



SDG Teach In 2026

Campaign impact report

April 2026

About SOS UK

Students Organising for Sustainability UK (SOS UK) is a charity transforming education, so people protect the climate and nature.

We're working to:



Transform the way we teach, what we learn and how that's assessed so climate and nature is a priority



Make sure the places where we learn show us what's possible, helping us to support nature and climate action



Ensure students from every background can play their role in protecting and building a better world

What is the **SDG Teach In?**



SDG Teach In

The [SDG Teach In](#) is an annual campaign to encourage and support educators with integrating the United Nations Sustainable Development Goals (SDGs) and beyond into teaching, learning, and assessment. All educators and facilitators around the world in either early years, primary, secondary, further, higher, adult and community-based education can take part.

Aims:

- **Support educators with getting started and going further** with embedding the SDGs and beyond into education.
- **Equip the next generation** of leaders with green skills and knowledge so they can be the change they want to see in society.
- **Catalyse curriculum transformation** by encouraging and supporting educators to innovate methods in Education for Sustainable Development.

Student demand for sustainability education

Our research shows that...



86% agree that their place of study should teach skills and understanding that positively impact society and the environment



77% would like to see sustainability included in all courses



Less than 40% have had social justice, climate and the influence of colonialism in the past and present (**<25%** for the latter) covered in their education

The Sustainable Development Goals



Sustainable development is...

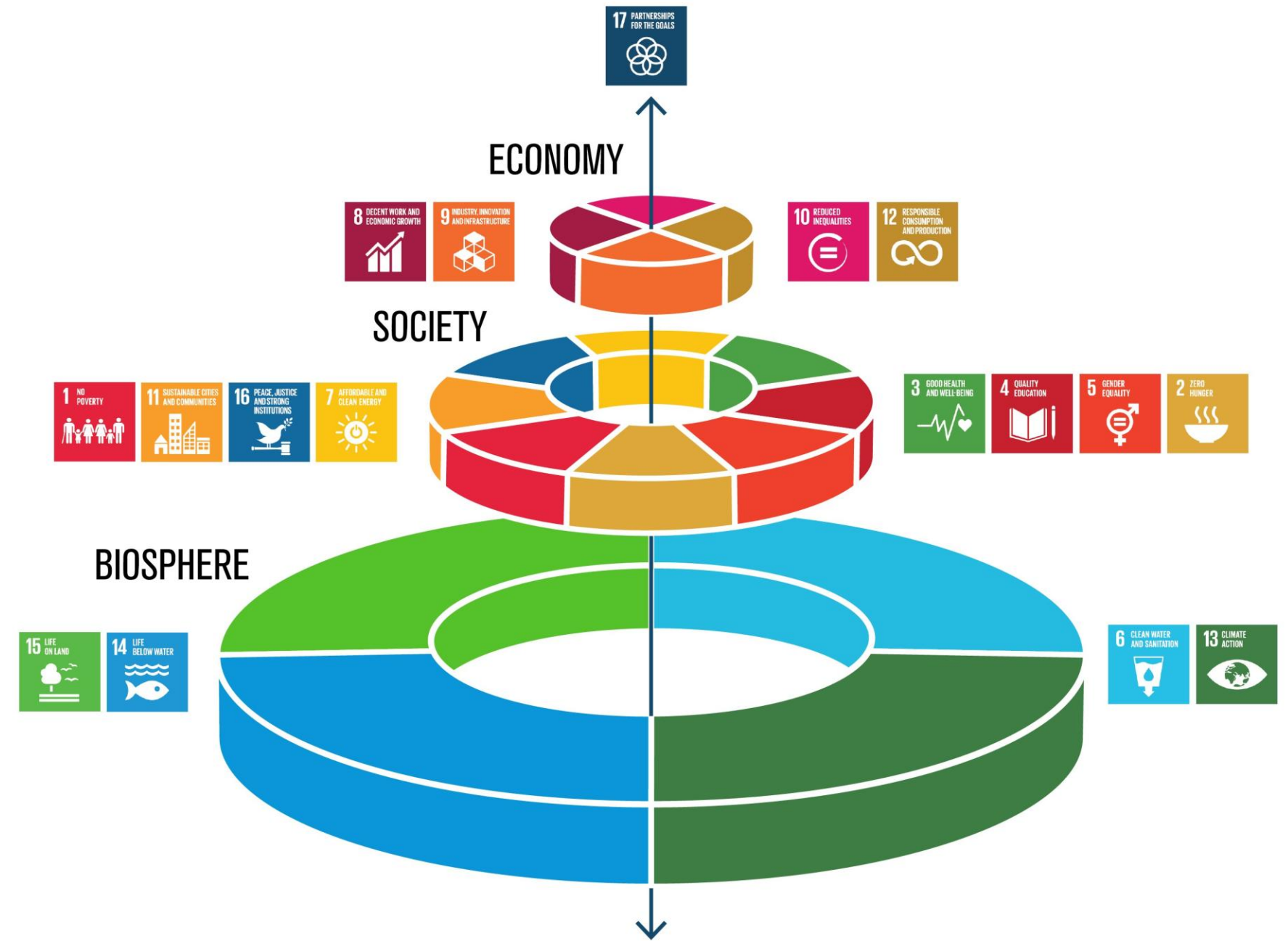


“Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

Our Common Future, also known as the Brundtland Report, from the United Nations World Commission on Environment and Development (WCED), 1987

Why the SDGs?

- Clearly demonstrate the interconnections between social, environmental, and economic challenges
- Wide international recognition and shared language for sustainability across borders and sectors
- Effective conversation-starter for different subjects and professions
- Useful tool to get started with the breadth of sustainability issues



The SDG “Wedding Cake” model, Stockholm Resilience Centre

Graphics by Jerker Lokrantz/Azote

Critically engaging with the SDGs

Despite their strengths, it is also important to engage with the limitations of the SDGs:

- **Contradictions between the Goals**
 - E.g., Goal 13: Climate Action and Goal 8: Good Jobs and Economic Growth
- **Sustaining global power inequalities**
 - The SDGs promote infinite growth on a finite planet and fail to address stark social and economic inequalities
- **Lack of addressing root causes and transformative alternatives**
 - E.g., underlying systems of oppression, legacies and ongoing forms of colonialism

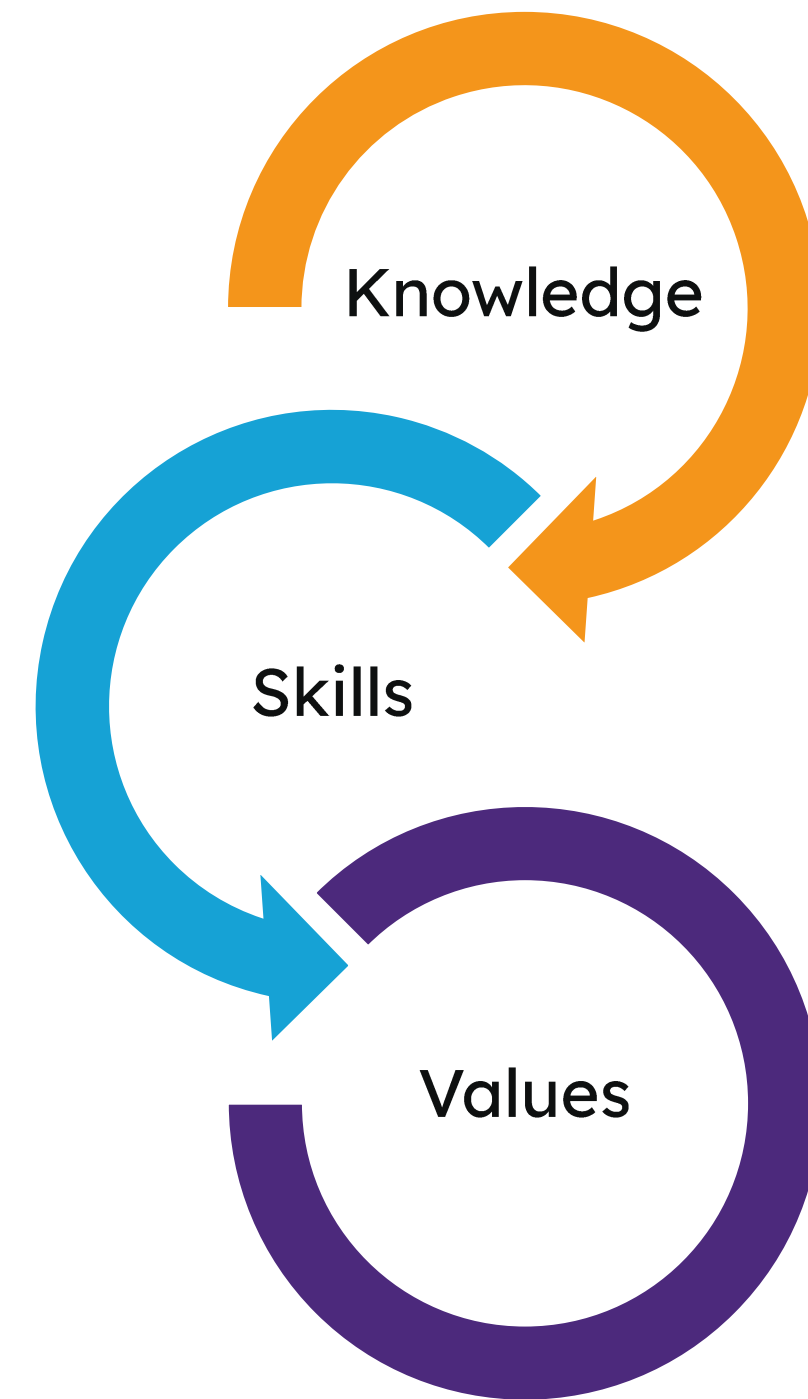
We hope through the Teach In, educators and learners will be able to engage **with and beyond** the SDGs by embracing other related topics and approaches such as ecological and climate justice.

Education for Sustainable Development

“Education for Sustainable Development (ESD) gives learners of **all ages** the **knowledge, skills, values and agency** to address **interconnected** global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality.

ESD is a lifelong learning process. It is an **integral** part of quality education and encompasses **learning content, outcomes, and the learning environment** itself.”

United Nations Educational, Scientific and Cultural Organisation (UNESCO 2023)



SDG Teach In impact



The 2026 Teach In had a wide global reach

23 countries

4 continents

130,000 learners



Since 2018, over **700,000 students** across **50 countries** have been reached through the SDG Teach In

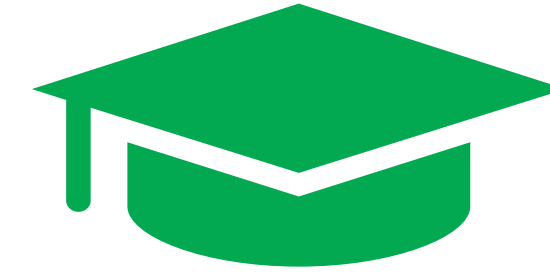
SDG Teach In 2026



845 educators in **23 countries** pledged to incorporate the SDGs into their teaching and learning

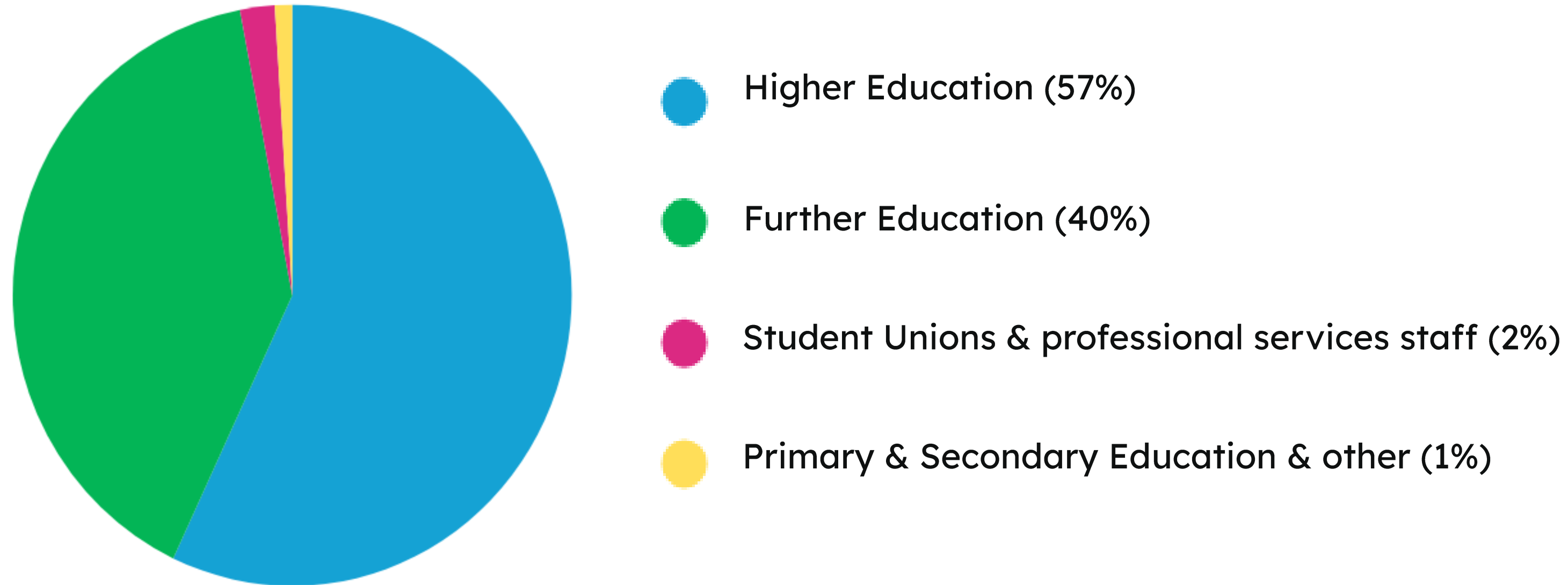


68 institutions took part including schools, colleges, universities, students' unions and training providers



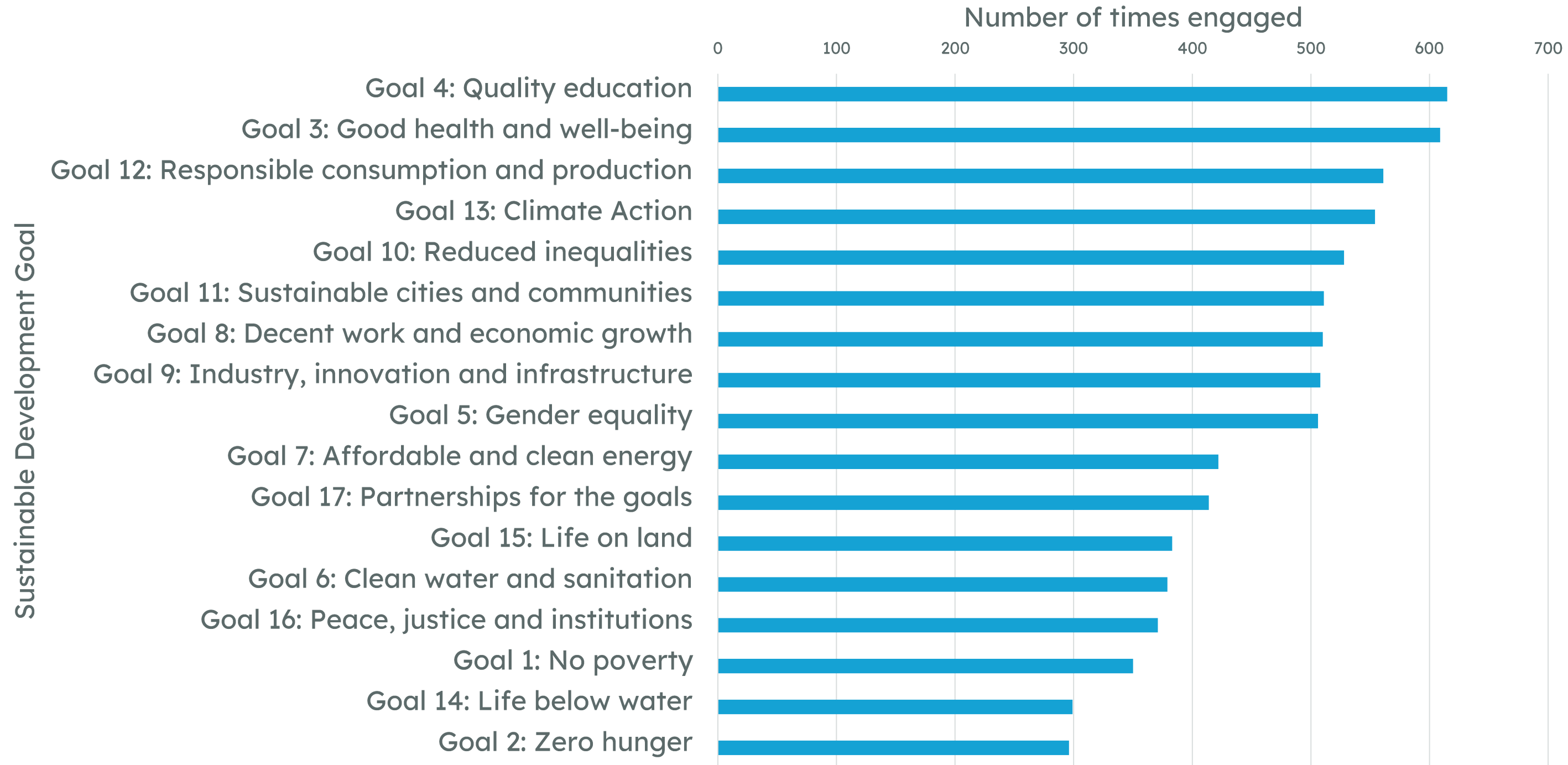
Over 130,000 learners reached through lessons, workshops and tutorials

Reaching different education settings



Type of education provider that took part in the 2026 SDG Teach In (percentage)

Most popular Goals in the 2026 Teach In



Most common disciplines engaged



Almost 80 different subjects in total were engaged in the SDG Teach In 2026

Final leaderboards



Final leaderboard: educators pledged

- 1) University of Exeter
- 2) American International University-Bangladesh – new!
- 3) The University of the West Indies
- 4) Birmingham City University
- 5) Exeter College
- 6) Heart of Worcestershire College
- 7) Ulster University
- 8) De Montfort University
- 9) Bridgend College
- 10) Joint place: Barnsley College, Gateshead College, & University College Birmingham

SDG Teach In 2026

Top 10 institutions: educators pledged

Final leaderboard as of 13 April 2026

1	University of Exeter
2	American International University-Bangladesh
3	The University of the West Indies
4	Birmingham City University
5	Exeter College
6	Heart of Worcestershire College
7	Ulster University
8	De Montfort University
9	Bridgend College
10	Joint place: Barnsley College, Gateshead College, & University College Birmingham

Final leaderboard: learners reached

- 1) Exeter College
- 2) Gateshead College
- 3) Bridgend College
- 4) Heart of Worcestershire College
- 5) American International University-Bangladesh - new!
- 6) Richard Huish College - new!
- 7) The Bedford College Group
- 8) Birmingham City University
- 9) Barnsley College
- 10) University of Exeter

SDG Teach In 2026

Top 10 institutions: learners reached
(final leaderboard as of 13 April 2026 & in
proportion to institution size)

1	Exeter College
2	Gateshead College
3	Bridgend College
4	Heart of Worcestershire College
5	American International University-Bangladesh
6	Richard Huish College
7	The Bedford College Group
8	Birmingham City University
9	Barnsley College
10	University of Exeter

Percentage of learners reached (in proportion to the size of the institution)

How institutions took part



University College Birmingham: simulating sustainable chemistry

Summary

Science Lecturer, Pooja Gajjar, developed a virtual lab to simulate real-world chemistry scenarios and enable BTEC Level 3 students to explore chemical processes with minimal environmental impact.

Approach

Students conducted virtual experiments which reduce chemical waste, energy consumption, and hazardous materials usage, while actively learning about laboratory safety and principles of green chemistry.

Next steps

Next steps include expanding the simulation to cover other chemistry topics, adding challenges related to sustainable industrial processes, and integrating SDG-focused reflection tasks into assessment.



“The virtual lab is a powerful way to connect curriculum learning with real-world sustainability issues”

Pooja Gajjar, Science Lecturer at University College Birmingham

The University of the West Indies (UWI): Pre-service teacher training workshops

Summary

Members of the Education for Sustainable Development Working Group in the UWI School of Education, Therese Ferguson; Clavia Williams-McBean; Sharon Bramwell-Lalor; and Everton Cummings, hosted a workshop called ‘Exploring ways of implementing education for sustainable development into school curricula: a workshop for pre-service teachers.’



Approach

49 pre-service teachers from various specialisations and five staff representatives attended. The participants came from nine teacher training institutions, ranging from primary to tertiary level. The workshop featured mini-lectures, discussions, games, videos, and collaborative lesson planning linked with the SDGs.



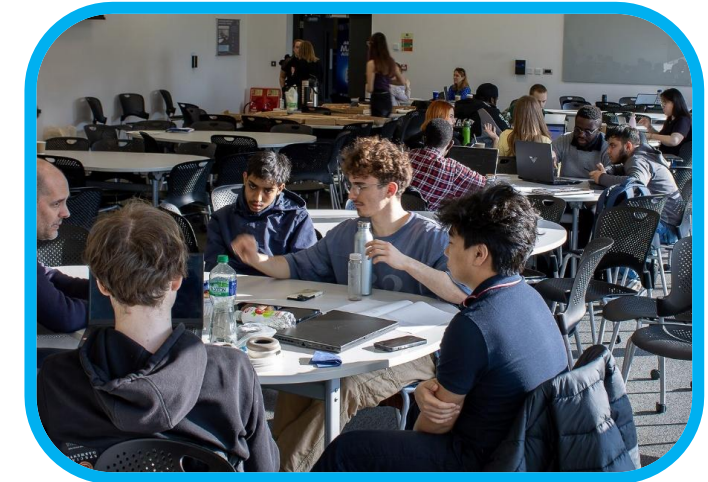
Alignments

The workshop was conducted as part of an action research longitudinal study to ascertain its impact, and how teachers incorporate workshop competences into their lesson planning.

Swansea University: Pan-Wales Hackathon

Summary

The Pan-Wales Hackathon is a nation-wide hackathon held simultaneously across Welsh Higher Education institutions: Swansea University, Cardiff University, Cardiff Metropolitan University, Aberystwyth University, University of Wales Trinity St David, University of South Wales and the Open University.



Approach

27 Swansea University students developed innovative ideas to support the seven goals of the Well-being of Future Generations Act (WFGA Wales, 2015), aligned with the SDGs. Students developed public speaking, leadership, and teamwork skills.

Next steps

Winning teams will enter the final hosted at Swansea University on 29 April 2026.



“The energy, innovation and amazing talent of students from across Wales to develop ideas in only 4 hours and pitch these through 5-minute presentations was inspirational to see. What was clear was the passion these students have for making a difference and the change leaders they already are. The Pan Wales Hackathon is a platform for these students enabling them to showcase their ideas and make an impact on Wales and beyond.”

Dr Samantha Burvill, Swansea University Associate Professor

“This kind of event sharpens your teamwork, creative thinking, problem-solving, and even your ability to present under pressure. I’m just grateful I got to be involved, learn a ton, meet some brilliant people, and feel like I contributed even a little bit toward a better future for Wales.”

- Olawale Valentine Ogunjobi, Swansea University student

“In just 4 hours, we explored how technology and thoughtful design can support this vision. I am grateful that our idea, Hanes, resonated strongly enough with the judges to earn 1st place out of 10 competing solutions. Moments like this remind me why I enjoy working at the intersection of people, systems, and technology. When innovation is guided by long term well-being, we are not just building solutions for today. We are helping shape the kind of future we all want to live in.”

- Micheal Olawale, Swansea University student

Over 700 pupils from West Lothian College get involved with the SDG Teach In

Each year, we enjoy seeing how new and returning institutions take part in the SDG Teach In on social media using the #SDGTeachIn and tagging SOS UK. For example...

 **West Lothian College**
6,367 followers
1mo · Edited

We've had more than 700 school pupils from across West Lothian visit us this week to highlight the 17 Sustainable Development Goals. 🌍


And they are proudly flying the SDG Flag!

Pupils in P1, right up to P7, have been taking part in #SDGTeachIn workshops with the help of our students across all faculties. 🙌



West Lothian College pupils at SDG Teach In workshops

Counter-mapping at Solihull College and University Centre

 **Dr Megan Wakefield**
3w

Further Education has often been absent from the sustainability learning conversation - that's about 37% of 16-18 year olds.

There has been important work initiated to redress this, by [EAUC - The Environmental Association for Universities and Colleges](#) and initiatives like [Green Changemakers](#) and [#SustainFE](#) and slowly, the obvious links between vocational education, apprenticeships, training and future skills are starting to be recognised more widely. Colleges are fully embedded in their communities and adult learning, skills, EAL are also an important part of this landscape.

This March we've continued to try to build in spaces to have critical conversations about climate and nature crisis - and all the related inequities - with care and creativity.

- 📖 We're taking part in the [SOS UK](#) SDG Teach-In across the college
- 🌍 Students and staff got involved in our Sustainability Fair
- 🎨 This morning [Kevin Oubridge](#) ran a brilliant Climate Fresk workshop for students (look at their amazing art work!)
- 📖 I'm running a 'Countermapping' workshop tomorrow inspired by workshops at CoLab Dudley and [Johanne Orchard-Webb \(PhD\)](#).
- 🔥 Thanks so much to co-conspirator [Craig McCauley](#) who will be gathering around a campfire with learners to create a Student Sustainability Charter.




Illustrations about rising global temperatures and impacts of agriculture on the environment



A counter-mapping workshop

From repair cafes to active learning for sustainability at the University of Exeter

 **Erin Rowe**
2w · Edited

Last week, I had the pleasure of running another Green Seeds session alongside [Aaliyah Anderson](#) and Kat Ashbullby.

This workshop focused on using LEGO® Serious Play to support discussions around positive climate behaviours. We explored how we can visualise pro-environmental actions and reflect on how they make us feel both abstractly or literally.

It was fascinating to see the shared emotional threads across the group. We had open conversations about what we can realistically do within our own spheres of influence, as well as how we navigate feelings of guilt around not doing more. Creating space for these honest reflections felt particularly valuable.

This session formed part of our SDG Teach In Pledge which is a global campaign run by [SOS UK](#) encouraging educators and students to explore and integrate the UN Sustainable Development Goals (SDGs) into teaching, learning and discussions across universities during March. It was inspiring to see such strong engagement with sustainability across disciplines.

I continue to feel incredibly grateful to be co-designing and facilitating Green Seeds. It's been a rewarding opportunity to support students and staff in building the skills and confidence needed for a changing world.

#Sustainability #ClimateEducation #ClimateAction #StudentEngagement
#BehaviourChange #HigherEducation #SDGTeachIn

Events coming up in March

-  Centre for Gulf Studies **Virtual Seminar Series** - find out more at link in bio!
-  **Climate Fresk** with the Career Zone on March 11th!
-  Uni of Exeter **Repair Cafe** No.3 on March 24th!




A Green Seeds workshop about pro-environmental behaviour change

Events coming up in March

-  Business & Finance Society **Future Leaders Summit** on March 6th!
-  **Green Seeds Workshop No.3** on March 18th!
-  **Free Cycle with Confidence** Sessions on March 18th!

...and more to come!

Green career storytelling and more at the University of Southampton

 **Karen Cripps**
1mo · Edited

The [University of Southampton](#) is brimming with sustainability inspiration. Each time I arrive, I'm drawn to the Atlantes stone figures. Dating back to 1862, they depict Atlas who, according to Greek mythology, was destined to hold up the sky for eternity.

Hold up the sky. For eternity.

That's some responsibility!

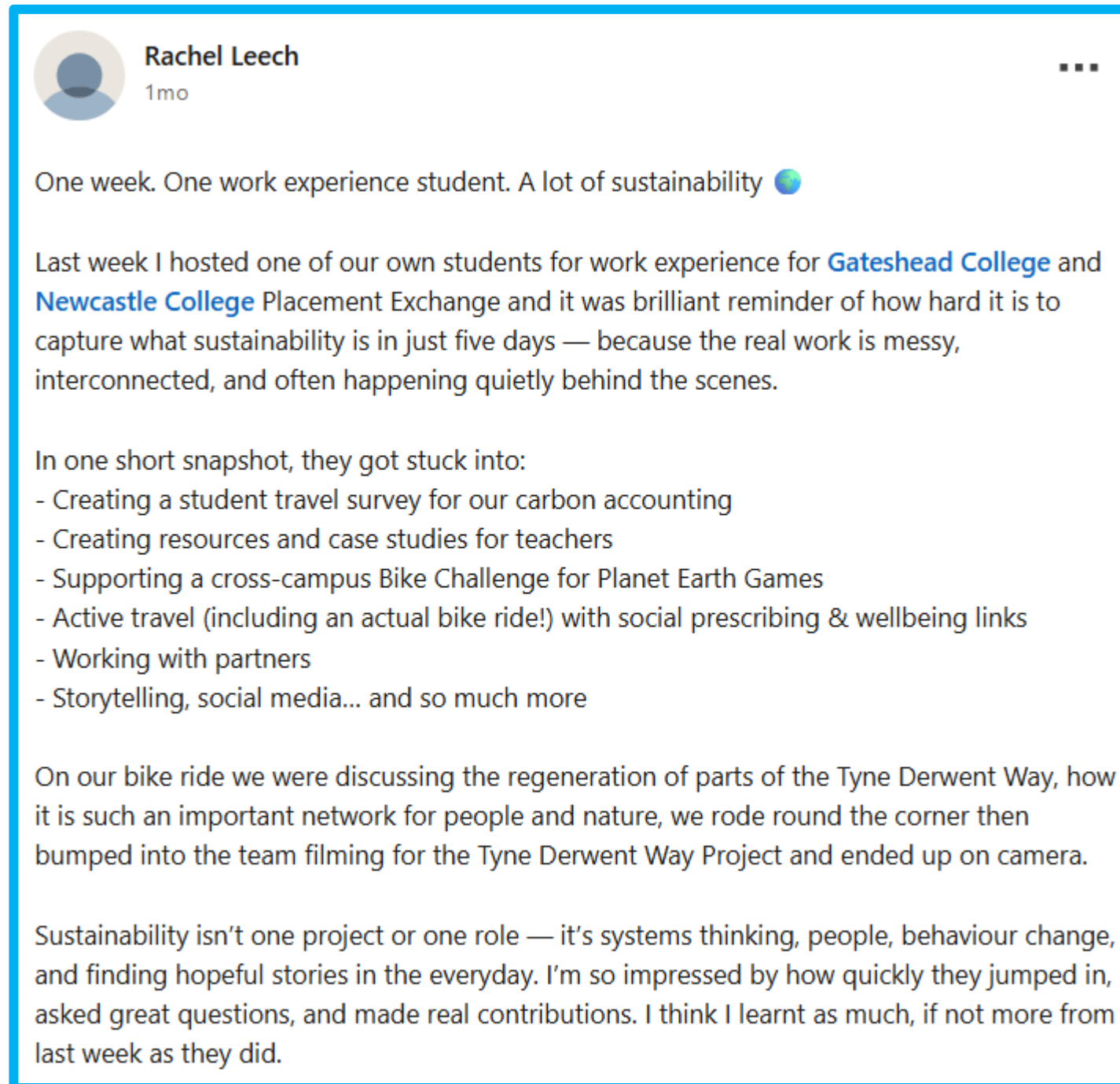
The campus provided the perfect context for the masterclass on "Career storytelling for the Sustainable Development Goals". A few highlights:

- ✓ [Bird & Wild Coffee](#) - [#shadegrown](#) coffee protecting wildlife and acting as a [#carbonsink](#)
- ✓ Campus fruit and vegetable market - healthy, affordable and supporting the local community too
- ✓ Strikingly beautiful [#eid](#) celebration table in the [University of Southampton Students' Union](#)
- ✓ An impressive suite of recycling bins throughout buildings - from chewing gum to stationery
- ✓ [#plantbaseduniversity](#) as of 2026/27 in the Student Union facilities 🌱 🌱 🌱 🌱



A workshop on aligning students' values and SDGs with their careers by Karen Clinkard

The 'messy and interconnected behind the scenes' of sustainability at Gateshead College



Ulster University take part for the 8th year in a row



Dr Amanda Platt

2w



I had the honour of delivering an interactive keynote at the recent Interprofessional Education Festival at Ulster University. This year's theme—sustainability—attracted many students. It was fantastic to see The Great Hall at the Derry/Londonderry campus filled with students from across our health and care programmes. Many thanks to [Dr Jean Daly Lynn](#) and colleagues for inviting me and organising such a great event.

During the session, I shared my reflections on the critical importance of integrating Interprofessional Education (IPE) and Sustainability. Given the inseparable connection between planetary health and human health, it is essential that we prepare health and care professionals to both reduce the sector's significant contribution to global emissions and respond effectively to the growing health impacts caused by climate change, biodiversity loss and air pollution.

The Festival also offered a valuable opportunity to raise awareness of the UN Sustainable Development Goals (SDGs), during the annual SOS-UK SDG Teach In—a national initiative I have championed within UU for the past eight years. With the Teach In period extended until 10 April 2026, I encourage all educators at UU and elsewhere to get involved and demonstrate your commitment to sustainability by introducing your learners to the SDGs:



Keynote lecture by Dr Amanda Platt about integrating Interprofessional Education and sustainability

‘Sustainability paradoxes: a research-teaching nexus in action,’ Susann Power, Ulster University



[Read the blog post](#) about Susann’s Education for Sustainable Development case study on ‘a longitudinal analysis of judgement approaches to sustainability paradoxes’ (Power et al. 2024)

Ongoing impacts & outcomes



Learners are benefitting from the Teach In

Each Teach In, we also ask learners about what they felt about the experience:



98% of respondents identified skills or attributes that their learning experience during the Teach In helped them to develop. The most popular skills were **communication**, **critical thinking** and **sustainability action**



63% agreed that students should be involved in critiquing and influencing how the SDGs are achieved

64% agreed that the issues covered in the SDGs should be embedded at all levels of education.



49% of respondents had not heard of the SDGs prior to the Teach In

83% were able to identify the specific SDGs covered by their learning experience during the Teach In

Sample size = 705 students since 2018

What educators want

We have also surveyed educators who pledged to take part after each Teach In since 2018:



92% of educators agree that the issues covered by the SDGs should be incorporated and embedded into all courses



92% of educators agree that students should be involved in critiquing and influencing how the SDGs are achieved as well as learning about the issues.



97% of educators are interested in taking part in the Teach In again in the future and **28%** had taken part in a previous year).

Sample size = 226 educators since 2018

Support for going further



Resource Bank – available all year round

The SDG Teach In Resource Bank features:

- Social, environmental, and economic sustainability-themed resources for all ages.
- Videos, guides, comics and other interactive activities to critically engage students with and beyond the SDGs.
- Examples to inspire creative, nature-connected, and values-driven approaches to sustainability education.



A Curriculum Framework for the Sustainable Development Goals



THE UNIVERSITY OF THE WEST INDIES

The UWI Climate Education, Justice and Literacy Hub

Education for Sustainable Development

We need to deliver Education for Sustainable Development all year round. This means fostering transformative learning environments so that all learners are equipped with the knowledge, skills, and values needed to address social and environmental challenges in their careers and beyond.

SOS UK runs several projects, campaigns, and consultancy work to support staff and students worldwide to lead on and learn for sustainability such as:

Responsible Futures

Responsible Futures: a whole-institution supported change programme to embed sustainability into formal and informal learning.

TEACH THE FUTURE

Teach the Future: a campaign run by school students to improve education on the climate and ecological crisis in the UK

LEARNING academy

Learning Academy: our hub of learning designed to progress sustainability across the education sector.

Student-led curriculum mapping

We can support colleges and universities to map the SDGs and green skills across teaching and learning through a **student-led curriculum audit**. A range of methodologies are offered developed in partnership with students from the University of Winchester and University of Liverpool.

Benefits can include:

- Establishing a baseline to monitor progress in embedding sustainability across curricula over time
- Identifying unknown pockets of good practice
- Student skills development and leadership
- Institution-wide engagement with the SDGs and linking to other initiatives and strategies

“I learned that teaching has a larger purpose than just exams and assignments.”

Student curriculum auditor



Students at City College Plymouth involved in curriculum mapping

Continue to transform campuses

green impact

Green Impact: UNESCO-award winning programme to transform organisations in different sectors to ensure that social and environmental sustainability is achievable for everyone



Hedgehog Friendly Campus: Nurturing hog-friendly campuses in schools, universities, and colleges, with awards accredited by the British Hedgehog Preservation Society

Green Campus Revolution

Green Campus Revolution: Upskilling and mobilising students on energy, water and waste reduction in halls of residence and wider campus

Fairtrade Universities

The Fairtrade University Award, delivered in partnership with the [Fairtrade Foundation](#), recognises universities that are committed to promoting ethical and sustainable trade, beyond simply stocking Fairtrade products on campus.

Why be a Fairtrade University?

- **90%** of students want to buy more products from people who were **paid fairly** and **77%** of students think their university should have a **Fairtrade policy**, according to a survey of 1000 students in 2025.
- Demonstrate **leadership** in ethical trade and sustainability while setting an example for the Higher Education sector.
- **Empower students to audit** the University's progress and learn from and inspire other Fairtrade Universities.

Taking part in the SDG Teach In can also support various Award criteria.

Fairtrade
impacts all
17 SDGs!



The 10th SDG Teach In will return March 2027!

Sign up to take part in the 2027 SDG Teach In

Follow SOS UK to keep up to date on LinkedIn: @SOS UK

Questions? Email: hello@sos-uk.org

References and resources

- SOS UK [website](#)
- SOS UK [student skills survey](#) research
- [SDG Teach In](#) website
- [SDG Teach In resource bank](#)
- [Responsible Futures](#) website
- [Teach the Future](#) website
- [Learning Academy](#) webpage
- [Green Impact](#) website
- [Hedgehog Friendly Campus](#) website
- [Green Campus Revolution](#) webpage
- [Fairtrade Universities](#) webpage
- United Nations [Sustainable Development Goals](#)
- [SDG Wedding Cake model](#), Stockholm Resilience Centre
- Our Common Future, also known as the [Brundtland Report](#), United Nations World Commission on Environment and Development (WCED), 1987