



Integration of SDGs in

- Institutional governance/strategic level
- SDGs in research
- SDGs in campus operations
- SDGs in curriculum development
- SDGs in student engagement activities
- SDGs into community activities
- SDGs at a whole-institution level

Focus on

- Goal 1 - No poverty
- Goal 2 - Zero hunger
- Goal 3 - Good health and wellbeing
- Goal 4 - Quality education
- Goal 5 - Gender equality
- Goal 6 - Clean water and sanitation
- Goal 7 - Affordable and clean energy
- Goal 8 - Decent work and economic growth
- Goal 9 - Industry, innovation and infrastructure
- Goal 10 - Reduced inequalities
- Goal 11 - Sustainable cities and communities
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action
- Goal 14 - Life below water
- Goal 15 - Life on land
- Goal 16 - Peace, justice and strong institutions
- Goal 17 - Partnerships for the goals

Summary

Dr. Stephen Morton, Chair of the Board of Governors of Craven College, has co-written an article published in the Lancet Planetary Health, about prioritising the environment and social areas of sustainable development, rather than economic, in any Covid-19 recovery programmes.

The article entitled ['Beyond building back better: imagining a future for human and planetary health'](#) explores how the transformations catalysed by the COVID-19 pandemic should be used to improve human and planetary health and well-being, rather than to focus on economic development.

We have utilised his findings to develop an approach to introduce all SDGs across our curriculum.

Outline the benefits of integrating this theme:

1. The article raises that economic domain is not unimportant, but that society needs to break the model where economic development is pursued as an end, and particularly to wean humanity off an addiction to continual economic growth.

2. The SDGs are usefully grouped into [four domains](#):

Social (1, 2, 3, 4, 5)

Environmental (6, 13, 14, 15)

Economic (7, 8, , 10, 11, 12)

Institutions and Partnerships (16,17)

SDG Accord Reporting 2022 CASE STUDY

Outline the barriers or challenges encountered in integrating this theme and how you overcame these:

- 1.** Time – we are incredibly grateful to Dr. Morton, for providing us with this useful insight that we can take forward within our educational focus on the SDGs
- 2.** Competing pressures – unfortunately we have yet to overcome these!

Conclusions and recommendations

Craven College continues its pledge to promote both individual and collective action focussed on our own sustainability revolution, committing to play its part in making the planet a sustainable environment for all. This publication enables a small college, such as Craven, to deliver training on the SDGs, and embed their use in our curriculum without being too granular at this specific stage of our journey. The research is very helpful, both in terms of educational understanding, but also in providing strategic direction for our own sustainability pledge in a Covid 19 world.