SDG IMPACT TABLE FOR EDUCATION ABROAD

This table illustrates how some of the guidelines for Advancing the UN SDGs Through Education Abroad could align with relevant SDGs. This is by no means meant to be exhaustive, as the SDGs positively impacted by your initiatives may vary based on the way you choose to implement the guidelines. We hope that this table helps you visualize the connections between some of the guidelines and the SDGs, so you can formulate your own plan.

	PEOPLE					PROSPERITY					PLANET					PEACE	PARTNERSHIPS
	1 No Poverty	2 Zero Hunger	3 Good Health & Well-being	4 Quality Education	5 Gender Equality	7 Affordable & Clean Energy	8 Decent Work & Economic Growth	9 Industry, Innovation & Infrastructure	10 Reduced Inequalities	11 Sustainable Cities & Communities	6 Clean Water & Sanitation	12 Responsible Consumption & Production	13 Climate Action	14 Life Below Water	15 Life on Land	16 Peace, Justice & Strong Institutions	17 Partnerships for the Goals
4 GUIDING PRINCIPLES																	
4.1 MISSION AND GOALS																	
Establish mission, goals, objectives, and outcomes for being socially and economically just and environmentally responsible	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.2 COLLABORATION & TRANSPARENCY BETWEEN PARTNERS																	
Strengthen partnerships with mutual commitment to advancing UN SDGs by: - identifying pertinent SDGs to be addressed - agreeing on shared & individual responsibilities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.3 ETHICS																	
Pursue collaborative and mutually beneficial decisions more than individual interests					✓		✓		✓							✓	✓
Address ethical issues around SDGs (e.g. cultural tourism, educational colonialism)				✓					✓							✓	
Establish policies to engage with local communities in an ethical manner	✓		✓		✓		✓		✓	✓		✓		✓	✓		
Attempt mutual and equitable exchange of ideas, learning, benefit, and value between EA participants and local communities		✓	✓	✓					✓								✓
Recognize rights of host communities for a basic standard of living, pay, and conditions	✓	✓	✓				✓		✓	✓	✓					✓	
4.4 EQUITY, DIVERSITY, AND INCLUSION																	
Identify and address systemic biases and deficiencies in policies, practices, and programs.				✓	✓		✓		✓							✓	✓
Ensure inclusive and equitable access to education abroad				✓	✓		✓		✓								
Develop meaningful, equitable, reciprocal community partnerships	✓				✓		✓	✓	✓	✓		✓					✓
5 ADMINISTRATIVE FRAMEWORK																	
Make operations more energy-efficient (conservation culture, use of green energy, virtual meetings, less/no printing, etc.)						✓				✓		✓	✓	✓	✓		
Collaborate with established entities within your institution (e.g. Sustainability Office, Facilities Office, etc.)			✓			✓		✓				✓				✓	✓
Reduce carbon-footprint of program (choice of transport, housing, food & other local consumption, etc.)						✓		✓		✓		✓	✓	✓	✓		
Align program activities with priorities and long-term wellbeing of local communities	✓	✓	✓		✓		✓		✓	✓	✓					✓	✓
Recruit, train, empower and reward staff to promote SDG agenda and outcomes			✓	✓			✓	✓	✓							✓	
Integrate commitment to SDGs into fabric of partnerships for education abroad programs																✓	✓
Develop partnerships with broader SDG ecosystem (e.g. UN Academic Impact)																✓	✓
Source supply chain so programs meaningfully benefit local economies and environment	✓	✓	✓		✓	✓	✓				✓	✓	✓				✓
6 STUDENT LEARNING AND DEVELOPMENT																	
Integrate SDGs into the education abroad experience (through frameworks, learning objectives, pedagogy, on-site activities, etc.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Promote a habit/culture of exchange, so students learn about methods to achieve sustainable development in the local context			✓					✓	✓	✓							✓
Structure reflection time for students to link their learning to SDGs & sustainable development				✓													
Provide curricular/co-curricular channels for students to engage with host communities on social, environmental and economic issues				✓					✓								✓
Help students offset their carbon footprint						✓							✓	✓	✓		
Help students integrate their experience into future learning, research and career transitions				✓			✓	✓								✓	

Key ✓ Guideline can potentially positively impact this SDG