AZERBAIJAN
STATE
UNIVERSITY
OF ECONOMICS

UNEC

SDG Progress Report

2023

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Executive Summary

Azerbaijan State University of Economics (UNEC) is committed to contributing to the achievement of the United Nations' Sustainable Development Goals (SDGs). The SDGs are a set of 17 global goals adopted by the United Nations to address various social, economic, and environmental challenges and create a more sustainable future for all.

UNEC's Sustainability Curriculum is aligned with the UN Sustainable Development Goals (SDGs) and aims to educate students on various sustainability topics, such as environmental conservation, climate change, renewables energy, sustainable agriculture, biodiversity, and more. The curriculum directly and indirectly contributes to achieving the 17 SDGs, which addresses global challenges like poverty, hunger, health, education, gender equality, clean energy, sustainable cities, climate action, and partnerships. By integrating the SDGs into the curriculum, UNEC prepares students to contribute to a sustainable and inclusive world.

Overview of Findings

The Sustainable Development Goals cover a wide range of issues, including poverty eradication, quality education, gender equality, clean energy, sustainable cities, climate action, and many others. Each country and institution, including universities, can contribute to the achievement of the SDGs by aligning their activities and policies with the goals. Universities often play a significant role in promoting research, education, and innovation towards sustainable development.

Figure 2 displays the distribution of courses for each UN SDG across aggregate, primary, and related categories. It is evident that UNEC has a strong focus on UN SDG 8 (Decent work and Economic Growth), with approximately 13% of courses being primarily and secondarily related to this goal.

However, UNEC's sustainability curriculum appears to lack emphasis on SDG 16 (Peace, justice, and strong institutions), with only 2% of courses being related to this Goal. The methodology used to derive these findings is outlined in the subsequent section.

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Figure 1. Table breakdown of the number of courses for each SDG, divided among aggregate, primary, and related.

Total: 159 UNEC graduate and undergraduate courses, offered years 2022-2023

UN SDG #	All Courses		
	Agg. Course Count1	Primary SDG2	Related SDGs3
1.Good health and well-being	12	8	4
2.Gender Equality	3	2	1
3.Clean water and sanitation	7	5	2
4.Affordable and clean energy	4	3	1
5.Decent work and economic growth	21	15	6
6.Industry, innovation, and infrastructure	15	8	7
7.Responsible consumption and production	16	11	5
8.Climate action	9	6	3
9.Life Below water	4	3	1
10.Life on land	6	4	2

UN SDG #	All Courses		
	Agg. Course Count1	Primary SDG2	Related SDGs3
11.Partnerships for the goals	6	3	3
12.No poverty	17	10	7
13.Zero hunger	17	7	10
14.Peace, justice, and strong institutions	3	2	1
15.Reduced inequalities	7	5	2
16.Quality education	7	4	3
17.Sustainable cities and communities	10	6	4

[1] The aggregate course count refers to the total number of courses, including those that primarily focus on specific Sustainable Development Goals (SDGs) and those that touch on SDGs as related topics.
[2] Primary SDGs are the main or most relevant SDGs addressed in the course. These SDGs are the central focus and receive significant attention and emphasis in the course content.
[3] Related SDGs are mentioned or covered to some extent in the course, but they are not the main focus. These SDGs may be discussed as secondary topics or in relation to the primary SDGs being addressed in the course.

Methodology

UNEC's Inventory of Sustainability Courses

UNEC's list of sustainability courses for 2023 includes 159 courses divided into two categories: sustainability-focused and sustainability-inclusive.

Sustainability-focused courses examine topics through the lens of sustainability, even if the course title or description does not use the term "sustainability." There are a total of 62 sustainability-focused courses in the inventory, with 52 offered at the undergraduate level and 10 at the graduate level.

Sustainability-inclusive courses devote at least one unit or section to a sustainability topic or have direct applications in sustainability fields. There are a total of 97 sustainability-inclusive courses in the inventory, with 81 offered at the undergraduate level and 16 at the graduate level.

Figure 2. Table breakdown of sustainability-focused and sustainability-inclusive courses.

	Undergraduate Courses	Graduate Courses	Total Courses
Sustainability- focused	52	10	62
Sustainability- inclusive	81	16	97

Identifying Keywords

Keyword identification and analysis can be relevant across multiple SDGs when it comes to monitoring, reporting, and assessing progress towards achieving the goals. Keywords can be used to identify specific targets, indicators, and areas of focus within each SDG. For the purpose of creating this report, some of the keywords were taken from the research paper developed by the University of Toronto[1] and some were added by the research team of UNEC.

The team utilized Google Sheets to identify relevant courses based on keyword searches. They then reviewed each course description and aligned them with the UN Sustainable Development Goals (SDGs). The team used the online descriptions of the SDGs provided by the UN as a basis for categorizing and aligning the courses.

The reason for that is to identify areas where higher educational institutions are making significant contributions to the SDGs and areas where more attention or resources may be needed to further align education with sustainable development goals.

[1] Brugmann et.al. (2019) "Expanding Student Engagement in Sustainability: Using SDG- and CEL-Focused Inventories to Transform Curriculum at the University of Toronto" https://www.mdpi.com/398572

Figure 3. Table showing the keywords used to map the course curriculum by UN SDGs.

Total: 128 Keywords

UN SDG #	Keywords
No Poverty	poverty, income distribution, wealth distribution, socioeconomic
Zero Hunger	agriculture, food, nutrition, hunger
Good Health and Well Being	health, well-being, mortality, death, disease
Gender Equality	gender, women, equality, girl, queer, female, feminism
Clean Water and Sanitation	water, sanitation, wastewater, drought, rivers, aquifers, wetlands, oceans, marine, hydro-(logy), groundwater
Affordable and Clean Energy	energy, renewable, wind, solar, geothermal, hydroelectricity, energy efficiency, electricity
Decent Work and Economic Growth	employment, economic growth, sustainable development, labor, worker, wage, GDP, economic
Industry, innovation and infrastructure	infrastructure, innovation, industry, buildings
Responsible Consumption and Production	consume, production, waste, natural
Climate Action	climate, greenhouse gas, environment, global-warming, weather, natural resource, ocean, marine, water, pollute, conserve, fish, sea

| UN SDG #	Keywords
Life on Land	forest, biodiversity, ecology, pollute, conserve, land use
Life below water	ocean, marine, water, pollute, conserve, fish, sea
Partnerships for the goals	Collaboration, Multi stake holder partnerships, Global cooperation, Public-private partnerships, Cross-sectoral partnerships, Sustainable development cooperation, Knowledge sharing
Peace, justice and strong institutions	Peacebuilding, Conflict resolution, Rule of law, Access to justice, Good governance, Human rights, Democracy
Reduced inequalities	Social justice, Equal opportunities, Inclusive policies, Equity, Access to resources, Gender equality, Social inclusion, Health equity, Social mobility
Quality education	Access to education, Equitable education, Inclusive education, Lifelong learning, Education for all, Universal primary education, Literacy, Numeracy, Education infrastructure, Curriculum development, Pedagogy, Education technology, Skills development
Sustainable cities and communities	Urban planning, Sustainable urbanization, Compact cities, Green infrastructure, Public transportation, Affordable housing, Sustainable energy systems, Waste management

Findings

In Figure 4, it is shown that certain SDGs were more prominently represented in the UNEC course list compared to others. The most represented SDG was UN SDG 8: Decent work and Economic Growth, accounting for 13% of the courses. The second most represented SDG was UN SDG 1: No poverty, with a representation of 10%. UN SDG 2: Zero hunger followed closely as the third most represented SDG, also at 10%.

On the other hand, some SDGs were relatively underrepresented in the UNEC course list. UN SDG 5: Gender Equality, UN SDG 7: Affordable and Clean energy, and UN SDG 16: Peace, Justice and strong institutions were the least represented, accounting for 3%, 3%, and 2% respectively.

These percentages indicate the relative emphasis of the UNEC curriculum on different SDGs, with SDGs 8, 1, and 2 receiving more attention and SDGs 5, 7, and 16 having less emphasis in the course offerings.

Figure 4. Aggregate Course Count vs. UN SDG #
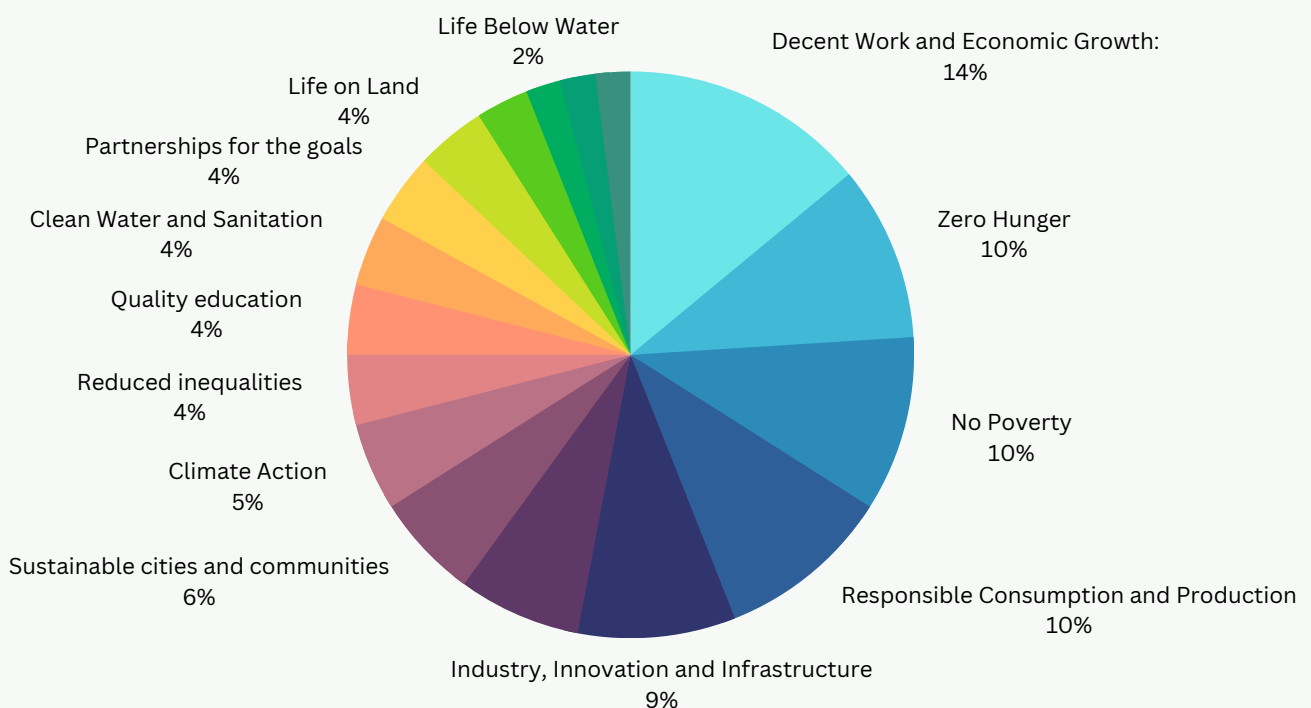
UNEC Sustainability Curriculum & the UN Sustainable Development Goals

- Fundamentals of entrepreneurship and Introduction to Business Management
- Price policy
- Social entrepreneurship
- Micro Economy
- Cost management
- Risk and control
- Agrarian economy
- Packaging of food products
- Nutritional supplements
- Grain technology
- Technology of confectionery products
- Technology of plant products
- Fruit and vegetable technology
- Food drying technology
- Meat technology
- Milk Technology
- Cheese technology

- Health and safety
- Nutrition and health in food engineering
- Production technology of medicinal plants
- Ecology and life safety
- Sustainable tourism
- Organization of treatment and health tourism
- Sanitation and hygiene in tourism
- Civil defense and primary medical care
- Innovation and evaluation in healthcare
- Healthcare financing
- Introduction to Epidemiology
- Legal and ethical issues in health care

4 QUALITY EDUCATION

- Fundamentals to gender equality
- Social work practice with people with disabilities
- Social work practice with the elderly people
- Social work practice with youth
- Social work practice with migrants
- Social work practice with individuals, groups and families
- Innovation and evaluation in healthcare

5 GENDER EQUALITY

- Fundamentals to gender equality
- Fundamentals of Human rights
- Social work practice with individuals, groups and families

6 CLEAN WATER AND SANITATION

- Air and water quality, pollution and protection
- Climate and water
- Ecological issues of the oil refining industry
- Air and water quality, pollution and protection
- Environmental problems of oil refining industry
- Comparative Land and Marine Ecology
- Climate and water

7 AFFORDABLE AND CLEAN ENERGY

- Biosphere and protection
- Industrial ecology
- Ecological safety of alternative energy sources
- Renewable and sustainable energy

8 DECENT WORK AND ECONOMIC GROWTH

- Basics of economic dynamics
- Economy of Azerbaijan
- Fundamentals of Business Management
- International Business
- Business strategy
- Development economics
- Macroeconomics of developing countries
- Role of institutions in development
- Development microeconomics
- Development management
- Ethical principles in social work practice
- Social work practice with individuals, groups and families
- Management in social work practice
- Fundamentals of social work practice
- Social work practice with migrants
- Social work practice with youth
- Social work practice with the elderly people
- Social work practice in organizations and communities
- Economics and management of social work practice
- Advanced social work practice
- Social work practice with people with disabilities

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

- Innovation economy
- Innovation economy
- Technology and innovation management
- Basics of machine production technology
- Innovations, technologies and investments
- Materials, social impact and social innovation
- Innovation and commercialization of materials technology
- Industrial safety
- Economical industrial production
- Quality control in industry
- Industrial robot engineering
- Innovations in social work practice
- Restructuring of the industry
- Regional problems of industrial development
- Innovation and evaluation in healthcare

10 REDUCED INEQUALITIES

- Fundamentals to gender equality
- Fundamentals of Human rights
- Social work practice with people with disabilities
- Social work practice with the elderly people
- Social work practice with youth
- Social work practice with migrants
- Social work practice with individuals, groups and families

11 SUSTAINABLE CITIES AND COMMUNITIES

- Sustainable tourism
- Biosphere and protection
- Industrial ecology
- Ecological safety of alternative energy sources
- Renewable and sustainable energy
- Ecology and life safety
- Packaging of food products
- Recycling of materials
- Metal waste and recycling
- Processing of thin-film materials

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

- Fundamentals of Food Engineering and Technology
- Basics of machine production technology
- Processing methods and tools
- Recycling of materials
- Metal waste and recycling
- Processing of thin-film materials
- Ceramic processing
- Processing technology of raw materials and minerals
- Material production equipment
- Construction materials and production
- Production planning
- Design of production processes
- Economical industrial production
- Computer-aided production systems
- Production infrastructure of the industry
- Investment planning in industry

13 CLIMATE ACTION

- Fundamentals of ecology
- Ecological Chemistry
- Conservation of biodiversity
- Climate and water
- Environmental quality standards
- Environmental protection statistics
- Environmental pollution and ecological effects
- Environmental impact assessment
- Fundamentals of Economics and ecological challenges

14 LIFE BELOW WATER

- Air and water quality, pollution and protection
- Environmental problems of oil refining industry
- Comparative Land and Marine Ecology
- Climate and water

15 LIFE ON LAND

- Soil science
- Basics of earth sciences
- Landscape science and landscape ecology
- Ecological cartography and geographic information systems
- Forestry
- Computer Aided Design in Earth Sciences and technology

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

- Fundamentals of Human rights
- Social work practice with migrants
- Social work practice with individuals, groups and families

17 PARTNERSHIPS FOR THE GOALS

- Public Relations
- Intercultural management and international negotiations
- The system of international economic relations regulation
- International contracts in foreign economic activities
- Foreign economic activity of enterprises
- Modern problems in international relations

Conclusion

The purpose of this report was to analyze the representation of the United Nations Sustainable Development Goals (SDGs) in the sustainability curriculum at UNEC. The study aimed to identify areas where the course inventory lacks coverage of certain SDG topics.

Although the 2023 SDG Course Mapping revealed a relatively balanced distribution of courses across the SDGs, it is crucial to make a concerted effort across the campus to incorporate the SDGs with lower percentages into the course offerings. Specifically, attention should be given to: SDG5: Affordable and clean energy (2%), SDG14: Peace, justice and strong institutions- 2%, and SDG6: Life below water (2%) which have shown lower representation.

By further enhancing the sustainability-focused academic curriculum, the UNEC community can actively contribute to the advancement of the Sustainable Development Goals. This will empower students to develop strategies and innovative solutions to address contemporary and future challenges.