



# SDG Mapping Guidance

As part of the SOAS Students' Union *Climate in the Curriculum* project we are attempting to map the United Nation Sustainable Development Goals to the modules taught across SOAS. This process, known as 'SDG Mapping', has become understood to be best practice in the Higher Education sector to assess how climate is integrated into the curriculum and to provide a framework to improve climate education.

To create these maps we are asking students to complete a [MS Form](#) which asks you to comment on:

1. The relevance of each SDG to your module
2. The ability to engage with each SDG through independent learning opportunities

This document provides some guidance on completing our [SDG Mapping MS Form](#).

Contents:

1. [What are the Sustainable Development Goals?](#)
2. [How could an SDG be relevant to my module?](#)
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## 1. What are the Sustainable Development Goals?

In September 2015, world leaders at the United Nations adopted Transforming Our World: The 2030 Agenda for Sustainable Development, which centred 17 Sustainable Development Goals (and 169 targets) at its core.

The SDGs were created as a set of priorities and aspirations to guide countries in tackling the world's most pressing challenges.



# SUSTAINABLE DEVELOPMENT GOALS



<b>SDG 1</b>	End poverty in all its forms everywhere
<b>SDG 2</b>	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
<b>SDG 3</b>	Ensure healthy lives and promote wellbeing for all at all ages
<b>SDG 4</b>	Ensure inclusive and equitable educations and promote lifelong learning opportunities for all
<b>SDG 5</b>	Achieve gender equality and empower all women and girls
<b>SDG 6</b>	Ensure availability and sustainable management of water and sanitation for all
<b>SDG 7</b>	Ensure access to affordable, reliable, sustainable and modern energy for all
<b>SDG 8</b>	Ensure access to affordable, reliable and sustainable economic growth, full and productive employment and decent work for all
<b>SDG 9</b>	Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovations
<b>SDG 10</b>	Reduce inequality within and among countries
<b>SDG 11</b>	Make cities and human settlements inclusive, safe, resilient and sustainable
<b>SDG 12</b>	Ensure sustainable consumption and production patterns
<b>SDG 13</b>	Take urgent action to combat climate change and its impacts
<b>SDG 14</b>	Conserve and sustainably use the oceans, seas and marine resources for sustainable development



<b>SDG 15</b>	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
<b>SDG 16</b>	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
<b>SDG 17</b>	Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development

Universities, either consciously or unconsciously, engage in the SDGs through:

1. Research
2. Education
3. Operations and Governance
4. External Leadership

Sustainable Development Goals can help universities (through education) by:

- Providing a comprehensive and globally accepted definition of responsible climate education
- Providing a framework to demonstrate commitment to ESD
- Create increased demand for climate education

Universities can help the SDGs (through education) by:

- Creating generations of students aware of SDGs
- Providing knowledge to help students find solutions to SDGs
- Demonstrating how SDGs affect and can be addressed through non-scientific avenues (e.g. governance, culture)

## 2. How could an SDG be relevant to my module?

A Sustainable Development Goal doesn't need to be directly addressed in your lectures to be relevant to the lecture content. The following table will provide examples of how each SDG may be relevant to your module (however these aren't hard and fast rules - if you feel it's relevant to your content, then it probably is!)

<b>SDG 1</b>	<ul style="list-style-type: none"> <li>● Discussions around pay inequality</li> <li>● View of economic growth and development</li> <li>● Poverty eradication</li> </ul>
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<b>SDG 2</b>	<ul style="list-style-type: none"> <li>● History of agricultural practices</li> <li>● Investigation into cultural practices relating to food</li> <li>● Deforestation, water policy, and land management</li> </ul>
<b>SDG 3</b>	<ul style="list-style-type: none"> <li>● Insight into cultural practices</li> <li>● Investigation into human interactions and activities</li> <li>● Population health and growth</li> </ul>
<b>SDG 4</b>	<ul style="list-style-type: none"> <li>● Education law</li> <li>● Children studies</li> </ul>
<b>SDG 5</b>	<ul style="list-style-type: none"> <li>● Womxns liberation</li> <li>● Cultural investigation into gender roles</li> <li>● Discussions around pay inequality</li> </ul>
<b>SDG 6</b>	<ul style="list-style-type: none"> <li>● Womxns liberation</li> <li>● Water policy</li> <li>● International relations (specifically relating to water)</li> </ul>
<b>SDG 7</b>	<ul style="list-style-type: none"> <li>● Green economy</li> <li>● Urbanisation</li> <li>● Energy</li> </ul>
<b>SDG 8</b>	<ul style="list-style-type: none"> <li>● View of economic growth and development</li> <li>● Social protection</li> <li>● Sustainable tourism</li> </ul>
<b>SDG 9</b>	<ul style="list-style-type: none"> <li>● Urbanisation</li> <li>● Discussions around capitalism</li> <li>● Industry</li> </ul>
<b>SDG 10</b>	<ul style="list-style-type: none"> <li>● International relations</li> <li>● War</li> <li>● Inequalities (e.g. race or gender)</li> </ul>
<b>SDG 11</b>	<ul style="list-style-type: none"> <li>● Womxns rights</li> <li>● Urbanisation</li> <li>● Disaster risk reduction</li> </ul>
<b>SDG 12</b>	<ul style="list-style-type: none"> <li>● Discussions around capitalism</li> <li>● Sustainable tourism</li> <li>● Waste management</li> </ul>
<b>SDG 13</b>	<ul style="list-style-type: none"> <li>● Discussions around small islands</li> <li>● Sustainable development strategies</li> <li>● Climate</li> </ul>
<b>SDG 14</b>	<ul style="list-style-type: none"> <li>● Discussions around small islands</li> <li>● Water policy</li> </ul>
<b>SDG 15</b>	<ul style="list-style-type: none"> <li>● Desertification and drought</li> <li>● Urbanisation</li> </ul>



<b>SDG 16</b>	<ul style="list-style-type: none"><li>● Investigation into decision making structures</li><li>● Children studies</li></ul>
<b>SDG 17</b>	<ul style="list-style-type: none"><li>● Technology</li><li>● Trade</li><li>● Financial Inclusion</li></ul>

### 3. How could an SDG be engaged with through an independent learning opportunity?

'Independent learning opportunities' refer to essays, coursework, presentations, etc. that you might be asked to submit as part of your module, which require wider reading and independent research and learning to complete.

Here we are looking to know if any of the assignments you've been set as part of your module have allowed you to engage with an SDG - either by design of the questions / essay title, or through the ability to have free reign on your topic.

**Our SDG Mapping project is a 1 year investigation into how climate is present within the curriculum at SOAS and we really appreciate any modules you can help us create a map for!**