

Education on the Geographic Indicators of the Sustainable Development Goals in Uruguay

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SUMMARY

As part of the curricula of the professional careers of Land Surveying Engineering and Cartography Technologist at the University of the Republic, two research courses on the measurement of the Sustainable Development Goals (SDGs) in Uruguay have been implemented. Their purpose was to bring students closer to the research methodology, to the measurement of SDG indicators, as well as to conduct a study on the use of SDG geographic indicators in Uruguay.

In this sense, a working team, for each course, was formed, integrated by students from both careers, who became familiar with the SDGs. The members of the team elaborated the state of the art on the measurement of these indicators with emphasis on the geographical ones. It was analyzed the different methodological guides available to measure them, systematized the data obtained, identified current gaps between the suggested international procedures, the way they are measured in our country and, finally, some methodological proposals were made.

As a final product, they have prepared, for each course, a final report and made presentations to other students, as well as in an international event.

The final product of the first module included a first diagnosis on the measurement of the geographical indicators of the SDGs in our country, the weaknesses detected in the application of the available international guides, as well as future lines of research to further deepen the subject.

As a second stage of this pedagogical proposal, a second course on the subject was held, in which the measurement methodology used in our country and the applicability of the existing methodological guides at a global level were analyzed in detail; some weaknesses in these procedures were also identified and proposals and recommendations were made to strengthen and

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systematize the construction of these geographical indicators.

With these objectives, it has been possible to introduce students not only in the research field but also in the understanding and reflection of the application of different tools and techniques of spatial analysis that allow measuring the SDGs. Additionally, it was concretized with the application to a specific territory of the country.

It is a pedagogical experience that allows dabbling the world of the SDGs from a practical point of view that leads each student to specifically explore the geographic indicators, understand their relevance and propose alternatives for their correct measurement, follow-up, and monitoring.

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