

42620 Science, Technology and Society

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# Introduction to the SDG guideline

## Phases 4 and 5

Michael Hauschild (Pernille Ohms)

# Agenda

- Questions for phases 1 to 3?
- **Phase 4** – Assessment of the impacts of the effects on the SDGs
- **SDGUI** – phase 4
- **Phase 5** – Interpretation
- Group work

# Example: Urban farming

“The city of Boston in the state Massachusetts has decided that they will stop importing tomatoes from Mexico by 2030 and instead they will start growing tomatoes to cover their own needs. To do this they will build heated greenhouses on the roofs of all existing buildings to be able to grow tomatoes during the entire year.”



# Example: Urban farming

- What is the functional output?
- What is the baseline system?
- What is the new system?



# Example: Urban farming

## Functional output

700,000 people living in Boston by 2030

Assuming people eat 1 tomato per day

1 medium tomato weighs on average 123 gram

Annual supply of 31,000 tons tomatoes

# Example: Urban farming

## Baseline system

31,000 tons tomatoes grown in Mexico

- How are they grown in Mexico?

31,000 tons tomatoes transported from Mexico to Boston

- How are they transported?

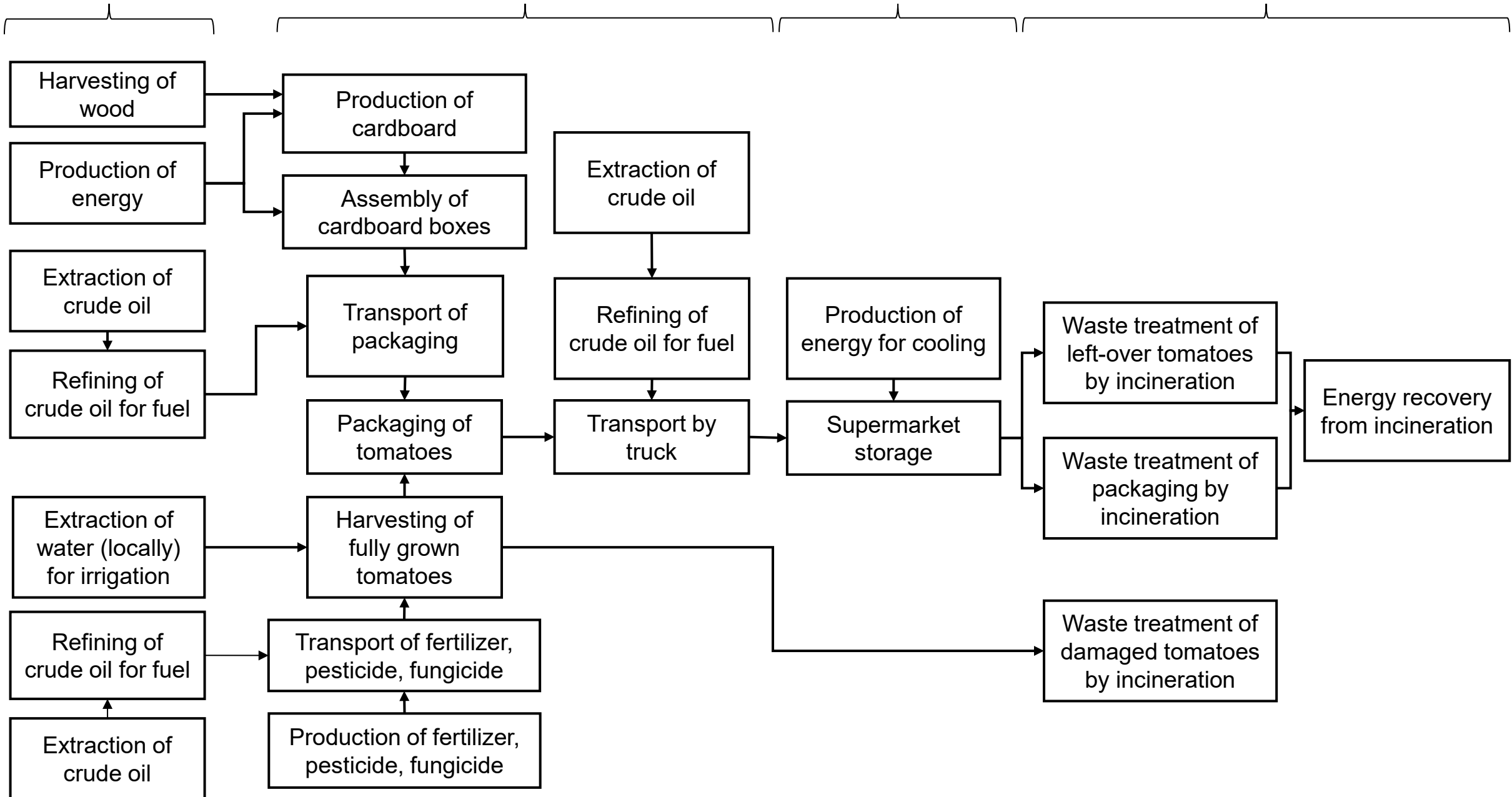


## Materials and components

## Production

## Use and maintenance

## Recycling and end-of-life



# Example: Urban farming

## New system

31,000 tons tomatoes grown in greenhouses on roofs in Boston

- What do we need to grow tomatoes on roofs in Boston?

31,000 tons tomatoes transported from roofs to supermarkets

- How are they transported?

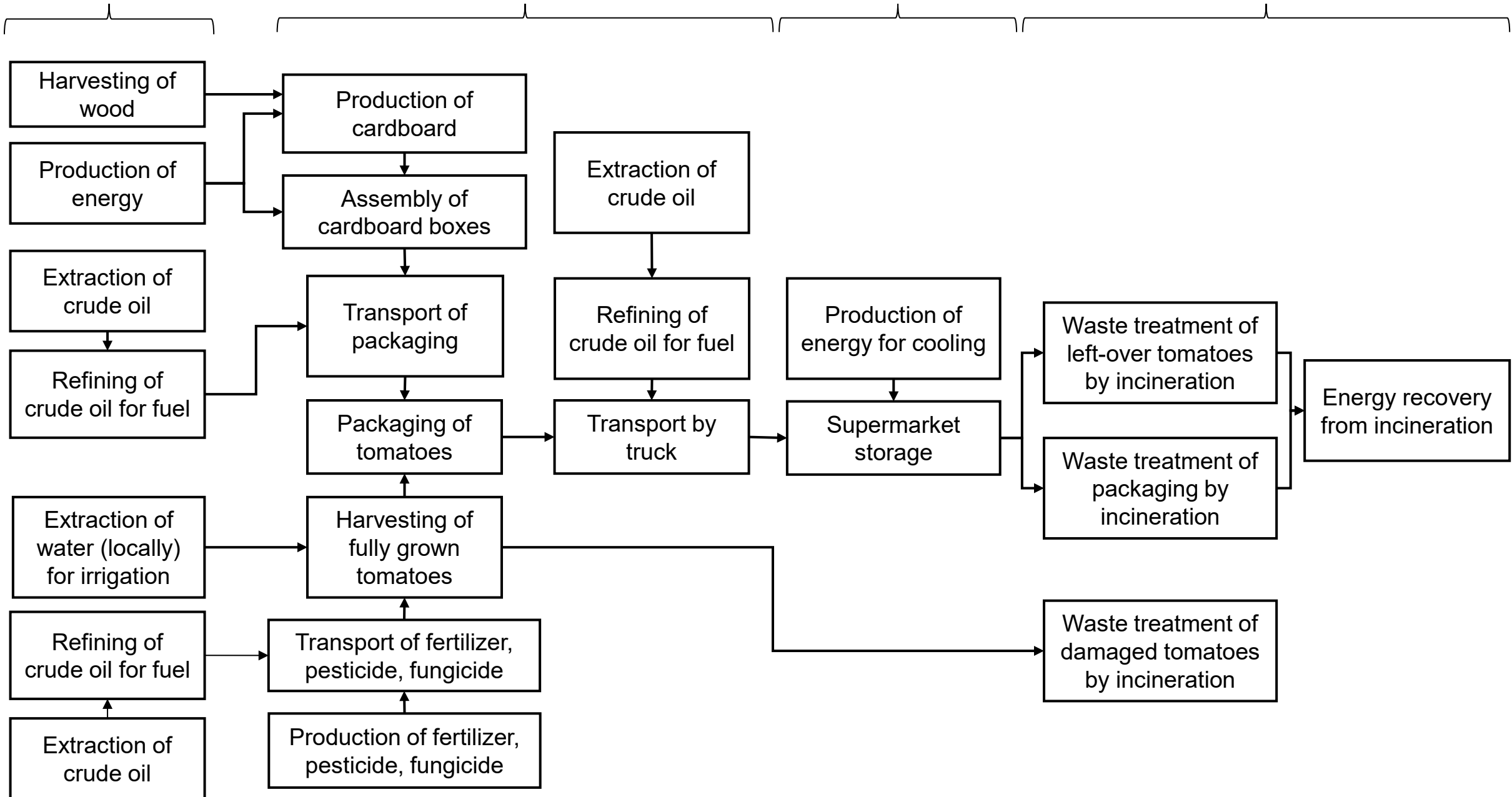


## Materials and components

## Production

## Use and maintenance

## Recycling and end-of-life

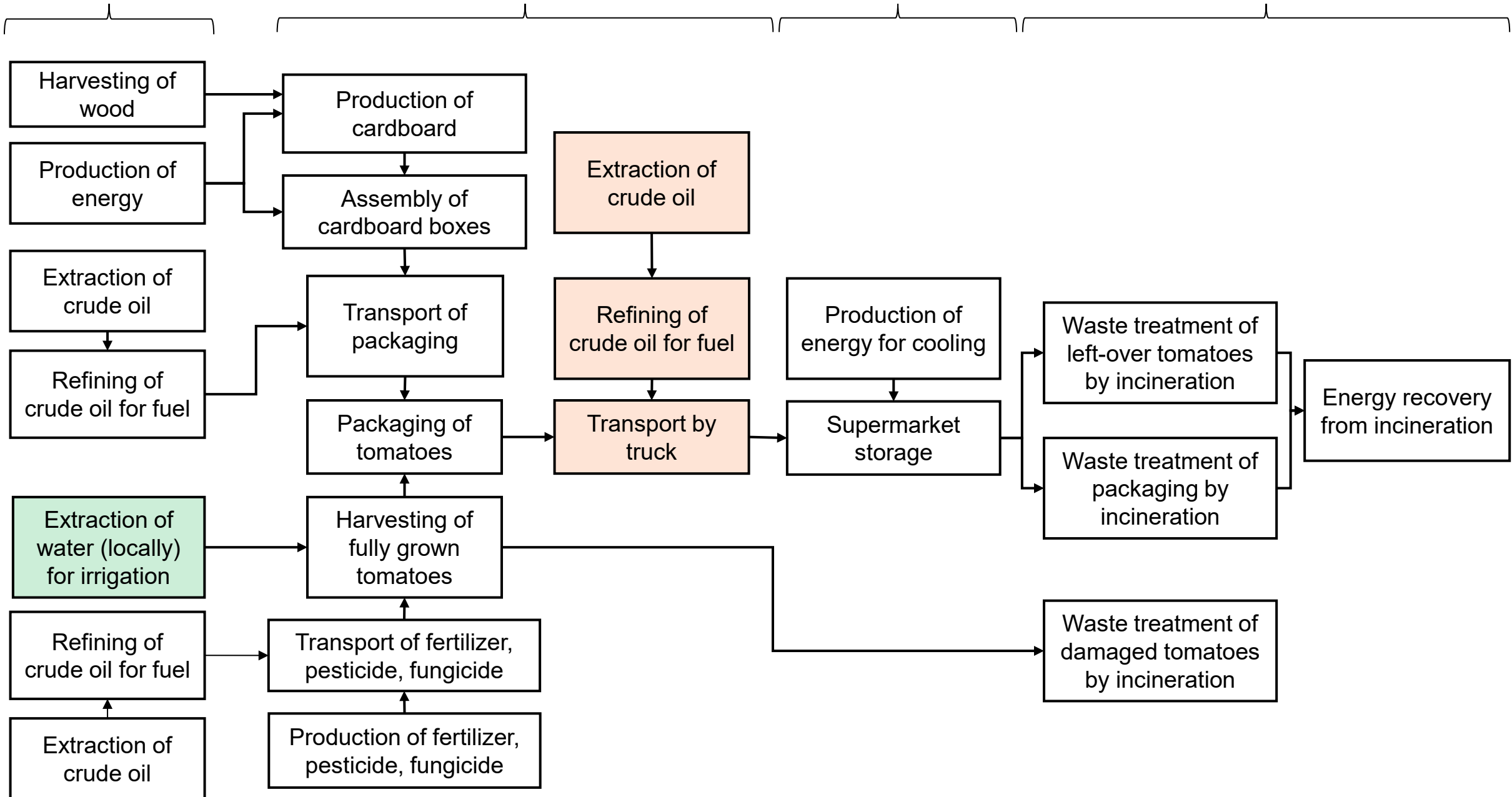


## Materials and components

## Production

## Use and maintenance

## Recycling and end-of-life







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## Testing the environmental performance of urban agriculture as a food supply in northern climates

Benjamin Goldstein <sup>a,\*</sup>, Michael Hauschild <sup>a</sup>, John Fernández <sup>b</sup>, Morten Birkved <sup>a</sup>

<sup>a</sup> Technical University of Denmark, Quantitative Sustainability Assessment Division, Produktionstorvet, Building 424, Kongens Lyngby, 2800, Denmark

<sup>b</sup> Massachusetts Institute of Technology, Department of Architecture, 77 Massachusetts Avenue, 5–419, Cambridge, 02139, United States

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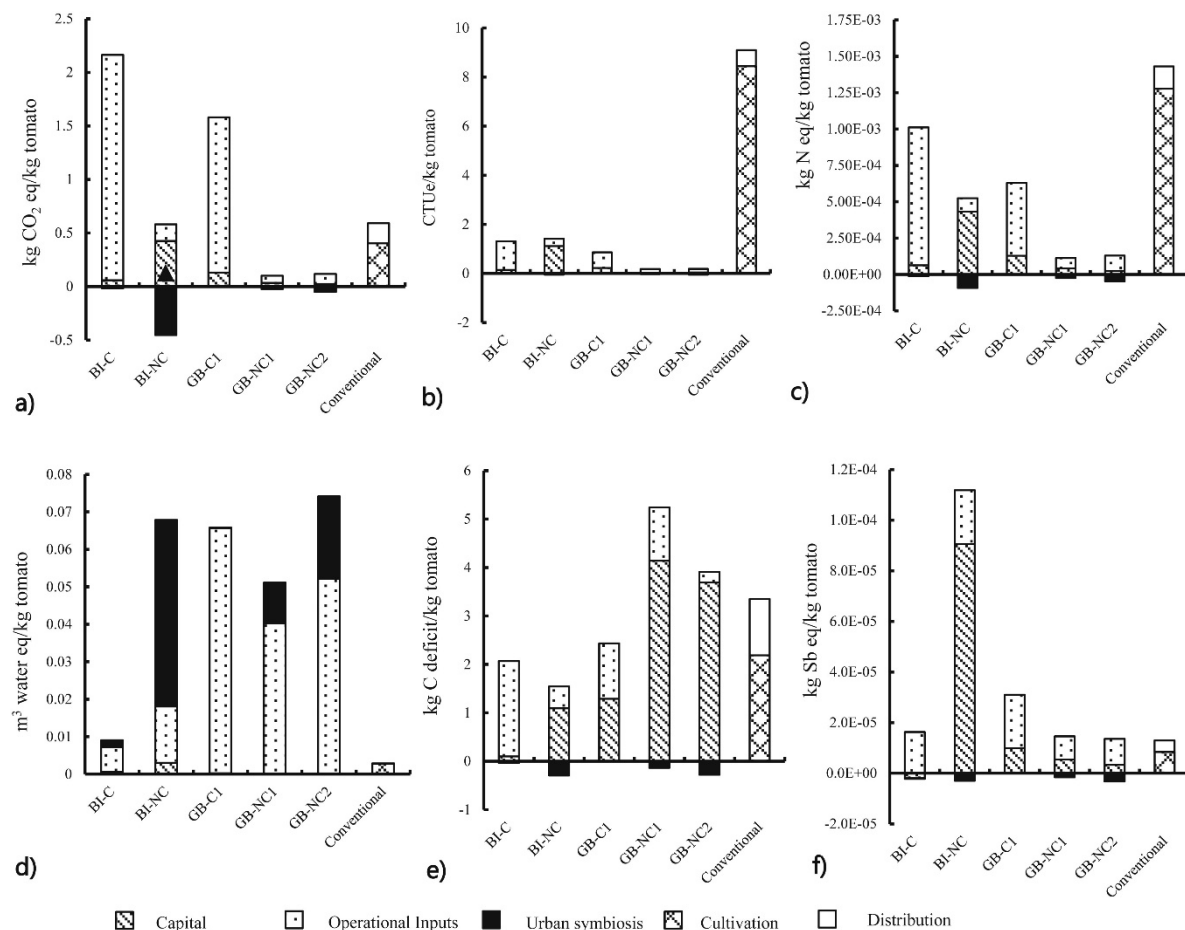
Food systems

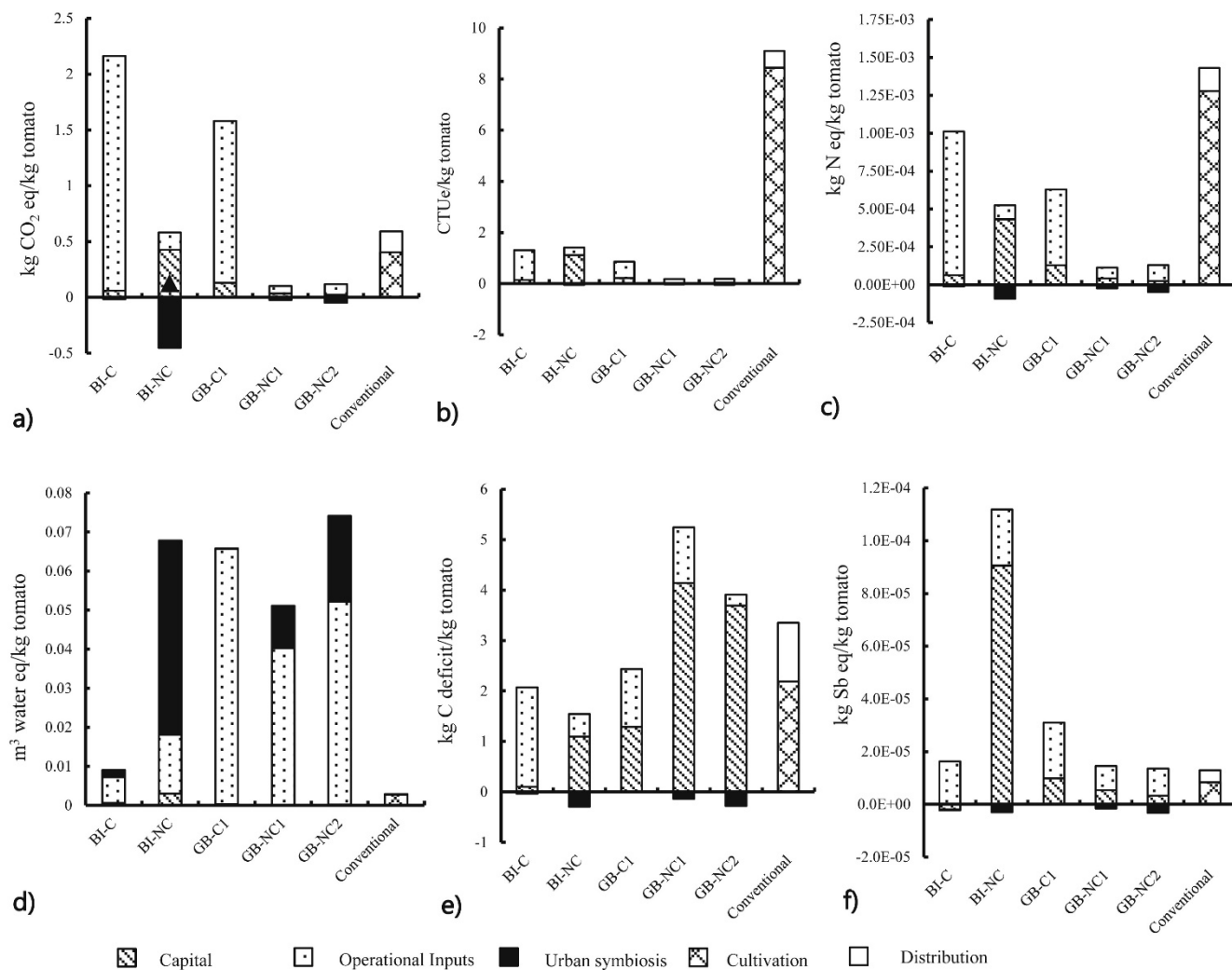
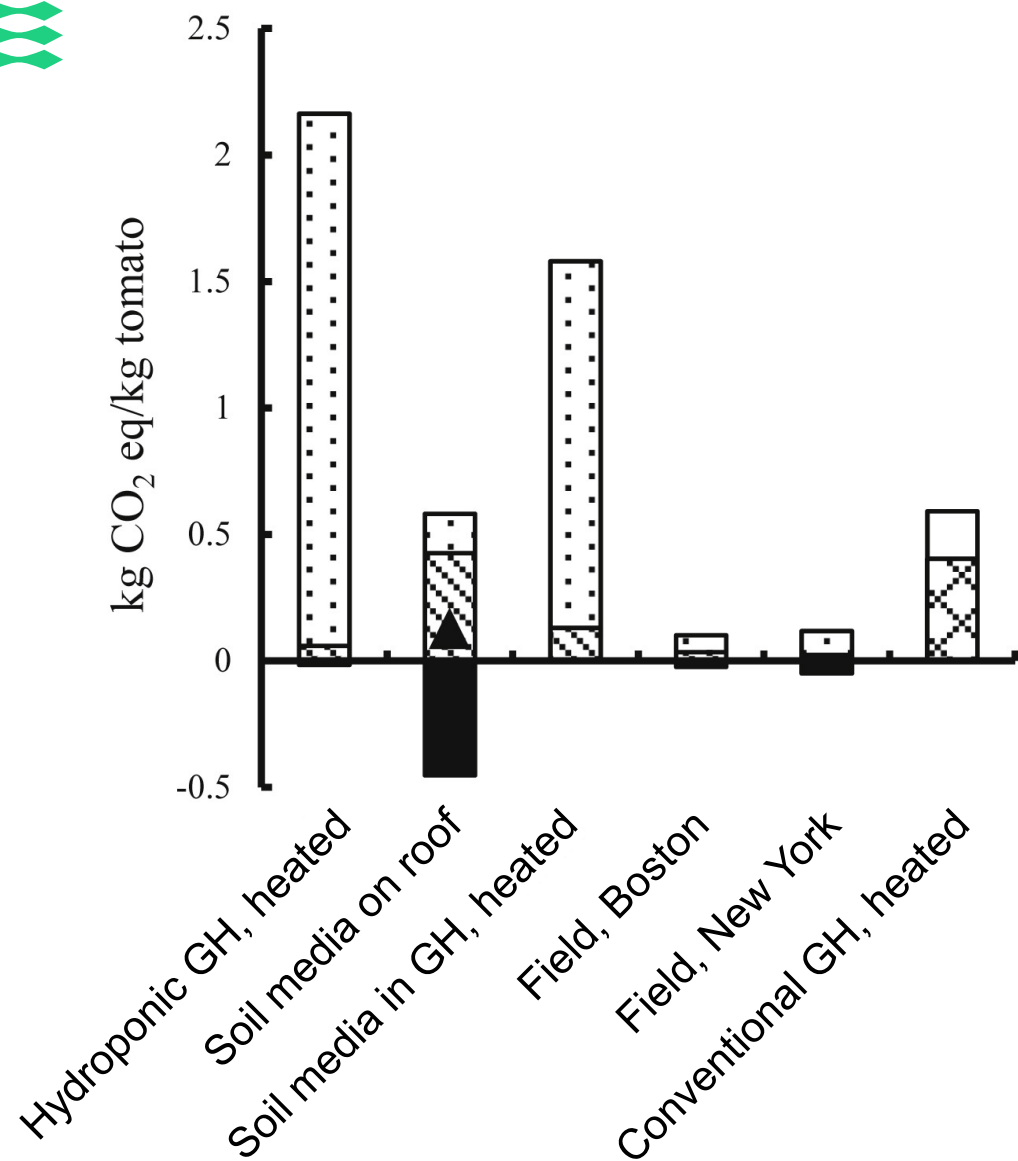
Urban systems

### ABSTRACT

The past decade has seen a renaissance of urban agriculture in the world's wealthy, northern cities. The practice of producing food in and around cities is championed as a method to reduce environmental impacts of urban food demands (reducing distance from farm to fork – ‘food miles’) whilst conferring a number of ancillary benefits to host cities (runoff attenuation, urban heat island mitigation) and ex-urban environments (carbon sequestration). Previous environmental assessments have found urban agriculture to be more sustainable than conventional agriculture when performed in mild climates, though opposite findings emerge when external energy inputs are significant. In this study we perform an environmental life cycle assessment of six urban farms in Boston and New York City, US producing lettuce and tomatoes, with conventional counterparts across six impact categories. Performance of urban agriculture was system dependent and no farm provided superior performance to conventional for all indicators. High-yield, heated, greenhouse production of tomatoes has potentially higher environmental burdens than conventional methods in terms of climate change (267–369%) and non-renewable resource depletion (108–239%), driven primarily by external energy inputs. Heated lettuce production systems showed similar trends. Low-tech, empty-lot farming appears to hold some advantages in terms of climate change burdens and resource use, though water and land usage was found to be elevated relative to conventional lettuce and tomatoes. Open rooftop farming apparently provides benefits if high yield crops (e.g. tomatoes) are cultivated, otherwise significant capital inputs detrimentally affect environmental performance. In general, the benefits of reduced food miles may be overwhelmed by energy inputs and inefficient use of production inputs. A comparison of urban agriculture and solar panels showed that the latter would confer greater benefits to mitigate climate change per unit area. Thus, urban agriculture may not be the optimal application of space in northern cities to improve urban environmental performance.

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# Questions for Phase 1 to 3 ?

## 1 Understanding and scoping the:

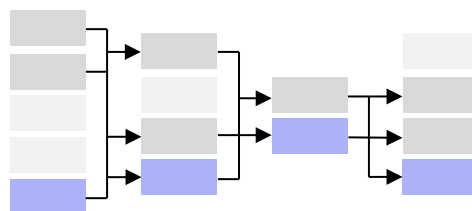
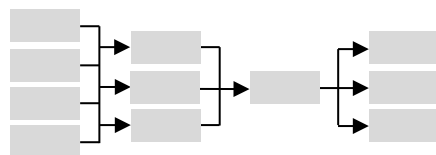


The **BASELINE** system



The **NEW** system

## 2 Process diagrams



## 3 Effects

### Physical Effects Table

Raw materials ☺	Production ☺	Use ☺	Recycling & End-of-Life ☺
Effect = Process 1: Ingen ændring	Effect = Process 5: Ingen ændring	Effect = Process 8: Ingen ændring	Effect 10 = Process 9 fjernet
Effect 1 ↗ Process 2 øget	Effect 5 - Process 5 fjernet	Effect 8 + Process 14 tilføjet	Effect = Process 10: Ingen ændring
Effect 2 - Process 3 fjernet	Effect 6 ↘ Process 7 reduceret		Effect = Process 11: Ingen ændring
Effect 3 - Process 4 fjernet	Effect 7 + Process 13 tilføjet		Effect 11 + Process 15 tilføjet
Effect 4 + Process 12 tilføjet			

### Non-Physical Effects Table

Raw materials ☺	Production ☺	Use ☺	Recycling & End-of-Life ☺
		Effect 9 + Ikke-fysisk effekt tilføjet	

# How many effects?

- 1. Minimum the number of processes + non-physical**
- 2. As many as needed but no more than necessary... (iteration!)**

**Remember: Split the work on processes and effects between you all in the group**



# Teaching goals

- Understand the importance of adopting a **life cycle / systems perspective** and considering a wide range of **impacts** within each of the three **sustainability dimensions** - environment, society and economy.
- Be able to **conduct a sustainability assessment** of the introduction of a **new technology** in relation to the UN sustainable development goals (**SDGs**).

## Phase 4

1. Analyse the impacts from an effect on the SDGs
2. Identify **interlinkages** between the SDGs

## Phase 5

1. Discuss the most important **sustainability aspects** of a technology change
2. Identify possible **hot spots** and present **suggestions** for improvements

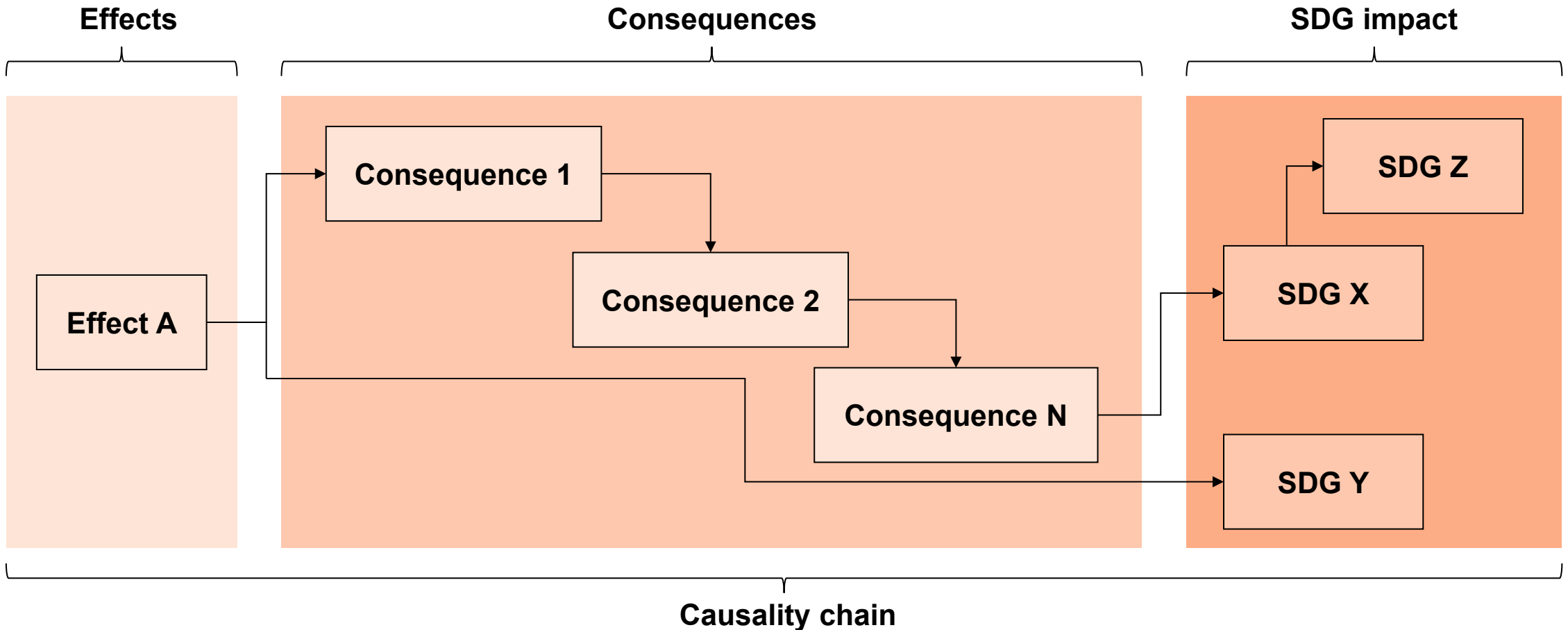
# Phase 4:

## Assessment of the impacts of the effects on the SDGs

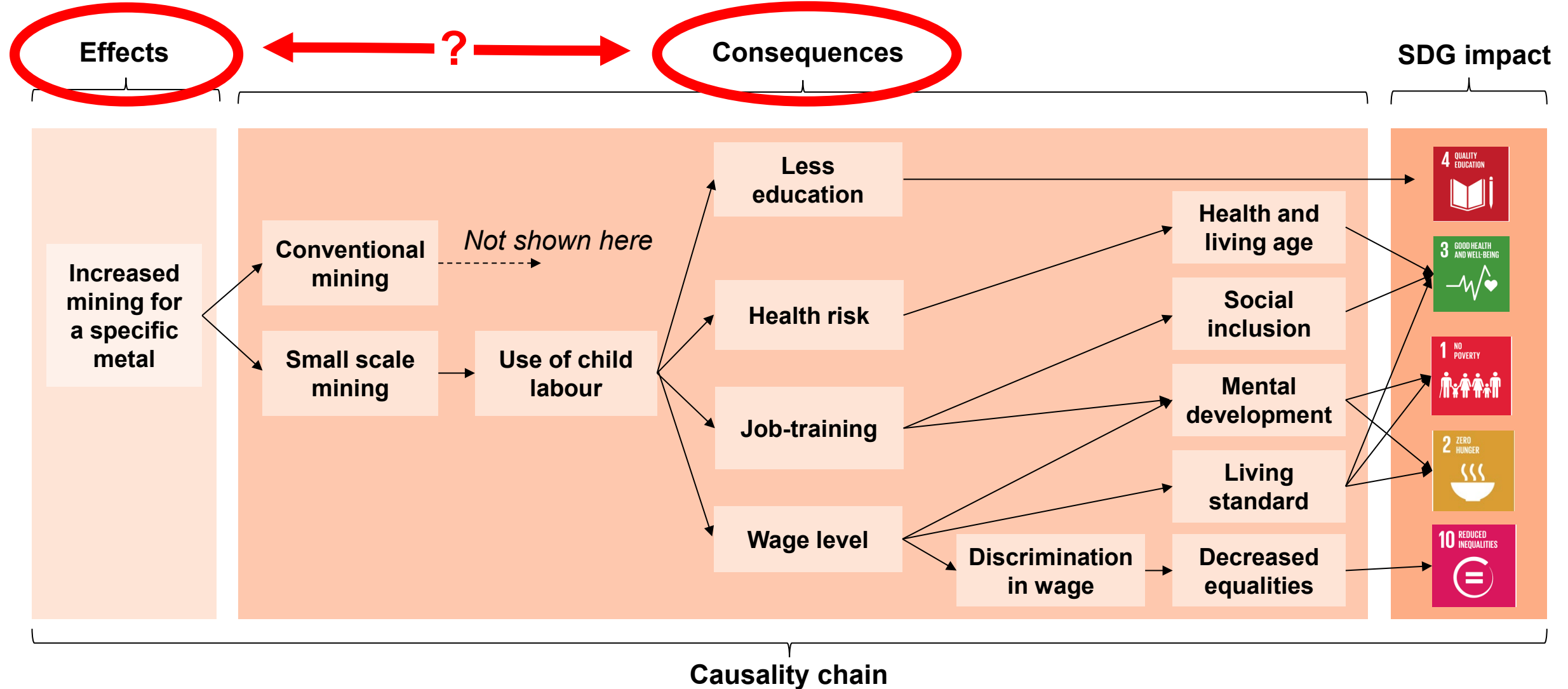
### Two steps



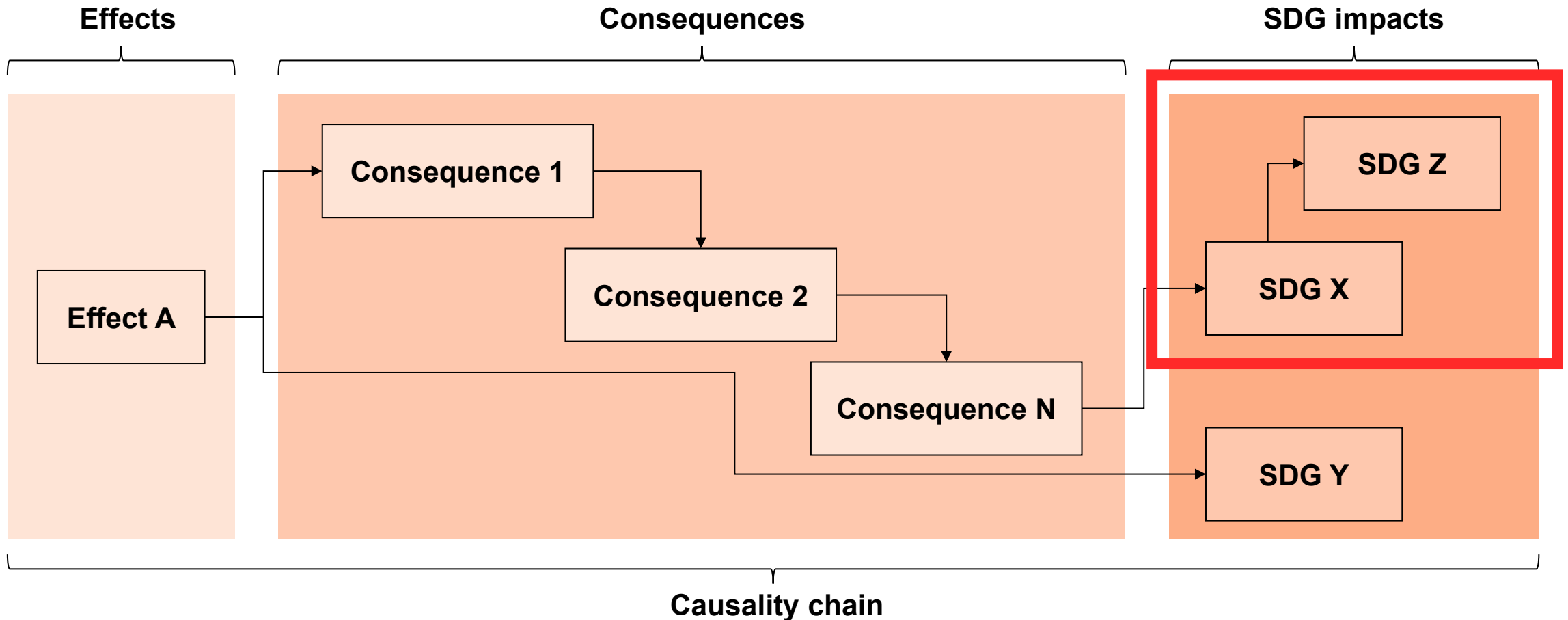
# Step 1: Link the effects to the SDGs - directly or via consequences



# Example: Causality chain for metal mining



# Step 1: Identify interlinkages between the SDGs



## Protection of coastal ecosystems (14.2) and conservation (14.5)

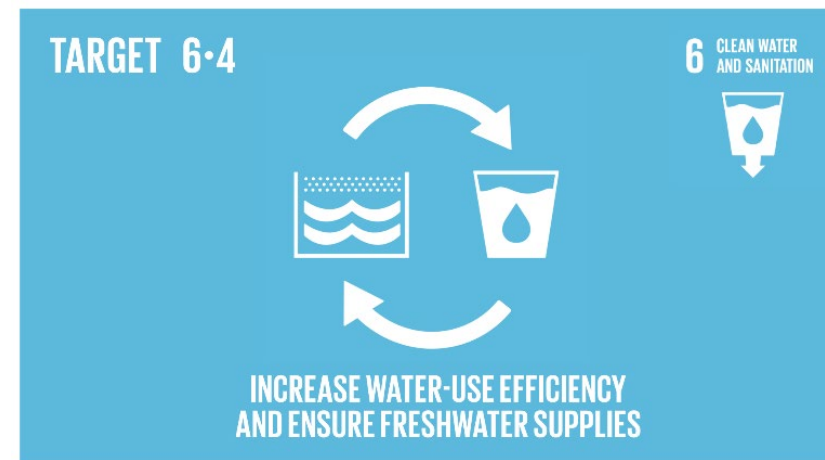


## Double agricultural productivity and small farm income (2.3)

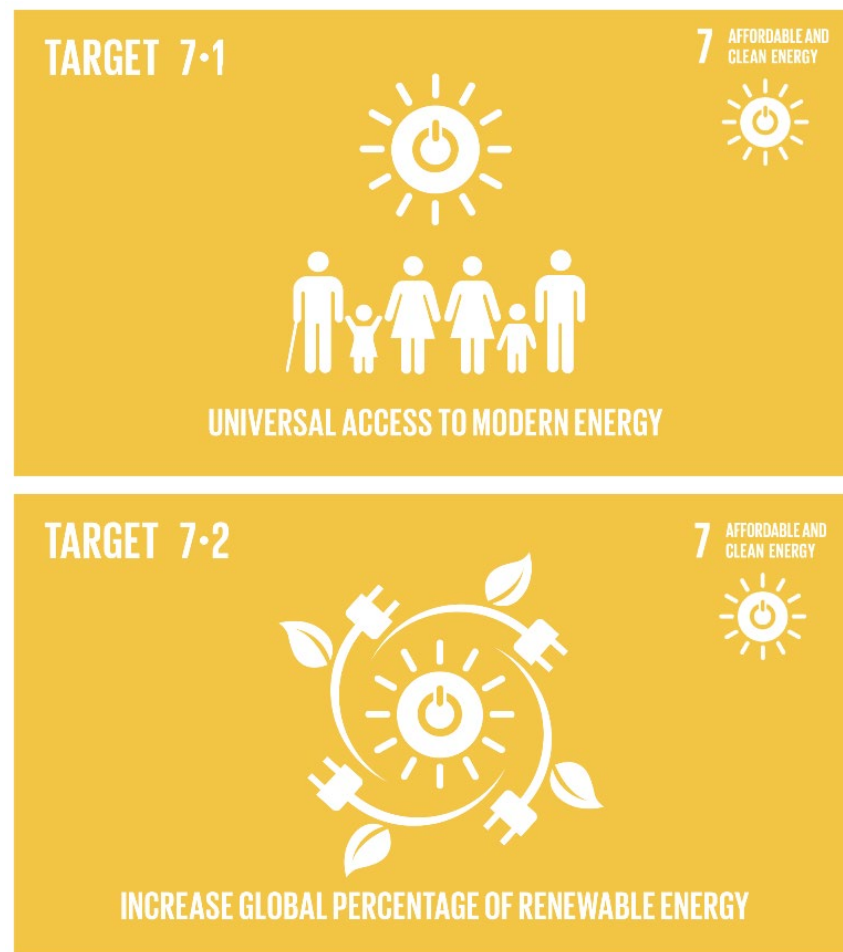
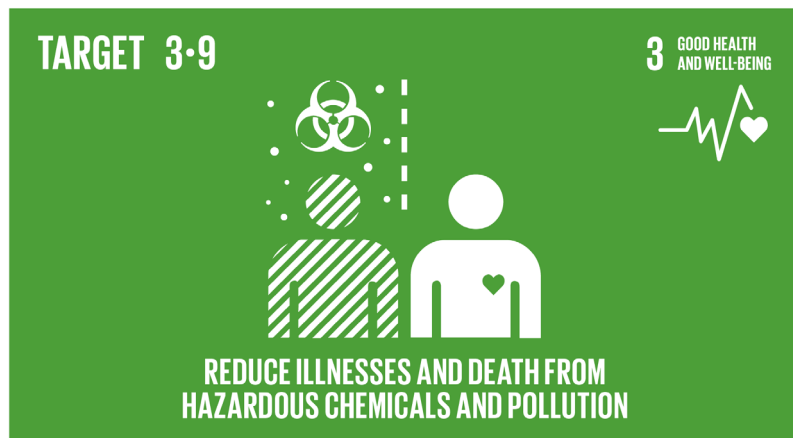




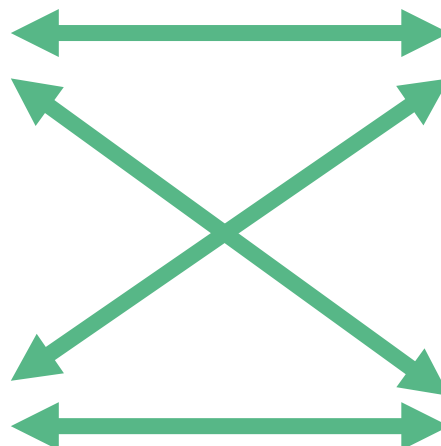
## Access to food (2.1)



## Reduce death and illness from chemicals and pollution (3.9)



# Access to maternal health (3.1) and sexual and reproductive health care services (3.7)



## Reduce deaths and injuries from road traffic accidents (3.6)



# Exercise:

## Link target 12.5 to other SDGs



**10 minutes**

Talk in groups of 2-4 about:

1. SDG targets, that impact target 12.5 positively/negatively and
2. Targets that target 12.5 impacts positively/negatively

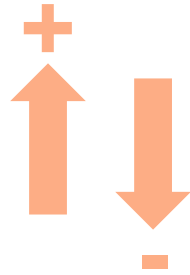
# Phase 4:

## Assessment of the impacts of the effects on the SDGs

### Two steps



# Step 2: Semi-quantitative assessment – three criteria



## Pos/Neg

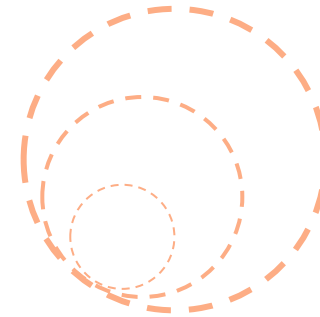
*Is the impact positive or negative?*



## Likelihood

*How likely is it that the impact will happen?*

*(if possible, based on objective data)*



## Size

*What is the expected size of the impact?*

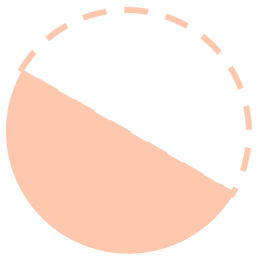
*(if possible, based on objective data)*



# Semi-quantitative assessment: Estimating the likelihood

	Description	Likelihood
<b>Likely</b>	<b>Fair ground</b> to believe that the SDG impact will happen.	<b>&gt; 67%</b>
<b>Possible</b>	<b>Some possibility</b> to believe that the SDG impact will happen.	<b>33-67%</b>
<b>Unlikely</b>	<b>Little possibility</b> to believe that the SDG impact will happen.  If the possibility cannot be estimated, use this category.	<b>&lt; 33%</b>

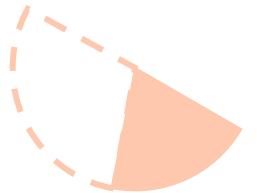
# Semi-quantitative assessment: Estimating the size



50-100%

The effect will have a **"major"** impact on the SDG

*Example: More electrical cars in a renewable energy system → reduced emission of particles → large impact on SDG 3 (health) and SDG 11 (sustainable cities)*



20-50%

The effect will have a **"moderate"** impact on the SDG

*Example: New battery technology will impact SDG 8 (decent jobs) positively, but compared to the full job market of the local battery technology sector the contribution to SDG 8 may be limited.*



5-20%

The effect will have a **"minor"** impact on the SDG

*Example: Production of parts for electrical cars → More emissions of chemicals to the sea (SDG 14) → But little impact compared to other pollution sources*



0-5%

The effect will have **"no or negligible"** impact on the SDG

## Step 2:

# Semi-quantitative assessment – scoring system

<i>Size \ likelihood</i>	Likely	Possible	Unlikely
<b>Major</b>	+++/-	++/--	+/-
<b>Moderate</b>	++/--	+/-	0
<b>Minor</b>	+/-	0	0
<b>Negligible</b>	0	0	0

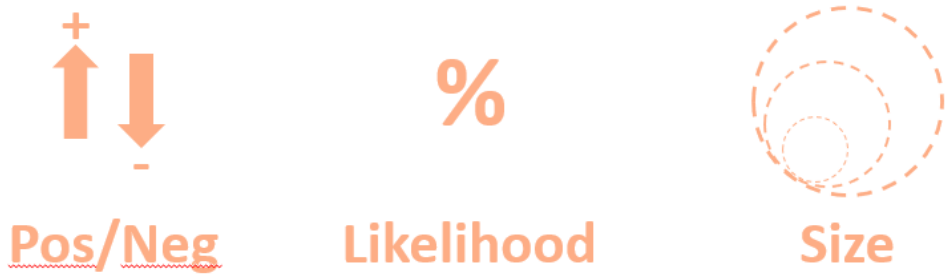
# One good advice on the impact assessment:

**If you are convinced that the case is  
either very positive or very negative...**

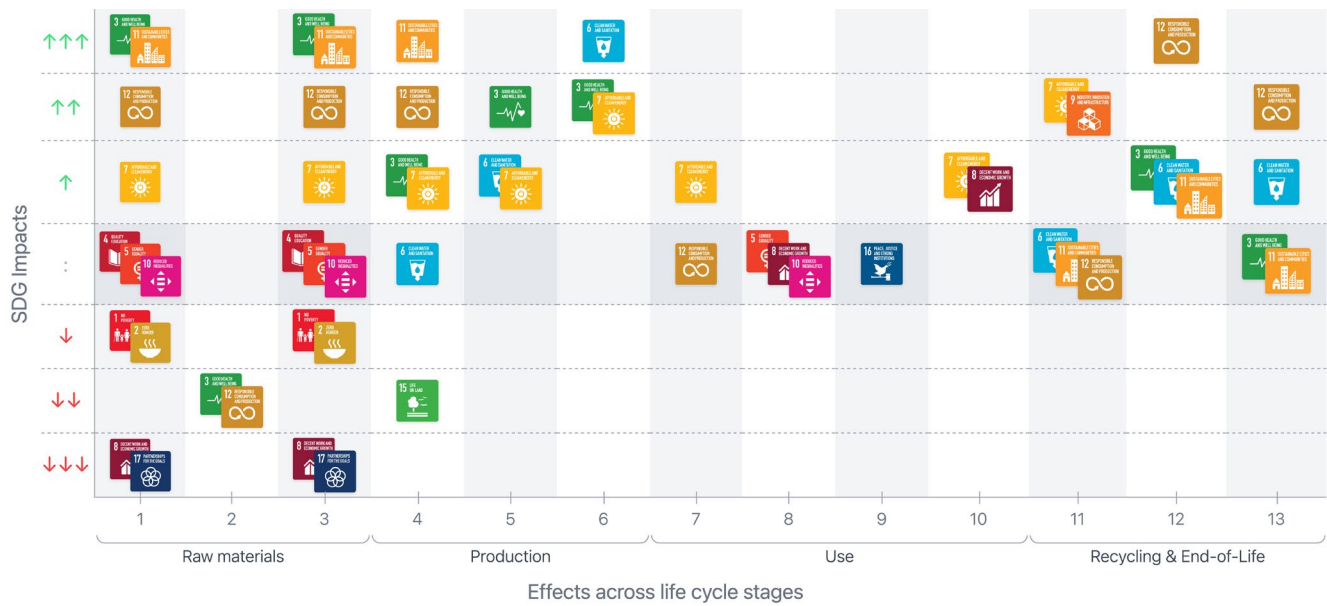
**Try to argue for the opposite position!**

# Summing up: What do we expect from phase 4?

## 1. SDG impacts with scoring (effect impacts)



## 2. Visualisation of the results for the report



## Phase 5: Interpretation of your results and recommendations

- Which are the **most important** sustainability aspects?
- **Which SDGs** are impacted by the project? In **which life cycle stages** do they appear? **What causes them?**
- Which **interrelations** do you see **between the SDGs** and do you see consequences **between life cycle stages?**
- **Where** in the life cycle of the system, can you **introduce change** in order to reduce negative impacts or increase positive impacts?
- **Which specific changes** could that be?
- Which **short term** and which **long term recommendations** will you pass on to **which decision makers** around the case?

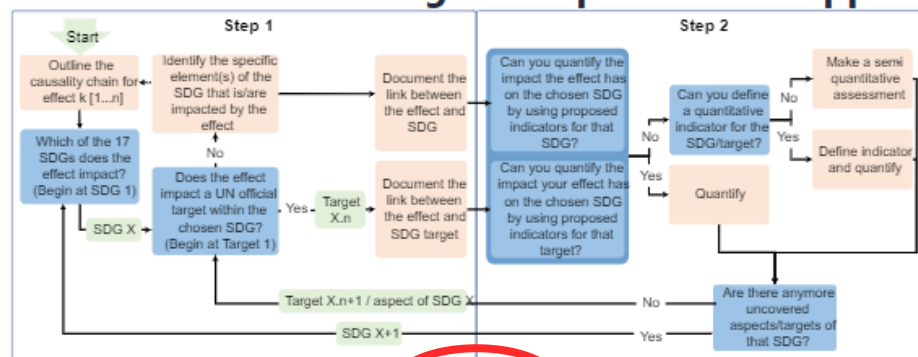
# Demonstration of SDGUI, phase 4





## Phase 4

### Evaluating the impacts of the application(s) on the SDGs



Phase 4 Figure 2.9 provides a decision tree, aimed at facilitating the conduct of Phase 4 when addressing each effect.



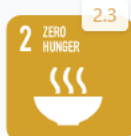
↑ ↑ ↑

Duplicate

Delete



Duplicate Delete



By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment

## Justification for impact



Growing cotton may put a pressure on prices on land for growing food for poor people

## Likelihood



0% - 33%

Unlikely

## Justification for likelihood

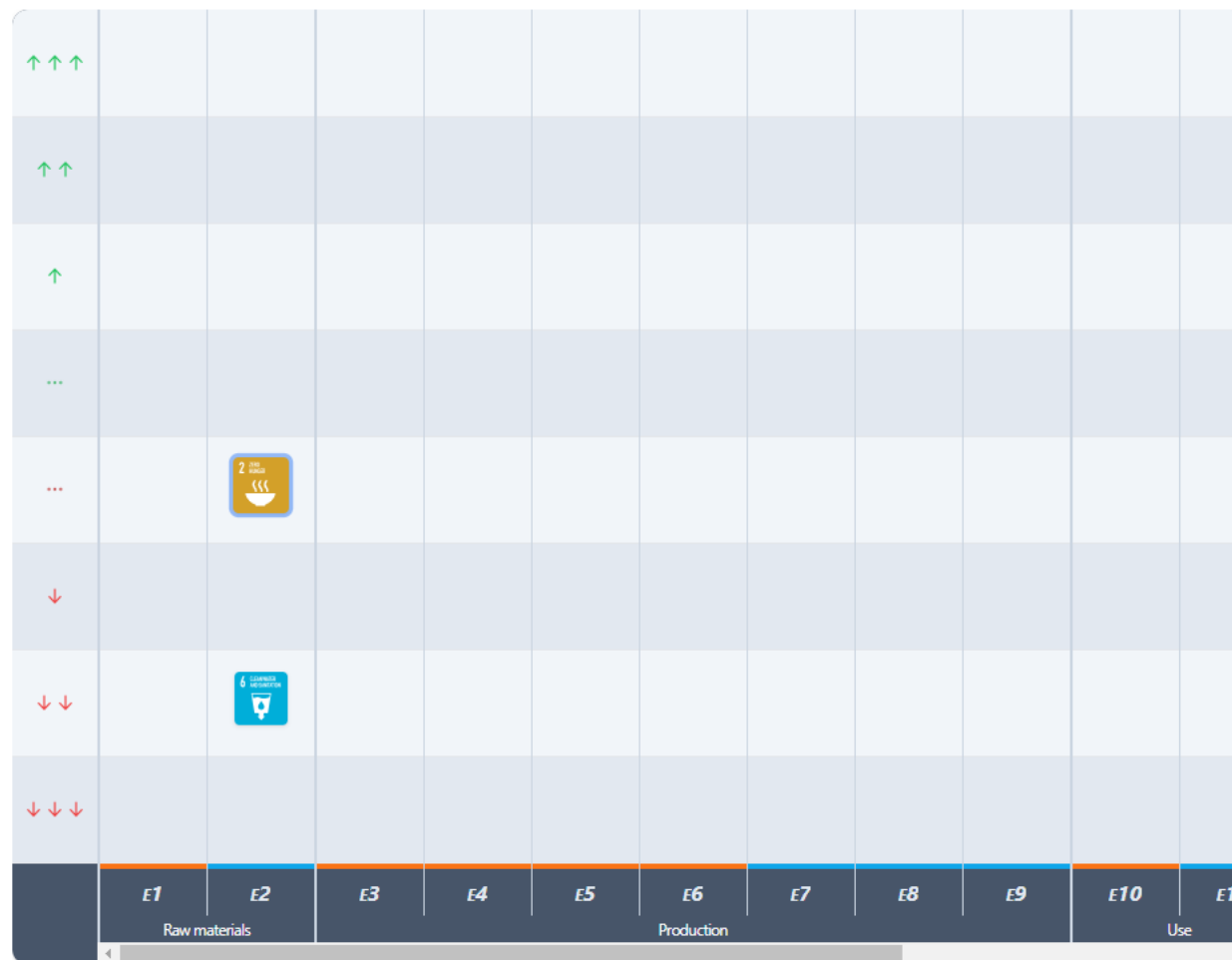
Cotton has been a well-established crop for many years, so few surprises on land prices.

## Magnitude

## Justification for magnitude

See under likelihood.

Negligible



6

CLEAN WATER  
AND SANITATION



### Ensure availability and sustainable management of water and sanitation for all

Goal 6 goes beyond drinking water, sanitation and hygiene to also address the quality and sustainability of water resources. Achieving this Goal, which is critical to the survival of people and the planet, means expanding international cooperation and garnering the support of local communities in improving water and sanitation management.

6.1

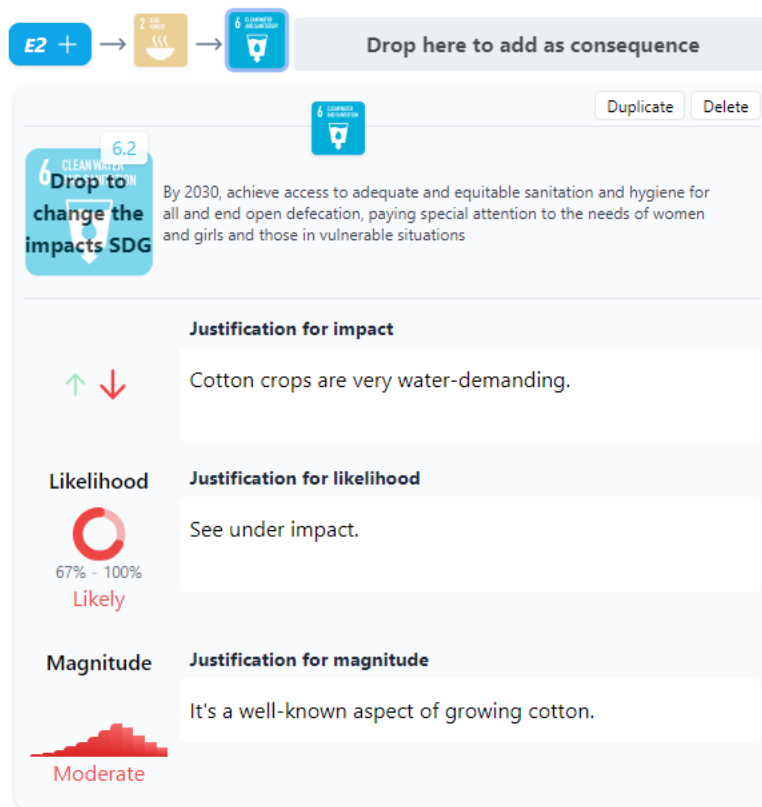
By 2030, achieve universal and equitable access to safe and affordable drinking water for all

6.2

By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

6.3

By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous



	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11
↑↑↑											
↑↑											
↑											
...											
...		2 100 1000									
↓											
↓↓		6 100000 1000000									
↓↓↓											
	Raw materials					Production					Use

