



ANALYSIS AND IMPROVEMENT PROPOSALS OF THE SDGS IN THE DEGREE OF BUSINESS MANAGEMENT AND ADMINISTRATION

Trabajo Final de Grado

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Dedicado a:

Las personas que han hecho esto posible desde el punto de vista académico, estas personas son Ester, Eugenia, Nicolas. Además, quería hacer una mención especial a Nuria.

A mi familia, por demostrarme que con esfuerzo se puede conseguir todo lo que se desea.

A mis grandes amigos, gracias a Alfredo, Harry, Javier, y Pau por darme apoyo, motivación y buenos momentos.

RESUMEN:

Este TFG relaciona un tema de actualidad como son los Objetivos de Desarrollo Sostenible con el grado de Administración y Dirección de Empresas. A lo largo del trabajo haremos un repaso de la historia, objetivos y éxitos de los ODS y su relación con la UPV y más en detalle con el grado de ADE.

El Objetivo de este trabajo es analizar el nivel actual de conocimiento de los estudiantes sobre los ODS, y proponer mejoras.

La metodología que vamos a utilizar: en primer lugar, se analizará cuál es el nivel actual de conocimiento y que, para ello, por una parte, se realizará un análisis de las guías docentes publicadas de las asignaturas y, por otro lado, los resultados obtenidos a través de un cuestionario validado que permite saber el grado de conocimiento de los ODS en el grado de ADE. A partir de esa información, se realiza un análisis para conocer cuál es el grado actual de conocimiento de ODS lo que permite realizar una serie de propuestas que lleven a mejorar el grado de conocimiento.

Palabras clave: Desarrollo, Sostenible, Naciones Unidas, Agenda 2030

SUMMARY:

The TFG relates the Sustainable Development Goals of the United Nations with the bachelor's degree of Business Management and Administration. During the TFG we will make a review of the history, objectives, and achievements of the SDG, and how this is related with the UPV and ADE.

The objective of this thesis is to assess the level of awareness regarding the SDG in the Bachelor of Business Management and Administration at the Universitat Politècnica de Valencia and provide some suggestions to improve the current situation if it is necessary.

The methodology: In the first step we will gather relevant information for our TFG; then we will collect information through primary and secondary sources of information in order to make an analysis; and finally, we will provide conclusions and improvements suggestions.

KEYWORDS: United Nations, Sustainable Development Goals, 2030 Agenda

RESUM:

Aquest TFG relaciona un tema d'actualitat com són els Objectius de Desenvolupament Sostenible amb el grau d'Administració i Direcció d'Empreses. Al llarg de la feina farem un repàs de la història, objectius i èxits dels ODS i la seva relació amb la UPV i més en detall amb el grau d'ADE.

L'Objectiu d'aquest treball és analitzar el nivell actual de coneixement dels estudiants sobre els ODS, i proposar millores.

La metodologia que utilitzarem: en primer lloc, s'analitzarà quin és el nivell actual de coneixement i que, per això, d'una banda, es realitzarà una anàlisi de les guies docents publicades de les assignatures i, d'altra banda, els resultats obtinguts a través d'un qüestionari validat que permet saber el grau de coneixement dels ODS en el grau d'ADE.

A partir d'aquesta informació, es realitza una anàlisi per conèixer quin és el grau actual de coneixement de ODS el que permet realitzar una sèrie de propostes que portin a millorar el grau de coneixement.

Paraules clau: Desenvolupament, Sostenible, Nacions Unides, Agenda 2030

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1 INTRODUCTION

1.1 Background

1.1.1 Origin of The Sustainable Development Goals, Millennium Developing Goals

During the past few decades, organizations such as the World Health Organization and the United Nations have been working towards making our planet a better place to live in (Kathy Calvin, 2017).

The first huge and coordinated effort toward the previously mentioned change came from the United Nations and was supported by Kofi Annan (Kofi Annan, 2018), who set plans and objectives, during 1990, to make the changes significant and visible. These measures were known as the Millennium Development Goals. Those were the objectives that had to be set in motion in 2000 by the 193 United Nations member countries who signed the Millennium Development Goals agreement and should be achieved by 2015 by those countries (United Nations, 2000).

The United Nations Declaration was signed in New York in September 2000. There were eight objectives to achieve during these 15 years. Those were: eradicate poverty and hunger, achieve universal primary education, promote gender equality and empower women, reduce child mortality, improve maternal health, combat AIDS and malaria among other diseases, ensure environmental sustainability, and develop a global partnership for development (United Nations, 2000).

The 8 MDG Goals



Image 1: The 8 Millennium Development Goals (Source: United Nations, 2000)

1.1.2 Outcome of the Millennium Development Goals, motivation to continue

In 2015 the results obtained were very positive (United Nations, 2015): extreme poverty was reduced by more than half, the number of undernourished people has fallen by almost half. In terms of education issues the situation has improved too. The primary school enrolment rate in developing regions rose by up to 91% and more girls are able to attend school compared to 15 years back. In terms of medicine and the fight against diseases, AIDS infections fell by 40% and malaria by 37% in terms of incidents and 58% in terms of mortality. For other diseases such as tuberculosis the mortality rate has fallen by 45% and the prevalence by 41%. Continuing with mortality rates, the under five years mortality has decreased from 12,7 million in 1990 to 6 million in 2015. Also, the maternal health rate has improved by 45% around the world (Report United Nations, 2015).

All this was possible thanks to the cooperation of international governments, international communities, the private sector, and society as a whole. This union of collectives has helped to spread hope, help and opportunities worldwide.

1.2 Motivation

The author is really interested in this topic as he is highly intrigued in the impact that our actions have on the upcoming generations.

Moreover, after his time aboard in Turku, Finland, he has seen that the students and the course materials received at Turku University of Applied Sciences (Turun ammattikorkeakoulu) were, from the author's point of view, better aligned to the SDG than that of his home university, the Universitat Politècnica de Valencia.

Spain is the author's home country, and he wants to know why these objectives are not such an integral part of the lectures in his own university and degree, and, how he can promote some initiatives to make UPV students more aware of these goals and introduce the previously mentioned objectives into their curriculum.

1.3 Purpose of the thesis

The objective of this thesis is to assess the level of awareness regarding the SDG in the Bachelor of Business Management and Administration at the Universitat Politècnica de Valencia and provide some suggestions to improve the current situation if it is necessary. This Bachelor is done in the Faculty of Business Management and Administration (Facultad de Administración y Dirección de Empresas) also known as FADE. In order to do so, this thesis will find the answers to the following questions:

- What is the current awareness of the SDG in the Bachelor of Business Management and Administration of the UPV at the docent guide level?
- How to increase the docent guide awareness about the SDG in the Business managemnet and Administration programme at UPV?
- In which topics are the SDG present and how?

2 LITERATURE REVIEW

2.1 The Sustainable Development Goals

The Sustainable Development Goals (SDG) were adopted in 2015 during the United Nations Summit on Sustainable Development and outline 17 benchmarks and 169 goals to be successfully achieved by 2030 (United Nations, 2015).

Among those benchmarks are: No poverty, Zero hunger, Good health and well-being, Quality education, Gender equality, Clearwater and sanitation, Affordable and clean energy, Decent work and economic growth, Industry, innovation and infrastructure, Reduced inequalities, Sustainable cities and communities, Responsible consumption and production, Climate action, Life below the water, Life and land, Peace, justice and strong institutions, Partnerships for the goals (UN web page, 2021).



Image 2: The 18 Sustainable Development Goals (Source: UN web page, 2021)

2.2 Upgrades to the Millennium Developing Goals

The differences with the millennium objectives are that the SDG objectives are wider and more concrete. In addition to governments, private companies and different entities such as NGOs, a new member is also meant to play a key role to achieve these objectives: the educational systems and their institutions. This difference is important because as SDG reflects in their fourth point, the educational institutions have a significant impact not only in the development of the individuals, but these institutions also have a great impact in society as a whole (United Nations, 2020). The other significant issues which extend the SDG versus the MDG could be seen summarized in the following image (Public Health Notes. 2019).



Image 3: MDG vs SDG (Source: Public health notes, 2019)

2.3 Unexpected problem and brake to the objectives

“The world has seen many crises over the last 30 years, including the Global Financial crisis of 2007-09. Each crisis has hit human development hard but overall, development gains accrued globally year-on-year. COVID-19, with its triple hit to health, education, and income, may change this trend” (Achim Steiner. 2020). This quote has been selected in order to show that a crisis or, in this case, a pandemic is going to impact negatively on the achievement of the SDG. It is important that all the organizations push for these changes to make a better world, and assume that they have to make greater efforts to not lose track of their objectives.

The United Nations objectives and their respective 2030 Agenda were on their way to being completed successfully, but due to the Covid-19 pandemic these goals have suffered a set back (United Nations, 2020). Governments are dealing with constant outbreaks and they have to be prepared to face the upcoming economic crisis because of the pandemic and new waves of infections. Due to the decrease in demand and the Covid restrictions, international communities and the private sector are suffering uncountable losses, not only in terms of money earned, but also in other aspects such as quality of the product or service among others. Society is affected in most of the countries by restrictions such as lockdowns and reductions in mobility. So they cannot take face-to-face action as before, and meetings and conversations to highlight problems around the world have been changed to online meetings.

Until this situation is solved, 1.6 billion students and pupils are in 2021 neither going to school nor receiving lessons. Complementary support such as school meals are not received, and this is a very important service which the schools provide. (Save the Children. 2021)

Then, the long-term consequences of COVID-19 on schools and educational institutions are not yet completely known, but they will most likely have negative effects on the achievement of the SDG.

2.4 Relationships between SDG and educational institutions

Attendance at primary and secondary education institutions develops skills that are helpful for everyday life and for the personal development of each person. At the same time, the skills learnt at schools are the ones needed in the future to make positive changes to society, through a variety of actions and help in the country's development. Therefore, it is important that the quality of the education given and received is of the highest standard (Edgar G. Epps and Sylvia F. Smith, 1984).

Hence, if education institutions include in their programs aspects related to the SDG, the students and pupils will be more aware of the SDG. They are then more likely to produce positive changes in society when in working life, and this will enhance the awareness and the integration of the SDG on a global scale.

Indeed, most of the SDG can be applied by primary and secondary education institutions, and institutions of higher education. They can adapt their education to be aligned with the SDG goals and to foster it. As an example of this argument, awareness of the Goals among young pupils and students will provide the following inputs to the those who receive it:

“No poverty, the student will be able to include considerations on poverty reduction, social justice and corruption in his / her consumer activities and proposing solutions to address the systemic problems associated with poverty. Good health and well-being: Will teach how to include behaviors that promote health in their daily routines.

Education of quality: students have to be able to use all opportunities for his own education throughout his life, and to apply the knowledge acquired in common situations to promote sustainable development.

Clean water and sanitation: The student will be able to cooperate with local authorities in improving local capacity for self-sufficiency and reducing their individual water footprint and saving water in their daily habits.

Reduce Inequalities: The student is capable of evaluating inequalities in their local environment in terms of quality (various dimensions, qualitative impact on individuals) and quantity (indicators, quantitative impact on individuals).” (UNESCO, 2017)

These few examples highlight the importance of applying the Goals' objectives with the Schools' ones, as is shown above it can help pupils and the world as a whole.

2.5 Relationship between SDG and Higher Education Institutions (HEI)

As is reflected in the document “getting started with the SDGS in universities “ (Sustainable Development Solutions Network, 2017), Higher Education Institutions have a crucial role in the process of achieving the SDG. Throughout the guide, the advantages of applying and integrating the SDGs in universities is presented, and it is shown as a mutual benefit based on arguments such as providing knowledge and solutions to increment the implementation of the SDG. Universities are places where many people come and go and those people could play key roles in implementing the SDG in the future. By introducing these objectives to the high spheres of organization, administration, and into the culture of universities this could be achieved.

Then the guide “getting started with the SDGs in universities” shows how universities can contribute to SDGs, such as: Show how well orientated the actions of the universities are in order to help the sustainability of our planet. Capturing the needs of the people to study and work things that will have an impact on society. Maintain and build new external and internal relationships, also these kinds of actions are a way of achieving new ways of funding, adopting a comprehensive and globally accepted definition of a responsible and worldwide aware university.

Then shows the points of how universities contribute to SDGs, such as: Show how well orientated are the actions of the universities in order to help the sustainability of our planet. Capturing the needs of the people on working and studying things useful and that have an impact in the society. Maintain and build new external and internal relationships, also these kind of actions are a way of achieving new ways of funding, adopting a comprehensive and globally accepted definition of a responsible and worldwide aware university.

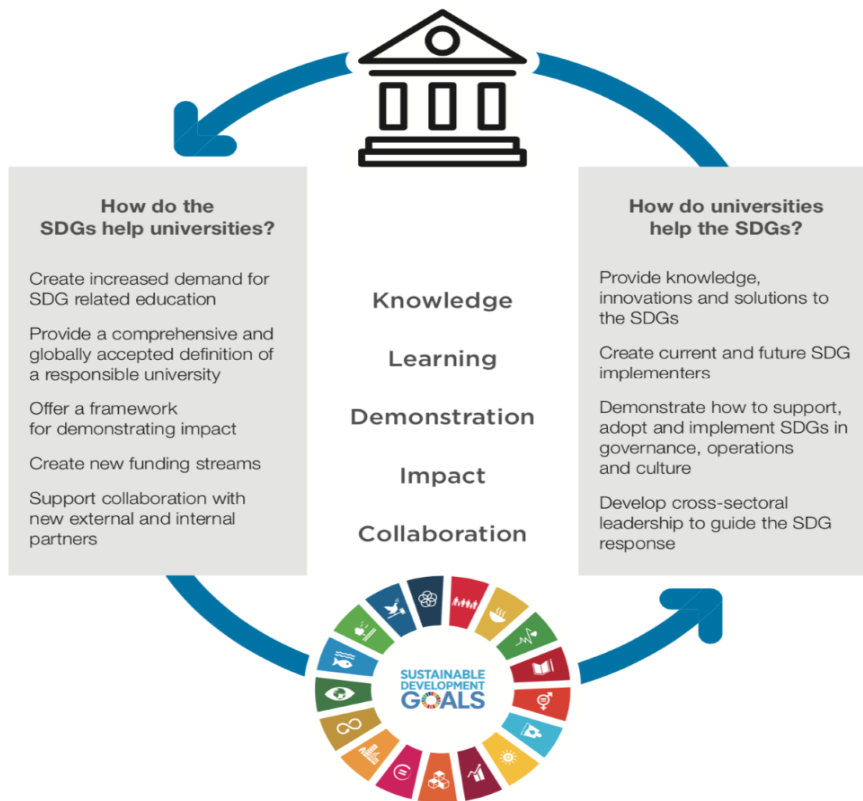


Image 4: Relationship between SDG and Universities (Source: Getting started with the SDGs in universities, 2017)

In order to develop the section that concern us, which is how universities can contribute to the sustainable development goals, we can divide it again into three branches as the Guide shows (Sustainable Development Solutions Network, 2017); learning and teaching; research; organizational governance, culture and operations of the university.

Showing how learning and teaching are important to the development of the SDG is what we are going to explain first. As we can see through the SDG 4 in the guide, it recognizes the importance of education as it demands an inclusive and high quality of education for all people.

So, according to this Guide, universities can contribute to the SDG 4 by:

-Providing students with the knowledge, skills, aptitudes and motivations to make them understand the challenges of the SDGs and make them think about how they can solve them.

-Making young people want to make a change.

-As Universities have a wide list of relationships with each-other universities, they can work together to compare how developed each of them is, in all the SDG fields, and see what they

can do to improve their performance in order to make their students more competitive in terms of SDG awareness.

Secondly, we will show how research has a crucial role in finding and providing knowledge, innovations, solutions and tools. We can relate the research to seven SDSs that we could divide into three groups:

The first one formed by the SDG number 9 (Industry, Innovation and Infrastructure) because research is the basis of innovation, because without investigation and analysis there could be no innovation, and industry must be always updated in order to improve.

The second is formed by the goals 2,3,7,12, and 14 because the first four need the research of scientific institutions to be achieved and the goal 14 refers to the need for scientific input to help the oceans and marine life.

And the third one has the SDG 17 (partnerships for the goals) it shows the importance of sharing research information to obtain results that could not be achieved if everybody worked individually.

Universities could help by:

-Universities are a mine of talent and professionals that excel in research. Some of them currently are an example of this.

-Share the research with other universities to foster the exchange of information and obtaining greater results.

Thirdly, we are going to demonstrate how organizational governance, culture and operations of the university are relevant to the SDGs.

All the actions taken by organizations are going to have an impact on society. And more so if one of those organizations are the universities, whose members are more than just teachers and students, are all fostering a culture which reflects exemplary behavior aligned with the SDG in order to promote a healthy environment. So, what universities could do is to align the governance structures and operational policies with the aims of the SDGs.

2.6 Current situation of the SDG in the UPV

The strategy of the UPV started in 2015 with the document *Los Objetivos de Desarrollo Sostenible. Claves para una universidad en constante cambio*. (2015) which reflected how they are going to achieve the SDG and why they want to achieve them. In this document, Francisco José Mora Mas, Rector of the UPV, says that “the UPV assumes the 2030 Agenda and will generate efforts to achieve a future better for all the wellbeing”. With this quote used as a summary, the highest decision maker of the university shows his commitment to integrate the SDG at all the levels of the UPV. Along with this Document “*Los Objetivos de Desarrollo Sostenible. Claves para una universidad en constante cambio*”, objectives and measures have been set to rate the effectiveness of efforts to contribute the SDG. In order to control the achievement of the SDG, the Development Cooperation Center (Centro de Cooperación al Desarrollo) took a key role.

Since 2016 the Universitat Politècnica de València has been working on the application and the achievements of the goals and the Agenda 2020 (UPV, 2020). This project is managed by the Development Cooperation Center and the aim is to observe how the UPV actions are following the path of the SDG and the 2030 Agenda. Due to the need of evaluating the progress of the university, indicators were created. It identifies the application of the goals and measure the degree of achievement of these Goals.

This measurement must be relevant not only for Academics of the UPV or developers of this university such as teachers, but also for the university stakeholders, so, they can see the progress and apply this agenda and goals to different dynamics and levels of the university.

The indicators, designed by the Development Cooperation Center (UPV, 2020) aim to show how realistic the alignment of the UPV policies with the SDG is. In order to reach these points of alignment, the indicators must be flexible, to easily adapt to the different levels of detailing of each follow-up. It is mandatory to modify the questions and filters along the analysis of the different goals because each of them needs alternative values and benchmarks to observe.

The work done by the UPV has been evaluated through four levels of measurement. The level goes from 1 to 4, and, in that order goes from the more generic and essential level 1, to the most detailed and accurate level which is the level 4.

The evaluation done has been splitted into two parts: the first part concerns the first two levels, which are the most generic ones. The first part is done to see broadly if the UPV is aware of the SDG and how much they have done to address them. This superficial information

is obtained very fast, as the higher the level of accuracy the more filters are applied, because to obtain accurate information is mandatory to produce a more detailed analysis. Hence, in this more detailed analysis we have the second part, which can be attached to the levels 3 and 4(UPV. 2020).

For the moment the data obtained by the analysis done by the Development Cooperation Center of the UPV shows wide features such as "the university has I+D programs to reduce poverty". This means that it just answers the generic levels which are the first one and the second one. This data analysis reflect that the UPV has rates of achievement above 90% in seven of the eight categories that were analyzed. These categories were: organizational structure; fulfilment/ publication of reports; academic offer; I+D projects; normative framework; relationship with the community; public politics elaboration and discussion participation; and building relationships.

As the UPV strategy says in 2020 : "From those eight categories, four reach 100%: academic offer; public politics elaboration and discussion participation; relationship with the community; and building relationships."

The UPV has done great work on a generic level. Now it is time to analyze the individual degrees of awareness in the different branches that this Institution has, because the election of a new Rector might change the path followed.

3 METHODOLOGY

The objective of this thesis is to assess the current awareness of the SDG which is offered by FADE to their students and suggest upgrades to expand this knowledge.

In this chapter we will present the methodology which has been designed for this thesis.

In order to achieve the goals and objectives in chapter 1 we will explain the steps followed, and the tools used in each step. In the first step we will collect information through primary (Docent Guides and a questionnaire) sources of information. In the second step the data collected will be analyzed, and the third and last step is providing conclusions and improvement suggestions.

The scheme is:

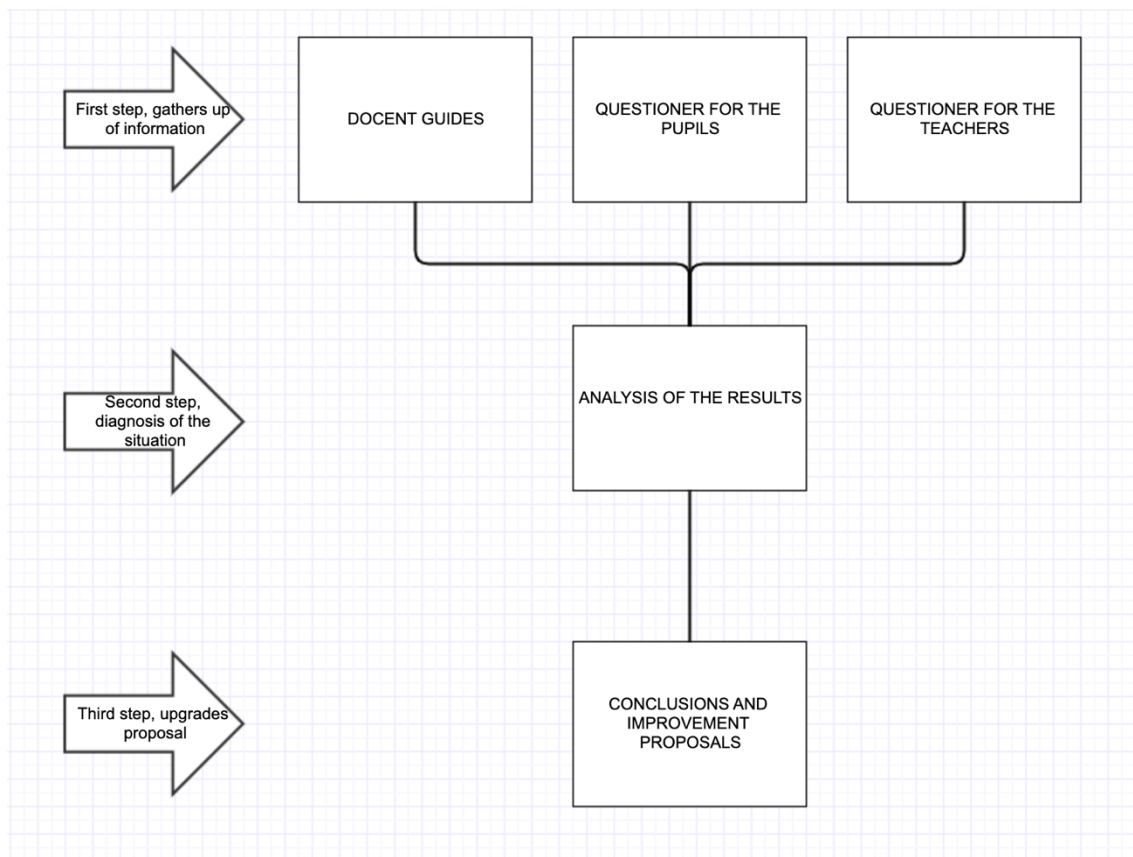


Image 5: Guide to Methodology (Source: Own elaboration, 2021)

3.1 First step, gathering information:

What we aim to do in this step is to evaluate the current awareness of the students of the bachelor degree about the SDG we want to analyze, to obtain this information we have selected the study of the Docent Guides.

At this point we are going to get information from primary and secondary sources of information (Fuentes de informacion primarias, secundarias y terciarias. 2008). Primary source of information can be defined as the knowledge obtained from a source that is original, that has not been evaluated or manipulated by anyone; at the same time, we can define secondary sources of information as an information that contains primary sources of information but this time the data provided has been summarized, modified, and/or reorganized an example of these we have books, journalist, and website articles among others.

3.1.1 Docent Guides

A primary source of information are the Docent Guides of the subjects of the bachelor degree. A Docent Guide is a document where the person in charge of the subject describes and presents everything that is going to be dealt with in that subject; how it is going to be taught and the way it is going to be evaluated. This document is used in order to know whether the docents are tackling the SDG in their courses and how.

In an excel table we have already divide (Apendix I...) the subjects which explicitly state in this document that they are currently aware of or teaching the SDG, and the ones that are not. We assume that teachers are not teaching it if there are no direct references to the Goals or the Agenda.

But we have to highlight that in our second division of which docent guide includes SDG and which ones do not, we have also included those which, with some slight modifications or restructuring, could be creating awareness of the SDG in their subjects, or maybe they have not realized that is an SDG they are teaching.

Doing this what we will achieve is a snapshot of the current knowledge acquired and the work that has been assigned.

3.1.2 The questioner for the pupils

Instead of performing a questioner starting from zero, we decided to contact a teacher from the UPV who has developed one some time ago, which measures the awareness of the students, their level of interest about the SDG, sustainability issues and how they have achieved this knowledge. So, we decided to contact her in order to see if we were aiming the same objectives and if it fitted with our needs. We conclude that the questioner has the same objectives and was validated by the UPV. Thus, we had permission to share it among the students and use it in our thesis.

This way as primary source of information we have a questioner (Appendix III). This questioner, done By Nuria Portillo Poblador, has been validated by the UPV, so it is done following the requirements of this institution.

The questioner will let us know the level of knowledge that the students have about the SDG, in the bachelor which we aim at. This questioner is formed by a set of statements that may appear or not depending on the previous answers of the students, so the length of the questioner depends on the awareness of the student. The questioner goes through all the SDG and evaluates the awareness depth which the student has, this process goes from wider to narrower.

We are going to share this questioner among the students which can reflect the awareness of the SDG provided by the bachelor we are focusing our study. These pupils are the students of the early years and the students of the last year.

As the last year because of the COVID-19 situation, the students of the first year could not receive a continuous and a well performed rhythm of classes, we have decided to include these students in the segment of first year students. Therefore, the name which we will use to refer to this segment, formed by the students of the first year and students of the second academic year, affected by the COVID 19 effects is "early years students".

We can define students of the last year as:

The students who are in the last year of the bachelor or/and, depending on the situation, as the students that have most of the subjects taught in the last year.

We have selected this samples because, we consider that the difference of awareness between the early year students and the last year students will give us the awareness provided by the bachelor.

This gap of awareness is directly related to the subjects that the students have been through. So, it is a must analyzing these subjects and knowing which of them provide this awareness.

In order to answer the question of how this questioner is to be shared, the most effective way, as we concern, is to speak directly to the deanship of the faculty and expose our idea of thesis. Doing so, both parties will win something: on the one hand, this will help FADE to have a photograph on how this faculty is dealing with the 2030 Agenda in this moment, and on the other hand we could easily share our questioner thought their channels, which are official mails and the communications.

3.1.3 The questioner for the teachers

In this last step we thought that it would be interesting to see what the teachers think about teaching materials related to sustainability, as they are the ones who must introduce the sustainability seeds of knowledge in the academic materials.

Because of this idea, we send a short list of questions to the responsible of each subject to know what their thought and feelings are.

Questioner for the teachers is a short questionnaire of 6 questions to know who has clearly defined three sections:

The first one, is a section where the respondent has to identify himself by saying their name and last name

In the second one, the teacher must answer two questions: selecting the department to which the respondent belongs to, and mentioning which is the subject he/she is in charge of.

In the third one, there are two questions as well. The first question is scaling from one to ten, where the one (1) is that the SDGs help nothing to learn the competences link to the subject you are responsible of, and ten (10) means the opposite, that the subject helps completely to learn and understand the competences linked to this subject. And the second question is which one of the SDG they consider more important to the subject they are managing

3.2 Second step, diagnosis of the situation:

In the following point, our path is to analyze the results obtained in the previous step which are the results of Docent Guides. At the same time, I will determine key points to work on in order to improve awareness and to foster the good methods that have been used.

We will make a diagnosis of the situation, and this will lead us to conclusions that will help us to determine points of improvement and to see what is done correctly.

At this point we could easily answer the questions: which SDG have been working? Which ones have not? in which subjects? And what kind of subjects?

Before the analysis of the information received starts, we have performed a SWOT analysis where we will show to the reader what is the current situation and from where we are going to start the analysis and the later on suggestions that will conform this TFG.

The information obtained in the first step related to the Docent Guides has been organized in excel tables, and from these tables we have analyzed their content from different points of view in order to obtain a photography of the current situation of the SDGs in the bachelor degree of business management and administration.

In order to achieve a more accurate photography we had performed two questionnaires, one for the students and another one for the teachers.

For the pupils, there is not a clear number of questions as the amount of questions changes depending on what the respondents have selected previously. It aims to know what is the perception that the students have of themselves regarding the knowledge they have about the SDGs, and the opinion they have about FADE in relation to how well it raises awareness of the goals and how it can improve. This information has been transformed into an excel table which we will use to make the analysis and the later on suggestions.

The questionnaire for the teachers aims to know the value that the teachers give to each SDG and if they find it useful to apply them in their classes and class materials. The answers

will be seen in a google forms answers sheet, from where we will make the analysis and see the relevance that the teachers give to the SDGs and see if it is worthy to invest.

3.3 Third step, upgrades proposal:

Here we will suggest ideas to improve the situation. On this point we will provide good practices in order to increment the incidence of subjects that talk about the SDG to increase awareness. And at the same time we will suggest to other subjects to start mentioning about one or more SDGs in order to increase awareness amongst teachers and students.

4 DATA ANALYSIS

Initial situation Analysis of FADE

<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none">• There are some subjects which already tackle about the SDGs in the degree.• Different subjects and departments.• Proactive deanery which promotes speeches and activities related to sustainability.• Proactive teachers who are working already with the implementation of the SDGs	<p style="text-align: center;">WEAKNESSES</p> <ul style="list-style-type: none">• There are few students in comparison to other faculties.• Only a few subjects talk about SDGs along the bachelor's degree.• Non deeply study in any SDG neither subject related with sustainability.• There is neither teachers nor students which demand that the sustainability issue take a more relevant role in the degree.
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none">• There is not many Degrees neither at UPV nor outside our university who give importance to the SDG as they should.• Opportunity of teaching student SDG in an intensive way and find future job positions.• Be the Degree which is more related with the sustainability of all the UPV.• Become in experts in sustainability issues and become a reference.	<p style="text-align: center;">THREADS</p> <ul style="list-style-type: none">• Find out that issues related to sustainability do not awake interest neither in the students nor the teachers.• As there are a wide variety of subjects and departments there is a risk that they only receive superficial tackle of the SDGs.• Sustainable issues do not match with job criteria skills.

Table I: SWOT (Source: Own-made)

As we have shone in the **strengths**, we are dealing with a bachelor which offers more that 70 subjects every year to their students, and some of them already aware of the SDG in their contents, this can be applied to a wide variety of departments.

Also, meanwhile this TFG is done, 2020-2021, the current dean of the faculty of business management and administration has always bet in topics related with the sustainability and the SDGs organizing talks related to this and teaching in the subject of “Gestión Fiscal de la Empresa” where she shows the 2030 Agenda, the SDGs and the path to achieve it.

Also, there are teachers such as Ester Guijarro Tarradellas and Nuria Portillo Poblador who are nowadays providing lectures in our faculty, who have been working to introduce the SDGs in the bachelors of all the UPV in meetings of the UPV as it is reflected in the UPV web page in October 2020 (UPV web ,2020). These teachers could help us to make this change.

As the **weaknesses** sections shows, the faculty of FADE is one of the smallest ones in terms of students, so the impact of implementing this knowledge will not be the same of applying in a bigger one.

It is negative that after more than 5 years the SDGs came out from the hand of the United Nations, the subjects which offer awareness are so scarce in comparison to the ones which do not, this will be show in detail in the upcoming chapters. At the same time the Goals that are dealt in the bachelor are not studied in a deep level so the mention of these goals could be easily forgotten.

There is a low motivation from both parts to start making changes towards the sustainability. There is not, in most of the cases, a high interest of the teachers to increase the shared contents related to the sustainability and link them with the academic materials, but in the other hand there is not a high demand coming by the side of the students so an implementation of the SDGs could not be easy.

Considering the **opportunities**, it is a great chance to have another distinctive feature among the other degrees not only inside the UPV at the same time would give us a distinction between all the degrees outside of this institution. Also are a good and attractive comparisons with external degrees which are currently starting to use the SDGs in their class materials.

It is a good chance to give to our students an extra skill that could be easily use in the world of work, as there are coming new job positions nearly linked with the sustainability as we will see in a further analysis.

FADE could use this to become a reference in terms of sustainability showing to the world how they have linked all their subjects, or most of them, related with the sustainability. This will bring the eyes of students who are really worried about the sustainability and by institutions such as the United Nations.

It is important to keep in mind the **threads**, as it is a risky to bet to invest time and knowledge in try to make a degree more aligned with the SDGs and find out that the students and the teachers are not showing high interest, and all these efforts maybe end up in nothing. This could be translated in a decrease of motivation for the teachers and students who have make these efforts to achieve it.

At the same time there is a risk that SDG will be mentioned in a very superficial way, then the knowledge “learned” do not match with what the students seems to know with what they do really know, what would be traduced in a disappointment for both parties.

And continuing with this problem, could be that later on, when our student have end their bachelor this “extra skills” do not match with what the companies are looking for or with what they expected to learn.

4.1 Analysis of the Docent Guides

In this chapter the analysis of the data retrieved from the docent guides is presented. Later on, the suggestions for improvement will be developed.

It is important that before we start with the analysis and the suggestions the reader knows:

- The Bachelor of Business Management and Administration has a duration of four years. Is not imperative to complete it within that time as students can repeat subjects or even academic years. Students are also allowed have breaks during the Bachelor degree to have years aboard or to catch up with unfinished subjects.
- If something does not appear in a Docent Guide is not compulsory to be taught or mentioned. If something is not mentioned in the Docent Guide, it is assumed that the subject does not deal with that issue.
- The compulsory subjects require a very high attendance rate. On the other hand, attendance for the Optional depends on each subject because of the internships regulation.
- We will only analyze “active subjects”. The bachelor degree has a list of subjects which can be taught, but depending of the needs of the programme, some subjects can be offered or not. The subjects offered are the called active subjects.
- The Degree programme is managed by several Departments. The system used by the UPV is to create transversal departments that manage very specific areas, such as economics or management. Then, the subjects which are related with an area are managed by this department. In FADE’s cases the departments which manage the Bachelor of Business management and Administration are: Economics and Social Sciences, Statistics and Applied Operations Research and Quality, Applied Linguistics, Applied Mathematics, Business Organization, Engineering Project, Urban Planning.
- At UPV the subjects could be taught by more than one teacher. These are called PDI or assistant teachers

First of all, we are going to start with the Docent Guide. This document is applied to all the teachers of a subject, but it is written and signed by the teacher in charge of the subject. It contains everything that a student and an independent person to the university has to know regarding the subject. The following information can be found:

The Code (Código): is the way to find this subject among all the ones that the UPV has. The name (Nombre): it makes reference to the real name of the subject. Credits and their divisions (Créditos): it shows how many credits this course/subject has and in which way they are divided. Nature (Carácter): this tag is done in order to know what degree of choice the student has to select the course, if it is “Obligatorio” means that the students have to pass this subject to obtain the degree certificate, they are compulsory. “Formacion básica” means that it has to be passed in the first year to have a correct understanding of the following subjects; they are compulsory. And “Optativo” means that from a list of subjects the student has to select a few of them to do alongside the bachelor degree. These kinds of subjects have a peculiarity - they could be substituted by other subjects with the same nature, or, by working hours at internships in companies. Module (Módulo): it is a deeper explanation of the “Carácter” division. Area (Materia): it describes in which knowledge area this subject can be found. Department (Departamento): it makes reference to the section of the UPV which is in charge of this type of subjects. The image 6 below is an example of how this looks like in the Docent Guide.



Image 6: Docent Guide 11755 (Source: UPV, 2020)

The Docent Guides have another part with more information about the content of the course. This part allows us to detect whether there are explicit mention of the SDG in the content of the course. This can be achieved by reading the descriptive part of the Guides which contains information about the bibliography, overall description of the subject (Descripción general de la asignatura), previous recommended knowledge, objectives of the subject, units of study, learning method, and evaluation. If connections to the SDG are found on these courses' descriptions, it can be assumed that the students who took part in these courses would be aware of the SDG. We will manage later what happens if a subjects make slight references to the Goals.

5. Descripción general de la asignatura

Esta asignatura aporta al alumno el conocimiento del Derecho del Trabajo y de la Seguridad Social en el ámbito de las relaciones laborales que se formalizan con las Administraciones Públicas y con las empresas privadas. Mediante el estudio de las unidades didácticas que integran la asignatura, el alumno podrá conocer y aplicar: las distintas fuentes del derecho laboral; los elementos definitorios del contrato de trabajo y los criterios para calificar una relación jurídica de trabajo como laboral; las distintas formas de acceso al mercado laboral y las modalidades de contratación; el modo de fijar las condiciones de trabajo; los derechos y obligaciones generales y los específicos relativos a la prevención de riesgos laborales y los planes de igualdad; las vicisitudes del contrato de trabajo relativas a su modificación, suspensión y extinción y los derechos colectivos y de representación unitaria y sindical.

El alumno también estudiará el sistema español de Seguridad Social, adquiriendo conocimientos relativos a: la estructura organizativa; los regímenes que lo integran; la inscripción de empresas; la afiliación y alta de trabajadores; el sistema de cotización y recaudación; la relación jurídica de protección y las prestaciones contributivas y asistenciales.

Se trata de una materia básica y eminentemente práctica en la formación del Graduado en ADE que favorecerá el conocimiento de los conceptos teóricos básicos del Derecho del Trabajo y de la Seguridad Social y la solución de casos prácticos directamente extraídos de la realidad socio-laboral cotidiana.

Se trata de una materia básica y eminentemente práctica en la formación del Graduado en GAP que favorecerá el conocimiento de los conceptos teóricos básicos del Derecho del Trabajo y de la Seguridad Social y la solución de casos prácticos directamente extraídos de la realidad socio-laboral cotidiana.

La asignatura puede encuadrarse perfectamente en la Agenda 2030 sobre el Desarrollo Sostenible. En particular, está muy relacionado con el objetivo nº 8: Trabajo decente y crecimiento económico.

Más en concreto, se trabajarán durante las diferentes unidades didácticas, las distintas medidas previstas en la legislación vigente dirigidas a alcanzar el pleno empleo, y en particular a la protección de determinados colectivos tales como jóvenes y personas con discapacidad.

Además sin olvidar la prohibición de discriminación por razón de raza, sexo, condición social, etc. que establece la Constitución Española y que se traslada a la legislación laboral y que se trabaja en diferentes unidades de la asignatura.

Todo lo anterior responde en mayor o menor medida al contenido de las metas 8.5, 8.6 y 8.7 de la citada Agenda 2030 sobre el Desarrollo Sostenible.

Image 7: Docent Guide 11755 (Source: UPV, 2020)

In Image 7 which contains a fragment of a Docent Guide, in Spanish, which shows clearly the SDG is tackled in this subject. For instance, here we can see that the teacher called Carlos reflects that his subject will explain the Goal number 8 and more in detail, afterwards, he explains that will be focus on 8.5, 8.6 and 8.7.

Our way of proceed to analyze the Docent Guides is the following: We will find these Guides in FADE's web page in the section called Guías Docentes (Docent Guides). Then we will classify each Docent Guide depending on the Academic year, Number of credits, Nature, Module, Area, Department, and if it mentions some SDG, and if so, which ones. We will count a subject as aware of SDG only if it is mentioned in an explicit way.

Now that the way the docent guides are analyzed is clear, the following steps of this analysis process are explained below:

We have searched in the UPV web page, and more in detail the FADE one, which subjects were active (activated means that the subject is going to be taught that year, a subject can exist but it could be that year it is not activated. This Bachelor degree has 26 which are not activated) for this academic year, we have found that 70 were activated, and from those, 67 had the Docent Guide in the document form that is the common one to the whole UPV.

An excel file was created to organize the information and analyze the data collected from the docent , also to make it more easily understandable and more visual to the readers. This table (Apendix I) will be the one we will use to make our analysis. We assigned in columns the previous mentioned sections of the Guides, in the following order: Academic year that is taught (Curso), Name (Nombre), Credits (Créditos), Module (Modulo), Area (Materia), Department (Departamento), Nature (Carácter), If it contains SDG (ODS), it will only be counted yes if it is explicitly said (and which ones), otherwise it will be no.

After fulfilling the table, we got a huge excel table that we can use to gather our data and to perform the data analysis.

ANALYSIS AND IMPROVEMENT PROPOSALS OF THE SDGS IN THE DEGREE OF BUSINESS MANAGEMENT AND ADMINISTRATION

Nombre	Name
Código	Code
Créditos	Credits
Módulo	Modul
Materia	Area
Departamento	Department
Carácter	Nature
ODS	SDG
ODS en cuestion	SDG related
Sí	Yes
No	No
Total general	Overall total
Materias básicas	Basic materias
Materias Obligatorias	Compulsory materias
Idiomas transversales	Optional languages
Materias optativas Itinerario	Optional materias of the itinerary
Economía y Ciencias Sociales	Economy and Social Sciences
Estadística E Investigación Operativa Aplicadas Y Calidad	Statistics and Operational research applied and quality
Liguística aplicada	Applied linguistics
Matemática Aplicada	Applied Mathematics
Organización de Empresas	Business´organization
Proyectos de ingeniería	Engineering projects
Urbanismo	Urbanization
Análisis económico	Economic analysis
Comercialización e Investigación de Mercados	Marketing and Market Research
Contabilidad	Acoounting
Derecho	Law
Economía	Economy
Empresa	Business
Entorno Económico y Marco Jurídico	Economic Environment and Legal Framework
Finanzas	Finance
Optativas intensificación Análisis Inteligente de Datos	Optatives intensification Intelligent Data Analysis
Optativas intensificación Asesoría y Servicios Financieros	Optatives intensification Counseling and Financial Services
Optativas intensificación Organización de empresas industriales y de servicios	Optatives intensification Organization of industrial and service companies
Optativas prácticas en empresa	Optatives of intership in companies
Optativas transversales	Transversal optatives
Estadística	Statistics
Métodos cuantitativos para la Empresa	Quantitative Methods for the Company
Alemán	German
Francés	French
Italiano	Italian
Lengua Extranjera para la Comunicación Empresarial	Foreign Language for Business Communication
Matemáticas	Mathematics

Image 8: Translation of the main data of the analysis (Source: Own elaboration, 2021)

The Excel table (APPENDIX I) which we have developed is in Spanish because the data provided by the Docent Guides is only in this language. So to show it fairly we have decided to make it in Spanish, and to add the image which you can see above which shows the more appropriate English translation of the terms which will be studied. Having done so the reader can go and consult which term we are analyzing in the English version. Also, we will translate some words during the analysis if it is easier to understand the procedure.

In order to obtain useful and detailed information we have to use a tool that helps us find accurate information quickly. This could be achieved by using Dynamic Tables in excel. These tables will give us information that at first glance would be difficult to compare because of the size of the file. But first of all, we are going to explain what a Dynamic Table is. It can be explained as: secondary table which came from an original and bigger one usually, which has a menu where you can filter the data to see relationships that you want to focus your analysis on.

4.2 In-Depth Analysis of the Docent Guides

Now we are going to show the results obtained by making some new tables:

In the first place, in table II is showed the numbers from 1 to 4 in the left part of the table show the academic year. In the center-left part of the table those numbers are the subject, which are not mentioning any of the SDGs. Center-right are the subjects which are aware. Right part, are the total number of courses in each academic year.

Academic year	No	Yes	Total general
1	9	1	10
2	7	3	10
3	14	1	15
4	22	10	32
Total general	52	15	67

Table II: How many subjects of the offered each year are aware of the SDG (Source: Own elaboration, 2021)

Table II shows in a summarized table, crucial information about the awareness in this bachelor degree programme, which is that the number of subjects that tackle the Goals is never over 50% on average. Indeed, the overall average of the subjects that relate the SDG and the 2030 Agenda is 22.39% across all the subjects. The results are poor in the first and in the third year where there is only a 10% and 6.66% awareness rate respectively. Better results are viewed in the second year (30%) and in the fourth one (31.25%).

So, seeing this information across the years, we can observe an improvement from 10% to 30%, but then as we have shown above, it decreases again and, as a recovery, at the end of the bachelor course a 31.25% rate is achieved.

Academic year	No	Yes	Total general
1	9	1	10
Materias básicas	7	1	8
Materias Obligatorias	2		2
2	7	3	10
Materias básicas	1	1	2
Materias Obligatorias	6	2	8
3	14	1	15
Idiomas transversales	3		3
Materias Obligatorias	7	1	8
Materias optativas Itinerario (en blanco)	4		4
4	22	10	32
Idiomas transversales	7		7
Materias Obligatorias	2	1	3
Materias optativas Itinerario (en blanco)	13	9	22
Total general	52	15	67

Table III: Module of the subjects that currently tackle the SDG depending on the year. (Source: Own elaboration, 2021)

Legend: left column, in bold the academic year and the subsection is elementary course (Materia básica), Compulsory course (Materias Obligatorias), Language (Idioma transversal), optional subjects (Materias optativas itinerario). Mid columns yes or no. Right columns total sum.

At this point of the analysis, we can observe that in the first three years it is compulsory to be enrolled in almost all the courses due to their nature. Hence, the student who takes these courses will most likely be aware of the Goals as long as he does the assignments related to

the Goals. But in the fourth year we have to take into account, that in the last year of the Degree of Business Management and Administration, as you might see in Table II and more detailed in Table III, the majority of the subjects mentioning SDG are optional (93.75%), so the student can decide which subjects to select. Hence, it is probable, due to the criteria selection of the student, that the pupil does not choose the subjects which address the Goals. So the student can easily have a decrease in the awareness rate from a 31.25% to the minimum of 3.13% awareness only provided by Financial Management (Dirección Financiera), a compulsory course in their fourth and final year.

Simultaneously, we can observe that from the 15 subjects which mention the Goals, only 6 of them are compulsory subjects. Then the total mention of the SDG could decrease from 22.39% to 8.96%, and taking into account that on average a student has 10 courses per year, this is a worrying situation.

Department	No	Yes	Total general
Economía y Ciencias Sociales	21	5	26
Estadística E Investigación Operativa Aplicadas Y Calidad	4	3	7
Lingüística aplicada	12		12
Matemática Aplicada	3		3
Organización de Empresas	11	5	16
Proyectos de ingeniería	1		1
Urbanismo (en blanco)		2	2
Total general	52	15	67

Table IV: Number of subjects that aware or not of the SDG depending on the Department which manage them (Source: Own elaboration, 2021)

Here, we can see the terrible results in most of the departments managing the degree are not satisfying. As a general overview we can see that there are three departments that do not tackle any of the Goals, and these 3 departments represent 23.53% of the subjects offered in the bachelor degree.

On the other hand, we have a really good result, but it is not very significant. We have the department of Urbanismo (Urban Planning) which is aware of the SDG in all their subjects. Unfortunately this department only teaches two subjects which count for nearly 3% of the subjects analyzed. Another good news, although not enough, is that in Statistics and Operational Research Applied and Quality (Estadística e investigación Operativa Aplicadas y Calidad) nearly half of them are aware of the Goals.

However, what is really worrying is the cases of the department of Economy and Social Sciences (Economía y Ciencias Sociales) and Business Organization (Organización de Empresas), which are the core of the bachelor degree, not only in terms of number of subjects but also in the issues that these departments deal with, where 80.77% and 68.75% of the subjects in these departments are not aware of the SDG. This means that 33 of these subjects do not mention anything about the UN goals. This illustrates how far away they are from the Rector's idea of achieving the goals in the UPV.

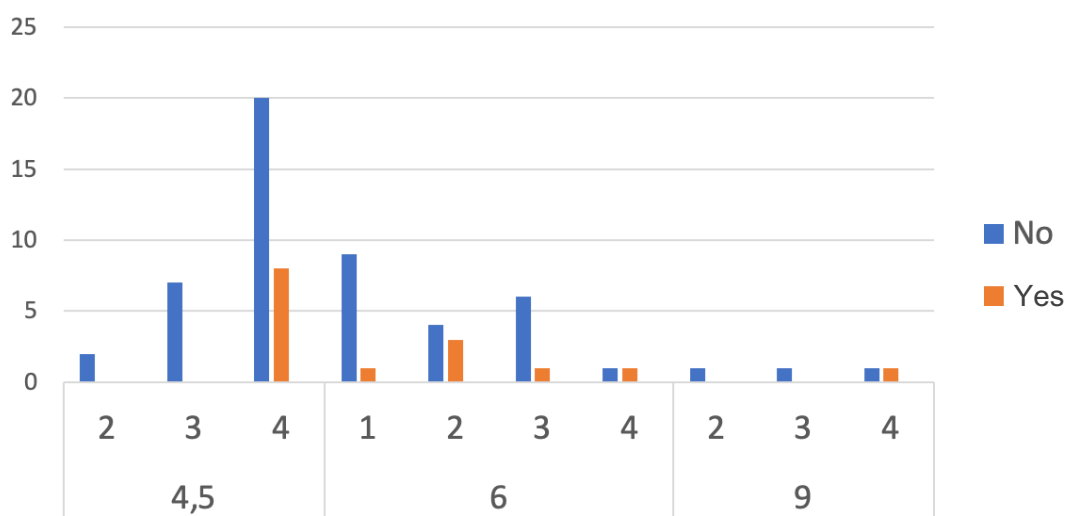
Let us see this idea in a more detailed table:

Department	No	Yes	Total general
Economía y Ciencias Sociales	21	5	26
Análisis económico	1	1	2
Comercialización e Investigación de Mercados	2		2
Contabilidad	3		3
Derecho	1		1
Economía	1	1	2
Empresa	2		2
Entorno Económico y Marco Jurídico	2	1	3
Finanzas	2	1	3
Optativas intensificación Análisis Inteligente de Datos	1		1
Optativas intensificación Asesoría y Servicios Financieros	3		3
Optativas intensificación Organización de empresas industriales y de servicios	1		1
Optativas prácticas en empresa		1	1
Optativas transversales	2		2
Estadística E Investigación Operativa Aplicadas Y Calidad	4	3	7
Estadística	1	1	2
Métodos cuantitativos para la Empresa	2		2
Optativas intensificación Análisis Inteligente de Datos		1	1
Optativas transversales	1	1	2
Lingüística aplicada	12		12
Alemán	4		4
Francés	4		4
Italiano	2		2
Lengua Extranjera para la Comunicación Empresarial	1		1
Optativas transversales	1		1
Matemática Aplicada	3		3
Matemáticas	2		2
Optativas intensificación Asesoría y Servicios Financieros	1		1
Organización de Empresas	11	5	16
Empresa	1		1
Métodos cuantitativos para la Empresa	1		1
Optativas intensificación Asesoría y Servicios Financieros		2	2
Optativas intensificación Organización de empresas industriales y de servicios	2	1	3
Optativas prácticas en empresa	1	1	2
Optativas transversales	3	1	4
Organización de Empresas	3		3
Proyectos de ingeniería	1		1
Optativas transversales	1		1
Urbanismo		2	2
Entorno Económico y Marco Jurídico	1		1
Optativas prácticas en empresa	1		1
(en blanco)			
(en blanco)			
Total general	52	15	67

Table V: Division of the subjects which tackle the SDG depending on the department and the area they belong to. (Source: Own elaboration, 2021)

Comparing what we have seen in the table III, and what we can observe now in table V, we can see the fact that most of the SDG are present in Optional subjects, and we have shown above the risks of that. The issue that this double analysis highlights is that areas such as: Accounting, Market Research, Mathematics, Business... among others, do not mention any of the SDG or the 2030 Agenda. At the same time it is problematic that the subjects which tackle the Goals are the ones in areas that are not highly related with the bachelor, such as Areas Urban Planning, Statistics, Data Analysis. This highlights the fact that the main subjects of FADE do not connect the content of their courses with the UN goals, but subjects of other departments do. Students' awareness of the SDG comes from outside of the Business Departments, which are not fulfilling of the rector's objective of tackling the SDGs.

In order to read properly the graphs the order to follow is: On the left we have the number of subjects which goes from 0 to 25 (courses). Along the baseline we have a double division, which shows, from top to bottom, the year that is taught (2 is the second year for example) and the number of credits. On the right we have if it is offered (Yes, Orange) or not (No, Blue).



Graph I: Division of the SDG depending on the number of credits and the year. (Source: Own elaboration, 2021)

As can be seen in Graph I, most of the subjects have 4,5 credits, but these are not offered until the second year, and the awareness of the SDG in these subjects is not achieved until the last year, so it shows again that the Goals are not tackled enough by this bachelor degree until the final year. Simultaneously, the 6-credit subjects are the second ones in terms of total subjects and hours, with a similar number of subjects offered, although diluted through the

years. And finally, there are only four 9-credit subjects, but putting them in relative terms with the 4.5-credit ones, we have an increase in terms of hours, but again the awareness does not come until the final year.

So, these 9-credit subjects can be useful in two ways: to explore deeply just one Goal or look at several of them at the same time. But these courses are scant if we compare them to the 4.5-credit ones which could tackle SDG more often and in different ways.

Etiquetas de fila	Cuenta de ODS en general	Cuenta de ODS1	Cuenta de ODS3	Cuenta de ODS8	Cuenta de ODS10	Cuenta de ODS13	Cuenta de ODS14	Cuenta de ODS15	Cuenta de Ningún ODS
1	1	1	1	1		1	1	1	9
2	3			1					7
3	1				1				14
4	9			1					22
Total general	14	1	1	3	1	1	1	1	52

Table VI: Depending on the academic year what SDG they were aware of and how many subjects. (Source: Own elaboration, 2021)

To end the analysis, we want to show what the current situation is. In table VI you see in rows the academic year and in columns the SDG they are aware of. You might see that there are repetitions on the rows: that is because the subject can create awareness of different individual Goals and/or of the SDG as a whole. So, making an analysis of each academic year we can observe that in the first year there is only one subject which creates awareness. This information was already known to us, but this subject, Statistics, creates awareness of the SDG in general and of 6 individual sustainable development goals, which are: 1,3,8,13,14,15.

Then in the second year, we can observe that we have more subjects but they are less aware of the individual Goals, but more aware of the SDG and the 2030 Agenda as a whole.

In the third year we have, in negative contrast to the previous two academic years, only one subject which talks about the SDG as a whole and about the SDG 10.

In the final year, we already know that there are plenty of Optional subjects, and we see that there are more subjects which are aware of the SDG as a whole, but also there are a lot of subjects offered so this result gets diluted.

Also, it is important to highlight that in the table not all the SDGs appear, because they were not mentioned or referenced in the Docent Guides. Consequently, there is awareness of only seven of them, and in most cases just in one subject, for example the case of the SDG 10. So, we have low awareness of a few SDG and of the topic as a whole, and a lack of awareness of 10 SDG.

4.3 Analysis conclusion related to the Docent Guides

So, to conclude the analysis, we can claim that there is little awareness of the Sustainable Development Goals and the 2030 Agenda in the Bachelor of Business Management and Administration of the UPV.

The reason has been shown throughout the analysis, but as a review, there is a lack of awareness in the degree as a whole, based on the fact that the number of subjects where SDG are mentioned stays below 50%. Indeed, the maximum awareness in a year is 31.25%, and on average 22.39%, so we compared with the 50% tackle rate that we consider enough to have a sufficient awareness these results are bad.

Another problem is that most of the subjects which create awareness are in the final years, where the subjects are optional or can be substituted by internships, and the ones which are compulsory have a scarcity of awareness of the SDG. So, when the subjects are Optional, some of them are aware, and when they are Compulsory, only a few of them are aware, and not on a deep level.

Furthermore, the subjects which are aware, in most cases came from departments which are not based in the Business areas, so the awareness came from subjects related to Urban Planning and Statistics.

Another drawback of the current situation is that only some of the SDG are mentioned during the Bachelor degree. There is an awareness of just 7 out of 17 SDG, and only a few subjects of those offered make a slight reference to the SDG as a whole. So we have low awareness of few SDG and of the topic as a whole, and a total lack of awareness of the remaining 10 SDG which have not been mentioned. The reason for this could be the lack of the awareness among the teachers, because as we will show in the following chapter, they made strong references to the Goals in terms of content yet they do not even mention it class. This makes us think that maybe they do not know how to . Another reason could be that the students are not interested in these topics, so they do not demand knowledge of the Goals.

4.4 Analysis of the questioner to the pupils

As a way of opening this analysis, we want to explain that we have considered in this process the complete answers. This means that if someone has not answered completely the questionnaire their answers will not be counted, this happens with more than 50 answers. Thus, we only have available to analyze completely 22 responses. Through this analysis we will only relate the data which we have found interesting for our TFG (APENDIX III).

This analysis is focus on what does the students know, and their level of interest related to the SDGs and other sustainability topics.

In our first questions we wanted to know from the point of view of the students, how much they know regarding the 2030 Agenda. Most of our respondents (86,36%) answered that they already know what the 2030 Agenda does is and from these ones a 78,95% would be able to explain to a third person what this Agenda is. From these people we have obtained their perception of what they know related to the 2030 Agenda.

G1Q02[SQ001]. Marca tu nivel de conocimiento sobre [la Agenda 2030]
4
2
Tengo un amplio conocimiento5
3
3
Tengo un amplio conocimiento5
3
3
3
4
4
3
4
No sé nada1
No sé nada1
4
No sé nada1
Tengo un amplio conocimiento5
3
3
3
2

Image 9: Level of knowledge of the 2030 Agenda (Source: Own elaboration, 2021)

In image 9 we can observe the grade which goes from 1 (no sé nada which means I know nothing) to 5 (Tengo un Amplio conocimiento which means I have a wide knowledge). We can see that 17 out of 22 (77,27%) think that they have some knowledge above the medium values with some answers which shows that they have a wide knowledge of the Agenda. At the same time there are 3 people who think that they know nothing related to this agenda.

Then, we wanted to ask if along their university studies, they have assisted to any kind of activity related to the sustainability, sustainable development, 2030 Agenda, or the SDGs. But, we have divided the question in four, and the division is: “have you done these activities in subjects related to sustainability?”, “have you done these activities in subjects do not related to sustainability?”, “have you done these activities in your faculty?”, and, “have you done these activities in your university?”.

From the first division, which aims to know if someone has done activities in subjects related to sustainability, we only have the three affirmative answers. To complete this answer, we have moved to another question which answers in which subject they had obtained this knowledge. They pointed out the subjects of IAE (given in the first year) and; Ethics and Corporate social Responsibility (given in the last year). The students pointed out that the SDGs were visible along all the course. As a consequence of these subjects mentioned and matching it with the question “how many subjects have you receive related to the SDGs (Amount)”, most of them answered from 0 to 3 subjects. This way the students show an agreement that there are no more that 3 subjects related with the SDGs in the degree of business management and administration.

“Obtaining this knowledge from subjects which are not related to sustainability issues” has obtained more affirmative answers. 11 responses which have selected more than one subject, and the variety of subjects has also increased. The knowledge came from Taxation (Gestión fiscal); Macroeconomics (Macroeconomía), some of the students make reference to the first part, some to the second and other ones as them as whole; and Global economy (Economía Mundial).

The ones who answered Taxation mention that they have seen the SDG in practical sessions, the ones who have selected Macroeconomics they agree that they have done a group work and an exposition of this group work, and the ones of Global economy a work related to these issues.

For the ones saying that they have obtained the awareness from activities done in the faculty, who are only two people, they do not know neither how they have learnt about the SDGs or at least none of them has answered how and where they have obtained this knowledge.

Regarding to the people who have chosen the option that they have acquired consciousness of the SDGs in activities promoted by the UPV most of them make mention of a program called Programa indice (Index Program) which following the descriptions of what they have answered in the same answer box, is a voluntary service that the UPV promotes, “where they make activities related to international cooperation development which has a strong relationship with the SDGs and their goals” as a respondent said. We only have a couple of answers which mentions the Index Program, the other ones are in blank.

After these questions, which aimed to know the origin of the knowledge earned by the students, we wanted to know how much they think they participate in activities related to SDGs. To do that, make this question where we gave different answers: blank which means nonknowledge or “No he hecho ninguna actividad” which means I have not made any activity related, “Pocas” which means a low knowledge, “Suficientes” which means enough knowledge, “Bastante” which means medium-high level of knowledge, and, “Demasiadas” which means more than complete knowledge.

We have divided, again, in four sections which aims to know how well the student thinks that he can apply the SDGs to the different aspects of their life.

When we asked about how good they are knowing the SDGs and the 2030 Agenda we had the following answers: None of the students have selected the maximum level of knowledge, there are 6 pupils who think that they have learned medium high knowledge. And we found most of the answers were no knowledge (or blank) and low knowledge. We must consider that this is based on the opinion of the respondents there isn't any prove of it, this is the reason why at the end of the questionnaire we have provided a link to make an exam of how deep your level of knowledge is, unfortunately only one person has answered this exam.

Then, we moved to how well they think they are applying personal decisions linked to sustainable issues. Half of them answered that are not able to no make any decision related to help in issues of sustainability or that they can do few actions to help (low knowledge). And the other half of the answers are telling that they have enough or more than enough knowledge to combine their decision with issues related to the sustainability.

And to end with the perception of the FADE's students we wanted to know how they think they can relate their knowledge of sustainable issues with their work live, the data obtained was the following:

G2Q08[SQ004]. A tu criterio, las actividades que has hecho relacionadas con la sostenibilidad, desarrollo sostenible o Agenda 2030 y ODS para [tomar decisiones como profesional vinculadas al desarrollo sostenible son]
Suficientes
Pocas
Suficientes
Suficientes
Suficientes
Bastantes
Pocas
Pocas
No he hecho ninguna actividad
No he hecho ninguna actividad
Bastantes
Pocas
Pocas
No he hecho ninguna actividad
No es necesario hacer actividades
No he hecho ninguna actividad
No he hecho ninguna actividad
Suficientes
No he hecho ninguna actividad
No he hecho ninguna actividad
Pocas
Demasiadas

Image 10: Activities done related to the sustainability (Own elaboration, 2021)

As it is reflected in Image 10, we found that more than the half of the student, 63,63%, do not think that they are available to apply this knowledge provided in most of the cases by the universities to their work life, and the 22,72% think that they know something of how to apply this knowledge (enough knowledge). Surprisingly we found that one student has select the maximum level of knowledge which means that the knowledge that he has acquired is more that the needed for the work life.

Finally, we asked them how often they assist to activities related to sustainability issues and we found that more that the 50% does not assist to this kind of activities, the rest of them when they have time they go, and two of them always assist.

Then we wanted to know if they were in charge of the university what they would do to increase the level of awareness in the following situations:

Talking with the top decision's maker of the UPV. most of the students agree here, they propose more activities and speeches related to the SDGs and other environmental issues. One of them recommends that these initiatives must be enjoyable to reduce the people who gets bored quickly of these topics and offering extra credits will keep the attention of the students who are looking for more credits. Another one wants to show to the decisions makers that these actions are nowadays implemented in other universities, and we should follow the track of this trends.

But the recommendations changes when we are talking about making this recommendation to the decision makers of FADE.

G2Q13[SQ002]. Si estuviera en tu mano, para incorporar la sostenibilidad en la universidad, ¿qué plantearías [a las personas con capacidad de decisión en tu centro?] empezar a aplicar políticas antes que la universidad
Que no sólo los altos cargos nos comenten en sus asignaturas los programas del 2030, si no que lo hagan de alguna manera todas las asignaturas
Que se fomenten más proyectos sobre la ODS Contribuir con dejar de utilizar envoltorios como el aluminio para los bocadillos y usar papel o sacos de tela Más información a los alumnos que la quieran
Clases dinámicas
Proyectos educativos donde se introduce la sostenibilidad en el ámbito económico
Que den a conocer los datos reales de los problemas que trantan de resolver los ODS. El número de niños que vive en hamburna, los millones de personas que viven con menos de dos dolares.... Plantear una imagen global y real para sensibilizar.

Image 11: Suggestions of the students is they were FADE (Own elaboration, 2021)

The recommendations were very different among them. One of them criticizes that only the teachers that are related with the top direction of FADE share the SDGs, other ones recommend making projects related with the SDGs, a student proposes to sensitize the students by showing real data not the generic one which is informative.

The agreement came back when we propose to make direct changes to the teachers of FADE. Most of the students coincide that the teachers must be more experts in the SDGs another sustainable issues and know how to relate this knowledge with their class materials. One of them goes one step further and proposes an independent subject that treats only the SDGs and sustainable topics.

And to end up we ask to them in a direct way if the find important to measure the knowledge of the students and teachers about the SDGs and the policies to apply. We obtained nearly the same results in both questions, where the respondent said that is important measuring the knowledge of the students with a 72,72% of the votes and for the teachers with an 81,81%.

Having this result, we found interesting to ask if they think that this kind of knowledge will be important when they apply for a job and the 90,90 percent of the students answered that yes, and most of the ones who answered “yes”, said “yes but it will not be essential to get the job”.

At the end of the questionnaire, we left a link to make an exam to really know the knowledge of the students but we only get the answer of the one who is writing this thesis so we will not make an analysis of that.

4.5 Analysis conclusions related to the questionnaire for the pupils

The conclusion of this analysis is that there is a small group of students who are really interested in improving the current situation.

We have only received 22 responses for this questionnaire, in those responses most of the students have claimed that they assess themselves with a high level of knowledge of the SDGs and other sustainability topics.

Later on, we asked them whether they have obtained this knowledge from the UPV and how this knowledge was delivered. Most of them answered that they had received this knowledge from 3 subjects which are strongly linked to sustainable issues and from another 3 which are non-related to sustainable issues. Then, a few of them mentioned receiving this knowledge from a program managed by the UPV called Index program, where they made several activities which help to better understand the 2030 Agenda and the sustainability problems.

After asking them about the theoretical knowledge that they have received, we asked them if they can relate the knowledge with their current life. More than half of the students said that they do not think that they are able to apply this knowledge provided in most of the cases by the universities to their work life.

Following the questionnaire order we asked them what they would do if they were in a specific position inside the UPV decisions makers. The interesting results came out when we arrived at the situation in which they put themselves in the position of a decision maker at FADE. Here the students show similar opinions, pointing out that they don't think they receive proper knowledge of topics related to sustainability, and another common claim is that only the teachers linked with the deanship are aware of the SDGs.

To end the questionnaire, we asked them that if they consider that this knowledge will be important in their upcoming job positions and life activities, the answers to these questions highlight the importance that these students give to the SDGs where more that the 90% think that this knowledge is important for applying for a job.

4.6 Analysis of the questionnaire done by the teachers

As we have shown in the chapter of methodology, in the first step (gathering of information), we have developed a different questionnaire just to know the will of the teachers to include the SDGs in their subjects and how relevant they found this topic in relation with their subject.

First of all, we just received 13 answers, 13 out of 58 teachers who can answer this survey. They are 58 because in 12 of the subjects we have repeated teachers or non-located teachers. Also, we have to take into account that there is a person who has answered twice in the same file, so that is the reason what there are 12 answers but we count 13.

From those 12 teachers who answer we have obtained the following data:

The first question aims to obtain from which department teachers answering these questions belonged to. From Economy and Social Sciences, we have the 66,7% of all the answers, from Business' Organization a 16,7%, from Applied Linguistics 8,3%, and another 8,3% for Statists and Operational research Applied and Quality. From the other departments we have not received any answer yet.

¿Consideras que los ODS pueden ser de ayuda para que los estudiantes adquieran las competencias relacionadas con su asignatura?

12 respuestas

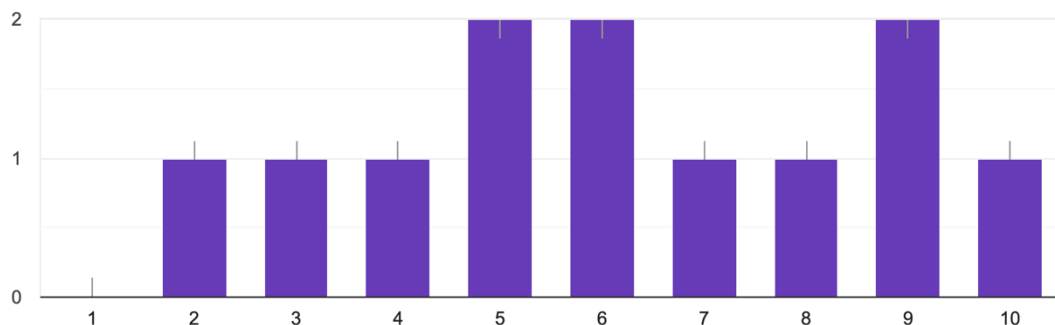


Image 12: Acquiree of competences related to the subjects helped by the SDGs (Own elaboration, 2021)

As you might see in image 12, we have asked in a scale which rates the level of importance, that goes from 1 to 10, 1 there is no importance, and 10 is of the highest importance, if the

respondents consider that the SDGs could help their students to learn competences related to their subject. The result obtained on average was of 6,15 points; where 5 people rates the importance below or equal to 5, and 8 teachers who rate them above or equal to 6. We have to highlight that we found 3 answers in the highest relevance part of the graph.

Then we ask which of the SDGs they consider the most important to relate with their subjects and we obtain:

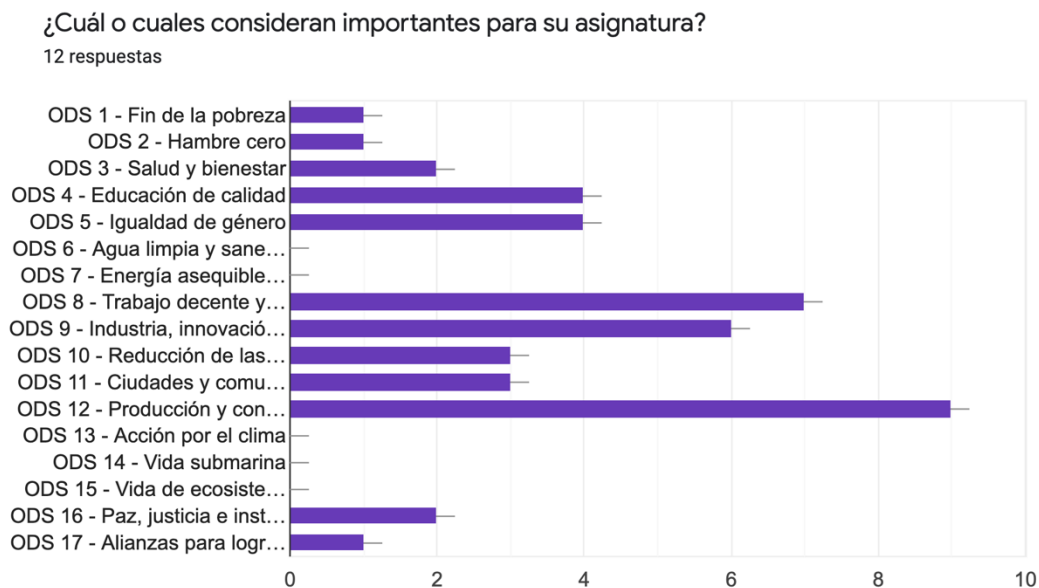


Image 13: Relevance of each SDG from the point of view of the teachers (Own elaboration, 2021)

We have found that 5 SDGs are not important for the ones who answered the questionnaire; then we have found that the SDGs that have some importance are the SDGs 1,2 and 17 that have one selection and the SDGs; 3 and 16 with 2 selections; later we found the SDGs with importance which are the SDGs 10 and 11 with 3 selections; and the SDGs 4 and 5 with 4 selections. Afterwards we found the SDG which show a high importance in the bachelor degree of Business management and administration of the UPV which are SDG number 9 with 6 selections, SDG number 8 with 7 selections, and the finally the highest one with 9 selections the SDG number 12.

In other words, the sustainability issues which matter the most in the bachelor degree we are focused according to the teacher point of view are the ones related to Affordable and Clean energy, Decent work and Economic growth, and Responsible consumption and production, in that order.

We must take into account that this are the results of the nearly 23% of the teachers which is not quite significant but, if we match this data with results obtained in the other sections of this TFG we can see that the results obtained are following the path.

4.7 Analysis conclusion related to the questionnaire for the teachers

This questionnaire was short but has provided key information. It has shown us the current use of the SDGs by the teachers, which of them they use the most, and if they consider that they are important to be integrated in the course materials

On average the teachers consider that the Sustainable Developing Goals help to better the understanding of the material that they teach, the result obtained was a 6,15 out of 10. So, there is evidence that the teachers want the SDGs to take part of their class materials as they could help them to explain their material in a better way.

The survey performed reveals that the most important SDGs for the teachers are number 8, 9, and 12. These ones are the most selected by far but not by all the teachers. So, it is important that the teachers begin to use the SDGs with more frequency and a wider variety of them as there are 5 of them which have received 0 selections and there are another 5 that have less or equal than 2 selections.

5 SUGGESTIONS FOR POSSIBLE IMPROVEMENTS

5.1 Improvements detected

In the previous sections we have observed that the bachelor degree has a lot of omissions when we talk about the Sustainable Development Goals and the 2030 Agenda.

We consider that the main problem is that the system of tackling the goals needs to be improved.

We strongly believe that offering just one subject which covers the SDG in the first year is quite poor in terms of awareness, and the situation in the following years improves, but not to the point that we and the Dean consider adequate for student awareness. During our thesis development, we spoke with the Vice-Rector of our faculty, and she showed her interest in improving the current situation of the SDG in the bachelor degree.

This Degree focusses on tackling the goals primarily during the final year, which is not an erroneous approach, because the students can move into the world of work with a different skill. This new aptitude obtained by being conscious of the Goals will prepare the student to apply and integrate them into their future job.

This awareness, provided by Optional subjects, is a double-edged sword. On one hand we reaffirm what we say above, that training the students in subjects directly linked to their specialties is wonderful, because they would be able to apply the SDG in their daily work. On the other hand, the real problem is that these subjects could be substituted by internships or by other Optional subjects so the students could easily skip these subjects and then never hear about the SDGs.

And the last main problem that we found in the previous analysis is the lack of awareness from the subjects that were strongly related with the bachelor degree, and the high awareness from those which we not directly related. We consider it necessary that the students tackle the SDG in subjects directly related to what they are studying.

5.2 Measures proposed

5.2.1 Docent Guides measures

In order to try to solve the aforementioned problems, we have to consider imposing a rule for the academic years and for the subjects within them. This would be based on our self reasoning, and after this the rector would have to see if our rules are viable and adequate.

Optional subjects must follow this rule: of every three Optional subjects, at least two of them must tackle the SDG. There are two reasons for the “2/3 ratio”: firstly, because there are more Optional subjects than Compulsory, if these optional subjects tackle the Goals there will be an improvement in the awareness rates; secondly, these subjects are very specific and very oriented to the world of work, and it is important that the student can apply these Goals in their daily work to complete the chain of awareness.

And for every two Compulsory subjects, at least one must relate to the 2030 Agenda, hence we get the ratio of 1/2.

The aim of the measure is a multi-objective goal: we will try to solve the scarcity of SDG awareness. Doing so, we will increase the number of subjects which create awareness in the first three years, hence, students will be concerned about these Goals from the beginning of the bachelor degree. Increasing this amount, we will directly enhance awareness in the 4.5-credit subjects. A secondary problem of this Bachelor degree is that there are many 4.5-credits subjects, but these are the ones which have less awareness in relation to the number of them.

Having done so, it is highly probable that this measure will affect every department so the awareness in each department increases.

Also, as an exceptional measure we would want this rule to be applied to all the Optional subjects, and not just those that belong to a specific branch of the itinerary. Creating this awareness is imperative to make sure that the students finish their degree with a reminder of the SDG and the 2030 Agenda.

Our criteria to provide suggestions of which SDG could be tackled in each subject is done by reading the previous mentioned Docent Guides. The description of the subject explains what is going to be taught in these subjects and reading this, we have found that some of them can be linked easily with some SDG or with the Agenda in general. Also, there are some subjects which do not make any reference to any SDG or anything that could be linked, most of this

happens in subjects which are oriented to the whole UPV, for instance Languages, but we consider that these subjects could dedicate some of their time in class or the projects to including the Goals.

Competencias transversales

(03) Análisis y resolución de problemas

- Actividades desarrolladas relacionadas con la adquisición de la competencia
Dos pruebas de evaluación consistentes en la resolución de problemas.
- Descripción detallada de las actividades
En las pruebas de evaluación se expondrán varios casos prácticos a resolver en los que el alumno, de forma cronometrada y controlada por el profesor, construye su respuesta (respuesta abierta).
- Criterios de evaluación
Baremo elaborado sobre la solución correcta.

(07) Responsabilidad ética, medioambiental y profesional

- Actividades desarrolladas relacionadas con la adquisición de la competencia
Pruebas escritas y test.
- Descripción detallada de las actividades
Problemas y test que incorporan la aplicación correcta de la normativa contable, incidiendo a su vez en la necesidad de un comportamiento ético en la aplicación de dicha normativa contable.
- Criterios de evaluación
Baremo para la prueba de problemas. Respuestas correctas para el tipo test.

Image 14: Signs which link non-related subjects with the SDG (Source: UPV, 2020)

What we were explaining above is shown in Image 14. We have selected this example because this subject is making a reference to the SDG numbers 8, 13, 14, and 15. Since they talk about responsibility, ethics, environmental and professional issues, they could easily reference these goals, but they are not doing it. As before, we have found 14 subjects in the first three years which do not make references to the Goals in their contents. The sum of these subjects nearly reaches 40% of the subjects offered in these years.

Then, as we have outlined above, there are subjects that do not have a direct link but the issues that they cover in their subject could easily be related with the SDG, as in the case of Ecosistemas de Innovación y Competitividad (11792). This subject deals with innovation and could easily reference SDG number 9, which speaks about Innovation. This kind of subject, which teaches topics that could be easily related with Agenda Goals, equates to 11 subjects of the degree. We firmly consider that it is also important that the subjects of applied languages tackle the Goals because they are offered during the last two years of the bachelor degree and they currently account for 12 subjects. It has to be highlighted that these subjects are taught not only to FADE's students, but are also offered to other bachelor degree students and given as a common lecture, so if we motivate an increase in awareness in these subjects, we will be helping to tackle the Goals in other bachelor degrees.

So, if we finally achieve a situation whereby these subjects create an awareness of the Goals, we would add 37 more subjects which reference the SDG within the Bachelor of Business

Management and Administration. As a result we will have a total of 52 subjects which create awareness of the SDG and the 2030 Agenda.

In APPENDIX II we can see the bigger picture with the target subjects that could mention the SDG in a near future. Docent Guides have been used as we have been showing throughout the chapter, as an original document where we can get information which could contrast non-related subjects with related subjects.

Now we are going to follow the same order of Dynamic Tables as in the Analysis, in order to show the reader the improvements that would be achieved in each Academic year, Department, Area ...

Academic year	No	Yes	Total general
1	3	7	10
2	1	9	10
3	4	11	15
4	4	28	32
Total general	12	55	67

Table VII: How many subjects of those offered each year are aware of the SDG after taking into account the suggestions. (Source: Own elaboration, 2021)

Here as the reader can see, all the academic years achieve on average a 50% awareness rate of SDG. This means that more than 50% of the courses offered during the academic life of the students at FADE would have an aspect or part dealing with the SDG: In the first academic there would be a 70% awareness, in the second 90%, in the third 73.33%, and 87.5% in the final year. These are results that clearly improve the ones obtained without the proposal. We had just 15 subjects out of the 67 creating awareness. Now we have 55 subjects which would have direct links to SDG. This would reverse our results: before we had 52 No versus 15 Yes (Sí) and now we have 12 No versus 55 Yes (Sí).

Now the overall average rate of awareness through entire degree is 82.09% compared with 31.25% in the previous analysis. We are talking about an improvement in the awareness rate of nearly 50%. These results mean a huge improvement in the way the goals are tackled by the Bachelor degree. Indeed, it is unusual to see a subject which is not aware of it. Let us look more closely at this analysis:

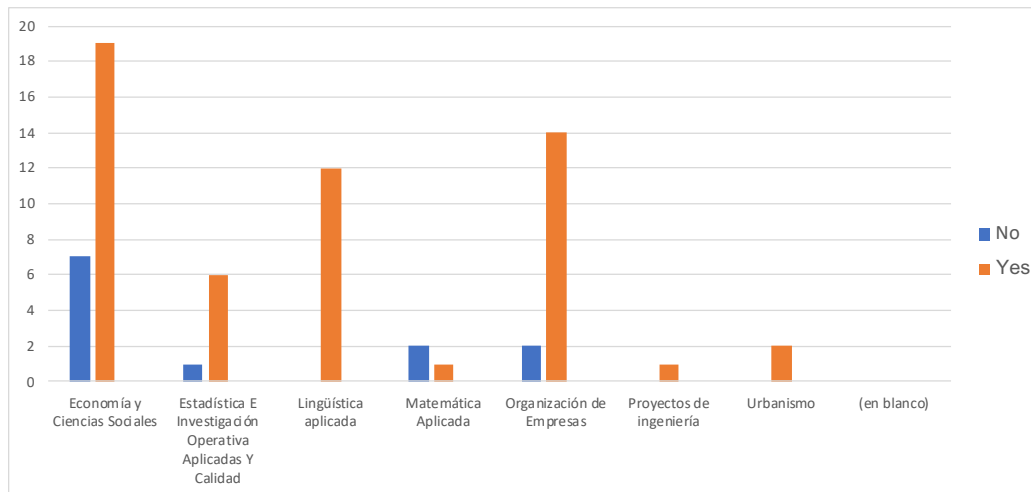
Academic year	No	Yes	Total general
1	3	7	10
Materias básicas	1	7	8
Materias Obligatorias	2		2
2	1	9	10
Materias básicas	1	1	2
Materias Obligatorias		8	8
3	4	11	15
Idiomas transversales		3	3
Materias Obligatorias	3	5	8
Materias optativas Itinerario (en blanco)	1	3	4
4	4	28	32
Idiomas transversales		7	7
Materias Obligatorias		3	3
Materias optativas Itinerario (en blanco)	4	18	22
Total general	12	55	67

Table VIII: Module of the subjects that are aware of the SDG in the current situation depending on the year of the suggestions. (Source: Own elaboration, 2021)

Here we can see the improvement in each academic year, and the upgrade of the different modules of subjects if the suggestions are implemented. Compulsory and basic subjects have improved considerably, and our tackle rate of 1/2 has clearly been achieved, indeed the awareness rate of the compulsory/basic subject is of 2 out of 3 so, 66.66% of the compulsory subjects are aware of the Goals.

We had higher requirements in the Optional subjects because they were more numerous and more world-of-work oriented. Our self-imposed rule of 2/3 has been easily exceeded by the 86.11% obtained. This means that only 5 out of the 36 subjects do not have any relation with the Goals. This hypothetical scenario would be an excellent result, because once again it is unusual to see a subject not aware of the Goals and the Agenda.

ANALYSIS AND IMPROVEMENT PROPOSALS OF THE SDGS IN THE DEGREE OF BUSINESS MANAGEMENT AND ADMINISTRATION



Graph II: Number of subjects that aware or not of the SDG depending on the Department which manages them (Source: Own elaboration, 2021)

Continuing with our hypothetical settings, we would have two significant changes: the first one, the increase in departments which have switched from zero to total awareness; and the change in the dominance in departments which are directly linked with the Faculty of Business Management and Administration.

It is important to highlight the fact that with the previous and the current situation, we just had one department which had the totality of their subjects relating the SDG. Now, if the rector accepts our suggestions, we have three of them, and it would be four but for Statistics and Operational research Applied and Quality. We have to say that one of these departments is Urban Planning, which has performed well in terms of communicating the Goals as shown in Image 6. What is really significant is the fact that these two subjects with total awareness came from departments which have never created awareness of the SDG, which shows that any department can make a change if they have the will to do it.

The other situation which we want to talk about is the fact that the degree of awareness in the departments which are directly linked to bachelor degree has increased in a significant way. We can see that these departments, with the exception of the ones which are not aware, were the ones with the worst results. They had 21 No (do not tackle) versus 5 Sí (they reference the content) in Economics and Social Sciences which has changed to 7 No and 19 Sí, and the same in Business Organization, where we have gone from 11-5 in No and Sí to the new values of 2-14.

ANALYSIS AND IMPROVEMENT PROPOSALS OF THE SDGS IN THE DEGREE OF BUSINESS MANAGEMENT AND ADMINISTRATION

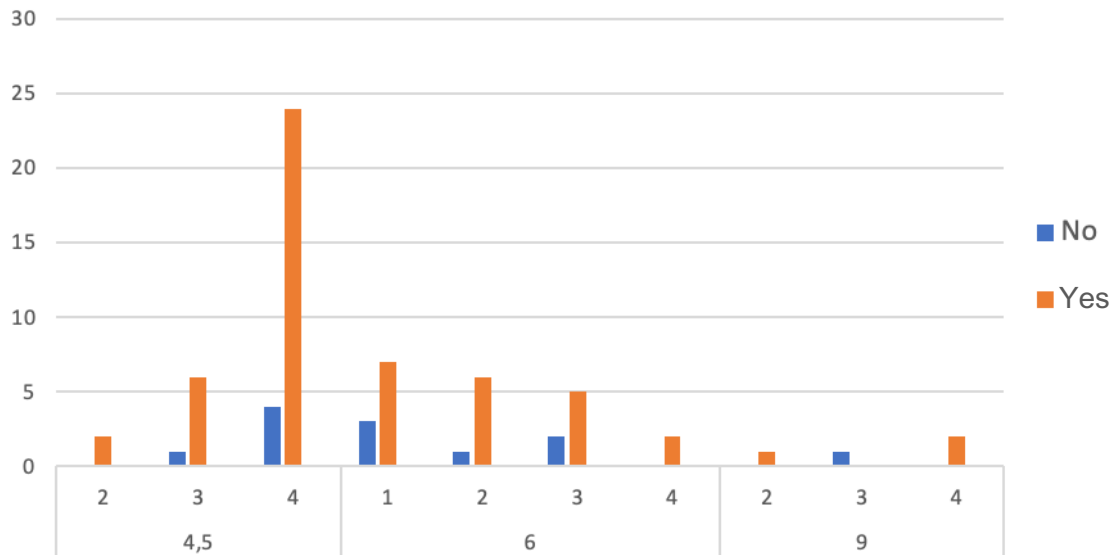
This achievement is important because now, the departments highly linked with the bachelor degree are also highly aware of the SDG and the Agenda, and if this trend is stabilized, maybe other subjects or other departments could be added to this.

Department	No	Yes	Total general
Economía y Ciencias Sociales	7	19	26
Análisis económico	1	1	2
Comercialización e Investigación de Mercados	1	1	2
Contabilidad	2	1	3
Derecho		1	1
Economía		2	2
Empresa		2	2
Entorno Económico y Marco Jurídico		3	3
Finanzas	1	2	3
Optativas intensificación Análisis Inteligente de Datos		1	1
Optativas intensificación Asesoría y Servicios Financieros	2	1	3
Optativas intensificación Organización de empresas industriales y de servicios		1	1
Optativas prácticas en empresa		1	1
Optativas transversales		2	2
Estadística E Investigación Operativa Aplicadas Y Calidad	1	6	7
Estadística	1	1	2
Métodos cuantitativos para la Empresa		2	2
Optativas intensificación Análisis Inteligente de Datos		1	1
Optativas transversales		2	2
Lingüística aplicada	12	0	12
Alemán	4		4
Francés	4		4
Italiano	2		2
Lengua Extranjera para la Comunicación Empresarial	1		1
Optativas transversales		1	1
Matemática Aplicada	2	1	3
Matemáticas	1	1	2
Optativas intensificación Asesoría y Servicios Financieros	1		1
Organización de Empresas	2	14	16
Empresa	1		1
Métodos cuantitativos para la Empresa	1		1
Optativas intensificación Asesoría y Servicios Financieros		2	2
Optativas intensificación Organización de empresas industriales y de servicios		3	3
Optativas prácticas en empresa		2	2
Optativas transversales	2	2	4
Organización de Empresas		3	3
Proyectos de ingeniería	1	0	1
Optativas transversales		1	1
Urbanismo	2	0	2
Entorno Económico y Marco Jurídico	1		1
Optativas prácticas en empresa	1		1
(en blanco)	0	0	0
Total general	12	55	67

Table IX: Division of the subjects which are aware of the SDG depending on the department and the area they belong to. (Source: Own elaboration, 2021)

The double analysis shows us that in areas such as Accounting, Market Research, Mathematics and Business the current situation highlights a lack of mention of the Agenda in

their subjects. If we apply the proposed rules however, a significant improvement in these Areas is achieved. We have successfully converted the core areas of the Bachelor degree into areas that are more in line with the UN goals, and other areas such as “metodos cuantitativos para la empresa”, which are highly related, have increased their tackle rate too. These achievements increase the bachelor’s value in social and environmental terms.



Graph III: Division of the SDG depending on the number of credits and the year. (Source: Own elaboration, 2021)

Legend: On the left we have the number of subjects which goes from 0 to 30. Along the base line we have a double division, which shows from top to bottom, the year that it is taught (2 is the second year for example) and the number of credits. On the right we show if it is offered (Yes, Orange) or not (No, Blue)

As the previous analysis shows, the 4.5-credit subjects were the most common subjects and the ones which make less mention of the Goals in their subjects. Applying our suggestions this situation changes: we just have 5 subjects of 4.5 credits that are not aware, compared to the 32 which tackle the Goals.

The improvement in the awareness rate in the 6-credit subjects is significant, with the awareness rate reaching 100% in the final year.

The 100% rate is achieved in 9-credit subjects in the second and the fourth year. So, the students can immerse themselves in a specific goal such as the Goal 8 in the second year,

and study all of them in more detail in the final year if they select the intensification of “Inteligencia de Negocios”.

Etiquetas de fila	Cuenta de ODS en general	Cuenta de ODS1	Cuenta de ODS3	Cuenta de ODS4	Cuenta de ODS5	Cuenta de ODS6	Cuenta de ODS7	Cuenta de ODS8	Cuenta de ODS9	Cuenta de ODS10	Cuenta de ODS11	Cuenta de ODS12	Cuenta de ODS13	Cuenta de ODS14	Cuenta de ODS15	Cuenta de ODS17	Cuenta de Ningún ODS
1	5	1	1					1		1		1	1	1	1		3
2	2		1	1		1	1	4	2	2	1		2	1	1	2	1
3	6						1		2	1		2				1	4
4	19				2	1	1	4	3	2		2	1	1	1	1	4
Total general	32	1	2	1	2	2	3	9	7	6	1	5	4	3	3	4	12

Table X: Depending on the academic year, what SDG they are aware of and how many subjects. (Source: Own elaboration, 2021)

As we can see the subjects which relate their content to the SDG have increased in three ways: The number of subjects which mention the Agenda and the UN goals, the variety of the goals tackled, and the number of subjects which tackle more than one SDG.

As has been shown during the suggestion part, applying our measures will help increase the number of subjects which mention the goals from 15 to 55, which will help to achieve of the goals and the overall awareness of them.

There are goals that are difficult to introduce into lessons if the teacher and the Docent Guides are not aware of them. But now that there is a Thesis that shows which goals the subjects can be related to, it will be easy for the teacher to check what we suggest and either accept it, ignore it or with a bit of luck, include it in their lesson plan.

The variety of Goals tackled will be a consequence of motivation to foster awareness of the SDG, because the Goals are related to each other and it is easy to relate more than one goal if there is the will to do it.

All the suggestions made are based on the Docent Guides, so the will to take action is in their hands, they just have to make a small effort that could have amazing consequences for the students and for society.

There are two Goals that have not been mentioned: number 2 and number 16. Perhaps these goals could be covered by other subjects which are not activated or by some of the current subjects whose teachers want to integrate them. Lectures are perhaps not the solution, but, the University could bring in some experts in these specific areas to help the awareness process.

5.2.2 Solution for the subjects related to the departments of Accounting and Finance

After the explanation of the analysis and the later on suggestions we have detected that FADE has an improvement margin in subjects which belongs to Accounting and Finance areas, which, from our point of view, are key parts of the learning process offered to the students of this bachelor degree.

In order to help them to increase the tackle rate of the SDGs in these areas, and to improve the job opportunities of the students who graduate in this degree, we suggest to the Dean and the responsible of the subjects of areas related to Accounting and Finance start to mention and teach about the European Union Taxonomy.

Taxonomy can be easily explained by the European Commission “The EU taxonomy is a classification system, establishing a list of environmentally sustainable economic activities” (European Commission Web Page, 2021). These activities will be used as a guide which will provide to the companies and investors a classification system of environmentally sustainable economic activities. As there will be a guide the companies could see which economical activities or practices, they should apply in order to receive funds from the European Commission and help to the environment with their actions. This will increase in a significant way the sustainable investments.

At the same time, with this way of sharing the European Funds for investments among a well performed alignment with green list they are supporting the Sustainable Finances. Having done so, investors will re-orient investments towards more eco-friendly and sustainable businesses and this trend will be fed back on its own so will reduce every time more the investment in non-suitable companies and businesses (European Commission Web Page, 2021).

So, to follow the path that the European commission and the economic funds are going to follow, we consider that the teachers of subjects related to accounting and finance, should make awareness, and teach to the students in this policies and practices. Applying these practices would make our students able to know how to receive these extra funds to their upcoming companies. This knowledge makes our students more valuable to their companies as this policy is here to stay and will not be the first nor the last one.

In June of 2021 the European Commission started to apply new legislations. So, there is not far in time when the future accountants and financials must learn about this to receive significant funds for their companies. This would lead to the companies to better results than without them, so as it is starting now is a good opportunity to join this content with the class materials. Simultaneously we strongly recommend to the Dean prepare meetings related to this issue to start to generate doubts about the new legislation and policies so the student can ask to the teachers and start a deeply knowledge of this topic.

5.2.3 Outcome of the analysis and measures proposed of the questionnaire done to the students

The first thought that we can bring of the analysis done is that most of the students are not highly interested in introducing the SDG in their degree. We base this statement on the fact that from the nearly 200 students to whom we offered this questionnaire only 22 people has completed it, and only one of them has continued the process to make the exam of “how much do you know about the SDGs?”.

Following our belief on the previous opinion, it is true that there are a lot of people who has started the questionnaire related to SDGs so we can claim that these are the people who is interested in sustainability issues, but they are not willing to make a huge effort as is answering a long questionnaire.

It could seem a good news that nearly an 87% of the people who has answered this questionnaire says that they already know about the SDGs and the 2030 Agenda. And that nearly the 80% of the ones who already know this topic can explain what it is.

But it is from our point of view an unprovable data because this content is very basic, is just understanding what this Agenda and the SDGs are, and making other people to understand it. We consider that this the first rate should be around the 100% and that the percentage which depends on this one (be able to explain what it is), must be always a 100%, because a good understanding of a topic is achieved when you can explain it perfectly.

Following the order of the analysis done, we arrive to the section where we ask to the students, based in their opinion, what is their level of knowledge of the SDGs and the 2030 Agenda.

Most of the students have selected a value equal or above than 3 (which is the medium value) so these students think that they have a good knowledge and some of them have a wide knowledge, so we invite them all to prove their knowledge related to this topic in the test which we provide at the end of the survey, where they might find topics that they do not know or maybe that they are not as a high level as they think they are. Also it is worrying that there are a 23% who have said that the do not know much about these topics. We should work in order to make that the students who go through this degree have at least a high level of knowledge of the 2030 Agenda and the SDGs, at least a 3.

Again, this data would be better studied if we had obtained more answers in the exam of the SDGs knowledge and we in this questionnaire.

Then we wanted to know if this knowledge came from the Degree which they are taking in the UPV.

Here we obtain interesting data, we found, and we can see in the analysis, that there is an agreement in this decision, from the point of view of the students there is just a maximum of 3 subjects which are directly linked with the sustainability in the whole degree of business management and administration. At the same time, three subjects are the same number of subjects which are not linked with sustainability which offer content related with the SDGs.

It is weird that in a degree of more than 70 subjects there are only 3 subjects that the students identify as aligned with sustainable issues. Here we offer the suggestion who a respondent to our questioner has done, there should be an independent subject which offers material and lesson about sustainability issues where should be introduced the SDGs, so we guaranteed that in a subject we offered all we need to be known about the SDGs and the sustainability.

Also, there should be more subjects which are not directly linked with the sustainability which relate their content with them as an example of how to do this we have the full chapter of suggestions to improve the docent guides.

It is mentioned in the answers of the people who have received acknowledge from the UPV, that there is a program called "Index program" that it is promoted by the UPV where the students make activities related to the sustainability and the international cooperation development. We suggest an Index program of FADE, where we combine the sustainable topics with the two bachelor's degrees offered 100% in FADE, Business Management and Administration and Public Administration, this combination will help to increase the tackle rate of the goals in the two bachelor degrees and will help FADE to become a reference inside the UPV. We suggest that at the end of this program there would be an exam, and after passing it, the faculty issue a certificate where there will be a justification that the student have assisted to that program and has acquired determinate knowledges.

When we asked if the activities done related with sustainability have help to be aware of the sustainable development and the 2030 Agenda, none of the pupils have selected the highest grade which means for us, that they think that there are improvable activities to know more about issues related with the SDGs. At the same time, we have that half of the students have not done any activity on only a few of them. It is important that the students of this bachelor make activities to increase their knowledge in this area, is not possible that a student who has obtained a university degree do not have any or a low knowledge on environmental topics.

This self-evaluation of the knowledge is done based in their opinion. There is a test that would say if the data obtained feats correctly with the reality, but the test has been answered just by

one student. This person was me, and I have passed the exam but with the minimum grade. Within the test there were contents which I have never heard of and data that I was not conscious of. From my personal perception, my prior claimed medium-high knowledge, did not match with the one I do really have, sufficient level.

We strongly recommend to all the students to make this test in order know what they really know about these topics and how deep is their knowledge.

When we asked if they were able to combine their knowledge about the SDGs with their work life 66% of the students answered that they consider that they are not able to do it. This is a problem if the students can apply other secondary content that have been taught along the bachelor, because this would mean that the content provided is not of the enough quality to be spread in other fields of their life, as it is the world of work of each student, there should be developed other ways than the current ones to improve this consciousness of this topic. We consider that would be a good idea to introduce this knowledge by practical applications of introduce the SDGs in accompany, FADE has the luck of being in contact with many companies, it would be interesting to make meetings with some of them which have done it. This would be a way that the students would know how to apply this content as the have seen a real case.

To end this first round of questions we asked them if they really assist to this kind of activities and most of them answered that they do not assist to this kind of activities, once again it is shown the small will that have most of the students in not increasing the knowledge of the SDGs.

Then we ask them recommendations because we would like to now their actions depending in which position would be.

When their position is top managers of the UPV.

There is an agreement in increment the number of talks to show out the different challenges that sustainability is facing, but they are bearing the idea that these talks must be enjoyable, and we agree on this because as it is a topic which do not brings too many people it should be entertaining in order to make stay and attract the most amount of people.

Another idea that the students would apply if they were in this position is offering extra credits for assisting or doing to these activities. We do agree with this statement but with the condition that after the meeting or whatever the activity is the students should pass a small test because

otherwise there would be plenty of people that would assist only for the “free credits” and they would do not nothing to participate in this activities.

When they are top decision makers of FADE the situation change.

They demand that not only the members of the deanship make reference of the SDGs at their classes. We also agree with them and because of that we have made a plan of suggestions in order to increase the tackle rate of the SDGs in nearly every subject offered in this bachelor degree, having applied so we have more subjects which mention the goals and different approaches.

The students also demand and increase of the projects demanded along the bachelor degree, and we could match this demand with the other idea that a student suggest, sensitize to the students. We propose that the projects done by the students are not only superficial about the problems, but they also must go deeply and find what consequences this data has not only highlighting the information.

When the pupils are in the chair of the teachers the agreement returns.

The problem detected is that the students strongly believe that most of the teachers do not have a good level of knowledge of the SDGs and the 2030 Agenda. It is important that the teachers have a good level of knowledge of sustainable issues because they are the people that the students listened the most so if they do not know about these issues, they will not be able to teach about them hence the mentions of this topics will not be fostered.

To end we ask to the students if they believe that this kind of knowledges would be important in their future and in their upcoming jobs, a very high percentage of them think that this would be important to know how to apply it in these contents to their work and at the same time think that will be an important content in the selection process. So it is a duty of the university to cover the demands and inquietudes of the students.

5.2.4 Solutions to the survey done by the teachers

What we have find out of the analysis of the data obtained from the survey done to the teachers of the bachelor degree of Business Management and Administration is that most of the teachers, or at least most of the ones who answered it, are interested in the SDGs and the applications that this SDGs can provide to their subjects.

Most of the teacher who gave us their opinion about the relevance of the SDGs in this bachelor, found the sustainability objectives important for understand in a better way for their subject, and improve their comprehension of the different skills that these subjects offer.

But this is on average, there is a percentage of the teachers that clearly thinks that the sustainable objectives do not help much in the additions of skills linked to these subjects, so we should work with the content of this subjects to find links as we did in the chapter of analysis of the Docent Guides, in order that the teachers see these Goals as an opportunity to give an alternative vision to their subjects and open the mind of the pupils, as they would see the same contents but with different points of view or perspectives.

Another good new came out from the section which highlights the SDGs which are the most important from the vision of the teachers. SDGs number 8, 9, and 12 have the best results and are selected in most of the answers.

But there are some SDGs that based in our recommendations provided in the chapter of suggestions about the Docent Guides can help to these results, we are talking about the SDGs number 10, 13, and 17 which are ones of the analyses that have the worst results, where Goal 13 is not even selected by the teachers.

At the same time, we have to focus our efforts based on the Taxonomy and other suggestions in the previously mention chapter about possible suggestions to the Docent Guides in order to try that at least one subject in every department finds important at least one SDG. And as we have seen in other chapters is important to the students that the SDGs start to be part of the class materials. *one of all the SDGs*

Also, would be wonderful that this questionnaire will continue working and be answered by the future responsible of the subjects in order to receive more data every year, for upcoming thesis and/or for studies of the university in other to know the opinion and points of view of the teachers about the SDGs and the links of the class material with the sustainability.

6 CONCLUSIONS

As a conclusion of what we would achieve, we can highlight:

There is a significant number of subjects that are aware of the goals as a whole. These subjects, in our opinion, should be used in order to remind the students what the SDG are and what they aim to achieve. As the students of this Bachelor degree usually receive hints or reminders about what the “Accrual principle” or the “Just in time practices” are, the teachers could remind students about the 2030 Agenda and its uses and applications.

Specific subjects which relate their content to the UN goals are important to show students the different approaches that the same goal could receive depending on the issues that the subject is facing.

There are some cases of subjects which taught or mentioned topics highly related to UN goals without even realizing it. This make us think that maybe the teachers are not aware enough of the SDG and the 2030 Agenda. Our suggestion is that higher authorities train and teach the teachers in order to bring about an effective awareness.

The final year of Bachelor degree has the highest tackle rate, which helps to introduce the students into the world of work with an extra skill that will be very important for the future.

The issues related with zero hunger and peace, justice and strong institutions are difficult to relate to the Degree of Business Management and Administration, but could easily be tackled by other Bachelor degrees. What we suggest is promoting awareness of these two goals in the Deacon of Fade’s speeches in order that the students finish their Bachelor degree with a full and complete awareness of the SDG and the 2030 Agenda. Another suggestion is that the teachers read our thesis and discover that their subjects can be related with these two goals so that they might make some modifications to tackle it.

There are 12 subjects that are difficult to relate to any of the Goals. It is mandatory to study these subjects in detail in order to have awareness in 100% of the subjects, instead of 82.01%, because most of those remaining subjects are the ones which are most closely related with Finances and Accounting, which are an important part of our Bachelor.

What we recommend to help to increase the tackle rate of the SDGs in subjects related to Finance and Accounting is introduce in this Bachelor degree the Taxonomy of the European Commission. At first, the teachers learn how does the new Taxonomy of the European

Commission works. Having understood these procedures that it has and the policies it must follow in a proper way, the teachers should be able to introduce it in the class materials. Then the second part would be that the teachers of these areas become experts on this Taxonomy. Then they can explain correctly the knowledge acquired in the previous step and teach to the students this practices and process that could give them an extra skill in the world of work. This could lead to new job positions in the work market as be an expert in the new Taxonomy of the European Commission could bring significant extra founds to a company.

So, introduce the Taxonomy in the class materials will bring several advantages to our students as they became more competitive in the work market because they have a knowledge that is not very known, and it has a huge relevance in the upcoming division of European founds.

It is important in an analysis and suggestion TFG consider the opinions and perceptions of the ones who would be affected.

In a first place we should try to increase the interest of the students about the sustainability issues which is very important for some of them and medium important to most of the students. They have been demanding along the questionnaire which we have delivered to them, is a diversification of the subjects which mention the SDGs.

They also state that they prefer that the subjects which tackle the 2030 Agenda are not only the ones which are taught by the deanship members or the one which are strictly linked with the sustainability. For this demand we provide two cohabitant solutions, the first of them is apply our suggestion of modification of the docent guides and the class materials, the second one is to create a new subject where all the relevant sustainable and environmental topics that are important to all the degrees offered in FADE are treated and covered.

Another demand that we want to answerer is the talks and meeting. They are evaluated from the student's opinion as scare and boring. Here we suggest making more applied talks with the materials that matters to the students and make them more attractive with certifications and extra credits.

We propose to make a program that will explain the different objectives of the SDGs and the 2030 Agenda as other sustainability goals and objectives. After all the activities proposed there would be an exam that would give to the students a certificate that proves their knowledge.

In the questionnaire the students said that the knowledge of the SDGs and the 2030 Agenda is very important to their upcoming job positions and their own selection process. So is a duty of the faculty to response to these demands.

The other part that is going to be influence by this possible change are the teachers, to whom we have delivered a questionnaire in which they have proposed several ideas to implement and take into account.

In their opinion in most of the cases the use of the SDGs as a tool which can help to improve the understanding of the materials that they offer. Making a study of which SDGs could easily adapt to their subjects will provide a different perspective and an extra tool for the teachers.

At the same time, we have found that most of the teachers think that the most important SDGs are the 8, 9, and 12. It is important once again to check our suggestion on the docents guides to show that there is more SDGs that they can use and could help to the understanding of the class materials.

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APPENDIXES

APPENDIX I: Current situation ADE (Source: Own elaboration)

ANALYSIS AND IMPROVEMENT PROPOSALS OF THE SDGS IN THE DEGREE OF BUSINESS MANAGEMENT
AND ADMINISTRATION

Curso	Nombre	Código	Créditos	Módulo	Materia	Departamento	Carácter	OOS
1	Introducción a la Administración de Empresas	11735	6	Materias básicas	Empresa	Organización de Empresas	Formación Básica	No
1	Introducción a la Contabilidad	11736	6	Materias básicas	Empresa	Economía y Ciencias Sociales	Formación Básica	No
1	Introducción a las Finanzas	11737	6	Materias básicas	Empresa	Economía y Ciencias Sociales	Formación Básica	No
1	Microeconomía I	11738	6	Materias básicas	Economía	Economía y Ciencias Sociales	Formación Básica	No
1	Introducción a la Estadística	11740	6	Materias básicas	Estadística	Estadística E Investigación Operativa Aplicadas Y Calidad	Formación Básica	Si
1	Derecho de la Empresa	11742	6	Materias básicas	Derecho	Economía y Ciencias Sociales	Formación Básica	No
1	Matemáticas Financieras	11750	6	Materias Obligatorias	Finanzas	Economía y Ciencias Sociales	Obligatorio	No
1	Microeconomía II	11759	6	Materias Obligatorias	Análisis económico	Economía y Ciencias Sociales	Obligatorio	No
1	Modelos Matemáticos para ADE I	13867	6	Materias básicas	Matemáticas	Matemática Aplicada	Formación Básica	No
1	Modelos Matemáticos para ADE II	13868	6	Materias básicas	Matemáticas	Matemática Aplicada	Formación Básica	No
2	Macroeconomía I	11739	6	Materias básicas	Economía	Economía y Ciencias Sociales	Formación Básica	Si
2	Métodos Estadísticos en Economía	11741	6	Materias básicas	Estadística	Estadística E Investigación Operativa Aplicadas Y Calidad	Formación Básica	No
2	Contabilidad Financiera y de Sociedades	11746	6	Materias Obligatorias	Contabilidad	Economía y Ciencias Sociales	Obligatorio	No
2	Estrategia y Diseño de la Organización	11747	6	Materias Obligatorias	Organización de Empresas	Organización de Empresas	Obligatorio	No
2	Dirección de Producción y Operaciones	11748	6	Materias Obligatorias	Organización de Empresas	Organización de Empresas	Obligatorio	No
2	Derecho del trabajo	11755	6	Materias Obligatorias	Entorno Económico y Marco Jurídico	Urbanismo	Obligatorio	Si
2	Economía Mundial	11757	4,5	Materias Obligatorias	Entorno Económico y Marco Jurídico	Economía y Ciencias Sociales	Obligatorio	No
2	Economía Española	11758	4,5	Materias Obligatorias	Entorno Económico y Marco Jurídico	Economía y Ciencias Sociales	Obligatorio	No
2	Macroeconomía II	11760	6	Materias Obligatorias	Análisis económico	Economía y Ciencias Sociales	Obligatorio	Si
2	Econometría	11762	9	Materias Obligatorias	Métodos cuantitativos para la Empresa	Estadística E Investigación Operativa Aplicadas Y Calidad	Obligatorio	No
3	Análisis y Consolidación Contable	11744	6	Materias Obligatorias	Contabilidad	Economía y Ciencias Sociales	Obligatorio	No
3	Contabilidad de Costes e Introducción a la auditoría	11745	6	Materias Obligatorias	Contabilidad	Economía y Ciencias Sociales	Obligatorio	No
3	Economía Financiera	11752	6	Materias Obligatorias	Finanzas	Economía y Ciencias Sociales	Obligatorio	No
3	Investigación Comercial	11753	6	Materias Obligatorias	Comercialización e Investigación de Mercados	Economía y Ciencias Sociales	Obligatorio	No
3	Dirección Comercial	11754	9	Materias Obligatorias	Comercialización e Investigación de Mercados	Economía y Ciencias Sociales	Obligatorio	No
3	Gestión Fiscal de la Empresa	11756	6	Materias Obligatorias	Entorno Económico y Marco Jurídico	Economía y Ciencias Sociales	Obligatorio	Si
3	Investigación Operativa	11761	6	Materias Obligatorias	Métodos cuantitativos para la Empresa	Estadística E Investigación Operativa Aplicadas Y Calidad	Obligatorio	No
3	Métodos cuantitativos para la ayuda a la toma de decisiones	11763	6	Materias Obligatorias	Métodos cuantitativos para la Empresa	Organización de Empresas	Obligatorio	No
3	Alemán académico y profesional A1	13762	4,5	Idiomas transversales	Alemán	Lingüística aplicada	Opartivo	No
3	Consultoría	11768	4,5	Materias optativas itinerario	Idiomas transversales	Organización de Empresas	Opartivo	No
3	Francés académico y profesional A1	13770	4,5	Idiomas transversales	Idiomas transversales	Lingüística aplicada	Opartivo	No
3	Francés académico y profesional A2	13771	4,5	Idiomas transversales	Idiomas transversales	Lingüística aplicada	Opartivo	No
3	Gestión de Proyectos	11773	4,5	Materias optativas itinerario	Operativas transversales	Lingüística aplicada	Opartivo	No
3	Inglés para la Gestión Empresarial (nivel B1)	11771	4,5	Materias optativas itinerario	Operativas transversales	Estadística E Investigación Operativa Aplicadas Y Calidad	Opartivo	No
3	Planes estratégicos en las empresas	11769	4,5	Materias optativas itinerario	Operativas transversales	Lingüística aplicada	Opartivo	No
3	Valencia per al Administrado - CI	13785	4,5	Materias optativas itinerario	Operativas transversales	Organización de Empresas	Opartivo	No

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4	Dirección de Recursos Humanos	11749	6	Materias Obligatorias	Organización de Empresas	Organización de Empresas	Obligatorio	No
4	Dirección Financiera	11751	6	Materias Obligatorias	Finanzas	Economía y Ciencias Sociales	Obligatorio	SI
4	Análisis del riesgo financiero	11785	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Matemática Aplicada	Optativo	No
4	Banca y Bolsa	11774	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Economía y Ciencias Sociales	Optativo	No
4	Marketing en empresa y servicios profesionales	17784	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Organización de Empresas	Optativo	SI
4	Procedimientos de auditoría	11781	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Economía y Ciencias Sociales	Optativo	No
4	Valoración de empresas	11776	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Economía y Ciencias Sociales	Optativo	No
4	Diseño de servicios de la idea a la implementación	11798	4,5	Materias optativas itinerario	Optativas intensificación Organización de empresas industriales y de servicios	Organización de Empresas	Optativo	No
4	Ecosistemas de innovación y competitividad	11792	4,5	Materias optativas itinerario	Optativas intensificación Organización de empresas industriales y de servicios	Economía y Ciencias Sociales	Optativo	No
4	Gestión del Comercio Exterior	11789	4,5	Materias optativas itinerario	Optativas intensificación Organización de empresas industriales y de servicios	Economía y Ciencias Sociales	Optativo	No
4	Logística	11793	4,5	Materias optativas itinerario	Optativas intensificación Organización de empresas industriales y de servicios	Organización de Empresas	Optativo	No
4	Marketing en Empresa y Servicios Industriales	11794	4,5	Materias optativas itinerario	Optativas intensificación Organización de empresas industriales y de servicios	Organización de Empresas	Optativo	SI
4	Inteligencia de negocios I	14416	9	Materias optativas itinerario	Optativas intensificación Análisis Inteligente de Datos	Economía y Ciencias Sociales	Optativo	No
4	Inteligencia de negocios II	14417	9	Materias optativas itinerario	Optativas intensificación Análisis Inteligente de Datos	Estadística E Investigación Operativa Aplicadas Y Calidad	Optativo	SI
4	Alemán académico y profesional A2	13763	4,5	Idiomas transversales	Alemán	Lingüística aplicada	Optativo	No
4	Alemán académico y profesional B2	13764	4,5	Idiomas transversales	Alemán	Lingüística aplicada	Optativo	No
4	Alemán académico y profesional B2	13765	4,5	Idiomas transversales	Alemán	Lingüística aplicada	Optativo	No
4	Desarrollo de competencias directivas y en equipo	11802	4,5	Materias optativas itinerario	Optativas prácticas en empresa	Organización de Empresas	Optativo	No
4	Economía Digital	13973	4,5	Materias optativas itinerario	Optativas transversales	Economía y Ciencias Sociales	Optativo	No
4	Emprendimiento y creación de empresas	11801	4,5	Materias optativas itinerario	Optativas prácticas en empresa	Organización de Empresas	Optativo	SI
4	Emprendimiento social	14436	4,5	Materias optativas itinerario	Optativas transversales	Economía y Ciencias Sociales	Optativo	No
4	Ética y responsabilidad social corporativa	11767	4,5	Materias optativas itinerario	Optativas transversales	Proyectos de Ingeniería	Optativo	No
4	Francés académico y profesional B1	13772	4,5	Idiomas transversales	Francés	Lingüística aplicada	Optativo	No
4	Francés académico y profesional B2	13773	4,5	Idiomas transversales	Francés	Lingüística aplicada	Optativo	No
4	Gestión de Calidad	11770	4,5	Materias optativas itinerario	Optativas transversales	Estadística E Investigación Operativa Aplicadas Y Calidad	Optativo	SI
4	Gestión laboral en las organizaciones	14256	4,5	Materias optativas itinerario	Optativas prácticas en empresa	Urbanismo	Optativo	SI
4	Inglés para la Comunicación empresarial (Nivel B2)	13307	4,5	Materias Obligatorias	Lengua Extranjera para la Comunicación Empresarial	Lingüística aplicada	Optativo	No
4	Instrumentos de gestión medioambiental	14254	4,5	Materias optativas itinerario	Optativas prácticas en empresa	Economía y Ciencias Sociales	Optativo	SI
4	Italiano académico y profesional A1	13795	4,5	Idiomas transversales	Italiano	Lingüística aplicada	Optativo	No
4	Italiano académico y profesional A2	14241	4,5	Idiomas transversales	Italiano	Lingüística aplicada	Optativo	No
4	Marketing en empresas y servicios profesionales	11784	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Organización de Empresas	Optativo	SI
4	Metodología para la elaboración del TFG	13964	4,5	Materias optativas itinerario	Optativas transversales	Organización de Empresas	Optativo	SI
4	Sistemas de información para la gestión	11772	4,5	Materias optativas itinerario	Optativas transversales	Organización de Empresas	Optativo	No
4	Valencià per a l'Administració - CZ	13786	4,5	Materias optativas itinerario	Optativas transversales	Organización de Empresas	Optativo	No

APPENDIX II: New panorama of the SDG if the subjects we propose integrate the
SDG into their Lessons (Source: Own elaboration, 2021)

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Curso	Nombre	Código	Créditos	Módulo	Materia	Departamento	Carácter	ODS
1	Introducción a la Administración de Empresas	11735	6	Materias básicas	Empresa	Organización de Empresas	Formación Básica	Sí
1	Introducción a la Contabilidad	11736	6	Materias básicas	Empresa	Economía y Ciencias Sociales	Formación Básica	Sí
1	Introducción a las Finanzas	11737	6	Materias básicas	Empresa	Economía y Ciencias Sociales	Formación Básica	Sí
1	Microeconomía I	11738	6	Materias básicas	Economía	Economía y Ciencias Sociales	Formación Básica	Sí
1	Introducción a la Estadística	11740	6	Materias básicas	Estadística	Estadística E Investigación Operativa Aplicadas Y Calidad	Formación Básica	Sí
1	Derecho de la Empresa	11742	6	Materias básicas	Derecho	Economía y Ciencias Sociales	Formación Básica	Sí
1	Matemáticas Financieras	11750	6	Materias Obligatorias	Finanzas	Economía y Ciencias Sociales	Obligatorio	No
1	Microeconomía II	11759	6	Materias Obligatorias	Análisis económico	Economía y Ciencias Sociales	Obligatorio	No
1	Modelos Matemáticos para ADE I	13867	6	Materias básicas	Matemáticas	Matemática Aplicada	Formación Básica	No
1	Modelos Matemáticos para ADE II	13868	6	Materias básicas	Matemáticas	Matemática Aplicada	Formación Básica	Sí
2	Macroeconomía I	11739	6	Materias básicas	Economía	Economía y Ciencias Sociales	Formación Básica	Sí
2	Métodos Estadísticos en Economía	11741	6	Materias básicas	Estadística	Estadística E Investigación Operativa Aplicadas Y Calidad	Formación Básica	No
2	Contabilidad Financiera y de Sociedades	11746	6	Materias Obligatorias	Contabilidad	Economía y Ciencias Sociales	Obligatorio	Sí
2	Estrategia y Diseño de la Organización	11747	6	Materias Obligatorias	Organización de Empresas	Organización de Empresas	Obligatorio	Sí
2	Dirección de Producción y Operaciones	11748	6	Materias Obligatorias	Organización de Empresas	Organización de Empresas	Obligatorio	Sí
2	Derecho del trabajo	11755	6	Materias Obligatorias	Entorno Económico y Marco Jurídico	Urbanismo	Obligatorio	Sí
2	Economía Mundial	11757	4,5	Materias Obligatorias	Entorno Económico y Marco Jurídico	Economía y Ciencias Sociales	Obligatorio	Sí
2	Economía Española	11758	4,5	Materias Obligatorias	Entorno Económico y Marco Jurídico	Economía y Ciencias Sociales	Obligatorio	Sí
2	Macroeconomía II	11760	6	Materias Obligatorias	Análisis económico	Economía y Ciencias Sociales	Obligatorio	Sí
2	Econometría	11762	9	Materias Obligatorias	Métodos cuantitativos para la Empresa	Estadística E Investigación Operativa Aplicadas Y Calidad	Obligatorio	Sí
3	Análisis y Consolidación Contable	11744	6	Materias Obligatorias	Contabilidad	Economía y Ciencias Sociales	Obligatorio	No
3	Contabilidad de Costes e Introducción a la auditoría	11745	6	Materias Obligatorias	Contabilidad	Economía y Ciencias Sociales	Obligatorio	No
3	Economía Financiera	11752	6	Materias Obligatorias	Finanzas	Economía y Ciencias Sociales	Obligatorio	Sí
3	Investigación Comercial	11753	6	Materias Obligatorias	Comercialización e Investigación de Mercados	Economía y Ciencias Sociales	Obligatorio	Sí
3	Dirección Comercial	11754	9	Materias Obligatorias	Comercialización e Investigación de Mercados	Economía y Ciencias Sociales	Obligatorio	No
3	Gestión Fiscal de la Empresa	11756	6	Materias Obligatorias	Entorno Económico y Marco Jurídico	Economía y Ciencias Sociales	Obligatorio	Sí
3	Investigación Operativa	11761	6	Materias Obligatorias	Métodos cuantitativos para la Empresa	Estadística E Investigación Operativa Aplicadas Y Calidad	Obligatorio	Sí
3	Métodos cuantitativos para la ayuda a la toma de decisiones	11763	6	Materias Obligatorias	Métodos cuantitativos para la Empresa	Organización de Empresas	Obligatorio	Sí
3	Alemán académico y profesional A1	13762	4,5	Idiomas transversales	Alemán	Lingüística aplicada	Optativo	Sí
3	Consultoría	11768	4,5	Materias optativas itinerario	Optativos transversales	Organización de Empresas	Optativo	Sí
3	Francés académico y profesional A1	13770	4,5	Idiomas transversales	Francés	Lingüística aplicada	Optativo	Sí
3	Francés académico y profesional A2	13771	4,5	Idiomas transversales	Francés	Lingüística aplicada	Optativo	Sí
3	Gestión de Proyectos	11773	4,5	Materias optativas itinerario	Optativos transversales	Estadística E Investigación Operativa Aplicadas Y Calidad	Optativo	Sí
3	Inglés para la Gestión Empresarial (nivel B1)	11771	4,5	Materias optativas itinerario	Optativos transversales	Lingüística aplicada	Optativo	Sí
3	Planes estratégicos en las empresas	11769	4,5	Materias optativas itinerario	Optativos transversales	Organización de Empresas	Optativo	No
3	Valencià per a l'Administració - CI	13785	4,5					

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4	4	Dirección de Recursos Humanos	11749	6	Materias Obligatorias	Organización de Empresas	Organización de Empresas	Obligatorio	SI
4	4	Dirección Financiera	11751	6	Materias Obligatorias	Finanzas	Economía y Ciencias Sociales	Obligatorio	SI
4	4	Análisis del riesgo financiero	11785	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Matemática Aplicada	Optativo	No
4	4	Banca y Bolsas	11774	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Economía y Ciencias Sociales	Optativo	No
4	4	Marketing en empresa y servicios profesionales	17784	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Organización de Empresas	Optativo	SI
4	4	Procedimientos de auditoría	11781	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Economía y Ciencias Sociales	Optativo	No
4	4	Valoración de empresas	11776	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Economía y Ciencias Sociales	Optativo	SI
4	4	Diseño de servicios, de la idea a la implementación	11798	4,5	Materias optativas itinerario	Optativas intensificación Organización de empresas industriales y de servicios	Organización de Empresas	Optativo	SI
4	4	Ecosistemas de innovación y Competitividad	11792	4,5	Materias optativas itinerario	Optativas intensificación Organización de empresas industriales y de servicios	Economía y Ciencias Sociales	Optativo	SI
4	4	Gestión del Comercio Exterior	11789	4,5	Materias optativas itinerario	Optativas intensificación Organización de empresas industriales y de servicios	Organización de Empresas	Optativo	SI
4	4	Logística	11793	4,5	Materias optativas itinerario	Optativas intensificación Organización de empresas industriales y de servicios	Organización de Empresas	Optativo	SI
4	4	Marketing en Empresa y Servicios Industriales	11794	4,5	Materias optativas itinerario	Optativas intensificación Organización de empresas industriales y de servicios	Organización de Empresas	Optativo	SI
4	4	Inteligencia de negocios I	14416	9	Materias optativas itinerario	Optativas intensificación Análisis Inteligente de Datos	Economía y Ciencias Sociales	Optativo	SI
4	4	Inteligencia de negocios II	14417	9	Materias optativas itinerario	Optativas intensificación Análisis Inteligente de Datos	Estadística E Investigación Operativa Aplicadas Y Calidad	Optativo	SI
4	4	Alemán académico y profesional A2	13763	4,5	Idiomas transversales	Alemán	Lingüística aplicada	Optativo	SI
4	4	Alemán académico y profesional B1	13764	4,5	Idiomas transversales	Alemán	Lingüística aplicada	Optativo	SI
4	4	Alemán académico y profesional B2	13765	4,5	Idiomas transversales	Alemán	Lingüística aplicada	Optativo	SI
4	4	Desarrollo de competencias directivas y en equipo	11802	4,5	Materias optativas itinerario	Optativas prácticas en empresa	Organización de Empresas	Optativo	SI
4	4	Economía Digital	13973	4,5	Materias optativas itinerario	Optativas transversales	Economía y Ciencias Sociales	Optativo	SI
4	4	Emprendimiento y creación de empresas	11801	4,5	Materias optativas itinerario	Optativas prácticas en empresa	Organización de Empresas	Optativo	SI
4	4	Emprendimiento social	14436	4,5	Materias optativas itinerario	Optativas transversales	Economía y Ciencias Sociales	Optativo	SI
4	4	Ética y responsabilidad social corporativa	11767	4,5	Materias optativas itinerario	Optativas transversales	Proyectos de Ingeniería	Optativo	SI
4	4	Francés académico y profesional B1	13772	4,5	Idiomas transversales	Francés	Lingüística aplicada	Optativo	SI
4	4	Francés académico y profesional B2	13773	4,5	Idiomas transversales	Francés	Lingüística aplicada	Optativo	SI
4	4	Gestión de Calidad	11770	4,5	Materias optativas itinerario	Optativas transversales	Estadística E Investigación Operativa Aplicadas Y Calidad	Optativo	SI
4	4	Gestión laboral en las organizaciones	14256	4,5	Materias optativas itinerario	Optativas prácticas en empresa	Urbanismo	Optativo	SI
4	4	Inglés para la Comunicación empresarial (Nivel B2)	13907	4,5	Materias Obligatorias	Lengua extranjera para la Comunicación Empresarial	Lingüística aplicada	Optativo	SI
4	4	Instrumentos de gestión medioambiental	14254	4,5	Materias optativas itinerario	Optativas prácticas en empresa	Economía y Ciencias Sociales	Optativo	SI
4	4	Italiano académico y profesional A1	13795	4,5	Idiomas transversales	Italiano	Lingüística aplicada	Optativo	SI
4	4	Italiano académico y profesional A2	14241	4,5	Idiomas transversales	Italiano	Lingüística aplicada	Optativo	SI
4	4	Marketing en empresas y servicios profesionales	11784	4,5	Materias optativas itinerario	Optativas intensificación Asesoría y Servicios Financieros	Organización de Empresas	Optativo	SI
4	4	Metodología para la elaboración del TFG	13964	4,5	Materias optativas itinerario	Optativas transversales	Organización de Empresas	Optativo	SI
4	4	Sistemas de información para la gestión	11772	4,5	Materias optativas itinerario	Optativas transversales	Organización de Empresas	Optativo	No
4	4	Valencià per a l'Administració - CZ	13786	4,5	Materias optativas itinerario	Optativas transversales	Organización de Empresas	Optativo	No

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G2Q05r2[SQ001_SQ003]. En lo que se refiere a las actividades relacionadas con la sostenibilidad, desarrollo sostenible o Agenda 2030 en asignaturas NO relacionadas con la sostenibilidad, completa la información para cada actividad [Actividad 1][Descripción de la actividad] conocimientos durante la clase de los ODS Práctica sobre los ODS Hemos hecho dos prácticas que trataban los ODS	G2Q05r2[SQ002_SQ001]. En lo que se refiere a las actividades relacionadas con la sostenibilidad, desarrollo sostenible o Agenda 2030 en asignaturas NO relacionadas con la sostenibilidad, completa la información para cada actividad [Actividad 2][Nombre asignatura] Macroeconomía Microeconomía
Teoría sobre la agenda 2030	Economía Mundial
Práctica relacionada con los ODS	Economía Mundial
Seminario	Planes Estratégicos
Un pequeño apartado en el tema 1, relacionado con la responsabilidad fiscal de la empresa	Dirección de recursos humanos
Seminario sobre los ODS	Macroeconomía II
Practica sobre ods Trabajos de investigación sobre los ODS	

G2Q05r2[SQ002_SQ003]. En lo que se refiere a las actividades relacionadas con la sostenibilidad, desarrollo sostenible o Agenda 2030 en asignaturas NO relacionadas con la sostenibilidad, completa la información para cada actividad [Actividad 2][Descripción de la actividad] exposición de un ODS Seminarios sobre sostenibilidad
Modelos de como los países pretenden evitar las emisiones de CO2
Un trabajo centrado en un ODS
Clase
Se comentó los ODS y la Rsc
Seminario sobre los ODS

G2Q05r4[SQ001_SQ002]. En lo que se refiere a las actividades relacionadas con la sostenibilidad, desarrollo sostenible o Agenda 2030 en tu universidad, completa la información para cada actividad [Actividad 1][Curso]
20/21
Segundo
20/21
Responsabilidad Social Corporativa. Programa incide

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G2Q06. Indica el número de asignaturas de tu titulación en las que has realizado actividades relacionadas con la sostenibilidad, el desarrollo sostenible o la Agenda 2030 y los Objetivos de desarrollo sostenible (ODS)	G2Q07[SQ001]. Indica el número de actividades que has realizado vinculadas a la sostenibilidad, el desarrollo sostenible o la Agenda 2030 [en tu titulación (actividades exclusivas para el alumnado de tu titulación/asignatura)]	G2Q07[SQ002]. Indica el número de actividades que has realizado vinculadas a la sostenibilidad o la Agenda 2030 [en tu centro]
2		
3	3	3
1	2	2
2	2	
1	1	
3	0	0
3		
2	2	2
1	1	1
1	2	0
3	3	2
1		

G2Q08[SQ001]. A tu criterio, las actividades que has hecho relacionadas con la sostenibilidad, desarrollo sostenible o Agenda 2030 y ODS para [conocer que es el desarrollo sostenible/la Agenda 2030 son]	G2Q08[SQ002]. A tu criterio, las actividades que has hecho relacionadas con la sostenibilidad, desarrollo sostenible o Agenda 2030 y ODS para [tomar decisiones personales vinculadas al desarrollo sostenible son]
Bastantes	Suficientes
Bastantes	Suficientes
Suficientes	Pocas
Pocas	Suficientes
Bastantes	Suficientes
Bastantes	Bastantes
Suficientes	Pocas
Pocas	Suficientes
Suficientes	Pocas
Pocas	Pocas
Bastantes	Bastantes
Bastantes	Suficientes
Pocas	Pocas
No he hecho ninguna actividad	No he hecho ninguna actividad
No he hecho ninguna actividad	No es necesario hacer actividades
Pocas	No he hecho ninguna actividad
No he hecho ninguna actividad	Bastantes
Suficientes	Bastantes
No he hecho ninguna actividad	No he hecho ninguna actividad
No he hecho ninguna actividad	No he hecho ninguna actividad
Pocas	Pocas
Suficientes	Bastantes

G2Q08[SQ003]. A tu criterio, las actividades que has hecho relacionadas con la sostenibilidad, desarrollo sostenible o Agenda 2030 y ODS para [tomar decisiones como ciudadano o ciudadana vinculadas al desarrollo sostenible son]	G2Q08[SQ004]. A tu criterio, las actividades que has hecho relacionadas con la sostenibilidad, desarrollo sostenible o Agenda 2030 y ODS para [tomar decisiones como profesional vinculadas al desarrollo sostenible son]
Suficientes	Suficientes
Suficientes	Pocas
Pocas	Suficientes
Suficientes	Suficientes
Suficientes	Suficientes
Bastantes	Bastantes
Pocas	Pocas
Suficientes	Pocas
Pocas	No he hecho ninguna actividad
Pocas	No he hecho ninguna actividad
Bastantes	Bastantes
Bastantes	Pocas
Pocas	Pocas
No he hecho ninguna actividad	No he hecho ninguna actividad
No es necesario hacer actividades	No es necesario hacer actividades
No he hecho ninguna actividad	No he hecho ninguna actividad
Pocas	No he hecho ninguna actividad
Bastantes	Suficientes
No he hecho ninguna actividad	No he hecho ninguna actividad
No he hecho ninguna actividad	No he hecho ninguna actividad
Pocas	Pocas
Bastantes	Demasiadas

ANALYSIS AND IMPROVEMENT PROPOSALS OF THE SDGS IN THE DEGREE OF BUSINESS MANAGEMENT
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G2Q13[SQ001]. Si estuviera en tu mano, para incorporar la sostenibilidad en la universidad, ¿qué plantearías [a las personas con capacidad de decisión en la universidad?] que se duren cuenta que otras universidades ya lo están haciendo	G2Q13[SQ002]. Si estuviera en tu mano, para incorporar la sostenibilidad en la universidad, ¿qué plantearías [a las personas con capacidad de decisión en tu centro?] empezar a aplicar políticas antes que la universidad
Realizar muchas actividades relacionadas con el medio ambiente, y que se les de voz	Que no sólo los altos cargos nos comenten en sus asignaturas los programas del 2030, si no que lo hagan de alg
Más charlas de concienciación sobre la violencia de género, no solo violencia machista Más actividades de concienciación de sostenibilidad y poner más contenedores para reciclar	Que se fomenten más proyectos sobre la ODS Contribuir con dejar de utilizar envoltorios como el aluminio para los bocadillos y usar papel o sacos de tela Más información a los alumnos que la quieran
Cursos dinámicos y con créditos	Clases dinámicas
Yo creo que ya está planteado. Existe en Centro de cooperación al desarrollo que realiza cursos y actividades sc	
Proyectos educativos basados en la sostenibilidad	Proyectos educativos donde se introduce la sostenibilidad en el ámbito económico
Campañas para conocer los ODS interactivas, educativas y divertidas. Que la gente no piense: oh... otra vez lo	Que den a conocer los datos reales de los problemas que trantan de resolver los ODS. El número de niños que v
Hacer actividades prácticas	

G2Q13[SQ003]. Si estuviera en tu mano, para incorporar la sostenibilidad en la universidad, ¿qué plantearías [al profesorado?] que se informaran mas	G2Q13[SQ004]. Si estuviera en tu mano, para incorporar la sostenibilidad en la universidad, ¿qué plantearías [al personal de administración y servicio?] que acudieran a charlas
Que lo comenten o lo sepan unir a su material	Nada
Que lo impartan mas en las asignaturas Educación honesta y de calidad, que se preocupen un poco más por enseñar lo mejor posible Concienciar a sus alumnos sobre la importancia de la sostenibilidad	La limpieza no es un trabajo triste, hacen una buena labor Apagar las luces y el aire acondicionado cuando no sean necesarios
Que le den más importancia	
Sobre todo el profesorado, que es el que tiene acceso a las masa de gente en sus clases. Creo que son los altav	
Seminarios para la concienciación de la importancia de los ODS	
Como mínimo, para los estudiantes de ADE, integrar una asignatura que sea sostenibilidad y finanzas sostenib	Son figuras relevantes en cuanto a la gestión de residuos y uso de material, así que deberían estar formados y

G2Q13[SQ005]. Si estuviera en tu mano, para incorporar la sostenibilidad en la universidad, ¿qué plantearías [a las y los estudiantes?] ansia por conocer más	G3Q01[SQ001]. Indica tu grado de participación en [Actividades de Aprendizaje-Servicio en tu universidad] Soy de las personas que promueven este tipo de actividades
Que pongan de su parte para enterarse y participar	Participo ocasionalmente Participo ocasionalmente
Trabajos relacionados con la ODS Tratar de aprender como mejorar un poquito cada día como persona Ventajas por usar transporte público	Participo bastante No participo No participo No participo Participo ocasionalmente No participo No participo Participo siempre que tengo oportunidad
Que asistan a los cursos	No participo No participo No participo No participo
Introducir la sostenibilidad en su día a día mediante una responsabilidad individual	No participo No participo
Tratar de inculcarles desde la universidad buenos habitos, que luego lleven con ellos	No participo No participo Participo bastante No he tenido ocasión de participar

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G3Q03[SQ001]. En tu opinión, consideras útil medir el conocimiento de la comunidad universitaria en desarrollo sostenible, sostenibilidad o Agenda 2030 y los ODS para orientar políticas vinculadas a la educación, la investigación o la gestión en la universidad [Alumnado]	G3Q03[SQ002]. En tu opinión, consideras útil medir el conocimiento de la comunidad universitaria en desarrollo sostenible, sostenibilidad o Agenda 2030 y los ODS para orientar políticas vinculadas a la educación, la investigación o la gestión en la universidad [Profesorado]
Sí	Sí
Sí	Sí
Sí	Sí
Sí	Sí
Sí	Sí
Sí	Sí
Sí	Sí
Sí	Sí
Sí	Sí
No	No
No	Sí
Sí	Sí
Sí	Sí
Sí	Sí
No	No
Sí	Sí
Sí	Sí
No	Sí
No	No
Sí	
No	No
Sí	Sí

G3Q06[SQ001]. En los procesos de selección de las empresas, será determinante que sus futuros trabajadores y trabajadoras [Estén formados/as en prácticas sostenibles y responsables]
Sí, será esencial
Sí, pero no será lo más importante
Sí, pero no será lo más importante
Sí, pero no será lo más importante
Sí, será esencial
Sí, pero no será lo más importante
Sí, pero no será lo más importante
Sí, será esencial
Sí, pero no será lo más importante
Seguro que no
Sí, pero no será lo más importante
Sí, pero no será lo más importante
Sí, será esencial
Sí, pero no será lo más importante
Seguro que no
Sí, será esencial
Sí, pero no será lo más importante
Sí, pero no será lo más importante
Sí, pero no será lo más importante
Sí, pero no será lo más importante
Sí, pero no será lo más importante

APPEDIX: Relation of the SDGs with the TFG

The TFG has continues references to the SDGs and the 2030 Agenda along the composition.

The first relation appears in the introduction, where we have made a summary of what the SDGs' and the 2030 Agenda aims. In this introduction we have spoken about the previous objectives that precede the SDGs, and how the SDGs are achieving objectives that bring them closer to the make the world a better place to live. We have also explained the SDGs in order that every reader could see what SDGs are and what objectives want to achieve.

Then in the chapter 2, we have made references explaining the relations that the SDGs with the universities have. Along this section in chapter 2 is shown the mutual benefits of introduce the SDGs in the universities and how the universities could be helped by the SDG, which is what we aim in this thesis. This section is directly linked to the SDG number 4, Quality education.

In chapter 4 we have analyzed how the relation of the Degree with the SDGs is, and we have found that there is a lack of mention of the SDGs in the bachelor degree, but there a common willing of the students and the teacher in order to improve this situation.

In chapter 5 we have made references and we have fostered to include the SDGs in the class materials of all the subjects of the Bachelor of Business Management and Administration, because we want to transform this bachelor in a reference inside the UPV, that invites to other bachelors and faculties to become more aligned with SDGs and the objectives.

Also, we have introduced the European Taxonomy, that is strictly linked with this Degree as combines the sustainability with the companies.

My TFG could be completely categorize inside the SDGs number 4, but it is true that motivates to use every SDGs in every subject as we have made slights references to all the Goals in some certain moment.