



# Guidelines for Strengthening Stakeholders' Inputs

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## **EXECUTIVE SUMMARY**

This report provides the guidelines for strengthening stakeholders' inputs in the design and development of the infusion of SDGs in course curricula and the teaching competences needed to support effectively this process. The guidelines are derived both from the stakeholders' SWOT Analysis and survey (D2.2) as well as the mapping of the current situation and the identification of drivers and barriers for strengthening stakeholders' inputs in these processes (D2.1). The SWOT Analysis results show that the issue of developing academic staff teaching skills to address the integration of SDGs in multiple disciplines should be carried out with stakeholders. The interpretation of the results indicated that the inputs of 1) teaching staff; b) students; c) society should be translated into teaching, learning, and curriculum practices in the form of guidelines. In the first part of this report, we set up the context of engagement based on the four-type model of a) purposeful; b) influential; c) iterative, and d) collaborative. Based on it, we have developed a number of instruments in the form of tables or organisers in order to guide the involved staff in course curriculum revision to address SDGs in multiple disciplines and other related activities throughout the project period.

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# Guidelines for Strengthening Stakeholders' Inputs

## 1. The Context of Stakeholder Engagement

The 2030 Agenda for Sustainable development calls for the participation of stakeholders in its implementation and follow-up and review. Despite some good practices, stakeholder engagement is not usually practiced. running a SWOT analysis (D2.2) Mapping the current situation regarding SDGs locally and globally (D2.1) and running a SWOT Analysis among partner institutions (D2.2) show that stakeholder and community engagement has to play a critical role. The concept 'stakeholder' defines individuals, groups, organisations or political entities with a specific interest on a theme, such as SDGs. The term 'community engagement' incorporates information sharing, consultation (seeking feedback) and active participation (involvement, collaboration and empowerment) between various stakeholders. The linking of the term 'community' to 'engagement' serves to shift the focus from the individual to the collective, with a focus on the inclusion of diverse stakeholders within any context.



Source: UN/ESCAP (2018).

1. **PURPOSEFUL:** An intentional process that has a clear objective and is mostly planned.
2. **INFLUENTIAL:** Provides opportunities to shape decisions and actions of individuals, communities and/or organizations.
3. **ITERATIVE:** Recognition of the interrelationships between the decisions and actions of organisations, stakeholders, communities and individuals.
4. **COLLABORATIVE:** Recognition of the rights and responsibilities and roles of organisations, stakeholders, communities and individuals.

It is generally argued (UN/ESCAP, 2018) that engaging stakeholders leads to more socially, environmentally and economically sustainable outcomes through:

- realistic understanding of the problems and issues

- recognition of the systemic nature of “the way things work” — inter-relations between economic, social and environmental dimensions
- greater social acceptance, support & reduced conflict
- potential for creative, equitable solutions
- potential savings of time and money in the long run

Engaging stakeholders in implementing the UN 2030 Agenda for SDGs necessitates policy and planning, that is, involving stakeholders in policy and planning can improve understanding of the driving forces behind a policy challenge. In this context, it is of particular interest to pay attention to any marginalized or vulnerable groups that might normally not be able to participate. There are also arguments for engaging stakeholders during monitoring- assessing, proposing and prioritizing indicators, to understand whether data shows the reality, and during a review process can strengthen understanding of the reasons behind the progress — or lack of progress shown. This means that working with stakeholders, like students and academic staff, and other relevant stakeholders to ensure the review process. Engaging stakeholders with different perspectives also helps to unlock complex issues related to the integration of SDGs in academic curricula through developing appropriate teaching methods.

The following tables are developed to be used as guidelines for strengthening stakeholders’ inputs.

<b>PLANNING THE MULTI-STAKEHOLDERS ENGAGEMENT IN THE PUAT PROJECT</b>		
Key steps	Action to be taken	Resources
Step 1 What is the purpose?	<ul style="list-style-type: none"> <li>• Give the rationale why stakeholder engagement is critical to the PUAT project</li> <li>• Identify what would be the implications of the stakeholder engagement</li> </ul>	Worksheet 1.1
Step 2 Who to engage?	<ul style="list-style-type: none"> <li>• Create a list of relevant to PUAT stakeholders</li> <li>• Develop a framework for carrying a Stakeholder Analysis</li> </ul>	Worksheet 2.1 Worksheet 2.2
Step 3 How to engage?	<ul style="list-style-type: none"> <li>• Choose a suitable method for encouraging stakeholders' engagement</li> <li>• Plan stakeholder engagement, including time, tasks and responsibilities, risks, etc.</li> </ul>	Focus group Interviews through tel and/or skype Questionnaire

<p>Step 4</p> <p>Assess the engagement process</p>	<ul style="list-style-type: none"> <li>Develop a framework for monitoring and assessing stakeholders' engagement</li> </ul>	Worksheet 4.1

<b>Step 2: Who to engage? Worksheet 2.1</b>		
<b>Stakeholder</b>	<b>Who are they? [Define specifically]</b>	<b>What do we need from them?</b>
<b>University:</b> students, staff, administrators; alumni		
<b>Government agencies:</b> Ministries; accreditation bodies; etc.		
<b>Associations of:</b> industries; farming; fisheries; professions; etc.		
<b>Civic society:</b> Environmental, social and humanitarian NGOs; etc.		

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<b>Step 2: Who to engage? Worksheet 2.2</b>				
<b>Stakeholders defined based on Worksheet 2.1</b>	<b>Roles to be played</b>	<b>PUAT Phase</b>	<b>Perceived barriers/drivers</b>	<b>Risk if they are not engaged</b>


<b>Step 3: How to engage stakeholders? Worksheet 3.1</b>			
<b>Stakeholders (as defined previously)</b>	<b>Method of engagement (e.g., interview, focus group, survey questionnaire, Web 2.0, etc.)</b>	<b>PUAT Phase</b>	<b>Activities to be taken</b>


<b>Step 4: Assess the stakeholders engagement process: Worksheet 4.1</b>			
<b>Name of stakeholder</b>	<b>PUAT Phase to get engaged</b>	<b>List questions of how to assess the engagement of the stakeholders</b>	<b>Describe the activities that ensure the stakeholders' engagement in each phase</b>


<b>IDENTIFY THE STAKEHOLDERS: Who are the key stakeholders we need to?</b>			
<b>Define what competences the PUAT students need</b>	<b>Implement the PUAT program</b>	<b>Authorise and accredit the PUAT program</b>	<b>Advocate for changes to institutionalise, disseminate &amp; sustain PUAT</b>

<b>PUAT Program Logic Model</b>		
<b>INPUTS</b>	<b>EARLY ACTIVITIES TO BE DONE</b>	<b>LATER ACTIVITIES TO BE DONE</b>
<b>Define what competences the PUAT students need</b>		
<b>Implement the PUAT program</b>		

<b>Authorise and accredit the PUAT program</b>		
<b>Advocate for changes to institutionalise, disseminate &amp; sustain PUAT</b>		

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## **2. Teaching, Learning and Curriculum**

### **2.1 Student-centred learning**

Student-centred learning activities establish relevance through:

- Discussing how theory can be applied in practice
- Making a link to local cases
- Emphasising active rather than passive learning,
- Emphasising deep learning than surface learning
- Encouraging increased learner autonomy
- Applying reflective and reflexive teaching and learning processes

Learning and instruction is often presented through a dual approach of either student-centred learning or teacher-centred learning. In reality, however, these two are seen as a continuum where the direction depends on both the nature of the subject and instructor's epistemological conventions.

Again, Problem-Based Learning (PBL) and Service Learning allow students to set some of their own learning objectives/outcomes, and be active in the learning process.

### **2.2 Active Citizenship**

Citizenship is about the relationship between an individual and the community in which he or she lives as well as with the global community. As such, the PUAT course revision process should take into consideration the following points:

- Develop assignments that encourage students to participate positively in community-based PUAT issues.

- Integrate Problem-based learning and Service Learning into the courses to be revised to address PUAT objectives.
- Encourage students to take greater individual and group responsibility for their learning.
- Provide opportunities for students to reflect on moral, ethical, spiritual, social and cultural dimensions related to PUAT.
- Develop learning assignments/activities that give students a greater sense of personal responsibility and capacity to play an active role in society at local and global level.
- Provide challenged opportunities for students to explore sustainable climate futures in their community.

### **2.3 Participatory curriculum design**

Curriculum development benefits from a close involvement of key stakeholders, not just in evaluating the curriculum but more importantly taking part across all curriculum design processes. Of particular interest in the current climate is the involvement of students, instructors and other key stakeholders, internally (University) and externally (Community, Ministries, civic societies, employers and professional bodies). It becomes easier to work in partnership with a range of stakeholders, whose input to curriculum design and development may be of critical importance. Stakeholder engagement should make use of various mechanisms and methods. In the context of PUAT, specific methodologies and templates have been developed to identify key stakeholders, mapping their inputs to PUAT curriculum design as well as along all the subsequent stages.

In this context, while technology undoubtedly has changed the way we are working and thus teaching and learning, many academic instructors opt to use a more traditional, low tech approach to learning. This situation should be turned in order to facilitate the process of integrating SDGs in multiple academic disciplines. There is also need to gain a better understanding of how best to tackle different learning and teaching incidents that could emerged while attempting to infuse SDGs into academic curricula.

Moving to a multi-stakeholder participatory curriculum development necessitates to apply a teaching strategy that shifts away from teacher-centered approaches. Curriculum content should be a “living body” and this can be ensured through the development of student-driven learning activities. The CARE learning design (Kostoulas-Makrakis & Makrakis, 2020) is a model that could highly contribute to this end. Accommodating the needs of disruptive classroom such as the one experienced during the Covid-19 pandemic can be supported through the idea of the flipped classroom. Thus, developing Webinars that can be disseminated online and offline should be seen as a very critical input. However, in order to disassociate the flipping classroom with teacher-centered models, it is of paramount importance to put emphasis on student-driven learning activities that will largely define curriculum. Added to that, hands-on experiences, role-play, reflecting, and creating participatory videos are all examples of student-driven classroom activities.

Other innovative teaching approaches of tailoring instruction to meet the integration of SDGs could be: how students can co-develop and access content specific to SDGs, the

types of student-driven learning activities to address SDGs, what the end product of SDGs learning would look like, and how the classroom will be set up to accommodate inquiry-based learning. In this method of instruction, the academic instructors might play one or all of the following roles:

Instructors encourage students to ask questions and consider what they want to know about SDGs and the world around them. Students independently search to find information and sources that explain key SDGs concepts and solve problems they may encounter along the way. Findings might be presented as webinars and digital presentations.

Since inquiry-based learning directly connects with the student-centered approach, in that students play an active and participatory role in their own learning. In this process, critical reflection plays a key role. Students, at the beginning, in the process and at the end of the inquiry cycle should reflect on their experiences and what they learned. Inquiry-based learning can make great use of “connecting the dots” (inter/cross-disciplinary teaching and curriculum) enabled by technology and connections with people in the community.

Problem and project-based learning, which are both related to merging theory and practice may have a good impact on SDGs integration in academic teaching and curriculum. Such approaches include multiple content areas so that students can see how to tackle and solve sustainability problems.

#### **2.4 Aligning teaching, learning and curriculum**

Alignment of teaching, learning and curriculum demands that: 1) learning activities are consistent with course goals, student learning styles, personal interests and experiences as well as the needs of society; 2) teaching methods used and

the assessment tasks, are aligned to the learning activities assumed in the intended

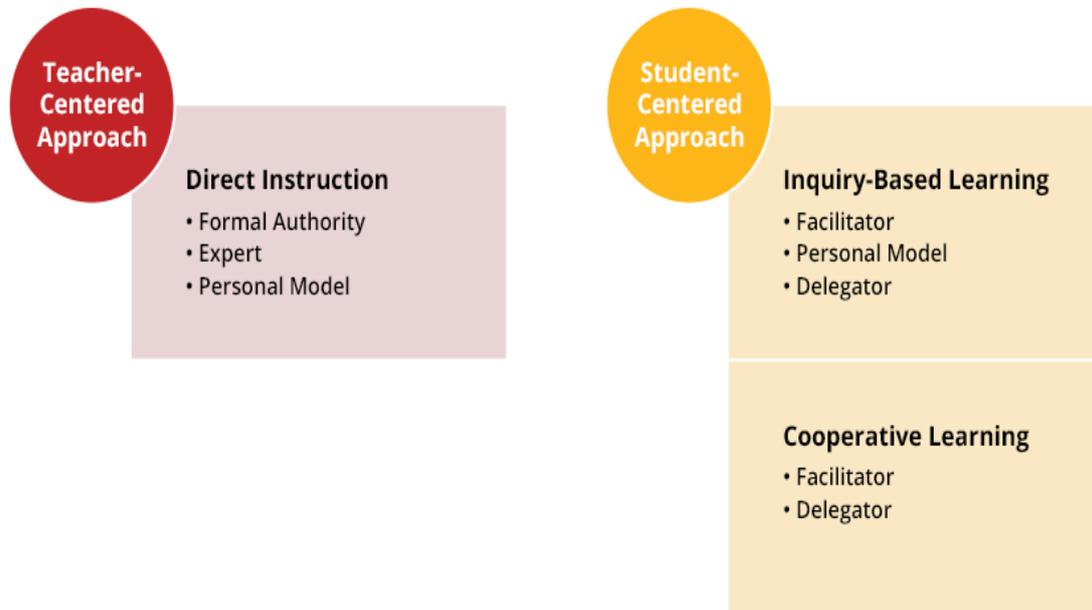
outcomes; 3) Problem-based learning (PBL) and Service-learning integration into the learning process.

The following questions will help you reach the desired consistency or alignment:

- Are the outcomes aligned with the goals and objectives, included the ethics and values inherent in them?
- Do the outcomes clearly define the expected knowledge, skills, attributes, values of the course?

In this context, an important input from academic staff involved in PUAT emphasise the shift from a teacher-centered approach to learning to a student centered-approach to learning. Students, even in HEIs are often perceived as “empty-vessels” which have to be filled in with knowledge and skills. In this way, they passively receive knowledge from their instructors through lectures and direct instruction, with an end goal of positive results from testing and assessment. In this approach, teaching and assessment are viewed as two separate entities; and not as an integral whole. Infusion of SDGs in multiple disciplines necessitates a student-centered teaching model, where teachers and

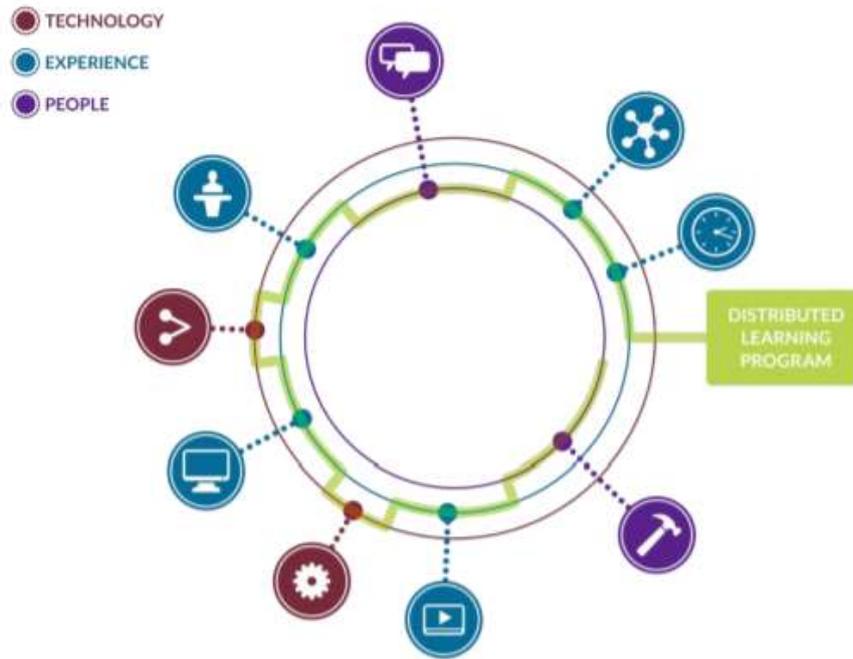
students play an equally active role in the learning process. The following figure clarifies the characteristics of these different models of teaching and learning.



During the Covid-19 period we have realized and recognized the important of more flexible and distance or blended learning approaches. In the last decades, advancements in technology have propelled the education landscape and as these learning technologies become more accessible, the impact to teaching and learning quality becomes very positive.

### 3. SDGs and Distributed Learning

Learning is most effective when students engage in deliberate practice and when students actively monitor their own learning. It is of paramount importance to give students opportunities to engage in deliberate practice. **Distributed learning** is a general term used to describe a multi-media method of instructional delivery that includes a mix of Web-based instruction, streaming video conferencing, face-to-face classroom time, distance **learning** through television or video, or other combinations of electronic and traditional educational ...



**Figure 1:** Obsidian Distributed Learning Model (Victor, 2016)

Based on Victor and Hart (2016) analysis in Figure 1, there are three major components of Obsidian’s Distributed Learning model: 1. Technology: Through technology – in the classroom, on the LMS/LRS, on social media platforms like Twitter or Facebook – learners are empowered to collaborate with each other and to seek resources for their own personal learning networks (PLNs). 2. Experience: A variety of learning experiences using a variety of media – instructor-led training (both classroom and virtual), web-based training, performance support (for just-in-time learning), communities of practice – leads to increased learner engagement and builds the technology-mediated collaboration skills that are so vital in our global economy. 3. People: Collaborative learning is a key component of Obsidian’s Distributed Learning model. Learning experiences should encourage collaborative learning and problem-solving, the development of ongoing communities of practice, and forming connections, e.g., PLNs connecting with other PLNs.

“Transfer” is a cognitive practice whereby a learner’s mastery of knowledge or skills in one context enables them to apply that knowledge or skill in a different context. Because transfer signals that a learner’s comprehension allows them to recognize how their knowledge can be relevant and to apply it effectively outside original learning conditions, transfer is often considered a hallmark of true learning (Barnett & Ceci, 2002).

Transfer functions in a variety of ways. Instructors should be aware of negative transfer, or the application of misunderstood information and concepts when learning new knowledge (Perkins & Salomon, 1992). Instructors can detect possible negative transfer by [assessing students’ prior knowledge](#). Regarding positive transfer, students can

perform near transfer, where they apply their knowledge to a related context like a different class or assignment; or far transfer, where they apply knowledge in an unrelated context typically beyond the classroom, like field trips, social interaction, or career performance (Kober, 2015).



The Goals and targets will stimulate action over the next fifteen years in areas of critical importance for humanity and the planet:

### **People**

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

### **Planet**

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

### **Prosperity**

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

## **Peace**

We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

## **Partnership**

We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

The interlinkages and integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realised. If we realize our ambitions across the full extent of the Agenda, the lives of all will be profoundly improved and our world will be transformed for the better.

Learning theory suggests that a variety of teaching strategies can help students reach the intellectual maturity to transfer their knowledge, including practice with conceptual understanding, comparative scenarios, and clear road maps for learning (NRC, 2000).

## **4. Integrating the SDGs into a Course or Lesson Plan**



In response to the SDGs, universities and schools around the world are stepping up their activities, embedding the SDGs into their strategies and, most importantly, their curriculum. The challenging question is- How can you integrate the SDGs into one of your core courses?

### **Reflective Questions**

1. Is the course or lesson plan related to the outside world? If Yes. What are the issues?
2. Are these issues related to one or more SDGs? If Yes, Which and How?
3. Are there any further suggestions on how to better integrate these SDGs into the course?
4. If the course or lesson plan is Not dealing with the outside world, why is it so?
5. How could the course or lesson plan be related to the outside world in relation to SDGs?

6. Why introduce the SDGs in the course or lesson plan?
7. What are some of the ways that the SDGs could be incorporated into the course or lesson plan?

#### AN EXAMPLE

<https://primetime.unprme.org/2016/08/22/integrating-the-sdgs-into-the-business-and-global-society-course-hult-international-business-school/>

#### ***What is the Business and Global Society Course?***

The Business and Global Society course is a required course in the MBA and EMBA programmes at Hult International Business School. Students are first introduced to the “big picture” of macro-economics (e.g., movement of labor, capital and the role of government) and the global issues (risks, impact) such as those addressed at the World Economic Forum. Against this backdrop, the Ten Principles of the UN Global Compact are introduced as a potential universal ‘code of conduct’ for business, along with the SDGs as potential opportunities. To address these global issues, the tools and skills that are interwoven into the course include analytical and systems thinking, stakeholder engagement, and collaboration.

#### **Why introduce the SDGs in the course?**

One of the basic questions in economics has been, why do the rich countries seem to get richer, and despite trillions in aid, the poor remain poor? And, as we move through the 21<sup>st</sup> century, the growing gap between rich and poor has been identified as one of the greatest threat to world security and prosperity. If companies are going to continue to thrive, they are going to need skilled employees and educated consumers. The pursuit of the SDGs is not just morally right but economically essential.

The SDGs are about bringing the majority of the world—the ‘other’ 6 billion people – into the economy. Addressing the SDGs and business growth and economic stability are integrated.

To be good business leaders is going to require thinking more in systems – understanding how to think about unintended consequences of their actions, how to work more closely with governments, NGOs, and other non-business players.

Everything is interconnected. That is why macro-economics and the [UN Global Compact’s Ten Principles](#) intersect. To attract investment, governments need to crack down on bribery. To increase their labor force, companies need to help their employees develop skills. The roles between players are converging. Governments need business resources, business needs government’s access, both need the trust that NGOs bring.

#### **What are some of the ways that the SDGs are incorporated into the course?**

Students are asked to select one of the [17 Goals](#), then to slice it into a manageable chunk, and then ideally within a specific [geographic] place. They consider which industry/company might be appropriate to take the lead as the nodal organization. i.e., which firm makes sense? So, for example, if we look at access to education as a goal, and we think about the need that tech companies have for highly skilled workers in future, is there a way that tech companies can partner with governments to create

programmes that build the skills they will need? And at the same time improve the incomes of these new workers, who then become consumers?

The idea is that fulfilling these goals is not about charity. It is about creating a healthier, more prosperous society through enabling people to improve themselves. The proposals need to make business sense. They need to engage the right players – business, government, NGOs and — create an eco-system that benefits each.

I am impressed every year with the creativity students exhibit, and how they get the ‘systems’ piece. We’ve had students addressing how to re-integrate FARC members into society through training; how to provide access to water through introduction of new systems; how to scale a local enterprise in Ghana building bikes of bamboo by partnering with a multi-national corporation; how to improve well-meaning projects of corporations like Coca-Cola to be more effective in rural communities... the list goes on!

### **Any challenges?**

The biggest challenge – and the one I seek to be sure the students are getting –is that this is not charity. Charity doesn’t work. This is about business partnering with governments, NGOs, etc. to create economic inclusion, which in the end benefits both. A prosperous, stable society is good for business, and business is good for creating that stability. In the end, whether you believe in the moral argument or not, it does make economic sense.

### **Successes?**

Over the years, I have watched as doubting MBAs walk in wondering why they are being required to take a course called ‘Business and Global Society’ as a core course in a one-year MBA programme. It means Hult is saying this course is as important as Finance, Marketing, etc.

At the start of the course, I ask “What is the purpose of business?” Inevitably, they will say ‘to make money’. When I challenge them: but how? They are at a loss- they talk about lowering costs, etc.

At the end of the course, I ask again. Now I am getting different responses, more in line with what I hope they come to realize, i.e., in the end, the companies who make the most money and endure are the ones who serve society best.

It is very rewarding to see the shift, and it also speaks to this generation’s higher sense of purpose: they realize they can succeed by actually having a social impact. They do not have to choose. It is not either/ or, but *and*.

*Are there other classes where students have the chance to explore the SDGs? For example, your Social Innovation elective that worked with UNDP staff)?*

I also teach Social Innovation as an elective, which takes the Business and Global Society course one step further. In the past two years, as part of this course, I have also worked with UNDP in several countries to identify a challenge, and ask the students to come up with some resolutions. Last year, students were challenged to come up with

projects to help with the crisis in Yemen, such as how to engage women in creating social enterprises to generate income despite all the conflict surrounding them. The engagement with UNDP Yemen led to some students being asked to continue working with them to expand their ideas as well as me doing a seminar with young aspiring social entrepreneurs in Yemen via Skype.

Other projects include creating a business opportunity for women across the Arab States that would respect their cultural traditions of remaining in the home even as they allowed them to earn an income or starting a business in Haiti that would generate jobs beyond tourism that would lead to more sustainable livelihoods. The student solutions were creative, and respectful and linked players in ways that did create wealth-generating ecosystems.

### **Next steps?**

These students come from many of the countries where the SDGs are so critical. Our students are literally on the ground — they know what needs to happen.

For me, I'd like to provide them with the ability to implement their life-changing ideas, perhaps by working with corporations specifically on the SDGs. Wouldn't that be a great integration of Global Compact and PRME?

### **Advice for other schools thinking of doing something similar?**

Do it! Business in the 21<sup>st</sup> century is not separate from the SDGS.

Business needs to address the risks the SDGs pose if not fulfilled. But there is also a huge opportunity for success by addressing them. We need to have the next generation of leaders focused on solving real problems for real people — not just product extensions for the privileged few, but products that work for the masses.

I believe that is the proper role of the business school: to develop global leaders of integrity, courage and purpose, who are capable of building organizations that solve problems plaguing society, improve livelihoods and lives.

In the end, that has always been the role of business: to solve problems that benefit society and move us forward.

### **SOME LINKS FOR RESOURCES**

<https://app.participate.com/pages/teaching-the-sustainable-development-goals>

### **Why Teach the Sustainable Development Goals?**

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<https://app.participate.com/pages/sustainable-development-goals-teacher-guide>

## Sustainable Development Goals: Teacher Guide

How can my students learn about the world by working to make it a better place?

The United Nations has collaborated with countries around the world to adopt the [2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals \(SDGs\)](#). The goals revolve around ending inequality, finding solutions to food scarcity and creating sustainable communities around the world. In teaching these goals, we can inspire students to use their creativity to make a difference in the world they will inherit.

By [integrating the SDGs into your curriculum](#), you can build relevance and give your students participatory agency-- bringing academic learning to life and sparking their passions.

The SDGs can take on a variety of forms in your classroom:

One-day investigation into a single issue (especially around an event like Earth Day or World Water Day).

Supplemental resources to build relevance around academic topics.

Sustained project-based unit.

Service-learning project done outside of the classroom.

Weekly current events discussion.

What are the goals?

Click on the individual goals below to learn more about each one. We provide online courses, videos, lesson plans, project ideas, and other materials for bringing these goals to life in your classroom.

[SDG 1: No Poverty](#)

[SDG 2: Zero Hunger](#)

[SDG 3: Good Health and Well-Being](#)

[SDG 4: Quality Education](#)

[SDG 5: Gender Equality](#)

[SDG 6: Clean Water and Sanitation](#)

[SDG 7: Affordable and Clean Energy](#)

[SDG 8: Decent Work and Economic Growth](#)

[SDG 9: Industry, Innovation and Infrastructure](#)

[SDG 10: Reduced Inequalities](#)

[SDG 11: Sustainable Cities and Communities](#)

[SDG 12: Responsible Consumption and Production](#)

[SDG 13: Climate Action](#)

[SDG 14: Life Below Water](#)

[SDG 15: Life on Land](#)

[SDG 16: Peace and Justice](#)

[SDG 17: Partnerships for the Goals](#)

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### ***Inter-disciplinary dimension***

A clear characteristic of a disciplinary-oriented curriculum is the focus on a strict interpretation of the concerned discipline and that no attempts are made for integrating other perspectives from different disciplines. On the contrary an interdisciplinary-oriented curriculum deliberately brings together perspectives from a range of disciplines. Educational experiences are more authentic and of greater value to students when the curricula reflect real life, which is multi-faceted rather than being compartmentalized into neat subject-matter packages." In their view, real-world problems are complex, so no single discipline can adequately describe and resolve these issues. Inter-disciplinary analysis – examines an issue from multiple perspectives, leading to a systematic effort to integrate the alternative perspectives into a unified or coherent framework of analysis.

A suggested strategy for curriculum integration in the case of the PUAT project is to adopt a ‘theme-based-approach units’ as a vehicle for teaching a range of skills and content by integrating curriculum areas around a theme/topic. This method of teaching links curriculum strands and capitalizes on student’s interests and life experiences, young people’s attitudes, skills and knowledge are developed in meaningful ways.

Inter/cross disciplinary approaches are adopted in planning the integrated curriculum giving more emphasis to the processes involved rather than the outcomes. Interdisciplinary instruction helps students understand that there are ethical dimensions to most sustainability issues of concern. Ethical considerations entail moral concerns which means accounting for perceptions of right vs. wrong, good vs. bad, and the provision of justice. This strategy necessitates the transition from teacher directed to more student directed learning.

### ***Making a place for PUAT in your course***

Bringing sustainability issues and sustainability into your course and teaching offers a wide range of benefits to student learning, such as establishing relevance, bridging course content to current sustainability issues themes, and connecting the course to other disciplines. The theme or topic of a course is of the most critical importance in the process to incorporate sustainability issues and sustainability as well as the suitable pedagogies to deliver instruction.

There are certain courses that naturally deal with sustainability issues and sustainability concepts, so tying the threads together into a coherent theme is more easily done. There are also courses that provide more of a challenge to incorporating sustainability issues enabled by ICTs and sustainability concepts and topics. Integrating sustainability issues and sustainability into courses from academic fields such as education, economics, engineering, social sciences, applied sciences may take additional planning and can involve reshaping the approach to the course. Regardless, giving students the opportunity to encounter sustainability issues and sustainability concepts across the whole study programme or curriculum of a discipline is a powerful way of giving them the knowledge and skills they will need to tackle the challenges of sustainability issues.

### ***Build interdisciplinary perspectives into the course***

Sustainability issues and sustainability is an inherently interdisciplinary concept covering the interplay of various kinds of systems. Getting students to understand the extent of that interdisciplinarity requires that they be exposed to the various perspectives involved and building interdisciplinary teaching into the course is of paramount importance. Try incorporating interdisciplinary and suitable to sustainability teaching strategies, such as Problem-based learning and Service learning. Use the Griffith Graduate Attributes Interdisciplinary Perspective Toolkit accessed at which focuses on how you can help students to think about “the same” issue/s from multiple disciplinary perspectives, in a way that tries to integrate or make holistic sense of the various explanations.

For example, in the course "Curriculum and Hypermedia" offered at the Dept. of Education at the University of Crete, students are engaged in collaborative projects, dealing with a wide range of local issues, such as: waste, energy saving, recycling, bullying, fair trade, deforestation, over-fishing, racism, social exclusion, active citizenship, etc.

If, you see the title of this courses without giving any indication of its content description, you will probably assume that this course will focus on hypermedia technologies and how they can be integrated into the curriculum. This is a disciplinary

interpretation of the title and its perceived interpretation. However, if you read the course description, you will find out that the course bridges a range of perspectives from different disciplines.

### **Curriculum and Hypermedia: Course Description**

Education can be the catalyst for empowering students to become critical, reflective and active citizens. Teachers have the potential to be what Giroux and McLaren described as transformative intellectuals who combine scholarly reflection and practice in the service of educating students to be thoughtful, active citizens. What the course offers is a good introduction to the area of curriculum and hypermedia technology. It does so in a logical order divided into six sections. The first section addresses the perception of curriculum as product, process and praxis. The second section discusses the three curriculum types in the context of hypermedia as Transmissive, transactional and transformative learning technologies. The third section focuses on equipping students with the knowledge and skills to use participatory video and web-based social networking media as empowerment and transformative tools. Here, the course provides case studies, particularly related to sustainability issues, showing how children and other marginalised community members can be "empowered" to make their voices heard in the process for building a more sustainable society. The fourth section concentrates on developing participatory video-clips dealing with sustainability issues and local/global issues related to sustainable human development. Using participatory techniques, such as focus group discussions, individual interviews and writing scenarios students are involved in gathering evidence from the children and other community members involved in making the participatory videos. The fifth section examines the uploading of the participatory video clips produced into social networking media and then integrating them across the school curriculum. Finally, the sixth section engages participants in a self-reflective and reflexive process assessing the strengths and limitations of participatory video as a catalyst for transforming themselves and society.

On the one hand, hypermedia technology is used both as a context for explaining and perceiving curriculum theories and practices as well as a subject from which students must learn certain knowledge, skills and competences related to sustainability issues and other sustainable development issues. On the other hand, curriculum is also used as context for explaining and perceiving hypermedia technologies' roles in different curriculum perspectives and how can enable learning of sustainable development issues. It also integrates social and ethics by integrating and contextualising concepts such as social justice, active citizenship and community-based learning. It thus brings perspectives from subjects such as, curriculum, technology, humanities, research methodology, education for sustainability. The course also takes a multi-stakeholder perspective for a particular thematic unit, sustainability issues, integrating, for example, local community, civic society, disadvantaged or marginalised social groups.

In this way, students are exploring connections among various disciplines and to talk critically but reasonably across these perspectives as well as they learn to comprehend and translate ways of knowing and methods, and integrate them.

### **Student-centred learning**

Student-centred learning activities establish relevance through:

- Discussing how theory can be applied in practice
- Making a link to local cases
- Emphasising active rather than passive learning,
- Emphasising deep learning than surface learning
- Encouraging increased learner autonomy
- Applying reflective and reflexive teaching and learning processes

Learning and instruction is often presented through a dual approach of either student-centred learning or teacher-centred learning. In reality, however, these two are seen as a continuum where the direction depends on both the nature of the subject and instructor's epistemological conventions.

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