

RESPONSIBLE FOR THE FUTURE!

# SUSTAINABLE DEVELOPMENT GOALS



2022

SDG Expert group

[www.sea-eu.org](http://www.sea-eu.org)

## CURRENT STATE OF SDG INVOLVEMENT IN UNIVERSITY TEACHING

REPORT BY THE SEA-EU ALLIANCE

# KEY TERMS

## ABOUT SDG GOALS

**The 2030 Agenda** for Sustainable Development, adopted by all **United Nations Member States** in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the **17 Sustainable Development Goals (SDGs)**, which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth - all while tackling climate change and working to preserve our oceans and forests.

*Source: <https://sdgs.un.org/goals>*

MEET

THE

GOALS



# WHERE ARE WE NOW?

## TEACHING STAFF SURVEY: SUMMARY OF RESULTS

**Out of six universities involved in the SEA-EU alliance/project, students from four universities participated in the students' survey: Université de Bretagne Occidentale in Brest (UBO), University of Cádiz (UCA), University of Gdańsk (UG), and University of Split (UNIST). Around 600 responses were obtained during the period in which the survey was available, which varied in dates among alliance members (during May/June 2021)**

At the alliance level, **10.4% of the teaching staff participated in the survey** (the highest share of participation was UBO 14.1%, the lowest UNIST 6.1%).

**1/3 of all teachers are not familiar** with the SDGs (UCA 42.8%, UNIST 36%, UBO 33.3%, UG 19.4%). The already existing effort to implement SDGs in the daily routine is most represented at UG 40.6%, followed by UBO 30.6%, then UNIST 22.7% and UCA 19.8%.

# WHERE ARE WE NOW?

## TEACHING STAFF SURVEY: SUMMARY OF RESULTS

At the alliance level, **40% of teachers do not address the SDGs in the teaching** process (UNIST 29,9%), 38 % of respondents address the SDGs in the teaching process (UNIST 40.2%) and 22% are not sure (UNIST 29.9%).

At the alliance level, **3% of teachers consider the implementation of the SDGs in the higher education system irrelevant** (UNIST 2.6%), 23.4% perhaps relevant (UNIST 22.4%), 31.8% relevant (UNIST 35.5%) and **41.8% very relevant** (UNIST 39.5%).

**Addressing the SDGs in existing study programs and introductory lectures on the SDG topic** for all students are the two preferred ways of implementing the SDGs in the higher education system among the teachers of the Alliance.

At the alliance level, **11.7% of teachers do not plan to include the SDGs in the course syllabus** (UNIST 9.7%), **30.7% will consider including the SDGs in the course syllabus** (UNIST 38.9%), 11.5% will include SDGs in the course syllabus (UNIST 15.3%), 17.2% will continue with the existing level of SDG inclusion in the course syllabus (UNIST 9.7%), 22% will improve the level of SDG inclusion in the course syllabus (UNIST 23.6%), 5.2% will revise their course syllabus based on the SDGs (UNIST 2.8%), 1.7% will rewrite their course syllabus based on the SDGs (UNIST 0.0%).

**Lack of time** and **lack of knowledge** are the **main barriers** for teachers of the alliance to further include the SDGs in the course syllabus.



# WHERE ARE WE NOW?

## STUDENTS' SURVEY: SUMMARY OF RESULTS

Out of the six universities involved in the SEA-EU alliance/ project, students from four universities participated in the students' survey: **Université de Bretagne Occidentale In Brest (UBO), University of Cádiz (UCA), University of Gdańsk (UG) and University of Split (UNIST)**. Around 1,000 student responses were obtained during the period in which the survey was available, which varied in dates among alliance members (during May/June 2021).

1. **Around 85% of students relate the concept of sustainable development to economy, environment and society**, while around 11% of students relate the concept solely to environment.

2. **56% of survey students have heard about the SDGs**; at the same time, 24,2% of them are not sure what SDGs are. 1,8% are not interested in them, while only 7,6% work on them. Out of 44% of those who have not heard about the SDGs, **28,4% would like to know more about them**.

3. **28% of students not familiar with SDGs are motivated to learn about them**. Just 10,5% of students connect the SDGs precisely with the 5Ps (people, planet, prosperity, peace and partnership).

4. Approximately **77% of students think that the SDGs should be included in the courses** taught at the university.

5. SDGs are modestly included in the current curricula mainly through lectures and seminars, and rarely through practical work. Around **43% of students are not sure if are already included in the course syllabus**.

# PLANNED FUTURE ACTIONS



## STEP 1.

- Organization of presentations and workshops aimed at raising the level of awareness of the teaching staff about the SDGs.



## STEP 2.

- Organization of the workshops on methodological approaches to SDG inclusion in:
  - Present courses
  - New specialized courses
  - Diploma thesis



## STEP 3.

- Organization of presentations and workshops with the aim of raising students' awareness of the SDGs.



## STEP 4.

- Development of student projects related to the goals of sustainable development.



## STEP 5.

- Implementation of the SDGs in the daily life of employees and students inside and outside the University.



# SDG DECLARATION OF THE SEA-EU ALLIANCE



## The role of the universities

Universities are the **right place to act for a transformation of our world** in order to contribute to the survival of humanity: it is our vision and responsibility as we are engaged in the construction of knowledge and its transfer to the younger generation. We need to move away from the trajectory that started with the Neolithic revolution, accelerated with the use of fossil fuels, and today leads to the widespread use and overuse of chemicals in all sectors of the economy.

The technological transition is inevitable but will not be enough. We need to change our ways of being in the world, of housing, of feeding ourselves, of moving around. This will also necessarily involve a revision of our relations with the non-human living world.

To pursue these objectives, the SEA-EU partners are willing to rely on the SDGs, which constitute a structuring tool for our action; they are not the final objective.

# COMMITMENT OF THE SEA-EU UNIVERSITIES FOR THE FUTURE



1. Build internal capacity and allocate resources to **identify gaps, priorities and opportunities** to implement effectively sustainability goals.
2. Include **engagement and participation of all the university members** in the adoption and implementation of SDGs.
3. Embrace sustainability through **all university activities** including teaching, research, dissemination, management and administration.
4. Identify, share and **develop best practice procedures** for the adoption and implementation of SDGs.
5. Set targets and **develop effective monitoring indicators** for the implementation of sustainability goals for communication and outreach.
6. **Co-create and contribute to the effective adoption** of sustainability goals with the SEA-EU associated partners and other stakeholders.
7. **Be a role model** and take into consideration the carbon footprint when organising SEA-EU activities, with an estimation and dissemination of the travel carbon footprint of at least each consortium governance meeting.

SEA EU partners commit to sharing knowledge through the SEA-EU networks, promoting and disseminating grant calls and collaboration opportunities. The sustainability networks that are developed as part of this initiative will support each other in achieving the long-term objectives of the SDGs.

Partner universities will coordinate efforts and transfer knowledge, and will remain responsible as individual entities, using their own resources and implementing activities most relevant to local conditions and within the spirit of the sustainability goals.

By integrating the goals of the 2030 Agenda into curricula, we intend to build resilience in society to the risks and difficulties that future generations may face on the road to sustainability.

# SUSTAINABLE DEVELOPMENT GOALS REPORT

**Report prepared under the guidance of prof. Goran Ćorluka and other members of the expert group from the University of Split**  
**Graphical design made by SEA-EU UNIST Office**

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Co-funded by the  
Erasmus+ Programme  
of the European Union

