



May 2025



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SOS-UK has delivered the Teach In since 2018

Students Organising for Sustainability UK (SOS-UK) is an educational charity, launched in October 2019.

SOS-UK engages, inspires and empowers students to lead on sustainability. A long-term investment in education today for a better future tomorrow.



Our Mission

- Getting more students **leading on**, and **learning about**, sustainability.
- Embedding sustainability in all types of education, **from early years to adult learning**.
- Making sustainability **more inclusive** for everyone.

2025 SDG Teach In

What is the SDG Teach In?

Since 2018, SOS-UK has coordinated an annual campaign calling upon educators, trainers, and facilitators around the world to integrate the Sustainable Development Goals (SDGs) into their teaching and learning.

This year, the eighth Teach In took place from 1 March to 31st March 2025.

Aims of the Teach In:

- Catalyse curriculum reform and test new ideas to embed sustainability across all teaching, training and learning
- Link learning and teaching to local, regional, and global issues
- Equip students with skills, attributes, and knowledge to support them in making a difference to the world's greatest challenges



The United Nations Sustainable Development Goals

Why the SDGs?

- The SDGs are an accessible educational tool to highlight relationships between social, environmental, and economic challenges.
- The goals serve as an effective conversation-starter as the breadth of topics covered relate to different disciplines and professions.
- The SDGs have a wide international recognition and are a shared language for sustainability across borders and sectors



The United Nations Sustainable Development Goals

Critically engaging with the SDGs

While the SDGs are a useful educational tool, the Teach In also emphasises the importance of engaging critically with the SDGs, acknowledging for example, contradictions between infinite economic growth on a finite planet, and the lack of transformative alternatives.

Throughout the Teach In, the Resource Bank promoted multimedia materials about topics and perspectives often overlooked in the SDGs such as:

- Creative, arts-based, and decolonial approaches to holistic sustainability education
- Eco-centric and more-than-human perspectives for transformative change



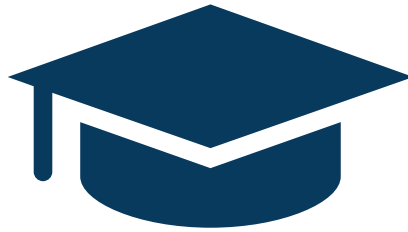
The [Creative Climate Justice Hub from Julie's Bicycle](#) was one of several resources promoted to support educators with topics such as decolonisation and intersectional environmental justice which lack coverage in the SDGs yet are pivotal for a healthier and happier future.

Who took part?

The Teach In reached a broad range of educators and students



1028 educators pledged
to incorporate the SDGs
into their teaching and
learning



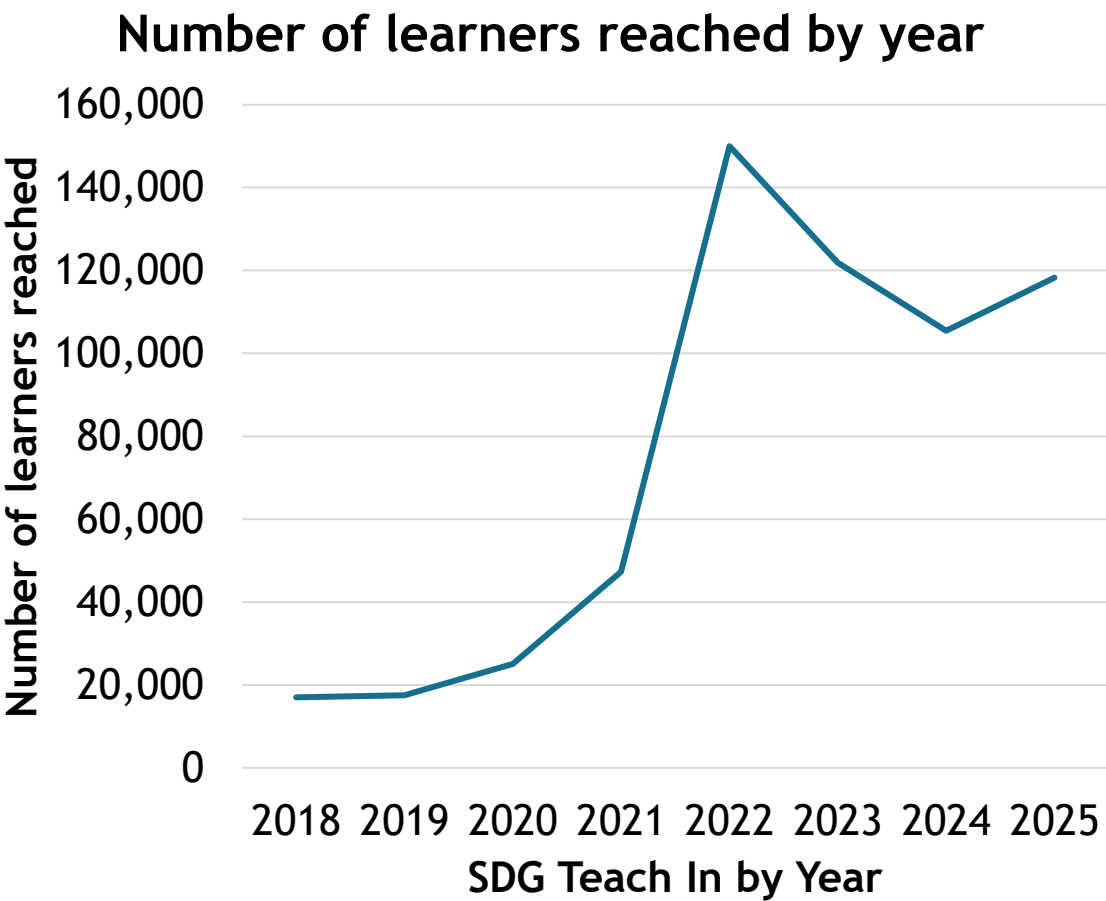
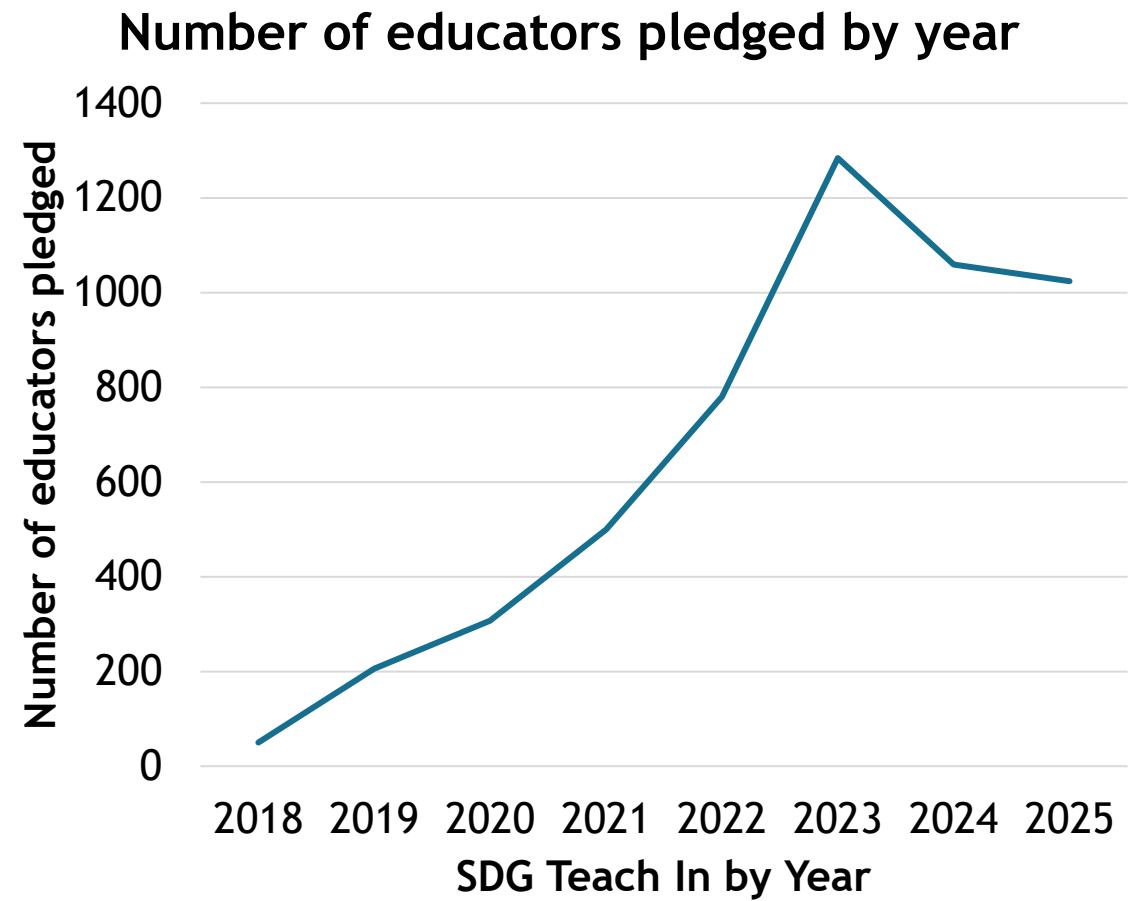
118,256 learners reached
through lessons,
workshops, lectures,
events, and more



94 institutions took part,
including schools, colleges,
universities, students' unions,
workplaces, and training
providers

A 600% increase in campaign engagement since 2018

There has been a 600% increase in pledgers from the first two years (2018-19) to the last two years of the campaign (2024-25), illustrating the enthusiasm from educators worldwide to embed sustainability.

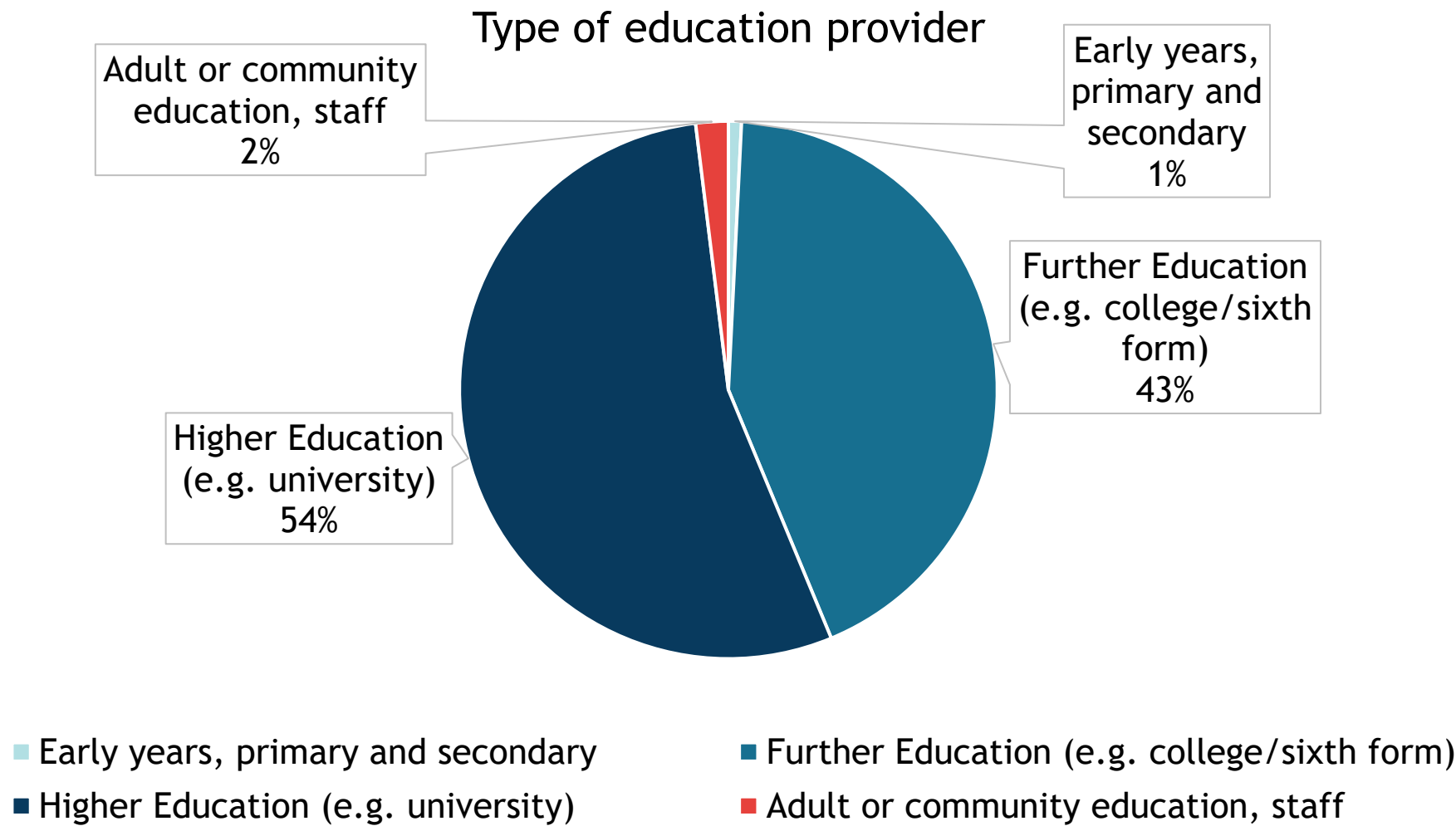


The 2025 SDG Teach In had a global reach across 17 countries and five continents



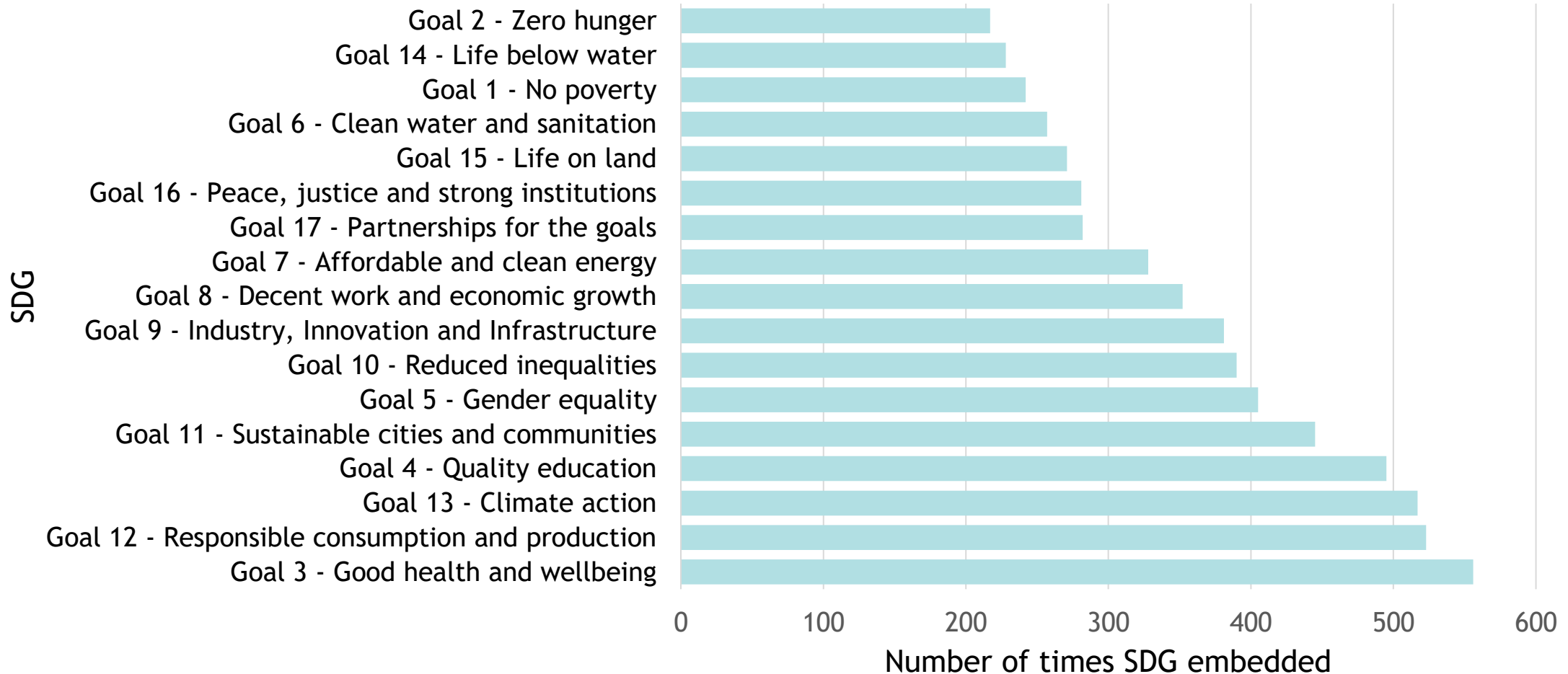
World map illustrating the global reach of the SDG Teach In 2025

Different types of education provider took part



Good health and wellbeing and responsible consumption and production led the way

Sustainable Development Goals embedded by educators who pledged



Business, health, and engineering were some of the most popular disciplines involved in the Teach In

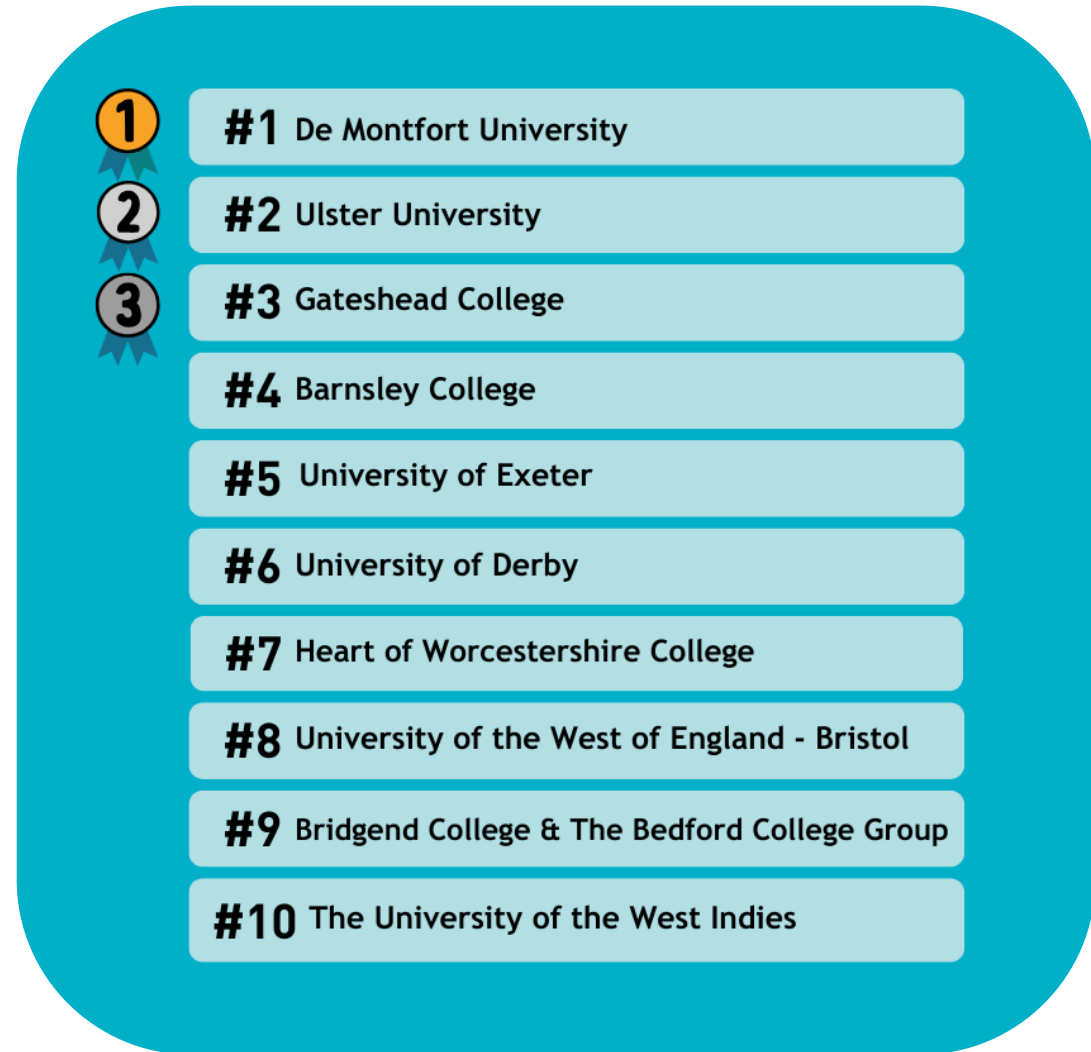


Word cloud of the most popular disciplines which took part in the Teach In

Final leaderboards

Final leaderboard - educators pledged

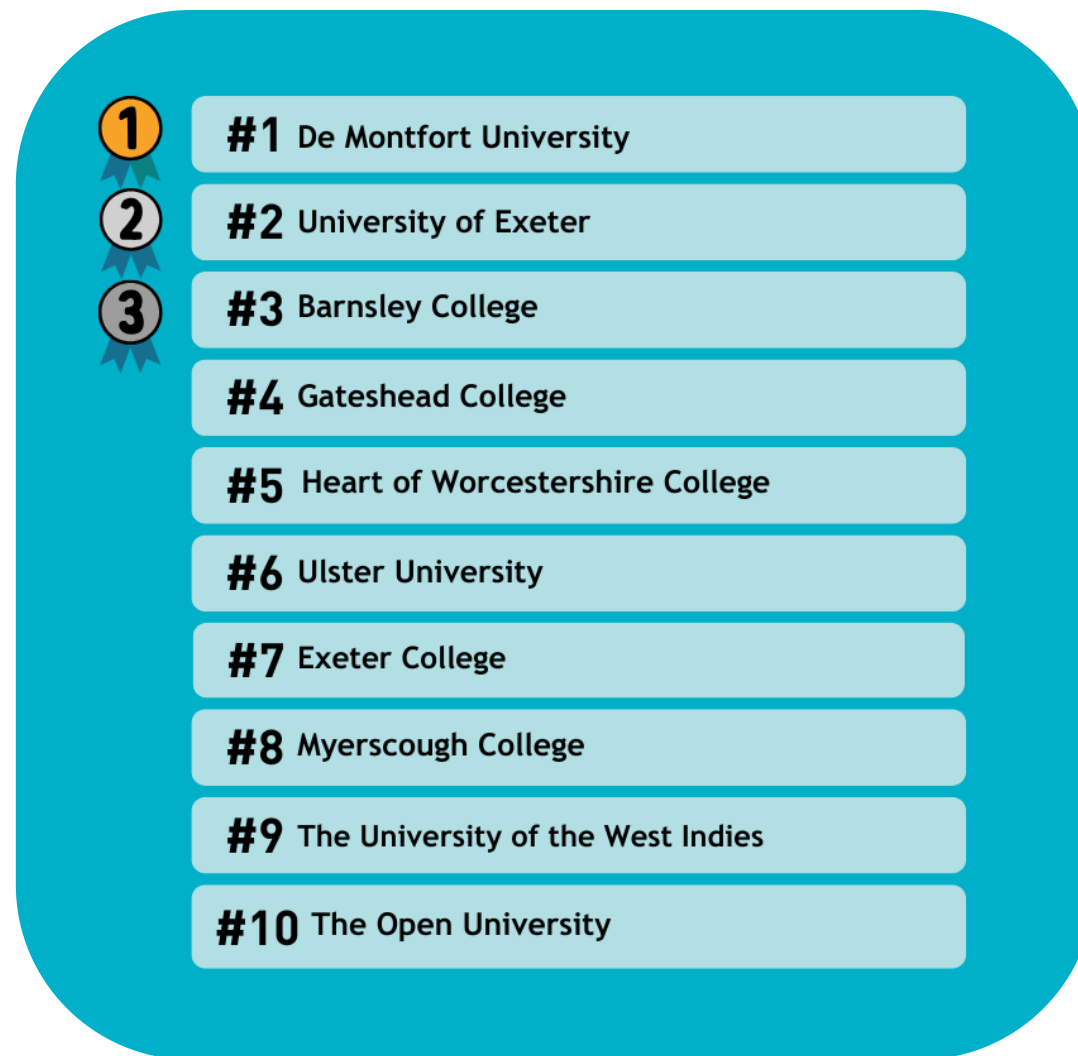
Special shout-out to newcomers on the leaderboard including Bridgend College, the Bedford College Group and the University of the West Indies!



Top 10 institutions in terms of educators pledged during the Teach In

Final leaderboard - learners reached

Special shout-out to those who have attained a position for the first-time ever including Myerscough College, the University of the West Indies, and the Open University!



Top 10 institutions in terms of learners reached during the Teach In

Case studies

Exploring equity and equality and links to sustainability, Edge Hill University (1/2)

Approach to the Teach In:

Students in the Department of Secondary and Further Education at Edge Hill University were engaged in topics on the global nature of gender equality challenges, religion and public issues deemed controversial.

During the Teach In, students explored gender equality, women's rights, religion in the public sphere, interfaith, immigration, race and ethnicity and education alongside issues around sustainability, integrating real-world examples to highlight their relevance across disciplines.

Educators incorporated case studies on environmental challenges and solutions, encouraging critical thinking and problem-solving. Interactive sessions allowed students to explore key issues and several sustainable practices in their daily lives and future careers.



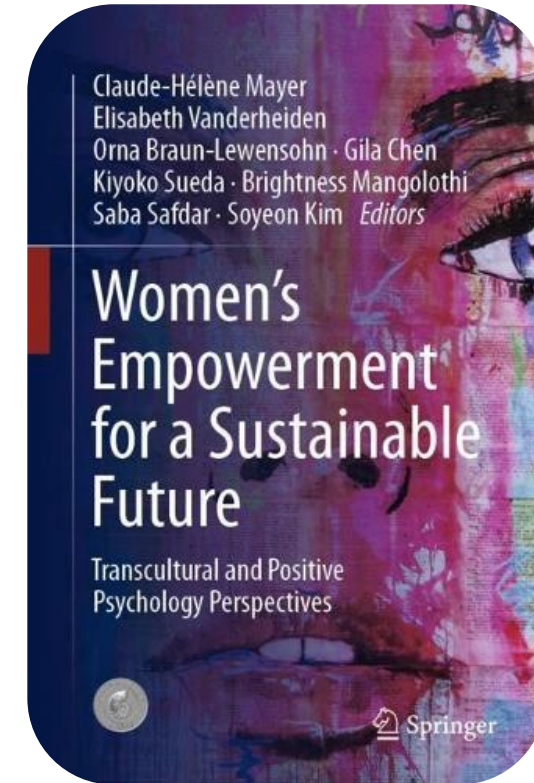
Students learning about gender equality,
Edge Hill University

Exploring equity and equality and links to sustainability, Edge Hill University (2/2)

Approach to the Teach In:

Sustainability was woven throughout the learning process using collaborative projects, digital resources, and reflective discussions on global and local environmental issues. By fostering an interdisciplinary approach, students gained a deeper understanding of how sustainability connects to their fields of study.

Moving forward, there are plans to expand this work by embedding further issues and controversies more deeply into the curriculum, collaborating with colleagues on interdisciplinary initiatives, and exploring community partnerships to create hands-on sustainability projects.



Book cover of 'Women's Empowerment for a Sustainable Future'



Preparing the teachers of tomorrow, University of the West Indies, Mona Campus (1/2)

Approach to the Teach In:

Dr Therese Ferguson, Dr Clavia Williams-McBean, Dr Sharon Bramwell-Lalor, and Dr Everton Cummings from the School of Education at the University of the West Indies (UWI) delivered a three-hour workshop entitled “Exploring Ways of Implementing Education for Sustainable Development into School Curricula: A Workshop for Pre-service Teachers.”

The workshop aimed at providing undergraduate students in the School of Education with an overview of the core concepts of Sustainable Development, Education for Sustainable Development (ESD), ESD competencies, and practical strategies for integrating ESD into curricula. The workshop also aimed at fostering a sense of commitment to promoting Sustainable development for their future practice in formal and informal educational settings.



Dr Therese Ferguson discussing sustainable development with students

Preparing the teachers of tomorrow, UWI Mona Campus (2/2)

Approach to the Teach In:

The interactive workshops included games, lecture-discussions, videos, quizzes, and collaborative lesson-planning. Participants also shared their ESD understanding via a survey prior to and at the end of the workshop. This is the second workshop of this nature, and the plan is to have these workshops as an annual event for pre-service teachers.



Pre-service teachers playing 'Sustainability Bingo'

**Goals
included**



“The ESD forum plays a critical role in broadening the perspectives of educators and pre-service teachers. Our actions extend beyond personal impact as they influence both current and future generations. Therefore, we must remain conscious of how our choices shape the global sustainability landscape, as every action either strengthens or undermines sustainable development efforts.” - Pre-service Teacher at UWI, Mona Campus

Contributing to public policy, Swansea University (1/2)

Approach to the Teach In:

Open to all students from the faculty of humanities and social sciences, this hackathon encouraged students to focus on the seven wellbeing goals of the [Well Being of Future Generations Act \(WFGA Wales, 2015\)](#) which links with the SDGs. Wales became the first country to introduce well-being legislation with the WFGA, with public policy based on the foundations of well-being.



Student participants in the sustainability hackathon at Swansea University

This event helped raise awareness of the WFGA but importantly provided a vehicle through which students can contribute to the agenda of the WFGA, enabling a toolkit of ideas to be developed that could potentially be utilised by the commissioner's office and/or public, private and third sector with Wales and beyond. 35 students from various disciplines, levels of study and cultural background took part in the hackathon. After the success of this hackathon, educators are now preparing for a pan-Wales Higher Education hackathon for 2026.

Contributing to public policy, Swansea University (2/2)

Outcomes:

Quantitative and qualitative feedback was gained from 21 of the 35 students who took part in the hackathon with students rating their overall experience as 4.5/5. Only 5 out of the 21 students had heard of the WFGA (2015) prior to the event, suggesting that the hackathon enabled increased knowledge and awareness of the act. 19 out of 21 of the students identified that their involvement in the hackathon had inspired them to become more involved in sustainable development in the future.

Students referred to the hackathon as “fun”, “exciting” “challenging and innovative”, “absolutely amazing” and that it “enabled unlocking of new skills.” All students would recommend the event to others. Students also enjoyed the networking aspects of the hackathon, new skills they gained and the collaboration and comradery that they developed with other stakeholders.



Understanding the impact of knife crime on society, De Montfort University (1/2)

Context:

The Chartered Society of Forensic Sciences (CSoFS) accredited BSc Forensic Science degree at De Montfort University (DMU) takes students on the Criminal Justice System journey from crime scene to the forensic laboratory to court, using Tri Active Modal Experiential Learning and Research Informed Teaching.

DMU is the current United Nations Academic Impact (UNAI) Hub Chair for SDG 11: Sustainable Cities and Communities, having previously been the UNAI hub for SDG 16: Peace, Justice and Strong Institutions.

Forensic science students embrace the ethos of sustainability within a professional e-portfolio underpinning the DMU block curriculum, and these align to our DMU Graduate Attributes.



De Montfort University is the 2025 United Nations Academic Impact Hub for SDG 11: Sustainable Cities and Communities

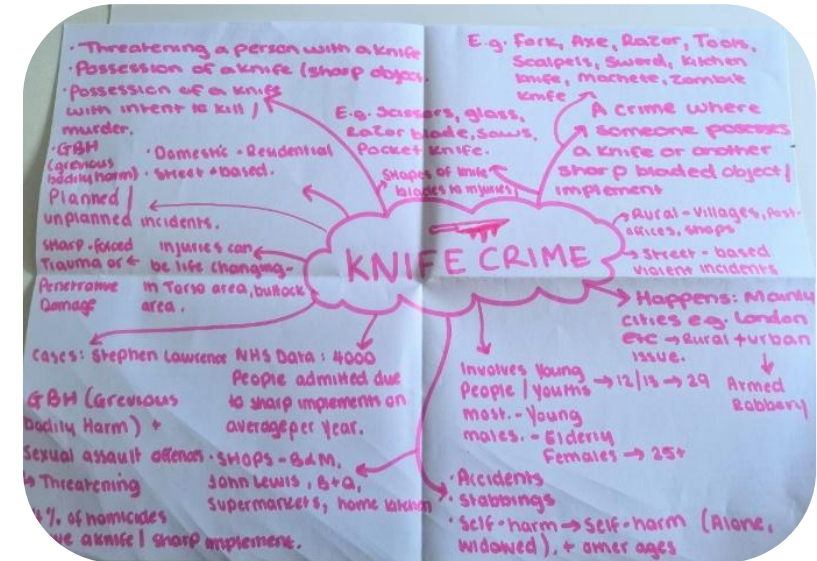
Understanding the impact of knife crime on society, DMU (2/2)

Approach to the Teach In:

This research-inspired teaching session generated thought-provoking ideas about methods for the detection, prevention and intervention for UK knife crime. Students focussed on the media outlook, studied crime statistics (e.g., locations and demographics), examined evidence from a mock knife crime investigation and considered the impacts on society, the NHS, and the UK Criminal Justice System, before creating ideas for initiatives to inform the public to consider using rounded less-lethal knives to make kitchens safer.

Next steps:

Educators involved will be ensuring that we align each of our modules to the SDGs across each year of the programme. A MSci in Forensic Science (2025-2026) is also launching where sustainability and the SDGs will be integral to a Contemporary Issues in Criminal Justice module.



Student poster about knife crime

Goals
included



Business Ethics and Innovation, University of Lincoln

Context:

This module built on knowledge and skills developed in student's first year of undergraduate studies. It provides students with both a technical and critical understanding of key management accounting concepts and techniques.

Approach to the Teach In:

Students delved into the theme of social sustainability, using a focus on SDG 9: Industry, Innovation, and Infrastructure. The significance of resilient infrastructure, sustainable industrialisation and the promotion of innovation were also highlighted.

Through future wheels and scenario planning students created scenarios about advancements in infrastructure and industry. This hands-on exercise illuminated the far-reaching implications of technological progress the SDGs.



Students learning about sustainability and business strategy at the University of Lincoln

Goals
included



Environmental justice at the local and global scale, University of Salford

Approach to the Teach In:

Students on an environmental justice module are equipped with knowledge and tools so that they're ready for a world where environmental policies and regulations are normalised in the workplace. Teaching and learning methods were student-centred and in collaboration with the sustainability team and Sustainable Housing and Urban Studies Unit. Topics include climate activism, local environmental planning, management and responses, and urban and rural environmental crime.

Aims of the module:

- Understand the importance of environmentalism postgraduation
- Critically engage with anthropocentric environmental impacts and justice
- Work from local to global scales
- Education for Sustainable Development and student awareness

Goals
included



Cross-campus engagement with the Teach In at the University of the West Indies

The University of the West Indies achieved broad institutional engagement on a variety of topics across all 5 campuses and 17 Caribbean countries, impacting over 4,600 students in total.

Approach to the Teach In:

To continue to support educators, the UWI Global Campus is developing a range of resources, including:

1. **SDG resource site**
2. **SDG Faculty Moodle Book** - Designed to assist faculty in identifying relevant SDG objectives, competencies, and examples to guide the creation of learning activities.
3. **UWI Global Campus Log Sheet** - A form used to log and monitor the progress of SDG's taught in the courses across the Global Campus.

The 2025 Teach In launched the integration of Sustainability and the SDGs in the academic curriculum across all 5 UWI campuses and highlights the phased, whole-institution approach taken by The UWI which will now take place, emphasized continually by the annual Teach In.



“The shift in educators’ mindset around sustainability integration is remarkable—particularly within business, the arts, and social sciences. It’s as if a collective light has been switched on.”

- Celia Davidson Francis, Regional Director, One UWI Responsible Futures Programme

Creative sustainability in action at Forth Valley College

A college-wide approach to the Teach In:

At Forth Valley College, staff integrated sustainability into teaching across subjects such as Electrical Installation, Textiles, Art, and Travel. Students took part in health walks, food sustainability initiatives, entrepreneurial projects, and collaborative research promoting real-world SDG actions.



Students using Virtual Reality headsets

The Teach In had powerful outcomes:

- Curation of an art installation using only recycled materials raised awareness of resource consumption while cookery classes using an ingredient-led model, highlighted the importance of food waste reduction and seasonal nutrition.
- Reflections highlighted student pride in "leading from the front" and student feedback showed surprise and enthusiasm for sustainability challenges. Going forward, the college plans to further embed SDGs into curricula, grow collaborative activities, and promote sustainable mindsets throughout learning and teaching practices.



Students litter picking

Goals
included



From book swaps to clothes swaps at Gateshead College

Approach to the Teach In:

- Social content to raise awareness: Hair and Beauty - Green Salon Collective.
- College-wide challenges linked to Planet Earth Games and National Careers Week:
 - Plogging, Campus Bike Challenge, Freepop Donation Drive.
 - Green Threads - Dress for Success Fashion Show.
 - Guided Bike Rides - The Bike Shed.

Topics included in curricula:

- Health and exercise, active travel, global citizenship, Equality, Diversity and Inclusion, sustainable travel, digital poverty.
- Sustainable leadership in business, food waste, and fashion.



Sustainability-themed books



Second-hand items swapping at a Freepop donation unit in Gateshead College

Goals
included



Online engagement with the Teach In

Every year, educators and students share their experience of the SDG Teach In on social media using the hashtags, #SDGTeachIn and #SDGTeachIn2025 and tagging SOS-UK.



West Lothian College

5,621 followers

2mo · Edited

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What an incredible week hosting our third [#SDGTeachIn](#) on campus!

More than 800 school pupils from across West Lothian took part in workshops- from outdoor learning and den building, to cooking, woodworking skills and arts and crafts. 🌱🍷🔨

Caroline Jarvis, one of our Childhood Practice lecturers, tells all about the initiative and why it's so important to highlight the SDGs (Sustainable Development Goals). 🗣️

[#SDGTeachIn](#)

[SustainableDevelopmentGoals](#)



Barnsley College

6,661 followers

1mo

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🌱💚 A massive thank you to our amazing 120 students and 29 staff who rolled up their sleeves and took part in the Great Big School Clean 🌍🌟

The totals are in and we can say these [#LitterHeroes](#) collected a staggering 64 bags of rubbish! 🗑️

Our thanks also go to [Twiggs Grounds Maintenance Ltd](#) for their support throughout our activities.

[#GBSchoolClean](#) [#SDGTeachIn2025](#) [#GreenCollegesWeek](#) [#LoveWhereYouLive](#)



Jamie Campbell

Lecturer in Further Education - Electrical Installations Engineer

2mo

[Social Sustainability in Action at Forth Valley College](#)

This week, we're diving into Social Sustainability as part of the SDG Teach In 2025. Social sustainability isn't just about supporting communities – it's about creating equitable opportunities, tackling social inequalities, and addressing the urgent environmental challenges we face. The intersections between environmental, social, and economic sustainability are clear, and it's crucial that we think holistically when teaching and learning about the SDGs.

One topic that perfectly captures the urgency of social sustainability is the Emissions Gap Report 2021 by the United Nations Environment Programme. The report highlights the increasing risks of climate change and the need for rapid action. With global warming projected to exceed 1.5°C unless urgent action is taken, the call for climate justice is louder than ever. In the UK, Fairtrade initiatives and education are vital steps in connecting sustainability with real-world action. 🌱

I'm excited to share that we're integrating resources from Isaias Hernandez, the University of the West Indies, and the Global Goals Centre to help raise awareness about the social-environmental impacts of everyday decisions. These resources will support our students in making more sustainable choices and thinking critically about the cost of living, gender equality, and clean air.

At Forth Valley College, we're committed to fostering a learning environment that empowers students to take action for a fairer, more sustainable future. 🌍💡

[#SDGTeachIn2025](#) [#SocialSustainability](#) [#ClimateJustice](#) [#EmissionsGapReport](#)
[#ActionForSustainability](#) [#Fairtrade](#) [#SDGs](#) [#ForthValleyCollege](#) [#ClimateAction](#)

Online engagement with the Teach In



25 · 3 Comments

Climate adaptation and water security presentations at the University of Exeter



Ulster University students learning about sustainable coffee



An International Women's Day event at Gateshead College



Barnsley students taking part in the Great Big School Clean 2025

Ongoing impact and outcomes

Educators want to do more on the SDGs

Each year, we survey educators who pledged to the Teach In. Since 2018, we know that:



90% of educators agree that the issues covered by the SDGs should be incorporated and embedded into all courses and **86%** would like to be more involved in action that helps to achieve the SDGs.



92% of educators agree that students should be involved in critiquing and influencing how the SDGs are achieved as well as learning about the issues.



96% of educators are interested in taking part in the Teach In again in the future (**32%** had taken part in a previous year).

Sample size = 184 educators

“The Teach In is a great opportunity to read about so many cases of teaching and learning by focusing on the essential SDGs that immediately impact people.”

- Architecture, building and planning educator

Learners are benefitting from the SDGs

Each year, we also ask learners who participated in the Teach In what they felt about the experience. Since 2018, students have told us:



98% of respondents identified skills or attributes that their learning experience during the Teach In helped them to develop. The most popular skills were **communication, critical thinking and sustainability action.**

Sample size = 312 students



63% of respondents agreed that students should be involved in critiquing and influencing how the SDGs are achieved as well as learning about the issues, while **64%** agreed that the issues covered in the SDGs should be incorporated and embedded at all levels of education.

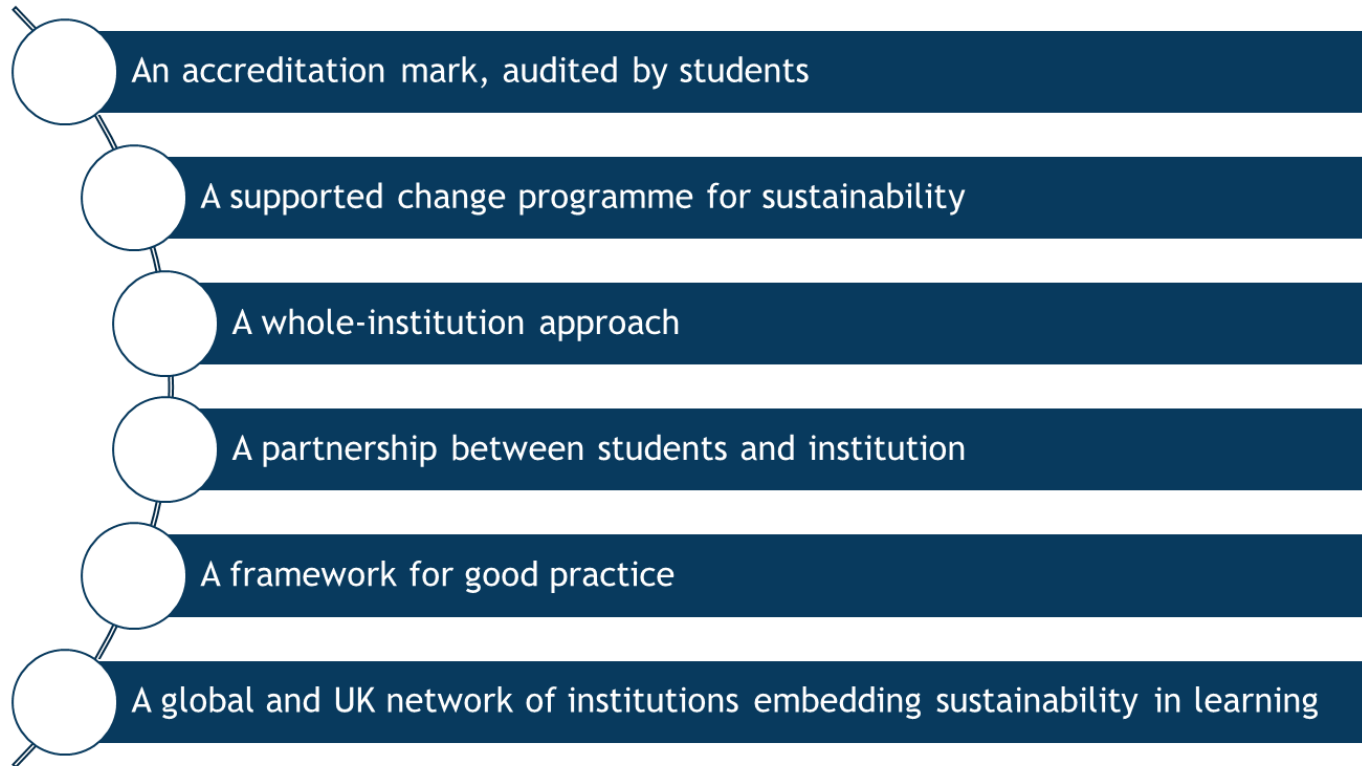


49% of respondents had not heard of the SDGs prior to the Teach In, but **83%** were able to identify the specific SDGs covered by their learning experience during the Teach In.

“The Teach In placed my course into perspective of a much wider context, it’s interdisciplinary and has a role in securing our future.” - Undergraduate history and philosophy student

Building on the impact of the Teach In

Enhance SDG Teach In Initiatives through Responsible Futures



[Responsible Futures](#) provides a strategic and cohesive framework and catalyst to embed sustainability in learning in partnership with students and through a whole-institution approach.

Through the programme, results and initiatives from the SDG Teach In can be enhanced and embedded into systems and processes within the institution for more widespread, deeper and consistent engagement with the SDGs and climate justice.

Monitor incorporation of the SDGs through student-led sustainability curriculum mapping

We can help you map SDGs across all teaching and learning through a [student-led curriculum audit](#). A range of methodologies are offered developed in partnership with students from the University of Winchester and University of Liverpool.

Benefits include:

- Institution-wide engagement with the SDGs and linking to other initiatives.
- Identifying unknown pockets of good practice and allies.
- Student skill development and leadership
- Increased buy-in from faculties and support for academics.
- Reporting on SDGs and other sustainability criteria.



Students at City College Plymouth involved in curriculum mapping

“[I] learned that teaching has a larger purpose than just exams and assignments.”
Student auditor

Build on SDG knowledge through the Learning Academy

We provide learning opportunities delivered in a variety of methods including face-to-face and online, and to a range of audiences such as students, student representatives, officers and SU staff.

Some training sessions are delivered centrally across the SU network, whereas others are available for individual SUs to book on demand.

We offer a range of workshops, which can be made bespoke upon request. Check out our most popular sessions for SUs below or find out more about bespoke sessions on our [Learning Academy webpage](#).

- [Course reps & sustainability: an introduction to ESD](#): Introduce course reps to sustainability and how it links to the curriculum.
- [Sustainable students](#): 101 session on embedding sustainability in all aspects of student life.
- [Decolonising and decarbonising education](#): Applying decolonising and decarbonising to education for climate justice.
- [Taking sustainability values into your career](#): Training for students and/or representatives from all programmes of study to explore sustainability values and ethics, and bringing this into future careers regardless of specialism.



Staff learning about sustainability

LEARNING
academy

Reform the education system to respond to the climate and ecological emergency

[Teach the Future](#) is a youth-led campaign to urgently repurpose the entire education system around the climate emergency and ecological crisis.

We want to urgently repurpose the entire education system around the climate emergency and ecological crisis.

Voice your experiences and concerns on climate and nature education and take actions to influence policy and improve our education system.

Teach the Future campaign demands:

- [Education Policy Asks by Nation](#)
- [Curriculum for a Changing Climate](#)
- [Sustainable School Buildings](#)
- [Research into climate education](#)



Teach the Future youth campaigners
rallying at Westminster, London

The 9th SDG Teach In will return in March 2026!

Follow SOS-UK and [subscribe](#) to our newsletter to be kept up to date and get involved

Email: sdgteachin@sos-uk.org

[Watch the Teach In 2025 reflection webinar](#)



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Students-organising-for-sustainability