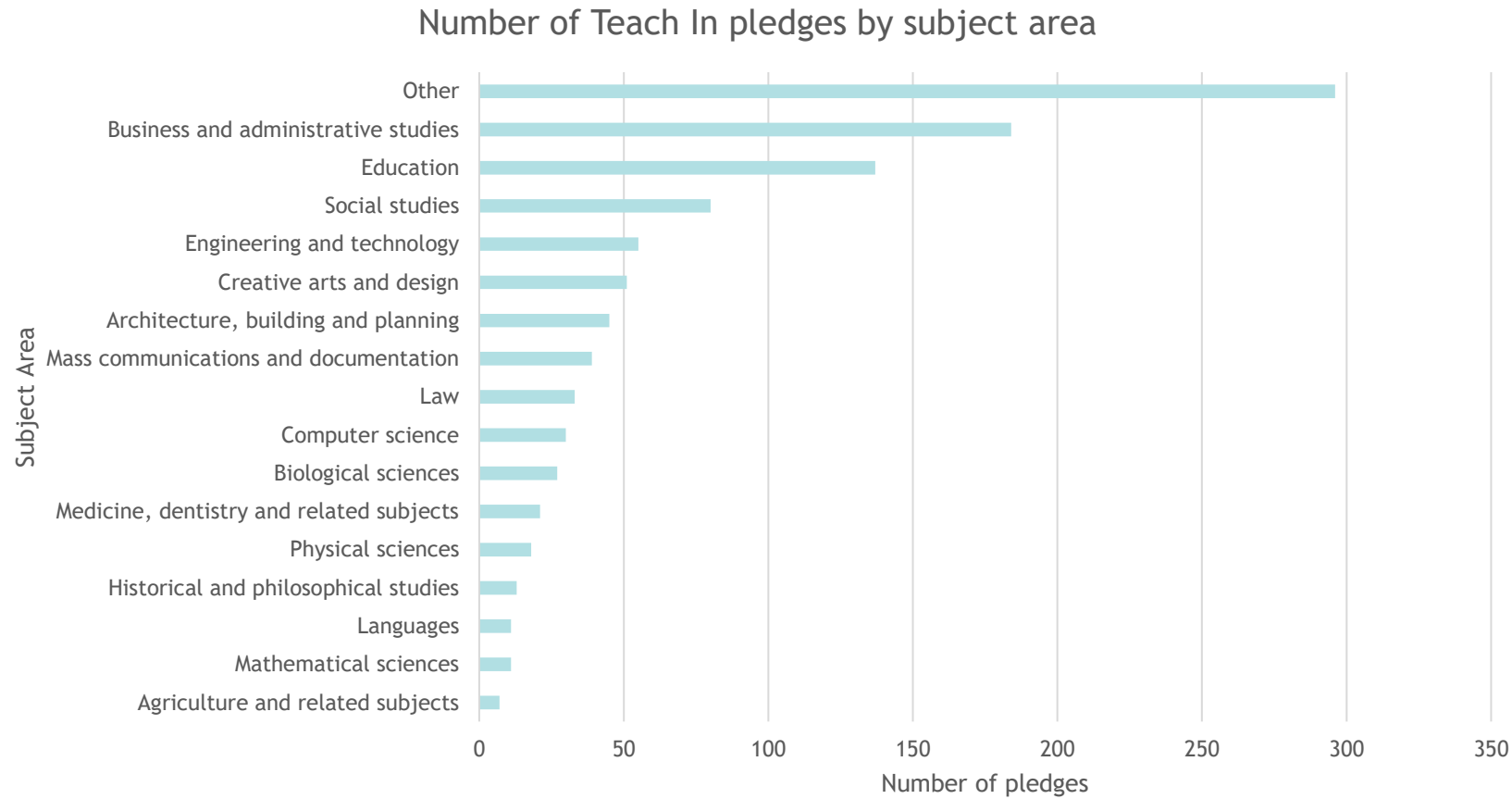
Teaching took place in **10 more countries** than previous campaigns, across multiple **continents**.

This year's SDG Teach In had the largest international reach yet!



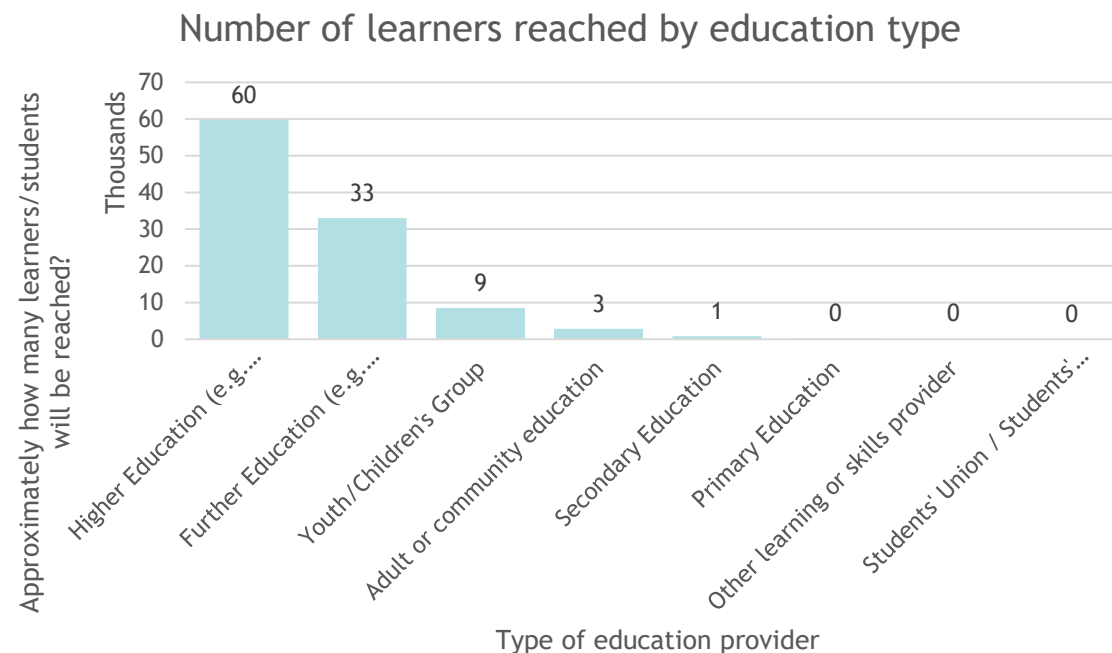
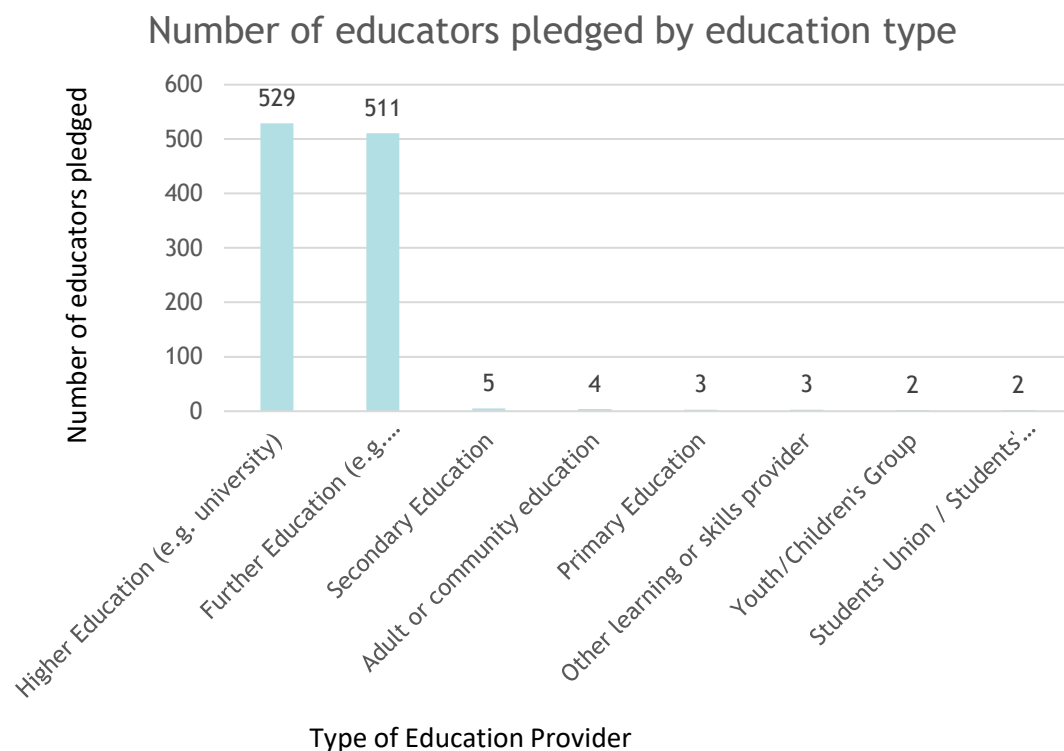
# The campaign reached a broad range of disciplines...

The most popular subject area was Business and administrative studies (184 pledges - 17%). 28% (296) of educators felt their courses did not fall into any categories mentioned.



## ...and engaged students across the education sector

**49.9% of pledges** were made by educators within higher education, **48.2%** within further education and just under **1%** within primary and secondary education.



# Barnsley and Calderdale 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 friendly competition between institutions.

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

Position	Institution Name	# Educators pledged
1 <sup>st</sup>	Calderdale College	158
2 <sup>nd</sup>	Barnsley College	108
3 <sup>rd</sup>	Ulster University	104
4 <sup>th</sup>	Gateshead College	84
5 <sup>th</sup>	De Montfort University	78
6 <sup>th</sup>	University of Exeter	73
7 <sup>th</sup>	Heart of Worcestershire College	65
8 <sup>th</sup>	University of Derby	49
9 <sup>th</sup>	Oxford Brookes University	46
10 <sup>th</sup>	Exeter College & University of Worcester	29

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

Position	Institution Name	% Students reached
1 <sup>st</sup>	Barnsley College	100%
2 <sup>nd</sup>	Calderdale College	99.9%
3 <sup>rd</sup>	Hankham Primary School	96.8%
4 <sup>th</sup>	University of Exeter	52.3%
5 <sup>th</sup>	Shipley College	43.3%
6 <sup>th</sup>	Heart of Worcestershire College	41.3%
7 <sup>th</sup>	St George's International School	38.8%
8 <sup>th</sup>	Ulster University	37.9%
9 <sup>th</sup>	De Montfort University	31.3%
10 <sup>th</sup>	Gateshead College	28.2%

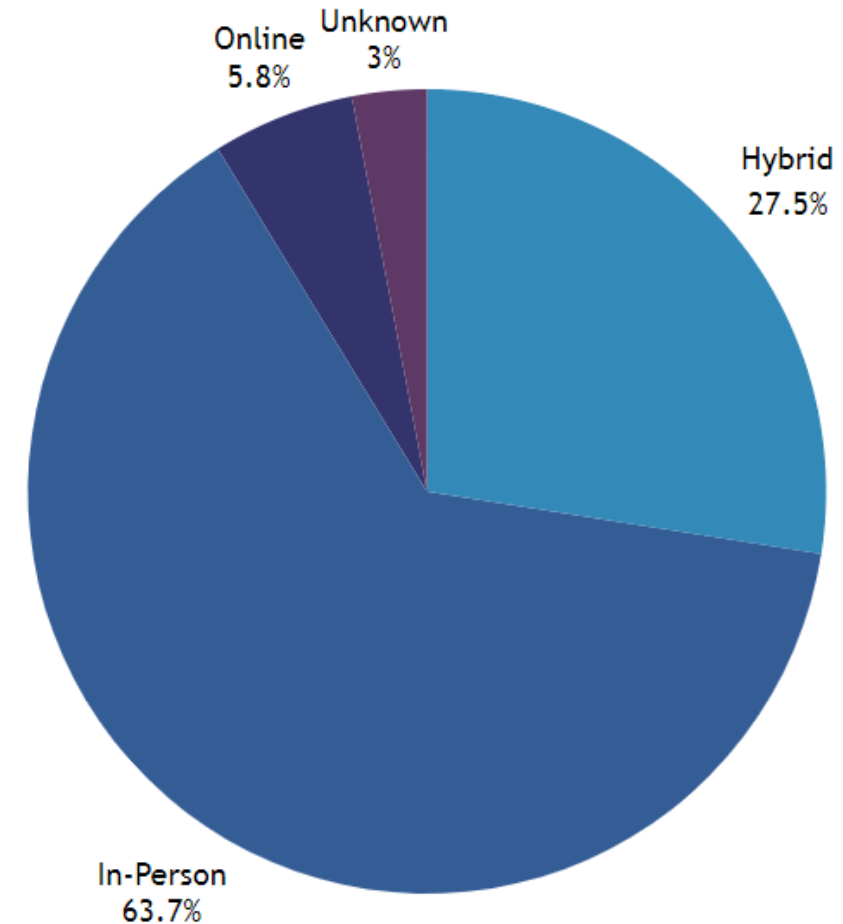
How did educators  
approach the campaign?

# The majority of teaching took place in-person

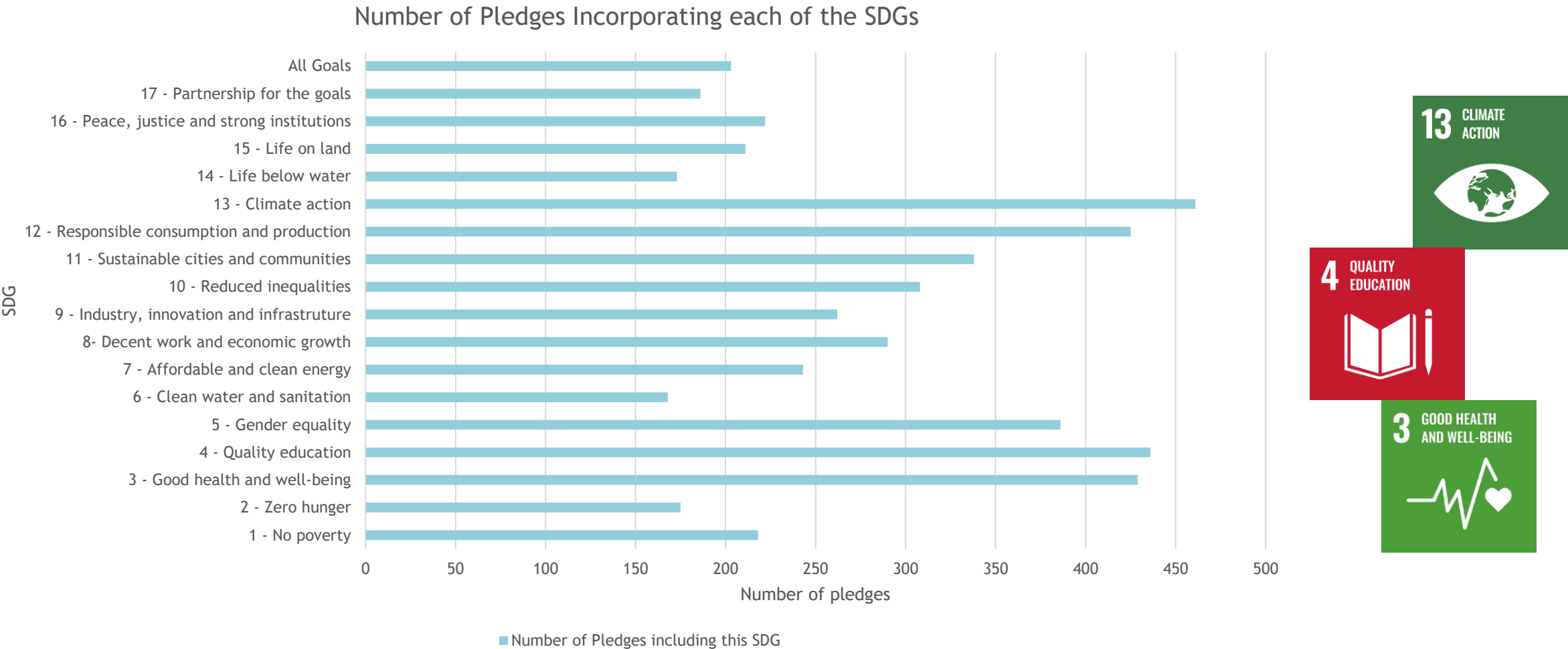
In previous years, as a residual impact of Covid-19, approaches to teaching, learning and training changed; many lessons and workshops took place online, or using a hybrid format.

This year, we have seen more of a shift, with a majority of learning taking place in-person (63.7%), and some taking place with a hybrid format (27.5%), with very little taking place online alone.

Methods of teaching during the 2024 Teach In



# The most popular SDG was Goal 13 (Climate Action)



# Case studies



# Case study: City College Plymouth, Cross College Teams

**Approach to the Teach In** - The marketing team released some information about one SDG each working day of the week. This coincided with a range of events in the student union, which was organised by the student sustainability group. For example, one week shared free period products and a donation drive for the college foodbank).

Guest speakers from 'Planet and People' spoke to staff and students about facilitating climate conversations with young people about eco-anxiety. Staff training days focused on topics including 'All jobs are Green jobs', the SDGs, a visit to the Eden Project, and students delivering 'Teach the Teacher' sessions to staff. The college promoted WWF webinars looking at sustainability in many different professions, and hosted a 'People, Planet, Pasty' event in the college restaurant, which was open to staff, students and the public, and was catered by the students.

*"The Student Union has a big part to play in how we embody sustainability in the college and how we educate and enable our students to take ownership of their part in that local and global effort."* Laura Mosses - Student Journey Team



Goals  
included



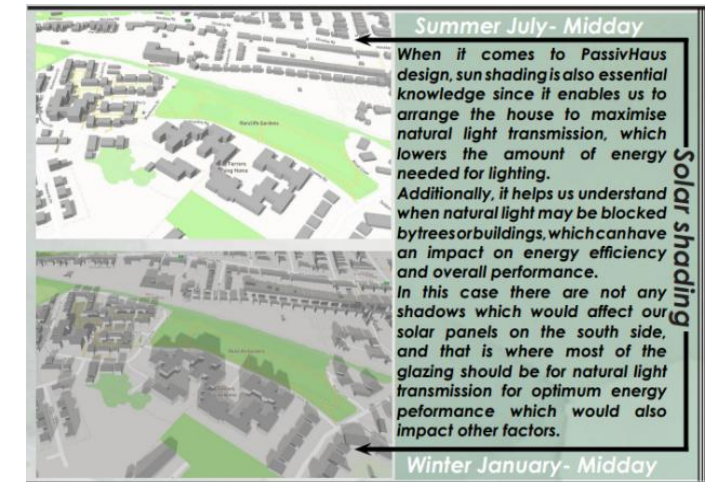
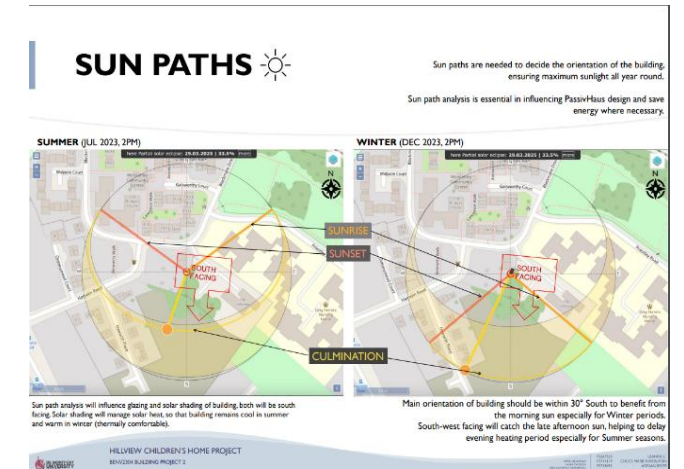
# Case study: De Montfort University, Architectural Technology

*This module advances students' knowledge in sustainable technical design strategies for buildings, preparing them for advanced environmental design projects. The focus is on proposing solutions to achieve net-zero in the built environment through responding to a design brief.*

*Approach to the Teach In - During the Teach In, emphasis was placed on integrating sustainability into teaching and learning activities. Students were introduced to Passivhaus standards and principles, focusing on low-energy building design, high insulation levels, airtightness, and other key elements. Studio-based learning allowed students to work on real-world projects, applying sustainable design strategies and technologies.*

*"My intention for this module is to focus on RCR - relevant, current and real learning, to prepare our architectural technologists to be to work on green and sustainable transitions within Architecture and Built environment."*

Dr Amal Abuzeinab - Module and Year 2 Lead



Goals included



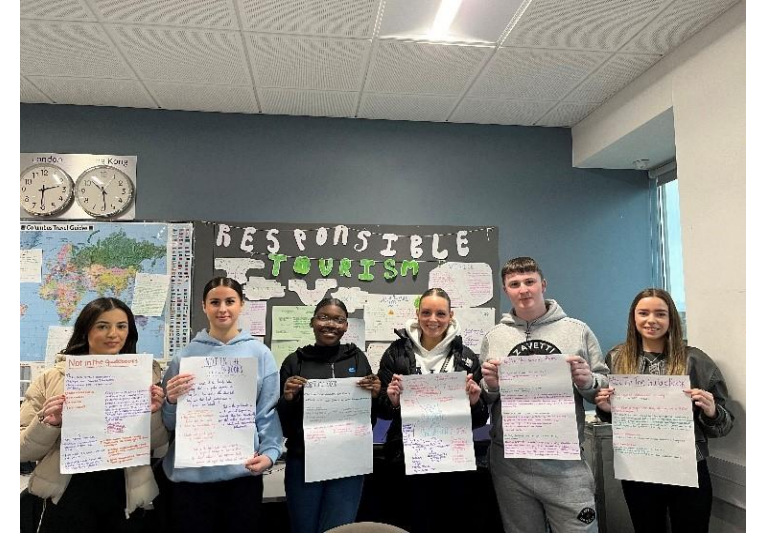
# Case study: Gateshead College, Responsible Tourism

**Approach to the Teach In** - Students studied a Responsible Tourism unit, exploring local and international tourist destinations. They investigated key stakeholders, in particular, a tour operator who promotes sustainable choices to its customers.

**Sustainable Travel Company; Not In The Guidebooks** say:

*‘The planet is currently experiencing a climate crisis. We recognise that all individuals and businesses have a responsibility to address global warming, and it is our vision as a B Corp certified company, we can play a part in protecting the environment for future generations.’*

*“Myself and the students are really enjoying learning about responsible tourism and the positive choice and changes that can be made by travellers to protect our planet.” Educator, 2024*



# Case study: LDN Apprenticeships, Corporate Responsibility and Sustainability, Digital Learning Design

*Corporate Responsibility & Sustainability (CR&S), and optionally Digital Learning Design apprentices complete their 20-month programme based on the ICRS Framework, with CR&S strategy, project management, culture change, finance and more.*

**Approach to the Teach In** - Apprentices joined a masterclass focused on digital carbon footprints and digital emissions. They reviewed what a digital carbon footprint is and how to calculate them. They compared different devices, apps, artificial intelligence, advertising, and cryptocurrency emissions. Apprentices reviewed the NHS source emissions as a case study. They used design thinking and ideation to suggest how to Refuse, Reduce, Reuse and Recycle digital emissions.

*"Nicola's SDG Teach in prompted a brilliant conversation amongst the corporate responsibility and sustainability apprentices, around our less considered emission sources. Nicola highlighted the extent to which activity online has a real-world impact in terms of energy sources, infrastructure and consumption linked to digital emissions. The session was interactive and engaging and encouraged the apprentices to reflect on the digital carbon footprints their organisations held, as well as the way in which their own personal online practices may be linked to a tangible carbon footprint." Student Apprentice, 2024*





# Case study: Keele University, 'Gender at Work' session

*The session introduced students to concepts such as glass ceiling, and the gender pay gap, in the context of SDG 5 - Gender Equality and the current shortcomings in gender equality. It also covered relevant classical and sociological theories and approaches that attempt to explain why issues related to gender at work still occur, providing examples and data from across the world.*

**Approach to the Teach In** - Students were invited to explore the International Labour Organisation data on 'gender gap in employment' through their interactive website tools, choosing different countries and trying to find out what the specific barriers for women participation in the labour force are, and any links with cultural aspects. They actively reflected on links with other SDGs, and this will continue in another session dedicated to 'Sustainability and well-being.'

*“Exposing students to information related to countries other than the UK, covering different continents, cultures and levels of development in the first year of their degree is key to widen their perspectives and self-awareness and to prepare them to become global citizens” Dr. Rosa M. Fernandez Martin*

Goals  
included



# Case study: University of West London, Climate Change and Disaster Related Mental Health

*This module provides psychological perspective on key issues in relation to mental health and well-being. It investigates the definition, categorisation and symptoms of common mental health problems and the social and economic determinants of health.*

**Approach to the Teach In** - The lecture had several learning outcomes mapped out against the [QAA benchmarks for Education for Sustainable Development \(ESD\)](#). This includes:

- Climate change literacy: Understanding and recognise key definitions describing climate change
- Develop systems thinking by recognising and explaining the relationship between climate change and mental health
- Practice collaboration and problem solving with peers

**“Students are often not aware of how climate change may affect us here in the UK and its implications for Mental Health. This lecture provided key “Green” Mental health skills our communities will need to sustain us for the future” Educator, 2024**



“I really appreciated the opportunity to learn more about the Sustainable Development Goals during the Teach In. It was enlightening to see how we can all play a part in creating a more sustainable future. I believe integrating these concepts more into our studies could have a positive impact on our understanding and engagement with global issues.”

*Student, 2024*

“Everyone has a life on this planet (sometimes as simple as that). We have a responsibility to ensure that everyone is equipped with the skills they need to live a sustainable life, so every generation has the resources they need.”

*Educator, 2024*



# Online Engagement

Every year, educators and students share their experience of the SDG Teach In on social media using the #SDGTeachIn.

The following section highlights screenshots of online posts showing the 2024 SDG Teach In in action.

Students focused on paper waste and experimented with creating their own paper from recycled materials.

We worked out in my session if **#twenty** students wasted **#one** piece of **#art** **#paper** for the **#academic** year we could save around £700 per year.. 🗑️  
**#SDGTeachin** **#goals** **#savethepennies**  
Gateshead College **#responsible** **#recycle** **#reuse** **100** **#sustainability**

The **#handmade** **#paper** pile is growing!! **#SDGTeachin** **#GetStarted** **#GoFurther**  
**#recycledmaterials** **#sustainability** **#responsible** **#textures** **#art**  
**#creativelearning** Gateshead College


# So...

## My aim...

- 1) **Limit supplies to encourage thoughtfulness:**  
Restricting materials, like using only one sheet of paper, helps students think about the impact of their choices.
- 2) **Observe wasteful behaviour:-**  
Aim to not throw away paper after minimal use
- 3) **Reasons Behind Limits:**  
Explaining the reason for limitations, such as cost or environmental impact, helps students understand. See Maths example.
- 4) **Promoting Awareness and Encouraging Responsibility:**  
Be aware of the cost of paper. Always connect wastefulness to the environmental impact so we are more responsible with art materials and choices

## And make our own paper from college waste!!

## And aim to make our own supplies.



### Waste in the art room

Paper is one of the most wasted materials in the art room.

### Positive decision making


How do we know it is really being recycled?


### Sustainable Art

We can recycle it ourselves.

### Being Responsible - Making Decisions

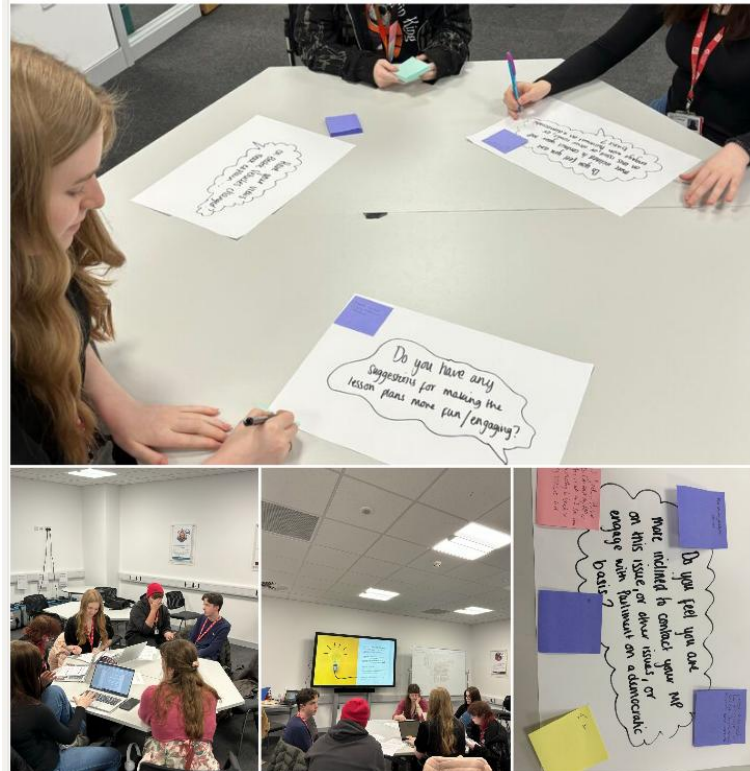
Taking Control of our working environment





# Barnsley College

Students to the right are co-creating their learning experience by sharing ideas on ensuring their learning reflects the skills they require for a sustainable future



We're currently TOP of the tables for both students reached and pledges made in the SDG Teach In! 🏆

Across March, the Teach In sees schools, colleges and other institutions pledging to put the UN Sustainable Development Goals at the heart of what they do.

We've seen students jogging – jogging and litterpicking – using apps to convert fitness activities in to trees planted, and even a special parliamentary visit.

We have other exciting activities planned so keep an eye out and fingers crossed for a strong finish to the month 🍀

[#SDGTeachIn](#) [#ESD](#) [#EducationForSustainableDevelopment](#)





# Heart of Worcestershire College

## Students created learning boards to educate everyone on the environment, and reused waste plastic to create new resources.

This week as part of #SDGTeachIn Level 2 early years students explored how we can use our environment to educate children and adults about sustainability, recycling and being greener ...more



As part of SDG TeachIn, our Level 2 Early Years Students recently created resources using plastic bottles. They are aware of how much plastic is wasted, how much ends up in landfills or in our oceans and so are trying to be th ...more



# St George's International School, Luxembourg

Students host a sustainability fair with a range of workshops and stands promoting the SDGs.



# West Lothian College

**Students gather for a picture before a sustainable travel activity to promote the SDG Teach In holding a flag with all the goals.**

It's [#SDGTeachIn](#) and more than 600 school pupils from across West Lothian are taking part in over 30 workshops throughout the week on campus, to highlight the 17 goals- including outdoor learning, construction, science and more ...more





# South Devon College

Students and staff take part in a beach clean-up as part of their SDG Teach In work.



# 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 sustainability action**.



**80%** would be open to learning more about the SDGs, **85%** believe students should be involved in influencing how the SDGs are achieved, and **84%** believe that the issues covered by the SDGs should be incorporated and embedded at all levels of education.



**46%** of respondents had not heard of the SDGs prior to the Teach In, but **76%** were able to identify the specific SDGs covered by their learning experience during the Teach In.

“The Teach In supported me to make connection with what I am studying to climate change, equality and building a better future for everyone.”.

*Student, 2024*

# Follow-up survey of educators

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



**93%** of educators agree that the issues covered by the SDGs should be incorporated and embedded into all courses and **89%** would like to be more involved in action that helps to achieve the SDGs.



**97%** of educators are interested in taking part in the Teach In again in the future (**28%** 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.

“Incorporating the SDGs into my teaching prompted several significant changes in both my teaching methods and content. Overall, incorporating the SDGs enriched the learning experience, making it more engaging, relevant, and impactful for the students”.

*Educator, 2024*

# What Next? Engaging further with ESD

# Education for Sustainable Development beyond the Teach In

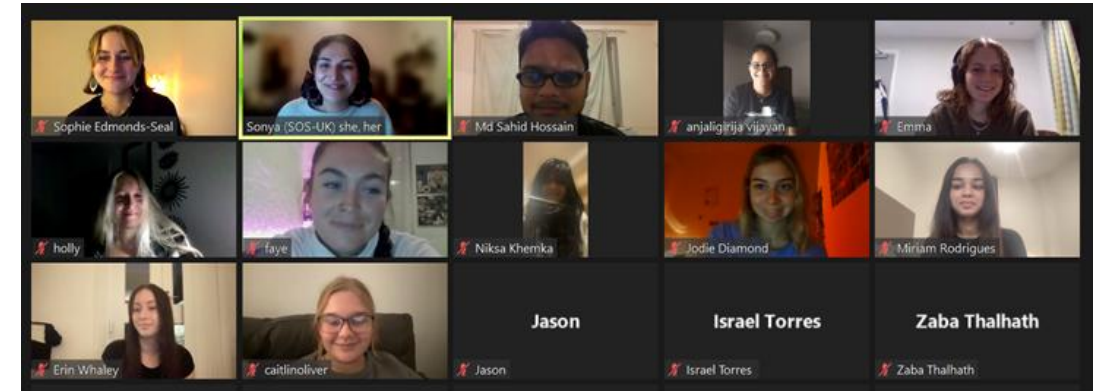
**We need to deliver Education for Sustainable Development all year round, not just one month of the year!**

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.



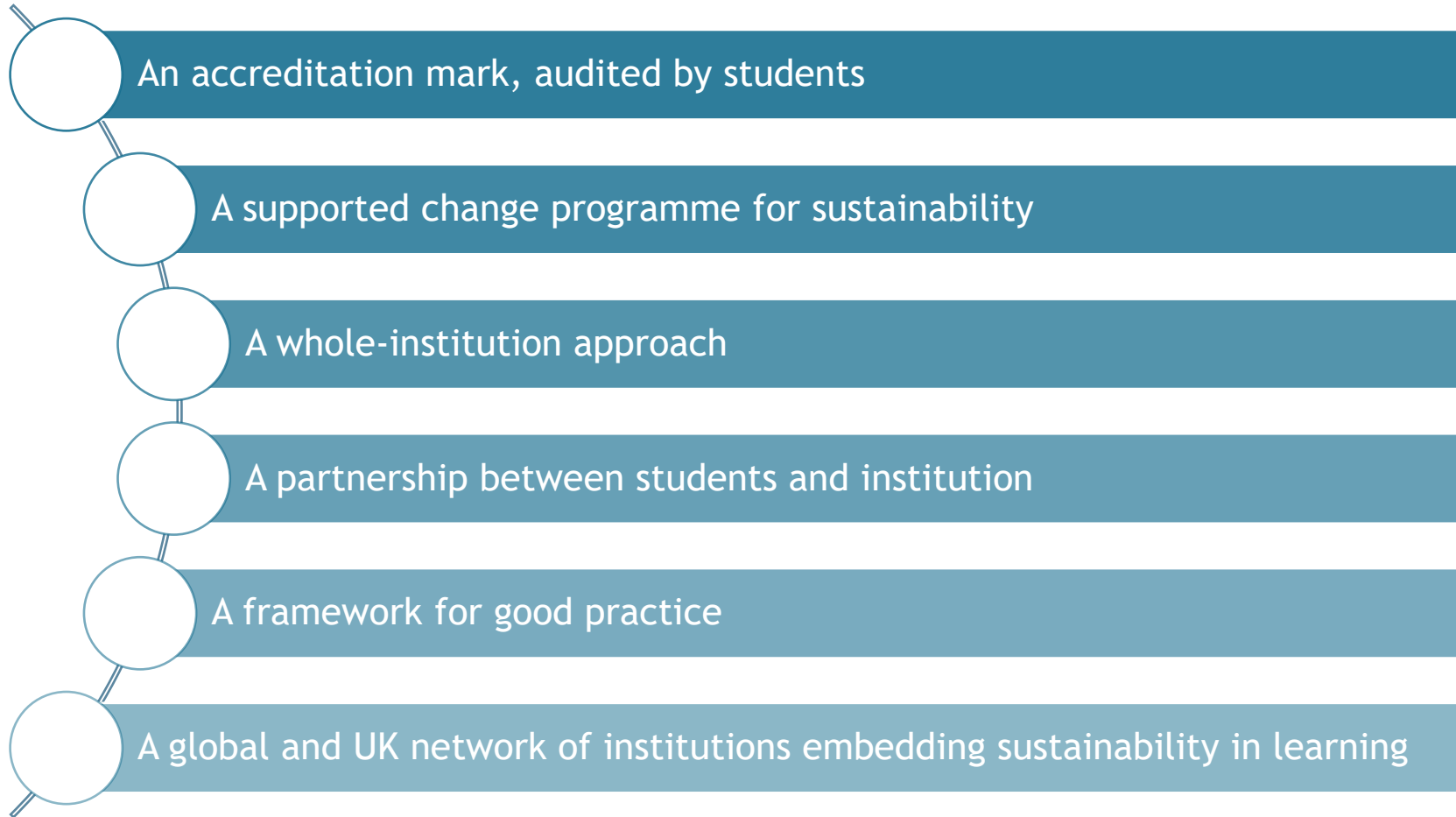
# Student-led sustainability curriculum mapping

- Since 2018, we've worked with 16 institutions and nearly 400 of their students
- [The programme](#) supports students to map sustainability criteria, including the SDGs, against teaching and learning.
- Across institutions, student-led curriculum mapping has led to:
  - Student knowledge, understanding and transferable skills development - sustainability, auditing, team-work, data analysis, critical thinking, global citizenship
  - Linking the SDGs to other initiatives within the institution and/or students' union
  - Engaging teaching staff and senior leadership
  - Reporting on the SDGs and sustainability
  - Identifying areas of good practice, and areas for improvement



# Responsible Futures

## Responsible Futures



A supported change programme and accreditation that **legitimises** and **mainstreams** education for sustainable development, ultimately helping to ensure students leave education with the knowledge, skills, and attributes needed to create a more just and sustainable society.



The 8th SDG Teach In will take place  
March 2025!

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>

