

LIST OF OPEN EDUCATIONAL RESOURCES ON SUSTAINABILITY

The following Open Educational Resources derive from the [Sustainability Competence Map](#) developed by the working group of the Faculty of Business and Economics of the University of Murcia during the academic year 2019-20: in the framework of the *Proyecto Piloto. Elaboración de Mapas de Sostenibilidad, Contenidos Transversales Básicos en Sostenibilidad e Instrumentos para la Sostenibilización Curricular en la Facultad de Economía y Empresa* ("Development of sustainability maps, basic cross-cutting content in sustainability and tools for curricular sustainability in the Faculty of Economics and Business").

1. [Different Wages](#) (SDG 10)
2. [Economic Growth I](#) (SDG 8)
3. [Economic Growth II](#) (SDG4, SDG 8, SDG 10)
4. [Entrepreneurship](#) (SDG 8)
5. [Environmental and Social Costs I](#) (SDG 8, SDG 12)
6. [Environmental and Social Costs II](#) (SDG 8, SDG 10)
7. [Environmental and Social Costs III](#) (SDG 8)
8. [Ethical Principles I](#) (SDG 3, SDG 16)
9. [Ethical Principles II](#) (SDG 8, SDG 9, SDG 10, SDG 12, SDG 16, SDG 17)
10. [Human Rights and Transnational Corporations](#) (SDG 8, SDG 17)
11. [Inequality](#) (SDG 1, SDG 10)
12. [International Climate Negotiations](#) (SDG 13)
13. [Labour Market Indicators](#) (SDG 8)
14. [Nutrition, Sustainable Agriculture and Fair Trade](#) (SDG 1)
15. [Optimisation](#) (SDG 12)
16. [Personal Consumption I](#) (SDG 8, SDG 12)
17. [Personal Consumption II](#) (SDG 8, SDG 12)
18. [Poverty](#) (SDG 1)
19. [Raising Awareness of the SDGs trough Service Learning](#) (SDG 4)
20. [The Story of Stuff](#) (SDG 12)

DIFFERENT WAGES	
1. IDENTIFICATION	
Competency	C2: Sustainable use of resources and prevention of negative impacts on the natural and social environment.
Dimension	Social, Economic
Competency Unit	4, 5
1. KNOW	4.1.1., 4.1.2., 4.1.3.
2. KNOW HOW	4.2.1.
3. DEMONSTRATE + DO	2.3.1., 4.3.2.
ASSOCIATED SDGS	SDG 10
2. DESIGN	
OBJECTIVES	<p><i>Cognitive Learning Objectives:</i> OC2. The learner knows the indicators that measure and describe inequalities and understands their relevance to decision-making.</p> <p><i>Socio-emotional Learning Objectives</i> OS4. The learner becomes aware of inequalities around him/her and in the world, and is able to recognise their problematic consequences.</p> <p><i>Behavioural Learning Objectives</i> OB1. The learner is able to assess inequalities in his/her local environment in terms of quality (various dimensions, qualitative impact on individuals) and quantity (indicators, quantitative impact on individuals). OB4. The learner is able to plan, implement and evaluate strategies to reduce inequalities. OB5. The learner is able to participate in the formulation of public policies and corporate activities that reduce inequalities.</p>
STATEMENT	In the following role-play, learners take on the role of people in the labour market who face situations of different pay for the same work, they reflect on issues related to discrimination in the workplace, low pay policies for young people.
STUDENT ACTIVITIES	<p>In groups (mixing students from 1st and 2nd grade):</p> <ul style="list-style-type: none"> • Start with the game (motivate) • Collect press reports related to the problem of wage inequality/gap at national, regional and local level. Each group can analyse one area (some groups only at national level, others at regional level...). • Search databases for information on wages (men/women/age/location). • Analyse inequality indices. • Debate/reflect in groups on the analysis of the reality based on the above data. • Evaluation of the social impact and proposal of solutions. • Group presentation of conclusions. • - Debate / pooling.
METHODOLOGY	Role-playing game "Different Wages".
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	<p>General questions:</p> <ol style="list-style-type: none"> 1. How does it feel to receive more (or less) money than the other workers when everyone performed exactly the same task? 2. Why did some people receive more (or less) than others? What were the criteria? 3. How does it feel when you get more than others, and when you get less? 4. Does this kind of discrimination happen in workplaces in your country or community? <p>The next discussion will be about gender pay:</p> <ul style="list-style-type: none"> - Is it justifiable to pay different wages for the same work done by women and men? Why? Why not? When? - What happens when the man does the job better than the woman, and is this reason enough to pay the woman less?

	<ul style="list-style-type: none"> - If the man is better qualified than the woman, does this imply that he should be paid more? - Do you think there are jobs that should be done exclusively by men? Why? Why not? If yes, what kind of jobs? - Do you think there are jobs that should be done exclusively by women? Why? Why not? If yes, what kind of jobs? - Do you think that positive discrimination can be justified in order to change certain social attitudes? <p>Finally, talk about age-related pay:</p> <ul style="list-style-type: none"> - Does your country have an age-based pay gap policy? If not, do you think there should be? - What is the rationale for such a policy, especially in the case of young people? - What is your opinion on this type of policy: is it good, bad, necessary, unnecessary? Give your reasons. - What human rights have been violated or are at risk in the activity? - How can these rights be claimed?
<p>SUPPORT MATERIAL AND OBSERVATIONS</p>	<ul style="list-style-type: none"> - Computer with Internet access and projector. - Room for students to meet in groups. <p>Start by motivating with a game, for example:</p> <p><i>Different wages:</i> https://www.coe.int/es/web/compass/different-wages</p>

ECONOMIC GROWTH I	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment.
Dimension	Holistic
Competency unit	3, 4, 5
1. KNOW	4.1.2; 5.1.2.
2. KNOW HOW	3.2.1; 4.2.2; 5.2.3.
3. DEMONSTRATE + DO	
ASSOCIATED SDGS	SDG 8
2. DESIGN	
OBJECTIVES	The aim is to make students aware of the implications of economic growth on human development, but also on the natural environment, analysing advantages and disadvantages and the ability to sustain the current rate of growth in the long term.
STATEMENT	Presentation and debate on the contributions to the literature on economic growth of the 2018 Nobel Prize winners in Economics: Paul Romer and Nicholas Nordhaus. The former emphasises technological innovation as an engine of sustained growth over time and the latter talks about the depletion of natural resources, carbon emissions and global warming, a consequence of economic growth.
STUDENT ACTIVITIES	<p>In small groups, e.g. Master's students or in smaller groups of undergraduate internships, work can be set up in three teams. Team 1 would present the theoretical contributions, team 2 would have to defend Romer's position and look for information/examples on the technological advances that would allow growth to be maintained in the future; team 3 would have to defend Nordhaus' position, presenting information/examples on the problems of global warming, carbon emissions market, resource depletion, etc. The three teams would make their presentation with the support of audio-visual aids to set up a debate. The members of team 1 are the ones who could ask questions and moderate the debate, as well as make a final summary.</p> <p>This activity could also be done only with teams 2 and 3 and as a kind of inverted class, each group would have to have looked at the most relevant contributions of their respective authors and present them at the beginning of their presentation. The teacher would act as moderator.</p>
METHODOLOGY	Case study based on an audiovisual presentation and debate. To confront different visions on economic growth and development: neoclassical approach, economy of the common good, degrowth, circular economy, etc. in order to analyse their environmental and social repercussions and to make proposals on how the development model should be followed in order to be sustainable.
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	The questions should be aimed at making the students aware of the advantages and disadvantages of economic growth and to reflect on how could that be solved.
SUPPORTING MATERIALS AND OBSERVATIONS	The starting point for students to search for information on the authors would be: http://nadaesgratis.es/juan-francisco-jimeno/ mesa-redonda-sobre-el-premio-nobel-de-economia-2018-videos

ECONOMIC GROWTH II	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment.
Dimension	Holistic
Competency unit	3, 4, 5 and 6
1. KNOW	4.1.2., 5.1.2., 6.1.2.
2. KNOW HOW	3.2.1., 4.2.2., 5.2.3.
3. DEMONSTRATE + DO	
ASSOCIATED SDGS	SDG 4, SDG 8, SDG 10.
2. DESIGN	
OBJECTIVES	The objective is to make students aware of the implications of economic growth for human development, as well as other economic issues directly related to the well-being of citizens. It is also important for them to be aware of other models of economics or less orthodox theories of growth/development.
STATEMENT	The topics of the videos will be about the relationship between the concepts of growth/development of countries/people and other concepts such as inequality, equity, poverty, human capital, as well as other less orthodox economic conceptions such as the economics of the common good and economic degrowth. Other groups can also be assigned topics related to the SDGs and the role students can play in achieving them (in the first years) and professionals in the relevant field in the last years. Possible topics for videos include the following: <ul style="list-style-type: none"> - Do we care about equity? - Growth, inequality and poverty - Is foreign aid the solution to global poverty? - Investing in human capital and its relationship to economic growth/development - The economics of the common good and economic development - Natural resources, environment and economic growth - Technological progress and economic growth - Economic degrowth - The SDGs and the university: what role students can play in achieving them. - The Sustainable Development Goals. Key challenges for developed and developing countries
STUDENT ACTIVITIES	In the making of the video, all the members of the group should be seen at some point. The video itself should be no less than three minutes and no more than 10 minutes long. Alternatively, a standard oral presentation based on a power point type audiovisual file can be chosen.
METHODOLOGY	Case study based on the elaboration of videos by teams of 3 or 4 people (depending on the size of the group) which will later be presented in class.
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	The questions should be aimed at making them aware of the advantages and disadvantages of economic growth and to reflect on how they could be solved.
SUPPORTING MATERIALS AND OBSERVATIONS	Each of the topics would have a document associated to it that can be consulted to facilitate the process of searching for information on the Internet or in the textbooks themselves.

ENTREPRENEURSHIP	
1. IDENTIFICATION	
Competency	C1. Critical contextualisation of knowledge, establishing interrelationships with local and/or global social, economic and environmental problems. C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment. C3. Participation in community processes that promote sustainability.
Dimension	Environmental, Economic, Social, Holistic
Competency Unit	2, 3, 4, 5, 6 and 8
1. KNOW	
2. KNOW HOW	
3. DEMONSTRATE + DO	2.3.1., 3.3.1., 3.3.3., 3.3.4., 4.3.1., 4.3.2., 4.3.3., 5.3.1., 5.3.2., 5.3.3., 6.3.1., 6.3.2., 8.3.2.
ASSOCIATED SDGS	SDGS 8
2. DESIGN	
OBJECTIVES	Students will design their final project through a profitable entrepreneurial or social project in which sustainability is in the business strategy.
STATEMENT	End-of-Degree Project/Master's Degree Final Project oriented to develop entrepreneurial activities taking into account that they must be sustainable.
STUDENT ACTIVITIES	End-of-Degree Project/Master's Degree Final Project: Plan and implement entrepreneurship and/or social entrepreneurship projects that include corporate strategic objectives to comprehensively assess their sustainability. The fact that there is a strategic objective implies that in turn there are general and specific objectives that will be specified in an action plan that must actually be carried out. All this must be reflected in the EDP/MDFP report and in the defence of the same.
METHODOLOGY	Project-based learning: planning and implementation of entrepreneurship projects.
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	They will be aimed at confronting the profitability of the business idea with the concept of sustainability, in such a way that both would be compatible in the project.
SUPPORTING MATERIALS AND OBSERVATIONS	This activity can also be applied to final year subjects in Business Administration and Marketing. Related to SDG 8, target 8.3 aims to "promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation and growth of micro, small and medium-sized enterprises, including through access to financial services"

ENVIRONMENTAL AND SOCIAL COSTS I	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and Prevention of negative impacts on the natural and social environment.
Dimension	Economic, Environmental, Social, Holistic
Competency Unit	3, 4, 5, 6
1. KNOW	3.1.1., 3.1.2., 3.1.3., 4.1.2., 5.1.1., 5.1.2., 6.1.2.
2. KNOW HOY	3.2.1., 3.2.2., 4.2.1., 4.2.2., 5.2.1., 5.2.2., 5.2.3., 6.2.1., 6.2.3.
3. DEMONSTRATE + DO	6.3.1.
ASSOCIATE SDGS	SDG 8, SDG 12
2. DESIGN	
OBJECTIVES	The objective is for students to identify business practices that are sustainable through a search and selection process among enterprises in the region in order to visit them and interview their managers.
STATEMENT	To identify companies (SMEs and micro-enterprises in the region or its surroundings) that are carrying out policies oriented towards innovation, creation of decent jobs and that in their regular activity are carrying out actions in favour of environmental sustainability, for example: reduction of energy consumption, use of renewable energies, recycling and reuse of resources, etc.
STUDENT ACTIVITIES	The proposed activity can be done individually or in small groups and consists of visiting the company, interviewing managers and workers and making an evaluation report on the company, highlighting the positive points and making proposals for improvement. This report will be complemented with an oral presentation in class.
METHODOLOGY	Case studies to understand the environmental and social costs of economic and business activity and consequently to propose economic decisions of organisations in favour of sustainability and under an ethical perspective of professional development.
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	Questions have to be aimed at identifying what are good business practices for sustainability.
SUPPORTING MATERIAL AND OBSERVATIONS	<p>The teacher will facilitate the process of searching for companies in the region.</p> <p>Related to SDG 8, target 8.3, which aims to "promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation and growth of micro, small and medium-sized enterprises, including through access to financial services".</p> <p>In relation to SDG 12, target 12.5 proposes to "significantly reduce waste generation through prevention, reduction, recycling and reuse".</p>

ENVIRONMENTAL AND SOCIAL COSTS II	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment.
Dimension	Economic, Social, Holistic
Competency Unit	4, 5, 6
1. KNOW	4.1.1., 4.1.2., 5.1.1, 5.1.2., 6.1.1., 6.1.3.
2. KNOW HOW	4.2.1., 4.2.2., 5.2.1.
3. DEMONSTRATE + DO	
ASSOCIATED SDGS	SDG 8, SDG 10
2. DESIGN	
OBJECTIVES	The objective is for students to detect what are good practices in relation to decent work and attention to diversity when faced with a potential recruitment of workers in a company.
STATEMENT	Role-play: interview between a human resources manager of a company and a job developer.
STUDENT ACTIVITIES	<p>The activity consists of working in groups made up of 3 students who will record two videos of approximately 3 minutes in which they role-play, simulating an interview between a human resources manager of a company and a job developer from ONCE or an NGO who wants the company to hire disabled people, immigrants, refugees, etc. In one of the videos the company is receptive and in the other video it is reluctant to hire these people.</p> <p>The videos will be shown in class and a debate will be generated among the students focused on highlighting which are the lines of argument that can best help the hiring of these marginalised groups.</p>
METHODOLOGY	Role-play
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	Questions should be aimed at identifying good practices in the treatment of human resources in companies in favour of sustainability and diversity.
SUPPORT MATERIAL AND OBSERVATIONS	<p>This practice could be applied in the Sociology subjects of the different degrees, Human Resources in ADE and Personal Sales in Marketing. Knowledge area: Human Resources.</p> <p>Related to SDG 8, target 8.5, which proposes to “achieve full and productive employment and decent work for all women and men, including young people and persons with disabilities, and equal pay for work of equal value”.</p> <p>With regard to SDG 10, target 10.2 aims to “empower and promote the social, economic and political inclusion of all people, regardless of age, sex, disability, race, ethnicity, origin, religion or economic or other status”.</p>

ENVIRONMENTAL AND SOCIAL COSTS III	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment. C4. Application of ethical principles related to sustainability values in personal and professional behaviour.
Dimension	Environmental, Economic, Social, Holistic
Competency Unit	3, 4, 5, 6, 8
1. KNOW	4.1.1., 4.1.2., 5.1.1., 5.1.2., 6.1.1, 8.1.3
2. KNOW HOW	3.2.1, 4.2.2, 5.2.3, 8.2.1.
3. DEMONSTRATE + DO	
ASSOCIATED SDGS	SDG 8
2. DESIGN	
OBJECTIVES	The aim is for students to reflect on the environmental and social costs of bad business practices and to become aware of the huge impact that unethical decisions have on the lives of millions of people and the natural environment.
STATEMENT	Environmental disasters caused by corporate malpractice.
STUDENT ACTIVITIES	Individual internet search of all the environmental, social and economic-financial disasters that have occurred in the world due to corporate malpractice in the last 30 years. Students have to identify the disaster: when and where it occurred and how it has subsequently been solved, if at all. This information is presented in tabular form and given to the teacher as an assignment. The teacher selects the most recurrent cases and they are discussed in class.
METHODOLOGY	Case studies based on a search for them on the internet.
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	They are asked the question: if they had been the managers of these companies at that time, what would they have done? Here they will see the dilemma between following purely economic criteria or taking into account the consequences of their decisions on the rest of the stakeholders.
SUPPORT MATERIAL AND OBSERVATIONS	This practice could be applied in sociology and all business organisation subjects, as ethical behaviour is the most common competency to be worked on. Related to SDG 8, target 8.3 aims to "promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and foster the formalisation and growth of micro, small and medium-sized enterprises, including through access to financial services"; target 8.5 proposes to "achieve full and productive employment and decent work for all women and men, including youth and persons with disabilities, as well as equal pay for work of equal value"; and target 8.8 intends to "protect labour rights and promote a safe and secure working environment for all workers, including migrant workers, in particular migrant women and persons with disabilities".

ETHICAL PRINCIPLES I	
1. IDENTIFICATION	
Competency	C4. Application of ethical principles related to sustainability values in personal and professional behaviour.
Dimension	Holistic
Competency Unit	8
1. KNOW	8.1.1., 8.1.2., 8.1.3.
2. KNOW HOW	8.2.1.
3. DEMONSTRATE + DO	8.3.1.
ASSOCIATED SDGS	SDG 16, SDG 3
2. DESIGN	
OBJECTIVES	The objective is for students to be confronted with situations where there is a trade-off between business profits and serious consequences for the well-being of thousands of people. The situation should lead them to an appropriate ethical stance in the face of such a choice.
STATEMENT	Team viewing of films (Blood Diamonds, The Constant Gardener, The Warlord) and subsequent discussion in class on ethical dilemmas.
STUDENT ACTIVITIES	<p>The activity is carried out in groups of 3 students: Each chooses one of the following three films:</p> <ul style="list-style-type: none"> • Blood Diamonds. Addresses the ethical problem from the consumption side. • The Constant Gardener. Tackles the problem from the side of the multinational pharmaceutical companies. • The Warlord. Tackles the conflict from the side of the arms industry. <p>The teacher provides them with a template of questions, some of which are about the plot of the film and others about the relationship between what is dealt with in the film and concepts such as CSR, SDGs, sustainability, business ethics and the professional Competencies of the degree they are studying. This template is handed in individually to the teacher by means of an assignment. Afterwards, in class, each group makes a presentation of the main ideas that have stood out for them from the three films. After the presentations, a debate is generated among all the students in the class in which ethical dilemmas come to the fore.</p>
METHODOLOGY	Case studies based on the viewing of films and debate.
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	The questions should be aimed at confronting the student with situations that generate ethical conflicts that can have very serious consequences for thousands of people but provide huge profits for the companies that carry them out. This process will also help each student to analyse him/herself and to understand what is in his/her behaviour in accordance with the principles of sustainability and what still needs to be improved.
SUPPORTING MATERIALS AND OBSERVATIONS	<p>The teacher provides the worksheets to answer the questions about the films.</p> <p>This Competency can be worked on at different levels depending on the course. Similarly, the activity could be used in any subject as the underlying Competency is ethics.</p>

ETHICAL PRINCIPLES II	
1. IDENTIFICATION	
Competency	C4. Application of ethical principles related to sustainability values in personal and professional behaviour.
Dimension	Holistic
Competency Unit	8
1. KNOW	8.1.1, 8.1.3.
2. KNOW HOW	
3. DEMONSTRATE + DO	8.3.1, 8.3.2.
ASSOCIATED DGS	SDGs 8, 9, 10, 12, 16, 17 (actually all could be included)
2. DESIGN	
OBJECTIVES	The aim is for students to reflect on the ethical principles that should govern the practice of the profession for which they are training, starting by analysing their own individual behaviour to establish a starting point for identifying areas for further improvement.
STATEMENT	Principles of professional ethics related to sustainability and the concept of CSR.
STUDENT ACTIVITIES	<p>For the preparation of the written report, students will have to search for information on ethical principles related to sustainability and the concept of CSR. The sources of information to which they will be referred, among others, are: Code of Ethics of the Economist, Chair of CSR of the UMU and the Competencies of the degree in Economics.</p> <p>One part of the work can be to detail and explain the principles and point out the degree competencies that are most directly related to them. Another part of the paper can be devoted to a critical analysis of the implications of some of the ethical principles related to sustainability in their professional field. Finally, by way of conclusion, they should make a proposal for improvement.</p> <p>The debate/discussion in class can take the form of a brainstorming session in which each group presents in summary form what they consider to have been their greatest learning or what they found most striking about the principles of sustainability in the code of ethics and in the Competencies of the degree.</p> <p>In the second discussion or second part of the debate, also in the form of brainstorming but on an individual level, students will talk about their own behaviour, what they do well, what they do not do well, whether they agree with everything or not, etc.</p> <p>The information that emerges from this discussion will serve as a starting point for the elaboration of the good practice guide that will be done collaboratively among all members of the class through some collaborative work tool.</p>
METHODOLOGY	<p>Elaboration of a written report elaborated in small groups of students (a maximum of 4). Optionally, it can also be presented in class with the help of an audiovisual support such as power point or a video.</p> <ul style="list-style-type: none"> - Debate/discussion in class: 1) on the points most highlighted by the students in relation to the knowledge acquired; 2) on the attitudes of each student: what they do well and what they need to improve. - Collaborative elaboration of a good practice guide drawn up by all members of the class and for the whole class. To do this, tools such as the virtual classroom wiki or collaborative documents such as Google doc can be used.
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	The questions should be aimed at getting each student to analyse himself/herself and understand what is in his/her behaviour in line with the principles of sustainability and what still needs to be improved.
SUPPORTING MATERIALS AND OBSERVATIONS	This Competency can be worked on at different levels depending on the course and the time that one wishes to dedicate to it. It can be approached as a project to be developed throughout the course in different phases or just one of the proposed activities.

HUMAN RIGHTS AND TRANSNATIONAL CORPORATIONS	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment.
Dimension	Social, Environmental
Competency unit	3, 4
1. KNOW	3.1.4., 4.1.2.
2. KNOW HOW	
3. DEMONSTRATE + DO	
ASSOCIATED SDGS	SDG 8, SDG 17
2. DESIGN	
OBJECTIVES	<p>The student will:</p> <ul style="list-style-type: none"> • Learn about the economic and non-economic power mechanisms applied by Multinational Corporations (MNCs) to influence the global economy. • Learn about and participate in the debate: economic growth versus respect for human rights and the environment. • Understand the institutional framework aimed at respecting, protecting and fulfilling human rights and fundamental freedoms.
STATEMENT	<p>An outstanding event in terms of the lack of respect for human rights by Multinational Corporations (MNCs) in developing countries was the 1984 pesticide factory in Bhopal, which was the largest industrial disaster with major effects that have lasted more than 35 years after the gas leak from the Union Carbide company. In this regard, the UN Human Rights Council adopted the Guiding Principles on Business and Human Rights by consensus in 2011. In this context, please answer the following questions:</p> <ul style="list-style-type: none"> • Which founding principles did the chemical MNE not respect? To answer this question, in addition to reviewing the link to the news item, please refer to pages 15-19 of the Guiding Principles. • Are there other examples you know of where MNCs do not respect human rights, labour or environmental protection? Search the web for some examples at regional, national or international level, making a brief description of the case, including in your description the link and the reference to the press release, news or bibliographic reference where it is described in more detail.
STUDENT ACTIVITIES	<ul style="list-style-type: none"> • Case Study Analysis (Bhopal). • Search for information on the economic, social and environmental impact of MNCs in the networks. • Analysis of the bibliography. • Through teamwork, elaboration of a short written report (3-4 pages). • Public presentation and defence. • Debate between the participating teams.
METHODOLOGY	Case study
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	<ol style="list-style-type: none"> 1. Do you think the university should prepare students for these kinds of issues? What should be the role of higher education? 2. Should MNCs limit themselves to maximising profit and what should their contribution to society be? 3. Do states have sufficient power to regulate the activities of MNCs, and what about international institutions? 4. How does this relate to global governance and the 2030 Agenda and the SDGs?
SUPPORTING MATERIALS AND OBSERVATIONS	<p>Articles available online: Article Bhopal_1, Article Bhopal 2, <i>Guiding principles</i> (United Nations)</p>

INEQUALITY	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment.
Dimension	Social
Competency unit	4
1. KNOW	4.1.1., 4.1.2., 4.1.3.
2. KNOW HOW	4.2.1., 4.2.2.
3. DEMONSTRATE + DO	4.3.1., 4.3.2., 4.3.3
ASSOCIATED SDGS	SDG 1, SDG 10
2. DESIGN	
OBJECTIVES	<p>This task raises a critique of the current economic development model, at international and national level, with huge inequalities, and highlights the importance of implementing policies aimed at achieving the 2030 Agenda in the goals of eradicating poverty and reducing inequalities.</p> <p>The task consists of searching for basic indicators to measure poverty and inequality and studying their evolution over time, which will enable reflection on the possibility of achieving SDG1 and SDG10 in 2030 and the policies and strategies to be implemented to achieve them.</p> <p>Three types of learning objectives can be distinguished:</p> <ol style="list-style-type: none"> <i>Cognitive learning objectives</i>: the student understands the need to combat the situation of poverty and inequality at global level. <i>Socio-emotional learning objectives</i>: the learner is able to raise awareness of extreme inequality and poverty and to promote dialogue about solutions. <i>Behavioural learning objectives</i>: the learner is able to publicly demand and support the formulation and integration of policies that promote social and economic justice, risk reduction strategies and measures to reduce inequality and poverty at national and international levels.
STATEMENT	<p>After a brief introduction by the teacher on the 2030 Agenda and, in particular, the goals of eradicating poverty in all its forms (SDG1) and reducing inequalities (SDG10), the following exercises are proposed:</p> <p>EXERCISE 1. Individually, access official statistical sources to obtain information on the temporal evolution of two indicators of poverty and inequality for 3 countries from different continents. Repeat the exercise for 3 autonomous communities.</p> <p>EXERCISE 2. In a group, analyse the evolution over time of the indicators obtained in the previous exercise, making a graphical representation that allows a comparison of the same indicator in different countries or in different autonomous communities.</p> <p>EXERCISE 3. Present the results obtained in the previous exercise and carry out a collective reflection on possible solutions to achieve SDGs 1 and 10 by 2030.</p>
STUDENT ACTIVITIES	<ul style="list-style-type: none"> Individual search for indicators of poverty and inequality. Group analysis of the evolution of poverty and inequality indicators over time. Group presentation of the results obtained and subsequent debate on possible solutions.
METHODOLOGY	Problem-based learning
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	<ol style="list-style-type: none"> What indicators make it possible to adequately monitor levels of poverty and equity in different geographical areas? Does the situation of inequality and poverty (at international, national or regional level) allow for a critique of the current development and growth model? Are efforts to reduce poverty and inequality sufficient? What policies and strategies could have an impact on the achievement of more equitable sustainable societies?

SUPPORTING MATERIALS AND OBSERVATIONS	<p>Web links for information on poverty and inequality:</p> <ul style="list-style-type: none">- UN SDG Indicators database. Available at: https://unstats.un.org/sdgs/indicators/database/ (accessed on 01-06-2021).- World Bank database and poverty and equity indicators. Available at: https://datos.bancomundial.org/indicador (accessed 01-06-2021)- National Institute of Statistics (SDG1 monitoring data): https://www.ine.es/dynt3/ODS/es/objetivo.htm?id=4836 (accessed 01-06-2021)- National Institute of Statistics (SDG10 monitoring data): https://www.ine.es/dyngs/ODS/es/objetivo.htm?id=4901 (accessed 01-06-2021) <p>This task can be approached jointly in the courses Basic Statistics and World Economy of the Bachelor's Degree in Economics, as well as in similar courses of the Bachelor's Degree in Business Administration and Management. The search in statistical sources of the different indicators and the study of their evolution over time can be carried out in the Basic Statistics course, while the critical analysis of the results and the study of policies to achieve SDGs 1 and 10 by 2030 will be addressed in the Global Statistics course.</p>
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INTERNATIONAL CLIMATE NEGOTIATIONS	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment.
Dimension	Environmental
Competency unit	3
1. KNOW	
2. KNOW HOW	3.2.1
3. DEMONSTRATE + DO	
ASSOCIATED SDGS	SDG 13
2. DESIGN	
OBJECTIVES	<p>The student will:</p> <ul style="list-style-type: none"> • Understand the importance of Climate Change and its economic consequences. • Understand the difficulties encountered in international negotiations on global environmental public goods. • Become familiar in practice with some microeconomic concepts related to public goods, and with game theory. • Acquire negotiation skills applicable in any professional and personal environment. • Encourage teamwork.
STATEMENT	<p>Your team represents one of the following countries:</p> <ul style="list-style-type: none"> - Developing countries: China, India and Brazil. - Developed countries intensive in green technologies: European Union and Canada. - Developed countries: United States and Japan. - Oil-producing country: Saudi Arabia. - Developing countries heavily affected by the consequences of climate change: Pacific Islands and African countries. <p>The country assigned to your team has to attend two climate change summits. The aim of each summit is to reach an international agreement to control the global average temperature increase by the year 2100 to 2°C, and to avoid the negative consequences of higher temperature increases. To achieve this goal, countries must commit to reducing their CO2 emissions.</p>
STUDENT ACTIVITIES	<p>Each student is integrated into a working team representing a country in a simplified replica of the world.</p> <p>These countries are due to attend two climate change summits.</p> <ul style="list-style-type: none"> • Analysis of the information and readings provided • Round table: defining the most favourable strategies to be followed by each country. • Negotiation round: negotiate with the other teams on the strategies to be followed. • Voting: once the negotiation phase is over, the vote is taken. • Presentation of results: The players are shown the results of that first round. • Discussion.
METHODOLOGY	Role-play game
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	<ol style="list-style-type: none"> 1. Do you think the university should prepare students for these kinds of issues? What should be the role of higher education? 2. How do you feel after the recent dynamics? Why? 3. Given how you feel and what you learned, what actions do you plan to take? 4. Are there any situations that you find to be an impediment to taking action on climate change? 5. What are the main conclusions you have reached?
SUPPORTING MATERIALS AND OBSERVATIONS	- The World Climate Simulation: https://www.climateinteractive.org/tools/world-climate-simulation/

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- Video about the role-playing game:
https://www.youtube.com/watch?time_continue=6&v=afO3lDX37tQ&feature=emb_log
 - Video The history of climate change negotiations:
https://www.youtube.com/watch?v=B11kASpfYxY&feature=emb_logo
 - Climate change simulator (download or online version):
<https://www.climateinteractive.org/tools/c-roads/>
 - Role-playing material in English: <https://www.climateinteractive.org/world-climate-simulation-spanish/>

Based on Lucas, J., Escapa, M. and González-Eguino, M., 2015, *El uso de Juegos de Rol en la docencia: El Juego de la Negociación Climática Internacional*, University of the Basque Country and Basque Centre for Climate Change.

- It is aimed at first and second year students
 - This practice can be carried out either transversally or in a course.
 - The total duration is approximately 3 hours.
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LABOUR MARKET INDICATORS	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment.
Dimension	Social
Competency unit	4
1. KNOW	4.1.1., 4.1.2., 4.1.3.
2. KNOW HOW	4.2.1., 4.2.2.
3. DEMONSTRATE + DO	4.3.1., 4.3.2., 4.3.3
ASSOCIATED SDGS	SDG 8
2. DESIGN	
OBJECTIVES	<p>The main objective is to raise students' awareness on the importance of the 2030 Agenda and, in particular, of the relevance of SDG 8, which seeks to promote sustainable economic growth and decent employment. This will be done through the study of basic labour indicators (unemployment rate, activity rate, wages, long-term unemployment, etc.), analysing their evolution in the context of the economic cycle and studying territorial, sectoral and personal differences (age, gender, disability, etc.).</p> <p>This task poses a critique of the current economic development model, highlighting the importance of inclusion in the labour market. The search for greater equity should be an objective of companies and employers in general, and new public policies should be promoted in this respect, with the aim of achieving a more sustainable and equitable economic development model.</p> <p>Three types of learning objectives can be distinguished:</p> <ol style="list-style-type: none"> <i>Cognitive learning objectives</i>: the learner understands the need to combat inequalities in the global workplace. <i>Socio-emotional learning objectives</i>: the learner is able to raise awareness of the extreme situations of unemployment and labour inequality and to promote dialogue about solutions. <i>Behavioural learning objectives</i>: the learner is able to publicly demand and support the formulation and integration of policies that promote social and economic justice, strategies to reduce unemployment and labour inequalities at national and international levels.
STATEMENT	<p>After a brief introduction by the teacher on the 2030 Agenda and, in particular, the goal of reducing inequalities in employment, the following exercises are proposed:</p> <p>EXERCISE 1. Individually access official statistical sources to obtain information on the temporal evolution of two indicators of unemployment and equity in the labour field at international (choosing 3 countries from different continents), national and regional level (considering 3 different autonomous communities). Include at least one example in which the evolution of the indicator is observed in different groups (gender, age, disability...).</p> <p>EXERCISE 2. Analyse as a group the evolution over time of the indicators obtained in the previous exercise, making a graphical representation that allows a comparison of the same indicator in different countries (international level) or in autonomous communities (regional level).</p> <p>EXERCISE 3. Present the results obtained in the previous exercise and carry out a collective reflection on possible solutions to achieve SDG 8, paying special attention to the situation of specific segments of the population according to gender, age, disability, etc.</p>
STUDENT ACTIVITIES	<ul style="list-style-type: none"> Individual search for labour indicators and, in particular, for wage differentials or exclusion from the labour market. Group analysis of the evolution over time of the indicators obtained and of the differences by groups. Group presentation of the results obtained and subsequent debate on possible solutions.
METHODOLOGY	Problem-based learning

3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	<ol style="list-style-type: none"> 1. What indicators make it possible to adequately monitor unemployment and job insecurity in different geographical areas? 2. Does the situation of unemployment and inequality in the labour market (at international, national or regional level) allow for a critique of the current development and growth model? 3. Are current equality policies in the field of employment and efforts to reduce unemployment sufficient? 4. What policies and strategies in the field of labour could have an impact on achieving more equitable and sustainable societies?
SUPPORTING MATERIALS AND OBSERVATIONS	<p>Web links for information on labour market inequality:</p> <ul style="list-style-type: none"> - UN SDG Indicators database. Available at: https://unstats.un.org/sdgs/indicators/database/ (accessed 01-06-2021). - World Bank database and poverty and equity indicators. Available at: https://datos.bancomundial.org/indicador (accessed 01-06-2021) - National Institute of Statistics database on the labour market: https://www.ine.es/dyngs/INEbase/es/categoria.htm?c=Estadistica_P&cid=1254735976594 (accessed 01-06-2021). - National Institute of Statistics (SDG8 monitoring data): https://www.ine.es/dyngs/ODS/es/objetivo.htm?id=4882 (accessed 01-06-2021) <p>This task can be approached jointly by several courses of the Bachelor's Degree in Economics. The search in statistical sources for the different indicators and the study of their evolution over time and their behaviour in different groups would be carried out in the Basic Statistics course, while the critical analysis of the results and the appropriate policies to achieve SDG 8 could be addressed in the different courses that deal with the labour market at different levels, such as Spanish Economy, World Economy or even Introduction to Economics. Moreover, this task could also be carried out in similar courses in the Bachelor's Degree in Business Administration and Management.</p>

NUTRITION, SUSTAINABLE AGRICULTURE AND FAIR TRADE	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment.
Dimension	Social
Competency unit	4
1. KNOW	4.1.1., 4.1.2., 4.1.3.
2. KNOW HOW	4.2.1., 4.2.2.
3. DEMONSTRATE + DO	4.3.1., 4.3.2., 4.3.3
ASSOCIATED SDGS	SDG 1
2. DESIGN	
OBJECTIVES	<p>This assignment aims to raise awareness on the importance of the 2030 Agenda and, in particular, the relevance of the Sustainable Development Goal (SDG2), which aims to achieve the eradication of hunger by 2030.</p> <p>Three types of learning objectives can be distinguished:</p> <ol style="list-style-type: none"> <i>Cognitive learning objectives</i>: the learner understands the need to combat hunger, undernutrition and malnutrition, and also to promote sustainable agriculture and fair international trade globally. <i>Socio-emotional learning objectives</i>: the learner is able to raise awareness on the problem of hunger and the realities of agricultural production and marketing systems, and to promote dialogue about possible solutions. <i>Behavioural learning objectives</i>: the learner is able to advocate and publicly support the formulation and integration of policies that promote social and economic justice, risk reduction strategies and measures to eradicate undernutrition and malnutrition, with the aim of achieving food security in all countries as well as more sustainable production and supply systems.
STATEMENT	<p>After a brief introduction by the teacher on the 2030 Agenda and, in particular, the issues of hunger, malnutrition and the sustainability of food production and marketing models at the international and national levels, the following exercises are proposed:</p> <p>EXERCISE 1. Search for information on hunger and malnutrition indicators in the UN database. Each student chooses a low-income country and compares its data with those of Spain.</p> <p>EXERCISE 2. Search for data related to SDG2 in the National Institute of Statistics (INE), in particular those related to malnutrition and obesity. Also look for information on the importance of adopting more sustainable agricultural production systems and the amount of <i>Official Development Assistance (ODA)</i> support to the agricultural sector in developing countries <i>using for this purpose the data provided by the Development Assistance Committee (DAC)</i>.</p> <p>EXERCISE 3. Organise into groups to carry out a search for information on the following four topics: (1) Malnutrition and obesity; (2) Food security and sovereignty; (3) Conventional and organic farming; and (4) Fair Trade food. Each group will work on one topic, consulting, among others, relevant press reports, and will deliver a short report, which will then be presented to the rest of the groups, generating a discussion process in the classroom. In particular:</p> <ul style="list-style-type: none"> - <i>Malnutrition and obesity versus healthy eating</i>: This group will obtain the weight thresholds used by the Ministry of Health to determine obesity and overweight, and will study to what extent educational policies aimed at proper child nutrition in Spain would have a direct impact on achieving a society with healthier consumption habits, analysing the report that UNICEF Spain and Gasol Foundation carried out in 2019 (Malnutrition, Childhood Obesity and Children's Rights in Spain) and warning of the seriousness of this problem among the child population in Spain and, especially, in the Region of Murcia.

	<ul style="list-style-type: none"> - <i>Food security versus food sovereignty</i>: This group will have to gather information and data on food security from the Food and Agriculture Organisation of the United Nations (FAO), and will study the extent to which food sovereignty provides an alternative and critical view of the current system of food production, distribution and consumption, defended by social organisations in many countries around the world (<i>for example, Via Campesina movement</i>). - <i>Organic versus conventional agriculture</i>: This group will analyse the advantages and disadvantages of organic and conventional food production systems (in terms of environmental and health benefits, as well as possible price differences and their justification). In addition, information will be sought on European certifications or subsidies in the framework of the Common Agricultural Policy for more sustainable production systems, which aim to promote these production models, providing reasons why, although Spain (and in particular the Region of Murcia) is one of the main producers of organic food in Europe, the level of national consumption of this type of food is still very low. In addition, concrete examples of organic food production and marketing will be sought, identifying the different ways of accrediting them as such. - <i>Fair Trade products versus the dominant international trade in staple foods</i>: This group will look for information on the international Fair Trade movement, gathering information on its 10 principles and the entities that promote it and certify the products. This group should raise awareness of the importance of establishing international trade rules that enable small commodity producers (coffee, sugar, chocolate, etc.) from developing countries to access certain international markets.
STUDENT ACTIVITIES	<ul style="list-style-type: none"> • Individual search for indicators of hunger and malnutrition at national and international level. • Search for information on sustainable agricultural production systems and fair trade. • Collective discussion and reflection on the information obtained.
METHODOLOGY	Problem-based learning
4. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	<ol style="list-style-type: none"> 1. What indicators make it possible to adequately monitor levels of hunger, malnutrition and undernutrition in different geographical areas? 2. Do current agricultural production and distribution systems (at international, national or regional level) allow for a critique of the international food production and trade model? 3. Are efforts to reduce hunger levels and to achieve increasingly sustainable agricultural production systems insufficient? 4. What policies and strategies could have an impact on achieving a significant reduction in the levels of hunger and malnutrition in the world, as well as more sustainable food production and supply systems?
SUPPORTING MATERIALS AND OBSERVATIONS	<p>Web links for information on nutrition, agriculture and fair trade:</p> <ul style="list-style-type: none"> - UN SDG Indicators database (SDG Indicators). Available at: https://unstats.un.org/sdgs/indicators/database/ (accessed on 01-06-2021). - National Institute of Statistics (SDG2 monitoring data). Available at: https://www.ine.es/dyngs/ODS/es/objetivo.htm?id=4841 (accessed 01-06-2021) - Food and Agriculture Organisation of the United Nations (FAO) and Food Security database. Available at: http://www.fao.org/economic/ess/ess-fs/es/ (accessed 01-06-2021) - Report on Malnutrition, Childhood Obesity and Children's Rights in Spain (UNICEF Spain and Gasol Foundation, 2019). Available at: https://www.unicef.es/publicacion/malnutricion-obesidad-y-derechos-de-la-infancia-en-espana (accessed 01-06-2021) - Ecological/organic/organic food. Available at: https://www.europarl.europa.eu/news/es/headlines/society/20180404STO00909/agricultura-ecologica-en-la-ue-nuevas-reglas-mas-estrictas-infografia (accessed 01-06-2021) - Association of organic food producers and consumers Biosegura. Available at: https://biosegura.es/ (accessed 01-06-2021) - Fair Trade, principles and organisations that promote it. Available at: http://comerciojusto.org/ (consulted 01-06-2021)

<p>This task can be applied in the World Economy courses of the Bachelor's Degree in Economics and the Bachelor's Degree in Business Administration and Management, as well as in the International Cooperation System course of the Master's Degree in Economic Development and International Cooperation.</p>

OPTIMISATION																										
1. IDENTIFICATION																										
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment. C3. Participation in community processes that promote sustainability.																									
Dimension	Economic, Holistic																									
Competency Unit	5., 7																									
1. KNOW	5.1.1., 7.1.3.																									
2. KNOW HOW	5.2.1., 5.2.2., 5.2.3., 7.2.1.																									
3. DEMONSTRATE + DO	5.3.1., 5.3.3., 7.3.1.																									
ASSOCIATED SDGS	SDG 12																									
2. DESIGN																										
OBJECTIVES	The student is able to apply the mathematical concepts developed in class to the achievement of the SDGs.																									
STATEMENT	<p>As an example, a statement is presented for the student to formulate mathematically: A dairy company has three dairy farms in an African region with production capacities of 6000, 7000 and 8000 litres of milk per day to supply three villages with demands of 5000, 6000 and 7000 litres per day. Due to the different distances between the three farms and the three villages, the transport costs vary depending on which livestock farm is sending and which village is the destination. The distance in km between the farms and the villages is shown in the table:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Settlement 1</th> <th>Settlement 2</th> <th>Settlement 3</th> <th>Capacity</th> </tr> </thead> <tbody> <tr> <td>Exploitation 1</td> <td>75</td> <td>50</td> <td>70</td> <td>6000</td> </tr> <tr> <td>Exploitation 2</td> <td>70</td> <td>45</td> <td>65</td> <td>7000</td> </tr> <tr> <td>Exploitation 3</td> <td>65</td> <td>40</td> <td>60</td> <td>8000</td> </tr> <tr> <td>Demand</td> <td>5000</td> <td>6000</td> <td>7000</td> <td></td> </tr> </tbody> </table> <p>How much milk should be transported to each village in order to minimise transport costs and thus reduce vehicle energy consumption and CO2 emissions? The group of students in charge of this objective should formulate the optimisation problem mathematically, always referring to the targets to be achieved in this SDG.</p>		Settlement 1	Settlement 2	Settlement 3	Capacity	Exploitation 1	75	50	70	6000	Exploitation 2	70	45	65	7000	Exploitation 3	65	40	60	8000	Demand	5000	6000	7000	
	Settlement 1	Settlement 2	Settlement 3	Capacity																						
Exploitation 1	75	50	70	6000																						
Exploitation 2	70	45	65	7000																						
Exploitation 3	65	40	60	8000																						
Demand	5000	6000	7000																							
STUDENT ACTIVITIES	<p>The group of students in charge of this objective must formulate the optimisation problem mathematically, always making reference to the goals to be achieved in this SDG. A debate will be opened in the classroom where the rest of the classmates will discuss both the social problem and the mathematical problem, pointing out possible solutions to it and seeing how, through mathematical problems, an X-ray of a real situation can be taken.</p> <ul style="list-style-type: none"> • Students can be grouped into teams of four to work on this objective. • Students have previously worked on SDG12 in a subject of their degree, such as World Economy, analysing all the existing targets and indicators to achieve this goal. • The group should mathematically formulate a constrained optimisation problem with the information provided by the teacher. • Optionally, the group of students can pose a different problem associated with this objective and formulate it mathematically. • A power point presentation will be given in class to explain the problem in question to their classmates. • Class discussion/discussion of this objective and the problem formulated. 																									
METHODOLOGY	Problem-based learning.																									
3. ADDITIONAL INFORMATION																										
REFLECTION QUESTIONS	A debate will be opened in the classroom where the rest of the classmates will discuss both the social problem and the mathematical problem, pointing out possible solutions to it and seeing how, through mathematical problems, an X-ray of a real situation can be taken.																									

	<ol style="list-style-type: none">1. Has this practice helped you to learn about the usefulness of mathematics as a tool for solving SDG-related problems?2. Do these exercises complete your sustainability training?3. What conclusion would you draw from this activity?
SUPPORTING MATERIAL AND OBSERVATIONS	<p>Students should see the usefulness of mathematics in solving real problems, in this case related to the SDGs. In this way they will become aware of the problems related to sustainability.</p> <ul style="list-style-type: none">- It is aimed at second-year students.- This activity can be carried out transversally or in a single course.- The total duration is approximately four hours.

PERSONAL CONSUMPTION I	
1. IDENTIFICATION	
Competency	C1. Critical contextualisation of knowledge, establishing interrelationships with local and/or global social, economic and environmental problems. C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment. C3. Participation in community processes that promote sustainability.
Dimension	Environmental, Economic, Social, Holistic
Competency Unit	1, 3, 4, 5, 6, 7
1. KNOW	3.1.1., 3.1.2., 4.1.1., 5.1.1., 5.1.2., 6.1.1., 6.1.2., 7.1.1.
2. KNOW HOW	3.2.1., 4.2.2., 5.2.1., 5.2.2., 5.2.3., 7.2.1.
3. DEMONSTRATE + DO	1.3.1.
ASSOCIATES SDGS	SDG 8, SDG 12
2. DESIGN	
OBJECTIVES	The aim is for students to reflect on the environmental and social costs involved in our daily activities such as food and clothing consumption, to become aware of the great impact of their production and to invite them to change their consumption habits to make them more sustainable.
STATEMENT	<ul style="list-style-type: none"> • Class visit to the <i>Modalogía</i> collective, which presents the effects and conditions under which clothes are produced in the world. It presents alternatives for recycling and consumption of second-hand clothes, exchanges, etc. • Class visit to the <i>Foodtopia</i> project, which presents alternatives for cooking and consumption of sustainable food.
STUDENT ACTIVITIES	Reflection and debate to understand how personal consumption affects the working conditions of others in the global economy and to formulate criteria and/or make responsible consumption decisions as a means to support fair working conditions and efforts, in order to decouple production from the impact of natural disasters and environmental degradation.
METHODOLOGY	Case study through class visits by external collectives.
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	Questions aimed at reflecting on the environmental, social and economic consequences of our consumption habits.
SUPPORT MATERIALS AND OBSERVATION	The activity of the visits can be applied to any subject, especially in the first years, in order to raise awareness.

PERSONAL CONSUMPTION II	
1. IDENTIFICATION	
Competency	C1. Critical contextualisation of knowledge, establishing interrelationships with local and/or global social, economic and environmental problems. C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment. C3. Participation in community processes that promote sustainability.
Dimension	Environmental, Economic, Social, Holistic
Competency Unit	1, 3, 4, 5, 6, 8
1. KNOW	3.1.1., 3.1.2., 4.1.1., 5.1.1., 5.1.2., 6.1.1., 6.1.2.
2. KNOW HOW	3.2.1., 4.2.2., 5.2.1., 5.2.2., 5.2.3., 8.2.1.
3. DEMONSTRATE + DO	1.3.1.
ASSOCIATED SDGS	SDG 8, SDG 12
2. DESIGN	
OBJECTIVES	The aim is to make students aware of how personal consumption affects the working conditions of thousands of people around the world and the degradation of the environment in order to lead the students to make more responsible and sustainable consumption choices.
STATEMENT	Work on documentaries about food waste in the world, planned obsolescence, the extraction of cobalt (coltan) used in the manufacture of mobile devices, disasters caused in factories due to poor working conditions, relocation of multinational companies to produce in countries where working conditions are terrible though much cheaper (child exploitation, semi-slavery), work in the countryside carried out by immigrants or refugees living in overcrowded conditions and earning much lower wages than national workers, etc.
STUDENT ACTIVITIES	The documentaries or films would be watched at home since they are long. 1. Each student could answer different questions formulated by the teacher <i>ex ante</i> and in class they could be shared. 2. Each student writes a critical opinion article on what he/she has seen. 3) Small group work: the information presented in the documentary is analysed, all the processes/decisions are detailed and their sustainability is analysed, and finally, proposals for improvement are established. This group work can culminate in a written report or an oral presentation in class.
METHODOLOGY	Case study based on the viewing of documentaries.
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	Questions aimed at understanding how personal consumption affects the working conditions of others in the global economy and formulating criteria and/or making responsible consumption choices as a means to support fair working conditions and efforts to decouple production from the impact of natural disasters and environmental degradation.
SUPPORT MATERIAL AND OBSERVATIONS	The teacher provides the titles and web links of the documentaries. Activities 1 and 2 derived from the viewing of documentaries can be carried out in all courses, but activity 3 can be carried out in higher courses, mainly in business subjects.

POVERTY	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment.
Dimension	Social
Competency unit	4
1. KNOW	4.1.1., 4.1.2., 4.1.3.
2. KNOW HOW	4.2.1, 4.2.2.
3. DEMONSTRATE + DO	4.3.1., 4.3.2., 4.3.3
ASSOCIATED SDGS	SDG 1
2. DESIGN	
OBJECTIVES	<p>The main objective is to raise student awareness on the importance of the 2030 Agenda and in particular the relevance of Sustainable Development Goal SDG 1, which aims to eradicate poverty at international, national and regional levels by 2030. This will take the form of the study of poverty measurement indicators and the search for data at international and national level, as well as the development of initiatives and policies for the achievement of SDG 1. A final practical application will focus on the student's immediate environment, in order to raise awareness of the reality of poverty and exclusion levels at regional level.</p> <p>Three types of learning objectives can be distinguished:</p> <ol style="list-style-type: none"> <i>Cognitive learning objectives:</i> the learner understands how the extremes of poverty and wealth affect basic human needs and rights. <i>Socio-emotional learning objectives:</i> The learner is able to raise awareness of the extremes of poverty and wealth, as well as to promote dialogue about solutions. <i>Behavioural learning objectives:</i> The learner is able to publicly demand and support the formulation and integration of policies that promote social and economic justice, risk reduction strategies and measures to eradicate poverty.
STATEMENT	<p>After the presentation by the teacher of a table showing the distribution of the world population and income by groups of countries according to the World Bank classification based on the level of per capita income (High, Upper Middle, Lower Middle and Low), the following exercises are proposed:</p> <p>EXERCISE 1. Obtain from the World Bank, UNDP or United Nations database (SDG-Indicators) specific data on the level of income, poverty and inequality (GNPpc, GI, poverty rate 1-2\$/day, etc.) for three countries chosen by the teacher with high, medium and low levels of income, comparing them with the data for Spain. Check the value of using composite poverty measurement indicators that provide a multidimensional view of the problem posed by SDG 1.</p> <p>EXERCISE 2. Access the website of the National Statistics Institute (INE) to find out the poverty data at national level. First, highlight the elements considered in the calculation of the AROPE Rate for measuring the level of poverty and exclusion (Poverty, Severe Material Deprivation and Low Labour Intensity), available for the study of poverty at European level (Eurostat) and at regional level within the data offered by the Living Conditions Survey. Then, download the latest available data for all the simple indicators used in the calculation of the AROPE Rate, at the level of Spain and the Region of Murcia.</p> <p>EXERCISE 3. Fill in an anonymous survey in which the student is asked about his/her personal-family situation, providing data on approximate annual household and per capita income, labour intensity and material deprivation in the 9 indicators proposed to estimate the level of severe deprivation included in the calculation of the AROPE Rate. Compare the answers obtained, without inferential validity, with the data corresponding to the percentage of people and/or households in the Region of Murcia who are in a situation of poverty or exclusion according to data provided by the INE.</p> <p>Finally, reflect on the information obtained, the relevance of using different indicators to measure relative poverty and the validity of SDG 1 at international, national and regional</p>

	level. To complete the discussion, comment on the annual press release provided by CARITAS on poverty levels in Spain, as well as the Regional Pact against poverty and exclusion promoted by the EAPN platform of the Region of Murcia (2019), proposing policies and strategies to be developed in the region and at local level.
STUDENT ACTIVITIES	<ul style="list-style-type: none"> • Individual search of official databases for poverty indicators at international, national and regional levels. • Collective discussion and reflection on the data obtained and the comparisons made, as well as on the policies adopted and those considered necessary to achieve SDG 1.
METHODOLOGY	Problem-based learning
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	<ol style="list-style-type: none"> 1. Which indicators make it possible to adequately monitor the levels of poverty and exclusion in different geographical areas and which provide a multidimensional view of the problem? 2. Do the levels of poverty and exclusion at international, national or regional level allow for a critique of the current development model? 3. Are efforts to reduce poverty levels at the international, national or regional level insufficient? 4. What are the main causes of the high rates of poverty and exclusion in Spain and, in particular, in the Region of Murcia, and what policies and strategies could have a significant impact on reducing them?
SUPPORTING MATERIALS AND OBSERVATIONS	<p>Web links for poverty and exclusion data:</p> <ul style="list-style-type: none"> - UN SDG Database (SDG Indicators): https://unstats.un.org/sdgs/indicators/database/ (accessed 01-06-2021) - Calculation of the AROPE Rate: https://www.ine.es/dynt3/inebase/es/index.htm?padre=1921&capsel=1926 (accessed 01-06-2021) - National Institute of Statistics (Living Conditions Survey): https://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736176807&menu=ultiDatos&idp=1254735976608 (accessed 01-06-2021) - National Institute of Statistics (SDG1 monitoring data): https://www.ine.es/dynt3/ODS/es/objetivo.htm?id=4836 (accessed 01-06-2021) - Sustainable Development Goals (Agenda 2030) and SDG 1: https://www.un.org/sustainabledevelopment/es/poverty/ (consulted 01-06-2021) - Regional Pact to Combat Poverty and Exclusion (EAPN, 2019): https://eapnmurcia.org/wp-content/uploads/2017/03/PACTO-DE-LUCHA-CONTRA-LA-POBREZA-2019.pdf (accessed 01-06-2021) <p>This assignment can be applied in the Global Economy courses of the Bachelor's Degree in Economics and the Bachelor's Degree in Business Administration and Management, as well as in the International Cooperation System courses of the Master's Degree in Economic Development and International Cooperation.</p>

RAISING AWARENESS OF THE SDGS THROUGH SERVICE LEARNING	
1. IDENTIFICATION	
Competency	C3. Participation in community processes that promote sustainability.
Dimension	Holistic
Competency unit	7
1. KNOW	7.1.1.
2. KNOW HOW	
3. DEMONSTRATE + DO	
ASSOCIATED SDGS	SDG 4
2. DESIGN	
OBJECTIVES	<p>The student will:</p> <ul style="list-style-type: none"> • Acquire the necessary theoretical and practical knowledge to promote sustainable development. • Learn how to convey the principles of sustainability and the SDGs to a social group. • Contribute to raising awareness of the SDGs in the local environment. • Develop social skills for negotiation, public speaking and conveying complex ideas to audiences with different educational backgrounds.
STATEMENT	Following the adoption of the 2030 Agenda and the SDGs in 2015, the concepts related to the Sustainable Development Goals have a greater presence in the media and in our daily lives. Their economic, social and environmental content and implications are sometimes difficult to access for non-experts. In this context, the working team should select a group and design a training session aimed at raising awareness of the selected SDGs.
STUDENT ACTIVITIES	<p>Each working team must:</p> <ul style="list-style-type: none"> • Select a specific group and a specific environment chosen by themselves to carry out a literacy activity on the SDGs related to the contents of the subject. Examples of these groups: high school students, UM students from other centres or areas, Non-Governmental Development Organisations (NGDOs), women's centres, senior citizens, companies, family members, etc.). • Define the subject matter that is most likely to interest the chosen group. They should consult the teacher beforehand to confirm their interest. • Prepare a training session: <ul style="list-style-type: none"> - Develop a script and plan the session (prepare a set of questions, facts and/or headlines to contextualise). - Decide on the specific location to hold the activity: university or in external centres such as NGDO headquarters, schools and institutes, ... - Record the session, both the presentation and the subsequent dialogue/discussion session. - Distribute and collect a short anonymous feedback questionnaire at the end. - The recommended duration of the training session should be between 30 and 60 minutes, including time for discussion, questions and comments. • Prepare and discuss a report with the main results.
METHODOLOGY	Service learning
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	<ol style="list-style-type: none"> 1. Do you think the university should prepare students for these kinds of issues? What should be the role of higher education? 2. Do you think this experience has contributed to the improvement of your motivation and learning on sustainability and SDG issues? To what extent? How? Explain it from your personal experience. 3. In your opinion, what are the main Competencies that you have developed in the ApS project? You can use as a reference the Competencies of the degree that you will find in section 4.2 of the subject's Teaching Guide. 4. Assess the team members' personal experience of the service provided to the target groups.

SUPPORTING MATERIALS AND OBSERVATIONS	<ul style="list-style-type: none">- It is aimed at first and second year students- The UM Volunteering Unit will collaborate in the selection of the group.- This practice can be carried out throughout the course in a cross-subject manner. <p>Adapted from Mugarra A., and García-Pérez, A., <i>Aprendizaje-Servicio de universitarios para la alfabetización económica: autoevaluando los propios aprendizajes</i>. In Aramburuzabala, P., Opazo, H. and García-Gutiérrez, J. (ed.), 2015, <i>Aprendizaje Servicio en las Universidades: de la iniciativa individual al apoyo institucional</i>, UNED.</p>
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THE STORY OF STUFF	
1. IDENTIFICATION	
Competency	C2. Sustainable use of resources and prevention of negative impacts on the natural and social environment.
Dimension	Environmental
Competency unit	6
1. KNOW	6.1.1., 6.1.2., 6.1.3
2. KNOW HOW	6.2.1., 6.2.2., 6.2.3
3. DEMONSTRATE + DO	
ASSOCIATED SDGS	SDG 12
2. DESIGN	
OBJECTIVES	<p>The student will:</p> <ul style="list-style-type: none"> • Understand the mechanisms through which the current pattern of production and consumption negatively impacts the environment and society at large (SDG12 analysis). • Learn about global production and consumption patterns and value chains and the main economic actors involved in them.
STATEMENT	Working in teams, the students must select a consumer object of free choice and analyse the relationships and impact from the moment of production, distribution and consumption, with the social, economic and environmental context.
STUDENT ACTIVITIES	<ul style="list-style-type: none"> • View the video <i>The Story of Stuff</i>. • Search in the networks and select a product they want to investigate (plastic, food, coltan, computer, mobile phone, ...). • Analysis of the "story of the selected product" and the impact on society and the environment. • Study of alternatives to the current pattern of production and consumption (responsible consumption, fair trade, circular economy, green economy, degrowth...). • Make a video • Debate between the participating teams.
METHODOLOGY	Case Study
3. ADDITIONAL INFORMATION	
REFLECTION QUESTIONS	<ol style="list-style-type: none"> 1. Do you think the university should prepare students for these kinds of issues? What should be the role of higher education? 2. What are the social, economic and environmental impacts of this form of production and consumption? 3. What alternatives does the economy offer us to resolve the conflict between production and environmental degradation? What is responsible production and consumption? Does local production and consumption represent a viable alternative? 4. What changes - technological, behavioural, institutional... - need to take place for this to happen?
SUPPORTING MATERIALS AND OBSERVATIONS	<p>Video <i>The Story of Stuff</i>: https://www.youtube.com/watch?v=ykfp1WvVqAY Main page: https://www.storyofstuff.org/movies/story-of-stuff/</p>

Sustainability Competency Map of the Bachelor's Degree in Economics

Adapted from [Sánchez-Carracedo et al. \(2018\)](#) and [Sánchez-Carracedo et al. \(2019\)](#)

Comp.	Dim.	Competency unit	Domain level		
			1. KNOW	2. KNOW HOW	3. DEMONSTRATE AND DO
C1	H	1. The student has a state-of-the-art perspective and an understanding of social, economic, and environmental problems at local and global level.	1.1.1. Knows the main causes, consequences and solutions proposed in the literature regarding social, economic and environmental problems, both locally and globally.	1.2.1 Analyzes the various dimensions of sustainability when solving a specific problem.	1.3.1. Identifies the main causes and consequences of a problem related to sustainability, and is able to relate it to known problems and previously applied solutions.
		2. The student is critical, creative, and innovative. He/she is able to identify opportunities to improve organizations to contribute to the development of more sustainable processes and products.	2.1.1. Knows the concepts and strategies of innovation and creativity applied to organizations.	2.2.1. Understands the methods and techniques of innovation and idea generation and knows how to use them. 2.2.2. Critically reflects on new ways of innovating in organizations. 2.2.3. Detects opportunities to improve the sustainability of products or processes in the market.	2.3.1. Brings new ideas and solutions that allow organizations to be more sustainable.

C2	EV	<p>3. The student takes into account the environmental impact of policies, programs and projects within his/her professional field.</p>	<p>3.1.1. Knows the concepts of reusing and recycling, and how to reduce the use of natural resources.</p> <p>3.1.2. Is familiar with the life cycle of products and the concept of ecological footprint, and how to minimize the generation of waste.</p> <p>3.1.3. Is familiar with indicators to measure the environmental impact of a project in his/her professional field.</p>	<p>3.2.1. Understands the environmental costs of economic and business activities from a local, national and global perspective.</p> <p>3.2.2. Is capable of measuring the environmental impact of projects in his/her professional field.</p>	<p>3.3.1. Takes into account the environmental effects of the products and services in the economic and business projects in which he/she participates.</p> <p>3.3.2. Is able to calculate the ecological footprint of economic and business projects.</p> <p>3.3.3. Includes in projects indicators to measure effects from the resources used.</p> <p>3.3.4. Is able to optimize the environmental impact of his/her professional activity.</p>
	S	<p>4. The student can identify social repercussions of economic and business decisions and can propose sustainable solutions.</p>	<p>4.1.1. Knows the problems associated with social justice, equity, equality, diversity and transparency in his or her professional field.</p> <p>4.1.2. Is aware of the social repercussions of economic and business decisions.</p> <p>4.1.3. Is familiar with indicators that measure inequalities and describe other social impacts of a project in his/her professional field.</p>	<p>4.2.1. Is able to assess whether a project in his/her professional field contributes to improving social welfare.</p> <p>4.2.2. Understands the social costs of economic and business activities from a local, national and global perspective.</p>	<p>4.3.1. Is capable of optimizing the social impact of his/her professional activity.</p> <p>4.3.2. Takes into account social justice, equity, equality, diversity and transparency in his/her decision-making processes.</p> <p>4.3.3. Includes in his/her projects indicators to evaluate impact on social welfare.</p>

EC	5. The student is able to manage organizations' material, economic and human resources in a sustainable way.	<p>5.1.1. Knows the basic concepts about sustainable management of material, economic and human resources in organizations.</p> <p>5.1.2. Knows the economic repercussions of decisions for management (sustainable or not) of resources.</p>	<p>5.2.1. Understands the principles of sustainable management of material, economic and human resources in organizations.</p> <p>5.2.2. Analyzes real cases of resource management from an economic perspective.</p> <p>5.2.3. Understands the economic consequences of resource management.</p>	<p>5.3.1. Is capable of making sustainable economic decisions.</p> <p>5.3.2. Is capable of planning, monitoring and evaluating sustainable policies, programs and projects in his/her professional field.</p> <p>5.3.3. Applies sustainable techniques and indicators for the management of material, economic and human resources.</p>
H	6. The student is able to design, coordinate and carry out specific professional actions that respect the social, economic and surrounding environment.	<p>6.1.1. Is familiar with the relationship between social justice, resource reuse and the economy, both in the private and public spheres.</p> <p>6.1.2 Knows about new economic approaches that integrate the principles of sustainability (circular economy, social and solidarity economy...).</p> <p>6.1.3. Is familiar with the principles of respect for the social, economic and surrounding environment in his/her professional field.</p>	<p>6.2.1. Is capable of assessing the impact of products and services on society and on the sustainability of the planet.</p> <p>6.2.2. Knows how to assess the economic viability of a project and whether it is compatible with the environmental and social aspects of sustainability.</p> <p>6.2.3. Knows how to apply sustainability strategies in production, distribution, consumption and recycling.</p>	<p>6.3.1. Designs, organizes and carries out specific professional actions taking into account the environmental, social and economic aspects of sustainability.</p> <p>6.3.2. Includes in his/her projects indicators that comprehensively evaluate the sustainability of these.</p>

C3	H	<p>7. The student identifies when the sustainability of a policy, program or project can be enhanced through collaborative community work. He or she responsibly performs collaborative work related to sustainability.</p>	<p>7.1.1. Knows the concept of collaborative community work and its implications for the transformation of society. 7.1.2. Is familiar with examples of projects that have successfully implemented community collaborative work in his/her professional field. 7.1.3. Knows the collaborative work tools that can be applied in his/her professional field.</p>	<p>7.2.1. Is capable of assessing the social, environmental and economic implications of a project that includes collaborative community work. 7.3.1. Is able to use collaborative work tools in his/her professional field.</p>
C4	H	<p>8. The student acts according to the deontological principles related to sustainability.</p>	<p>8.1.1. Is familiar with the deontological principles related to sustainability. 8.1.2. Is familiar with the existence of laws and regulations related to sustainability in his/her professional field. 8.1.3. Is familiar with the concept of corporate social responsibility (CSR).</p>	<p>8.2.1. Identifies and critically analyzes the implications of deontological principles related to sustainability in his/her professional field. 8.3.1. Respects and upholds the deontological principles related to sustainability. 8.3.2. Is capable of proposing solutions and strategies to promote projects coherent with the deontological principles related to sustainability.</p>

EV: environmental; S: social; EC: economic; H: holistic

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