How to use UN 2030 Agenda SGDs to frame the curriculum

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What are we preparing students for?

- The iPhone was invented when typical first year undergraduate was 5 years old

- If nations make good on their latest promises to reduce emissions by **2030**, the planet will warm by at least 2.7℃ this century

- **The world population is expected to reach 8.5 billion people** by 2030. The fastest-growing demographic will be the elderly: 65+ people will hit one billion by 2030.

- By 2025-2030, it is estimated that **around 630 million people will live in** close to 40 megacities around the world

Students ....

- 88% say the agree their place of study should actively incorporate and promote sustainable development

- 79% would like to see sustainable development actively incorporated and promoted **through all courses**

- 66% say sustainable development ins something they would like to learn more about

Data from National results of the SOS Sustainability Skills Survey 2021-22

Other institutions context

2020-2030 University Strategy:

Environmental Sustainability = guiding principle

Research-inspired Education

Aim 4: Empower our students with the expertise and skills they need to realise their ambitions to become positive Citizens of Change.

Our Citizens

Aim 4: Maximising our impact as Citizens of Change to tackle the big issues of today and tomorrow focusing on inclusion, the environment and our wider social impact.

Other institutions context

2030 Priority 1:

Educate for Impact, we will equip graduates with the knowledge, understanding, critical thinking and skills needed to become citizens and leaders, empowering them to address the future challenges of society and make a positive impact in the world.

Your context

2020 Sustainability Policy Statement:

Include sustainability topics in our taught courses of study where appropriate

Education for Sustainable Development

"Education for Sustainable Development (ESD) empowers learners of all ages with the knowledge, skills, values and attitudes to address the interconnected global challenges we are facing, including climate change, environmental degradation, loss of biodiversity, poverty and inequality."

4 QUALITY EDUCATION

What are we "embedding"?

- Initial question: "How will your programme incorporate aspects of Education for Sustainable Development (ESD)?"

- How do we define "ESD" for the average academic?

- How do we define "embed"?

- Skills versus content...

UNESCO's key competencies

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

- Systems thinking
- Anticipatory thinking (Future thinking)
- Normative competency
- Strategic thinking

- Collaborative competency
- Critical thinking
- Self-awareness
- Integrated problem-solving competency

How to consider this?

- At what level?

    - Programme

    - Module

- Core or optional or extra-curricular?

1. Module-level Intended Learning Outcomes engaging with UN SDGs; for each, identify:

a) the ILO evidencing ESD

b) the related UN SDG(s)

c) the Code of the Module in which the ILO appears

d) is the Module Core or Optional

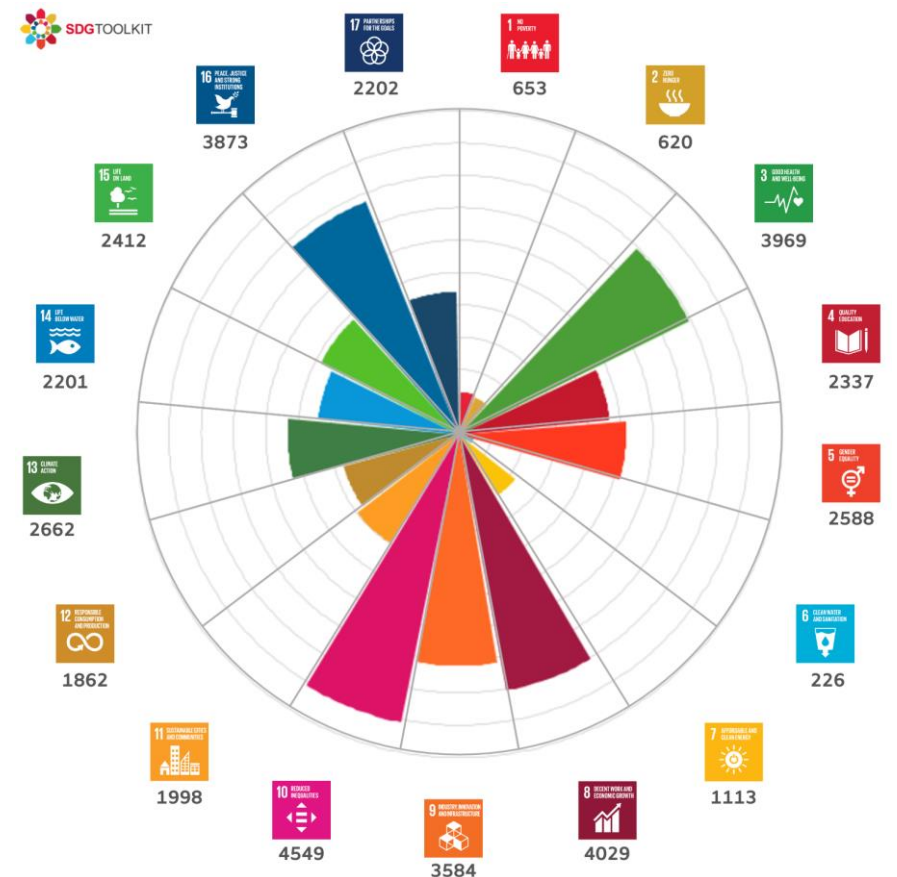e) what target does this relate to?

Module Numbers

Student Numbers

100% of our UG programmes have a module related to an SDG (2019/2020 entry)

SDGs in Law

3. Good Health and Wellbeing

5. Gender Equality

8. Decent Work and Economic Growth

9. Industry Innovation and Infrastructure

10. Reduced Health and Inequalities

16, Peace Justice and Strong Institutions

Sustainability in your course

What is sustainability?

Sustainability focuses on meeting the needs of the present without compromising the ability of future generations to meet their needs. The concept of sustainability is composed of three pillars: economic, environmental, and social. The University of Leicester incorporates sustainability into our courses through both core and optional modules.

Above: Highlighted Sustainable Development Goals (SDGs) available in your course

SDGs	10, 16	10, 16	16	16	16	16	10	8, 10	3	3, 5	3, 5	9	10	16	16	5, 16	16	16	10
Core / Optional	LW1171	LW1120	CR1004	PL1019	LW1172	LW2172	LW2370	LW3230	LW3250	LW3260	LW3301	LW3310	LW3370	LW3410	CR3020	CR3023	CR3025	PL3118	PL3143
Law Degrees	Analysing Law	Constitutional and Administrative Law	Introduction to Criminology	Politics, Power and Ethics	Law, Justice, and Society	Law, Justice, and Society (advanced)	Equity and Trusts	Employment Law	Family Law	Medical Law	Caring and the Law	Commercial Law	Equity and Trusts (advanced)	Juris-prudence	Drugs Crime and Society	Gender and Crime	Violence	Global Justice and Human Rights	International Migration in the Age of Securitisation
Law LLB	▓	▓			▓		▓	░	░	░	░	░			░				
English and French Law LLB, Maîtrise	▓	▓			▓		▓												
Law with Criminology LLB	▓	▓			▓			░	░	░	░	░	▓	░	░				
Law with a Modern Language LLB	▓	▓			▓			░	░	░	░	░	▓						
Law with Politics LLB	▓	▓		▓	▓			░	░	░	░	░	▓					░	░
Law (Graduate Pathway) LLB	▓					▓													
Law LLB (JD Pathway)		▓																	

Examples from Law #1

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

LW1172 Law, Justice, and Society:

- "Critically explain the relationship between law, justice and legitimacy."

- "Critically analyse a range of contemporary problems facing the UK's Criminal Justice system."

Sustainable Development Goal 16:

- Target 16.3: Promote the rule of law at the national and international levels and ensure equal access to justice for all

- Target 16.6: Develop effective, accountable and transparent institutions at all levels

Examples from Law #2

LW1171 Analysing Law:

- "Develop knowledge of and apply orthodox, alternative and critical approaches to answering the question 'what is law?' including considerations of race, gender and social class"

Sustainable Development Goal 10:

- Target 10.3: Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

Thinking about your teaching

Breakout Room Activity

- Think about the module(s) you teach on

  - Does any of your existing teaching align to any of the UN SDGs (https://sdgs.un.org/goals) – look at the targets

  - Is this captured in any of the module or programme ILOs?

  - Are your students aware of this alignment? Have you spoken with them about ESD and their thoughts on the current curriculum?

  - Are there any other areas you could see where you could incorporate sustainability and/or deepen students' engagement within existing areas?

Next steps

- Start with an audit of what you have already in your programmes

- Look at the revised QAA benchmark Statements (2021 onwards)

- Talk to your students about their experiences of this

  - Do they recognise it?

  - Are there any areas they think could be improved?

  - Is there anything they feel is missing?

- Take inspiration from the QAA/AHE ESD Guidance document (2021)

- Look at the SDG Teach-in for resources

- Look at the guide for education professionals on the use of ESD in learning for the SDGs