



Green Gown Awards *International*

Finalists' Brochure 2021

Awarding Sustainability Excellence | Since 2004

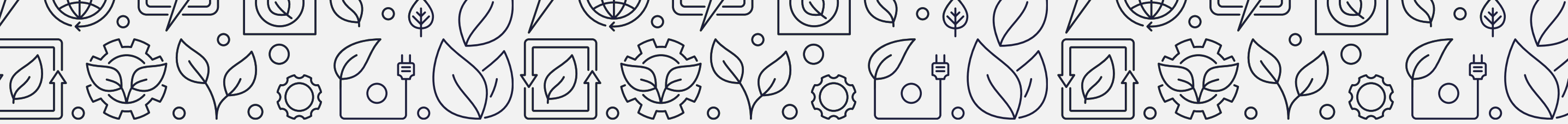
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Delivered by



The Association
of Commonwealth
Universities



Contents

The International Green Gown Awards are supported by UN Environment and are open to any university or college across the world. In the following pages, we are delighted to announce the 2021 International Green Gown Awards Finalists.

Endorsed by UN Environment, we are looking for inspirational sustainability leaders. Recognising exceptional sustainability initiatives being undertaken by the world's universities and colleges, the International Green Gown Awards set the bar and put every learning institution at the heart of delivering the UN Global Goals.

We are delighted to be working in partnership with The Association of Commonwealth Universities (ACU), L'Agence universitaire de la Francophonie (AUF), International Association of Universities (IAU) and the Higher Education Sustainability Initiative (HESI).

The International Green Gown Awards are administered by EAUC.

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GET TWEETING ABOUT THE INSPIRATIONAL FINALISTS AT [@GREENGOWNS](#)

Sharing Best Practice

sustainability exchange

Delivered by the EAUC

As the ethos of the Awards is to ensure the lessons and examples of good practice are shared within the sector and beyond, regionally, nationally and globally, we work with all our winners, finalists and regional partners to produce case studies and short videos around their projects. Our current showcase of 850+ case studies and short videos can be accessed via the Sustainability Exchange.

To find out more, visit:

www.sustainabilityexchange.ac.uk

The Green Gown Awards/International Green Gown Awards are administered by the EAUC. For more information please visit www.greengownawards.org.
Disclaimer: The information provided within this publication has been provided solely by the applicant as defined by the Awards through the application process. No member of the Green Gown Awards team or steering group will be liable for any misrepresentation.

Regional Green Gown Awards

The Green Gown Awards, recognise the exceptional sustainability initiatives being undertaken by universities and colleges. They are delivered on a regional basis in Australasia, UK and Ireland and French speaking countries.

The winners of each region go automatically through as Finalists for the coveted International Green Gown Awards. The Awards provide the sector with benchmarks for excellence and are respected by national Governments, funding councils, senior management, academics and students.

There will be institutions that show the below icon alongside the SDG logos. This icon shows that this finalist is a Green Gown Award Regional Winner.



2021 International Green Gown Award Judges

The judging panel are representatives of sector organisations and/or specialists in a particular area and represent all international regions. It is their substantial experience in the sector that truly makes the International Green Gown Awards sector owned. We thank the judges for their time, commitment and valuable contributions.



Sustainable Development Goals

On September 25th, 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years. For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you.

We asked each of our International Finalists to select up to a maximum of four goals that their application particularly delivered against. These are shown alongside their individual listings, showing the impact education has on a global scale.



Sign the SDG Accord www.sdgaccord.org



Want to be our headline sponsor?

Join us and be a part of the global innovation and problem-solving power of students, universities and colleges.

This is a unique opportunity to connect with the creativity and impact of the only global university, college and student sustainability leadership award.

As Headline Partner of the 2021 International Green Gown Awards, you will be a part of the solution. We want you to influence and share student, university and college global sustainability excellence in teaching and research, leadership, campuses and employability. Our partnership will show how students can benefit the quality of life for us all in our businesses and communities.

Work with us and let's make a future fit for life.

The Awards are aligned with the United Nations Sustainable Development Goals and supported by the UN, national governments and education bodies.

For your valued partnership you will receive:

- Global profile with universities, colleges, governments and United Nations - a committed, well-connected and influential community
- EXCLUSIVE 'in association with' status – you will be the sole sponsor of the International Awards with your logo on all Award communications
- Present an Award and speech at the International Green Gown Awards Ceremony (virtual or other)
- Work alongside winning students and institutions to create new placement and research opportunities
- Connect your organisation with world-leading research and practice, tell your sustainability story and have the opportunity to present in webinars relating to the finalists over the next twelve months

The exclusivity and prestige of these established Awards, combined with the commitment and connections of influential applicants make this a hugely attractive partnership opportunity. We will work with you to maximise business value through access to entrants and the wider global Green Gown Award community.

Want to be a part of the solution? We would love to hear from you.

greengown@eauc.org.uk

www.greengownawards.org/international-green-gown-awards

In partnership with



Benefitting Society

This category captures the powerful and innovative ways education institutions are realising their purpose in today's society to benefit the lives of individuals, communities and wider society.

Top SDGs the projects in this category deliver against



46%



46%



38%



31%



Autonomous University of Querétaro

Mexico



Water scarcity, food sovereignty and housing improvement in communities of the protected Sierra Gorda Biosphere Reserve

The Coordination for Education and Community Outreach, designed in 2012, promotes the work of interdisciplinary student teams at the University to contribute to the sustainable development of the rural communities of the Sierra Gorda Querétaro México, in the context of the climate emergency. We work in collaboration with members of communities, non for profit and international organisations, governmental bodies, and individuals who want to contribute.

We have worked in the following areas developing and strengthening adaptative capabilities around climate change: water scarcity; building around 120 ferrocement cisterns for rainwater catchment with collection capacities of 15,000 litres each; produced organic food grown with little water in small spaces; household improvements, using local materials offering clay build workshops; and advising small producers.

Top 3 learnings

1. Searching for solutions towards water scarcity has broad community consensus.
2. Our methodology encourages values; inclusion, participation, solidarity, gender equity, sustainability and empowers people.
3. Welfare practices were obstacles to our work.



Centro Universitário Internacional

Brazil

UNINTER Distance Learning

Centro Universitário Internacional's (UNINTER) distance learning is a successful project, which aims to deliver quality education throughout Brazil, thus seeking the development of the country through the democratization of higher education.

Distance learning at UNINTER began in 2003. During these 18 years of experience the UNINTER International University Center has opened more than 800 face-to-face Support Centers (PAPs) throughout Brazil accredited by the Ministry of Education and 10 more Support Centers abroad. UNINTER has trained more than 505,000 students in its more than 400 undergraduate, graduate, and extension courses based on distance learning.

UNINTER seek to configure and reconfigure epistemological approaches in order to build new ways of conducting the teaching and learning process from various methodological and psychological trends, developing competencies for adult students. It is the second largest higher education institution in distance learning in Brazil.



Top 3 learnings

1. We learned how to democratize higher education through distance learning.
2. We learned how to realize the dream of reaching Brazilian Higher Education by expanding life opportunities.
3. We learned to take quality education to the corners of Brazil, reaching even indigenous communities.



Facens University Center

Brazil

LIS - Flourishing humanised professionals for the 21st century

The moment we are born, we are exposed to long term issues that have been established as normal, such as extreme poverty, inequality, and climate crisis. The new generations need much more than technical knowledge to face the complex challenges of the 21st century. They ought to have inner resources for self-management, resilience, compassion, and empathy.

Aiming at offering complementary skills to the technical education, Social Innovation Lab (LIS), has been developing human centered programs based on Social, Emotional, and Ethical (SEE) Learning. This methodology is fundamentally based on three dimensions, which broadly encompass the types of knowledge and competencies it seeks to foster in students: (1) Awareness, (2) Compassion, and (3) Engagement.

LIS, aims to develop opportunities for the flourishing of future humanized professionals.



Top 3 learnings

1. Success should not only be measured in financial terms but rather on the number of people you may impact.
2. Youth want to be the change generation.
3. Education must consider students from an integral standpoint, including cognitive, social and inner values.



Furman University

USA



Top 3 learnings

1. Partnerships make perfect: the support of Habitat for Humanity and others has been crucial.
2. Community trust: connecting with trusted community figures builds a positive reputation for the program.
3. Co-benefits are important: benefits for the community (financial savings) and the school (carbon offsets).

Carbon On-Setting: Community impact through home weatherization in Greenville, South Carolina

The Community Conservation Corps (CCC), a program of the Shi Institute for Sustainable Communities at Furman University, provides free home weatherizations to low-income homeowners in the greater Greenville, South Carolina community. The CCC reduces energy consumption and carbon emissions and promotes financial stability and health of homeowners through weatherization, energy conservation, and education.

Furman students help track program impacts and volunteer on weatherizations. CCC community partners include a utility company, Habitat for Humanity, and the City of Greenville. The CCC supports multiple sustainability outcomes. Students, local volunteers, and low-income homeowners all learn through home weatherization projects. Participating homeowners see a 20% reduction in their home's utility usage (and expense) on average as well as improved indoor air quality.



Institut Polytechnique UniLaSalle

France



Top 3 learnings

- 1. Social: Goodwill, engagement, speak in public.
- 2. Professional qualities: Recruitment of students and employees, construction, and management of the project.
- 3. Communication skills: Interviews, articles, work with the University and association communication services.

Guide Babine "Chops Guide"

Tiny, black, fluffy, with floppy ears, a big tail and big melting eyes, this is the first class of six flat coat Retriever puppies. Rosie, Rolly, Riddick, Rainbow, Rune and Régisse, wearing their blue and yellow uniform, are the new students at UniLaSalle Beauvais They will study here for 10 months with their three employees and three student foster families to get ready for their future job, being guide dogs for the blind. It is in this context that the Guide Babine project has been created. We wanted to have a project with students to create a link and break down the "adult-student" gap.

For 10 years disability and inclusion has been reflected in the presence of a disability statement which has 4 essential missions: To support students with disabilities throughout their academic career; Advocate at national level for inclusive access to higher education; Raise awareness of disability issues and establish partnerships between the school and local associations dedicated to disability support to create social and professional links.

4

QUALITY EDUCATION

10

REDUCED INEQUALITIES

17

PARTNERSHIPS FOR THE GOAL

International Islamic University Malaysia

Malaysia

Sejahtera Sports for all

Industrial Revolution 4.0 has caused the global state of health and wellbeing to deteriorate. Traditional knowledge is on the verge of dilution and the strike of the Covid19 pandemic has worsened the status quo. Against this trend, International Islamic University Malaysia (IIUM) embarked on a journey to promote sports towards lifelong learning, good health and well-being and unity through global partnership.

The initiative comprises of three main game-changers: namely 1) Indigenous Games, 2) Para Games and 3) Sports Discourse Series. Indigenous games convey the values of solidarity, diversity, fair-play, inclusion, and cultural awareness. Para Games display great determination and courage to overcome mental and physical obstacles in the hope of creating a better life. Finally, Sports Discourse Series completes the project through capacity building.

Broadcast on social media offers a great advantage to the project as visibility and impact have worldwide reach, going beyond the boundaries of the University community, hence translating into real-world impact.



Top 3 learnings

- 1. We learn the importance of preserving traditional knowledge for a sustainable society.
- 2. We appreciate the disabled community and the need for inclusive living.
- 3. We learn that the pandemic is not a factor for the world to disconnect.

3

GOOD HEALTH AND WELL-BEING

10

REDUCED INEQUALITIES

Sheridan College

Canada

Sustainable Development Innovation Ecosystem

This project builds on Sheridan's 2024 Strategic Plan: Galvanizing Education for a Complex World (GECW) and is a call to action that builds on our strengths, our commitment, and our vision. It encompasses the on-going activities that led to our adoption of the SDG Accord as well as the significant contributions that Sheridan has made to community development through the work of our leaders in community implementation of the SDGs: Mission Zero, our framework for institution-wide sustainability initiatives; and EDGE, our social enterprise and impact entrepreneurship hub.

The work described here focuses on a pivotal time between late 2019 and end of March 2021, during which Sheridan as an institution "discovered" the SDGs and the role they can play in preparing us for action to realize our Vision as an epicentre for ground-breaking, standard-setting higher education that unleashes everyone's full potential and empowers people to flourish in and shape an ever-changing world.



Top 3 learnings

- 1. We took a bottom up/top-down approach to change as a means to foster transformative action.
- 2. We leveraged global best practices to foster organizational change.
- 3. We recognize we are dealing with system change – patience combined with collaboration is critical.

8

DECENT WORK AND ECONOMIC GROWTH

9

INDUSTRY INNOVATION AND INFRASTRUCTURE

11

SUSTAINABLE CITIES AND COMMUNITIES

13

CLIMATE ACTION

CO2 SAVINGS

ESTIMATE 48,300,000

BY 2041

Széchenyi István University of Győr

Hungary

Circular economy for more nutritious cereal grains

This project develops new complex compounds to produce higher quality, nutrient-rich cereal grains, and baked goods with reduced additives. Following the principles of circular economy, we use waste products from agriculture and industry to develop new compounds and methods of fertilization and for pesticide, carried out at different phenological phases to achieve better results.

We reuse materials previously discarded as waste from sunflower-oil factories and vineries, as well as industrial waste rich in iron, zinc, copper, manganese, etc. Our new carbohydrate-based compounds can deliver nutrients more efficiently to the plant, increasing the quality of food products. The reuse of waste materials reduces the need for exploitative, non-sustainable sourcing of fertilizer products. Additionally, these compounds also are better retained in the soil, consequently improving the quality of local water resources.

Our innovative compounds improve the health of the soil, the cereal grains, and people.



Top 3 learnings

- 1. All waste can be made into a valuable resource again.
- 2. Science can and should put more emphasis on developing circular solutions, finding methods to utilize waste.
- 3. Circular economy can also improve the health of the soil, the cereal grains, and people.

3

GOOD HEALTH AND WELL-BEING

12

RESPONSIBLE CONSUMPTION AND PRODUCTION

15

LIFE ON LAND

17

PARTNERSHIPS FOR THE GOAL

The Chinese University of Hong Kong

China



Top 3 learnings

- 1. Research based "high-science, low-technology" construction and knowledge transfer strategies.
- 2. Low embodied energy "local materials", "villagers friendly", "local technology", economical capacity building "local labour".
- 3. People focused, gender balanced, knowledge rich.

One University One Village Initiatives

The One University One Village Rural Sustainable Development Assistance Programme (1U1V) was launched by Professor Edward NG and Dr Li WAN at The Chinese University of Hong Kong (CUHK) in 2014. It aspires to bring together the expertise, knowledge, and human resources of "a university" to improve the livelihood of "a village" and its needy villagers in a strategic, systematic, and sustainable manner. The research and projects under this programme include village improvement work, bridge building, and a new rammed-earth building system in Mainland China. In 2015, the 1U1V team conducted a post-earthquake reconstruction project in Yunnan, China, to demonstrate the use of "high-science, low-technology" strategies with the "local materials, local labour, and local technology" principle of rural construction, and to encourage endogenous development in rural China. The project and the holistic strategy behind it have creatively improved the environmental, economic, and social sustainable development of poor rural areas.



The University of Newcastle

Australia

Daughters and Dads Active and Empowered - Enhancing societal health and wellbeing by targeting father-daughter physical activity and gender equity

Daughters and Dads Active and Empowered is a community-based, multi-award-winning education program targeting fathers/father-figures to improve their daughters' physical activity levels and social-emotional wellbeing. Importantly, this innovative program also addresses and challenges the culture of gender prejudice existing in girls' lives.

In 2014, the program was developed by Professor Phil Morgan and colleagues from the University of Newcastle. Using innovative collaborations with local schools and industry partners, results have been overwhelmingly positive with significant long-term health improvements achieved. The impact of the program has led to \$4.1 million in research funding and seen delivery to 790 daughters and 678 fathers across NSW, in various sports and in the UK.



Top 3 learnings

- 1. The development of strong collaborative partnerships are key.
- 2. Quality education programs using evidence-based pedagogies, delivered by engaging facilitators are essential
- 3. Targeting valued outcomes in an innovative and meaningful manner is critical



The University of Nottingham

UK

Vets in the Community - Pets need vets

In the UK around 320,000 people are homeless, with that number on the rise. Many homeless people have pets, which can be a source of support and companionship. Their pets are important to them and have been shown to improve mental health, reduce social isolation and even prevent relapse into addiction and offending. However, access to veterinary care is a significant problem.

At Vets in the Community (ViC), we provide free care for pets belonging to homeless and vulnerably housed people. Under supervision from qualified staff, veterinary students run the service, providing vaccinations, flea and worm treatment, microchipping, and general care. Clients are welcomed with a hot drink and a home-baked cake. Donations of pet food, toys and bedding are distributed alongside neuter vouchers from partner organisations.

Referrals come from homelessness services including the Big Issue, drop-in centres, drug and alcohol rehabilitation services, rape crisis, women's aid, and the police.



Top 3 learnings

- 1. We found that for many homeless people, their pets are their family and always come first.
- 2. Providing veterinary care for these pets provides huge benefits to animal and human welfare.
- 3. Reciprocity – we provide care, clients and animals provide their time and trust, and everyone wins.



UCSI University

Malaysia



Top 3 learnings

- 1. Partnerships among community members are key in resolving complex social challenges.
- 2. We model leadership by example to our students.
- 3. Education becomes more meaningful when we bring the community to our campus and education to the community.

Food4Wellness + Education4Lives

Transformative learning designed to facilitate awareness, understanding and shaping of one's attitude and behaviour on consuming nutritional diet for greater health and well-being sadly has not reached the whole world population. Food4Wellness + Education4Lives (F4W+E4L) attempts to offer these learning opportunities to refugee and asylum seeker youths who are living in Kuala Lumpur. These youths do not have access to formal education, and many are forced to work at a young age. The training includes physical or virtual classes and some hours of practical and internship experience. Throughout the training period, the youths have the opportunities to interact with Malaysian and international students, and the staff and volunteers of the project partners. With the support of the project key partner, the program integrates the use of ICT and community care activities. F4W+E4L program aspires to facilitate a holistic learning experience, and that the transformed lives and learning outcomes will impact their families as well as the refugee and local communities.



Universidad del Norte

Colombia



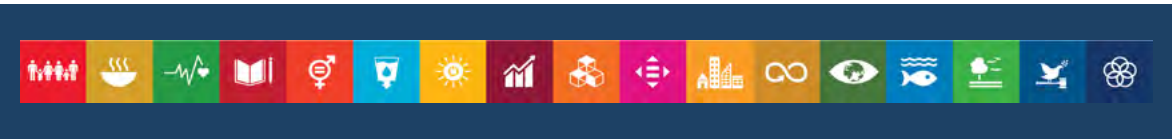
Top 3 learnings

1. We are a benchmark in the Caribbean, and we must promote social mobilization around environmental issues.
2. Our initiative seeks to promote the conservation of ecosystems
3. It's important to integrate different population groups in nature conservation and protection activities.

Creating sustainable and inclusive cities in times of Covid through a photography contest

The Ecocampus of the University of the North, is the program in charge of environmental education recognising the biodiversity of the territory. This project seeks to reconnect nature with citizens so that the latter recognize that their well-being depends on the conservation of ecosystems and that small actions have great value in terms of biodiversity. It has a high component of social awareness.

The annual photography contest is the flagship activity which has been running since 2014. Over the years, themes have included water and territory, resilience, human-nature relations, and invisible nature. Participants are invited to a field day to take pictures and talks are held on environmental milestones. Likewise, issues about disability have been included in the photography and the spaces have been adapted so that people with reduced mobility can participate in the activities.



JOIN THE SDG ACCORD TO SHOW YOUR COMMITMENT TO:

- Aligning all major efforts with the SDGs, targets and indicators, including through education, research, leadership, operational and engagement activities;
- Improve collaboration across cities, regions, countries and continents with other signatory institutions as part of a collective international response;
- Using own unique ways to inform and share learnings to both local and global communities
- Annually report on 'how does my institution contribute to the Goals and what more can we do'.

Find out more and become a Signatory!
<https://www.sdgaccord.org/>

AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE - AUF

ASSOCIATION D'ÉTABLISSEMENTS D'ENSEIGNEMENT SUPÉRIEUR ET DE RECHERCHE, OPÉRATEUR DE LA FRANCOPHONIE UNIVERSITAIRE

L'AUF regroupe 1007 universités, grandes écoles, réseaux universitaires et centres de recherche scientifique utilisant la langue française dans 119 pays. Elle est également l'opérateur pour l'enseignement supérieur et la recherche du Sommet de la Francophonie. Créée il y a près de 60 ans, l'AUF favorise la solidarité entre les établissements d'enseignement supérieur et de recherche pour la mise en place de projets qui transforment concrètement le système universitaire.

L'AUF, l'IAU/AIU et l'ACU sont associées pour défendre et promouvoir le rôle des universités et leur contribution à l'agenda 2030.

ASSOCIATION OF FRANCOPHONE HIGHER EDUCATION AND RESEARCH INSTITUTIONS, OFFICIAL COORDINATOR OF FRENCH-SPEAKING ACADEMIC BODIES

The Agence Universitaire de la Francophonie (AUF) brings together 1007 French-speaking universities and grandes écoles, academic networks and scientific research centres in 119 countries. The AUF is also the higher education and research agency for the Sommet de la Francophonie. The AUF was established almost 60 years ago, and fosters active solidarity between higher education and research institutions, in order to implement projects that transform the university system.

AUF, IAU/AIU and ACU have joined forces to promote the role of higher education and its contribution to the 2030 agenda.

Examples of projects

Action pour l'Innovation Francophone -ACTIF

An international and multi-partners collaborative program for social innovation and the achievement of SDGs.



- Collaborative intelligence workshops to bring out social innovation projects in/with Universities.
- Development of the Label for responsible innovation in Francophone universities.
- Establishment of "UniLab", a multi-partners collaborative think tank to design the sustainable University of the future.
- Worldwide "Campus 2030 solutions Challenge" for francophone researchers and students.
- Social entrepreneurship and frugal innovation "IntiCampus" projects with universities.
- Gender equality universities consortium, in collaboration with UN Women.

Annual international meetings on major societal issues

These conferences gather academic, professional and public stakeholders from all five continents. Past and ongoing events are:

- SDG 8: The University-Business Relationship, 2016, Montreal, Canada
- SDG 4: QA in higher education and research, 2017, Beirut, Lebanon
- SDG 3: Public health, 2017, Brussels, Belgium
- SDG 11: Sustainable cities and urban mobility, 2019, Dakar, Senegal



www.auf.org

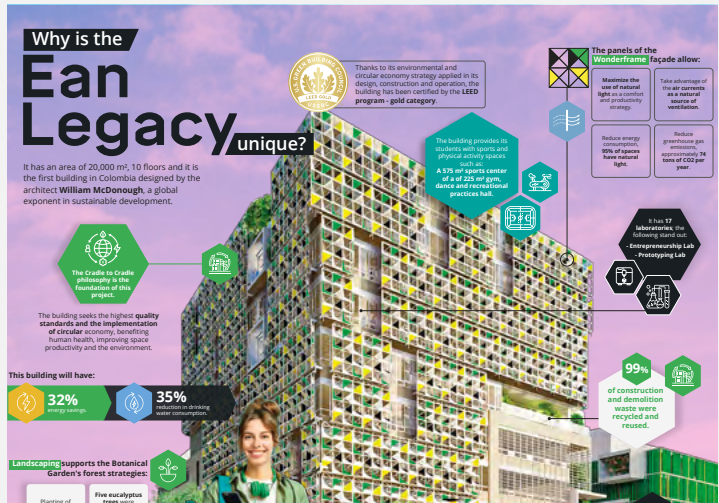


Creating Impact

This category recognises institutions that have achieved significant sustainability-related outcomes, on-campus or within their community, using minimal and/or limited resources.



Top SDGs the projects in this category deliver against



Centro Universitário Internacional UNINTER

Brazil



Brazilian Ecos Marathon

The Brazilian Ecos Marathon was a series of online webinars hosted on September 25th, 2020. The event featured professors and experts speaking on the importance of combating wildlife smuggling and preserving the environment. Hosted online and streamed on social media, over 12 hours of lectures and roundtables were made available online for free.

The event reached over 30,000 people through social media and sought to educate the population on the importance of these themes. UNINTER is uniquely positioned to reach many students located in remote areas. Amongst them, communities deep in the Amazon, which are more directly in touch with wildlife and biodiversity than those in large urban areas.

Sustainability and biodiversity were some of the key themes, with specific lectures focusing on the critical consciousness of the audience on pertinent issues that affect Brazil and the world.

Top 3 learnings

1. Our students and general audience are interested in learning about environment and sustainability.
2. Through the Internet we can guarantee that our material reaches remote areas of our country.
3. Different topics within a specific environmental theme keep the audience participative and engaged.



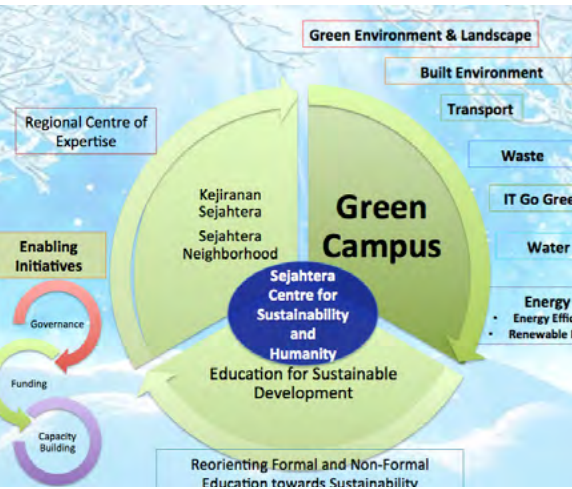
International Islamic University Malaysia

Malaysia

Making a difference for Sejahtera, Sustainability, Spirituality, Scenario (MAD 4Ss)

As part of International Islamic University Malaysia's (IIUM) journey of making change and creating impact for sustainability through its Whole Institution Transformation (WIT) approach, a new transdisciplinary action-oriented centre is created to mainstream and champion the transition and transformation process for the 4S - Sejahtera, Sustainability, Spirituality and Futures Scenario.

The University-wide projects focus on three areas – turning IIUM into Green Campus, creating Sejahtera Neighbourhood in the University's vicinity and reorienting the education for sustainable development. With only two full time staff and two student interns, and almost zero operating budget and one shared room for operations, the centre had proved themselves to be MAD agents who became catalysts and made a difference through breaking the silos and unusual approaches to business.



Top 3 learnings

1. Change for sustainability requires full power of teamwork, unity, and selflessness.
2. A small number of committed, passionate, and talented, could bring a wave of change to the larger community.
3. An impactful program is the best marketing strategy and advocacy for sustainability itself.



International Islamic University Malaysia

Malaysia

2LEAD4PEACE

International Islamic University Malaysia's (IIUM) acknowledged Regional Centre of Expertise, Greater Gombak (RECG2) on Education for Sustainable Development, provides mission statements and goals that help to facilitate 2LEAD4PEACE's (Capacity Building for Islam, Peace and Civilizational Development: Engaging Extremism, Terrorism and Conflict through Education for Sustainability 2019-2022) quadruple helix model of partnerships.

In 2019-2021, 2LEAD4PEACE has: Empowered targeted vulnerable communities; Expanded baseline data; Collaborated with multiple Preventing Countering Violent Extremism (PCVE) stakeholders on various PCVE activities; Contributed to national security and public safety plan of action as expert consultants for the National Action Plan (NAP) for PCVE (2022-2025) and developed content for long-term PCVE and nation-building efforts by hosting the national level PCVE web portal (mycveguide.com) which is expected to be launched mid-2021.



Top 3 learnings

1. The forging of peace is possible when we build bridges across people from various divides.
2. ESD is to create balance between global citizenship and nations building towards a resilient society.
3. The project highlights the connection between vision and mission of IIUM and all its building blocks.



Lappeenranta-Lahti University of Technology

Finland



Top 3 learnings

1. We trust in strong collaboration between the University and the City.
2. We aim for equality in education by organising curricula-based STEM activities at schools.
3. We believe in sustainable and long-lasting resourcing instead of short-term funding.

Lappeenranta Junior University – a unique and inspiring path to science in strong cooperation between LUT University and City of Lappeenranta

Lappeenranta Junior University promotes a smooth path for children and adolescents towards university studies. The goal is that Lappeenranta is nationally known as an urban area with a strong focus on Finnish high competence in pre-primary and basic education. Lappeenranta Junior University activities raise the interest of science and technology, business and research among children and young people in Lappeenranta and strengthen students' knowledge, skills and attitudes to science and research-based studies. The goals and contents of Junior University are based on the Lappeenranta-Lahti University of Technology's (LUT) strategic focus areas, which can naturally be linked to pre-primary, primary, and high school education curricula. The long-term goal is to build a unique combination of learning and teaching at both a national and international level, and provides students with comprehensive access to university education from the point of view of educational equality.



Universidad CES

Colombia



Top 3 learnings

- 1. Demystification; it is possible to find alternatives to single-use plastics.
- 2. 89% reduction of single-use plastics, which was generated on the University Campus.
- 3. Opportunities to replicate and scale the practice, which contributes to the generation of culture.

Zero single-use plastic University

CES University, as a contribution to sustainability, became the first in the "Aburrá" Valley to say goodbye to PET bottles, disposable plates, and cutlery. All of them considered single-use plastics.

The decision was taken by recognizing scientific studies that indicate that plastic inputs such as expanded polyethylene, polyvinyl chloride (PVC), low density polyethylene (LDPE), polyethylene terephthalate (PET), are highly polluting materials. The vast majority of these elements end their life cycle in sanitary landfills or in the worst case in open-air dumps, generating negative impacts.

According to Greenpeace, micro-plastics can be ingested by marine fauna, including plankton, crustaceans, and fish. Every week a human being ingests the plastic equivalent to a credit card, through micro-plastics which are present in the water for human consumption. Since 2019, CES University has acted and joined forces with suppliers to work towards sustainability. We are eliminating the generation of plastic waste through prevention, reduction, reuse and recycling.

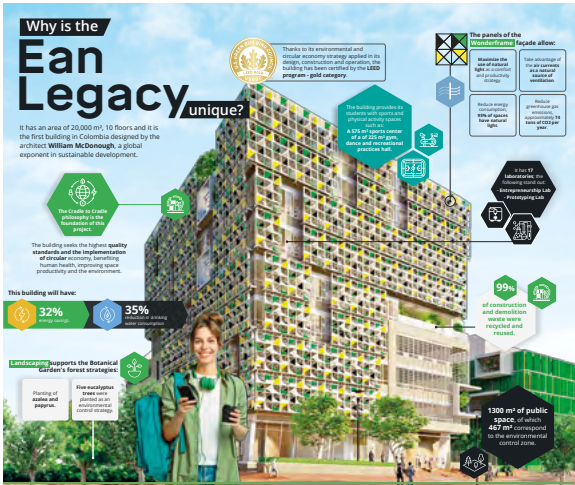


Universidad Ean

Colombia

Ean Legacy: A sustainability urban lab

In Bogotá, Universidad Ean has become a landmark developing social and environmental sustainability projects. One of the most significant bets has been becoming a sustainable urban campus. Ean Legacy is a building that is a living lab for sustainable practices and innovation. It was designed under Cradle to Cradle® (C2C) architecture principles and resembles, as its designer William McDonough describes, nature: it produces oxygen, generates shadow to regulate temperature with its wonder frame and it is integrated as a part of the landscape that celebrates the mountains and harmonizes the surroundings. This building is more than aesthetics: it is the coexistence of the biosphere and the techno sphere in the middle of a city. Now it is the main campus of a University that is focused on sustainable entrepreneurship. It seeks to gain space recovery to promote leisure, coexistence among citizens and environmental sustainability.



Top 3 learnings

- 1. We impact learning and research outcomes while we engage our communities in the regions and scale outcomes.
- 2. Ean Legacy represents our commitment to build a sustainable future.
- 3. We are the meeting point for sustainable entrepreneurship.



Universidad Nacional de Colombia

Colombia

Sustainable Campus: Strategy and decision

The Sustainable Campus Strategy is conceived as a road map that includes a set of specific actions in using technologies and infrastructure development and spaces for permanent academic reflection. This is to enable the Faculty of Mines to become an agent of national transformation for the University community and a paradigm to follow in the local, national, and Latin American contexts, beyond the purposes of technological and social innovation.

The Sustainable Campus Strategy is an opportunity to consolidate the critical thinking of the entire University community in sustainability and facilitate conscious practices of sustainability within our University campus system and even turning our campuses into living labs and open classrooms to think, live and transform sustainability.

This strategy was launched in November 2019 and is composed of 7 strategic lines that holistically cover each component of the institution.



Facultad de Minas, UNAL Sede Medellín

Top 3 learnings

- 1. Teamwork allowed us to explore different forms of relationships with different audiences.
- 2. We recognize the importance of developing holistic actions from the University.
- 3. Action-oriented in a sustainable framework will always have social, academic, and environmental benefits.

Universidad Tecnológica Metropolitana

Chile

Premio Sustenta (Sustenta Award)

The Sustenta Award is an annual recognition, given to companies that demonstrate commitment and real progress in business sustainability in Chile. It is a distinguished Award because of its objective and independent character, being organized by the Universidad Tecnológica Metropolitana (UTEM) with the participation of many of the country's ministries, and in collaboration with universities from different regions of Chile.

Companies apply for free through a web platform, and their reports are audited by specially trained final year students from participating universities. The companies are evaluated in four areas (organizational, economic, social, and environmental), through a predetermined rubric that gives points for each answer. Companies are separated both by their size (small, medium, and large), and by their activity (production or services).

Each participating company receives a recognition: Seed, Sprout or Tree, depending on the score obtained, and a report with its strengths and challenges to face.



Top 3 learnings

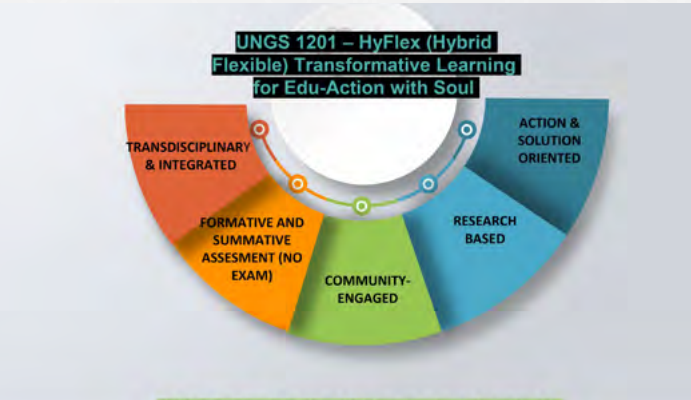
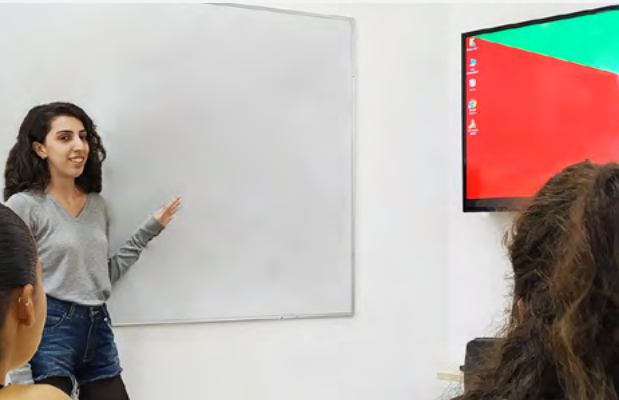
- 1. Perseverance is key to achieving good results, each year the Award attracts more companies.
- 2. It is necessary to refine the initiative for each new version.
- 3. The broader the general outreach, the more student interest.



Next Generation Learning and Skills

This category recognises achievement in the development of academic courses, skills and capabilities relevant to sustainability. These can be vocational, undergraduate or postgraduate courses or related to wider purposes such as community involvement, global or environmental awareness or to support lifestyle changes.

Top SDGs the projects in this category deliver against



Ashoka Trust for Research in Ecology and the Environment

India



Academy for Conservation and Sustainability Studies

The Academy for Conservation Science and Sustainability Studies, ATREE, prepares the next generation of environmental leaders. The Academy conducts an interdisciplinary PhD programme for students from backgrounds as diverse as economics, management, wildlife biology and sociology, among others. Faculty at the Academy also hail from interdisciplinary backgrounds.

The Academy provides a wide range of resources and field stations for facilitating cutting-edge research on natural and social sciences. This pioneering approach has provided novel insights over the years such as the detrimental impact of exclusionary marine conservation on artisanal fishers, the intensification of wildfires by invasive alien species and the devastating loss of livestock to free-ranging dogs in the Himalayas, to name a few.

It also offers certificate courses that are designed for students, professionals, practitioners, policy-makers, and advocacy groups that work in the field of environment, conservation and sustainable development.



Top 3 learnings

1. Creating interdisciplinary academics and institutionalizing a model interdisciplinary program.
2. Acquiring diverse skills for science communication, dissemination, and outreach.
3. Educating and mentoring interdisciplinary leaders in conservation, sustainability, and human well-being.

Covenant University

Indigenous Capacity for Climate Action (IC4CA): Developing green skills for tackling climate change

This project is about the development of green skills for tackling climate change. It is premised on the background that students constitute an enduring source of indigenous capacity for tackling climate change. Noting the bureaucracy in the educational system with regards to curriculum upgrade, we used an innovative method for creating climate change learning spaces during the extra curriculum period, thereby achieving our project objective in spite of institutional barriers.

The activities carried out in this project included a baseline survey of students' awareness on climate change, a field trip to Eko Atlantic City, and the development of green projects. Specific outputs derived included climate change learning manuals, climate change ambassadors Face Book page for promoting climate change action among youths, and a scientific paper to guide policies on climate change action. A major lesson learnt from this project is that youthful energy drives climate change action.



Top 3 learnings

1. We take climate action now; the ripple effect is sure to be endless.
2. We learnt that youthful energy is a major driver of climate change action.
3. Communities embrace climate change action when they understand that it is for a greater good.

Nigeria

ESSEC Business School

France

iMagination Week

iMagination Week aims at enriching students culturally by taking them out of their environment. The iMagination Week confronts them with transdisciplinary experts, instilling a "visionary" spirit. Its objective is to help them become aware of the challenges of the society they are going to build and start questioning their contribution.

This week is dedicated to creativity and trans disciplinary. It takes place on 2 continents (Cergy Campus and Singapore Campus) and has reached nearly 10,000 students since its creation in 2012.

During the week, students build a project in teams about the theme "TransitionS" in a very large scale (mobility, energy, education, healthcare, behaviours, etc), future of innovation and responsibility.

It aims at helping them develop their critical skills for their future professional life: creativity, collaboration, critical thinking, and inquisitive posture. Stimulating their imagination is key to enhance responsible innovation.



Top 3 learnings

1. Students in our school: to help them to be inspired and help them to be creative with a concrete project.
2. For about 10 years we have share our method in different schools.
3. Global audience: all talks, and projects our available on our website, our YouTube channel and networks.

Facens University Center

Brazil



Top 3 learnings

1. It mobilizes the protagonism, associated with better indicators of well-being and academic performance.
2. Adaptation of digital tools for greater engagement in welcoming activities.
3. Engagement and transformation of society. This feeling will follow the student during all their academic journey.

Facens Freshman's Week

The Facens Freshman's Week has been providing new students with an impactful transition between high school and the new academic life through a series of innovative experiences and intense integration with veteran students, teachers, contributors, alumni, partners, that is, with the entire Facens community, especially ENLACE (Facens Socioemotional Collaboration Center). During the event, the students are encouraged to take part in hands-on activities, kickstarting the development of socio-emotional skills, like self-knowledge, social awareness, analytical thinking, creativity, sustainability, digital fluency, entrepreneurship, and the capability to face complex scenarios.

With the activities, students start to get in contact with Facens' structure, meeting the labs, the innovation center and the departments. The activities also provide them with the opportunity to visualize the whole transformation potential offered by the graduation process. This is a moment of celebration that promotes a welcoming and belonging feeling, that lasts for the entire academic journey.



Griffith University Business School

Australia



Top 3 learnings

- 1. Transform corporate leadership thinking and acting to value-based responsible leadership.
- 2. Renew traditional business practices with regenerative, circular sustainable business strategies.
- 3. Move towards meaningful and peaceful collaborations for shared value across the Asia-Pacific region.

The road to Tri Hita Karana - a transformational MBA journey towards well-being

Tri Hita Karana is a Balinese philosophy denoting three ways to happiness through attaining harmonies of people with people, nature, and the spiritual. This philosophy can be applied to the United Nation's 17 SDGs alongside three ways of happiness and well-being.

The Griffith MBA is built on the same principle in the form of three values that it stands for. Our first value, 'responsible leadership', centres around topics of mastering harmony among people within and across organisations, communities and countries (SDG 1-10, over 600 topics taught across MBA courses). The second value, 'sustainable business practice', focuses on developing a deep understanding of the harmony between business and the environment (SDG 11-15, over 300 topics taught across MBA courses). The third value is about our value-focused lens on the Asia-Pacific and focuses on the role of business for harmony in our region (SDG 16&17, over 100 topics taught across MBA courses).



Hanken School of Economics

Finland

Open-access Learning Modules for the Sustainable Development Goals (OMG)

In 2018-19, Hanken collaborated with three fellow Principles for Responsible Management Education (PRME) Champion Schools (Audencia Business School in France, Instituto Superior de Administração e Economia-ISA/FGV in Brazil, and La Trobe Business School in Australia) for a project, whereby all the schools co-produced open access, creative commons, digital, free educational videos on Sustainable Development Goals (SDGs).

The videos are available on YouTube on CR3plus channel and can be used as an open-source teaching material by anyone anywhere in the world. This project also formed as a groundwork for our MOOC that was launched on Future Learn in early 2020 with the title "Organising for the Sustainable Development Goals". Since then the modules and parts of the course have been used by different universities and business schools around the world.



Top 3 learnings

- 1. Co-creation and synergies are our best friend, so invest in building long-term and impactful partnerships.
- 2. Everything is possible, where right and passionate people are involved.
- 3. Innovation in education need not be too glamorous, complicated, and expensive.



International Islamic University Malaysia

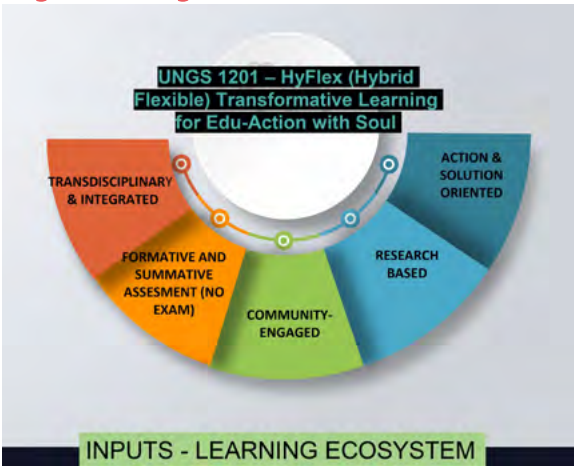
Malaysia

UNGS 1201 - HyFlex (Hybrid Flexible) Transformative Learning for Edu-Action with Soul

Universities' formal curriculum are becoming too focused on knowledge and skill that they have neglected the aspect of shaping attitude and inculcating values - KS vs. AV. To bring back the action and soul of education, IIUM has introduced a new course compulsory to all new student: UNGS 1201 - Sustainable Development: Issues, Policy and Practices.

UNGS 1201 is a University-wide project that serves as a transformative platform for post-Covid sustainability education. It is an amalgamation of various pedagogical models, as it is a specialized learning science that includes delivery of content, behavioural analytics, learning psychology and assessments and delivered through a hybrid model with flexibility to fit the learners.

The course is conducted based on 5 fundamental criteria for next generation learning and skills education framework. And every year the course produces 500 project proposals for making IIUM a sustainable campus.



Top 3 learnings

- 1. Sustainability is best learnt via community engagement in the real community set up.
- 2. Transdisciplinary learning is very critical for impactful learning for next generation skills.
- 3. Action speaks loudest in sustainability education.



North East Scotland College

UK



Top 3 learnings

- 1. The goal of a bright and sustainable future can be achieved by harnessing the imagination and ingenuity of the next generation and learning from the experiences of industry.
- 2. Never underestimate the power of positive relationships.
- 3. Be open to change and do not be afraid to challenge convention.

Girls in Energy - A catalyst for change

North East Scotland College (NESCol) is committed to embracing opportunities in energy transition as the region focuses on an exciting low carbon future. Engineering ingenuity provides the foundation for the green revolution and collaboration with industry partners ensures the next generation is at the heart of the transformation.

The Girls in Energy programme, sponsored by Shell, encapsulates the spirit of innovation. This year 145 female pupils from S3 to S6 will take part and over the past decade more than 650 have been introduced to engineering – providing pathways to apprenticeships, college, university, and employment as well as offering placements and showcase events. Of those who have been tracked through the programme, more than 75% have pursued engineering after leaving school.

From carbon capture and hydrogen technology to the burgeoning renewables sector, Girls in Energy is giving the engineers of the future a platform to drive positive change with their skill, dedication, and imagination.



Swarthmore College

USA



Top 3 learnings

- 1. To make tangible change, support student leadership development, and run an academically rigorous program.
- 2. Engaging with PSRF, hundreds of community partners become change agents for sustainability every year.
- 3. Our student-lead projects have real, meaningful impacts on campus sustainability.

Learning by Leading: The President's Sustainability Research Fellowship at Swarthmore College

In the President's Sustainability Research Fellowship (PSRF), students learn by leading through taking stewardship over vital sustainability challenges. The program matches motivated students with teams of staff and faculty mentors to research, develop, and implement projects in a year-long course and associated internship. With faculty guidance, students conduct wide-ranging research and write reports, proposals, and white papers relevant to their project. Students hone skills in collaboration, gain valuable leadership and project management experience, and make meaningful contributions to advance sustainability at Swarthmore. Since the program's founding in 2016, Fellows are doing all we could have asked for and more: They have redesigned our waste system to zero waste, launched 10-year Crum Woods Restoration and Stewardship Plan, helped launch our award-winning internal carbon pricing program, created behavioral change strategies, founded a green revolving loan fund, launched a process to create an offsite power purchase agreement, and established a system to track sustainability progress across campus.



The Chinese University of Hong Kong

China

Engagement with SDGs to cultivate global citizens

Using the 17 SDGs as a framework, the Office of University General Education at The Chinese University of Hong Kong (CUHK), launched a series of initiatives to help students develop a more comprehensive awareness of global challenges and to build a more purposeful pathway to work towards solutions.

The optional SDG Study Scheme lies at the heart of the project. The pilot Study Scheme was launched in the 2020–21 academic year. The aim of the Study Scheme is to enable students who aspire to be future leaders in sustainable development to integrate their academic learning with life experience and community engagement.

The three components of the Study Scheme are: (i) A short online course by the SDG Academy, named "How to achieve the SDGs", which provides an overview of the SDGs and their significance; (ii) Three knowledge-based General Education courses; and (iii) One social-engagement course, or co-curricular volunteer activity of at least 80 hours.



Top 3 learnings

- 1. Faculty buy-in is essential for the smooth running of the project.
- 2. Encouraging students to take ownership of their learning is the key to cultivating global citizens.
- 3. Building collaborative partnerships with other departments and units is very important.



Universidade Federal Fluminense

Brazil

PULE - universalizing foreign languages: Shaping global citizens

The Universalization Program of Foreign Languages (its Portuguese acronym is PULE) was created in 2012 at Universidade Federal Fluminense in Niterói, RJ, Brazil. Its main objective is to fight inequality of access to academic internationalization caused by socioeconomic gaps among university students when it comes to language training.

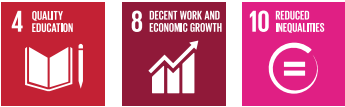
Today, after eight years of work and commitment, PULE offers multiple tuition-free classes in eight languages for students in a socioeconomic vulnerability background. Throughout its 3 years program, those courses offer beginner-level students language training and classes to qualify them for international mobility and other global academic opportunities.

PULE also gives back to the academic community by training students of Language majors offering them the opportunity to be instructors in the program.



Top 3 learnings

- 1. Our students, with the proper tools, sought out more internationalization opportunities.
- 2. Socioeconomic students tend to be more dedicated when offered extracurricular learning opportunities.
- 3. It is possible to promote student equality, generating institutional and social benefits on a budget.



University of Gloucestershire

UK



A Rounder Sense of Purpose

A Rounder Sense of Purpose

A Rounder Sense of Purpose (RSP) is a project coordinated from the School of Education and Humanities at the University of Gloucestershire.

Through rigorous trialling and research, RSP has developed a set of 12 competences for educators working at any level who wish to facilitate learning for sustainability. The project name is a response to the tendency of education systems to focus on ever-narrower curricula and measures of success; instead it challenges us to embrace a wider range of concerns, social, economic, environmental and not least the health and wellbeing of our learners. Now in its second phase, the project has involved nine partner institutions from across Europe, has reached thousands of teachers and is currently being adopted well beyond the EU.

Recent developments include linking the RSP competences to the UN SDGs and embedding the competences in accredited learning, including within the BEd programme at the University of Gloucestershire itself.

Top 3 learnings

- 1. What it takes to be an educator of sustainable development.
- 2. How to assess ESD competences.
- 3. How to trust partners, let go of a process and watch it grow!



University of St Gallen

Switzerland



Student Impact: Be the change - the student consultancy of a different kind

Student Impact is a student-led consultancy for sustainable business at the University of St Gallen. We pursue the goal of achieving social and ecological impact and making sustainability integral to the economy.

Management Consulting is our means of success by bringing together motivated students to advise mission-driven organizations that seek to create social and ecological value on business-related mandates. Since our formation in 2012 over 100 start-ups, SMEs, NGOs and corporates have already been supported through creative ideas arising from the innovative spirit and intrinsic motivation of our members and based on the solid theoretical foundation provided by the University of St Gallen.

Furthermore, we believe in a world where responsible leaders reach their full potential to implement disruptive ideas and maximize their positive impact.

Top 3 learnings

1. With a helping hand and some words of encouragement, everybody can become an agent of change.
2. Bring together a bunch of motivated, driven minds and transformative things are bound to happen.
3. Assuming responsibility is best done in community.



Green Gown Awards International

HAVE YOU BEEN INSPIRED?

Apply for International Green Gown Awards 2022 and have your sustainability initiatives recognised across the world!

Find out more and apply here: greengownawards.org/international-green-gown-awards





UNEP's door is always open to new partners, ideas and suggestions.

Get in touch by dropping the team an email at UNEP-yea@un.org or visit unep.org/yea



• youth & education alliance



UNEP's Youth and Education Alliance (YEA!) aims to work with both Universities and partners in youth movements to inspire action and leadership by young people for the environment and Global Goals.

The Alliance works through higher education and youth networks with the goal of reaching as many institutions as possible.



UNEP is also working on:

- Implementing sustainable behaviour change on campuses around the world through the **Little Book of Green Nudges**
- Decarbonizing higher education by 2050 as part of the **Race to Zero**
- Providing nature-focused educational content for students, parents and teachers around the world through **Earth School**.
- Mobilizing student groups and partners in Junior Achievement, Girl Guides and the Scout Movement to **inspire millions of young people to complete the Tide Turners Plastic Challenge Badge**
- **Engaging the video gaming industry** – which reaches 1 in 3 people on the planet – to build environmental awareness into games and to support the industry to go carbon neutral by 2025

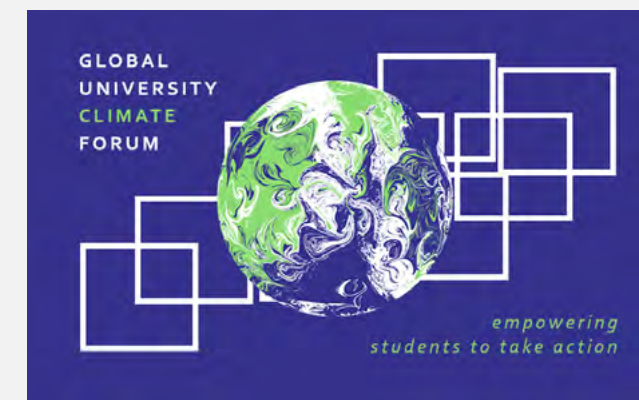
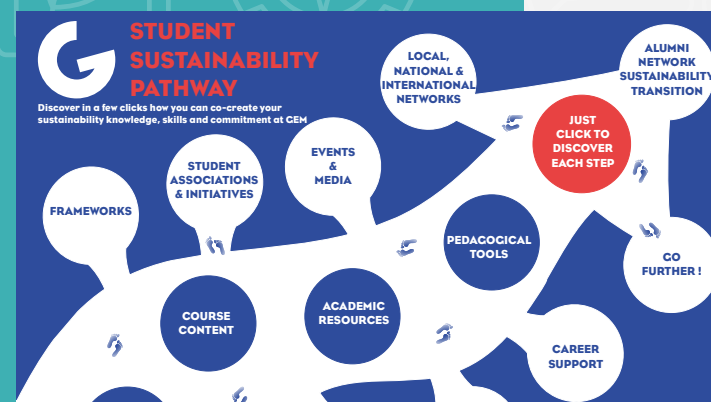
Student Engagement

This category reflects that students and staff must work together to achieve goals using "top-down" and "bottom-up grass roots" methods to achieve maximum understanding and engagement across an institution. It must be clear that initiatives include both staff and students (not just one party) working in partnership.

Top SDGs the projects in this category deliver against



StudentImpact
Consulting for sustainable business



Buxton and Leek College

UK



Top 3 learnings

- 1. We all need to play our part in increasing our organisations' sustainable credentials.
- 2. Students will come up with exciting and innovative sustainability ideas when given the opportunity.
- 3. Environmental projects can have wider reaching benefits for students' mental health and wellbeing.

BLC: Keen to go green!

Buxton & Leek College (BLC) took a college-wide approach to improving our green credentials in 2019/20, embarking on a number of projects which saw students take ownership over the ways in which they wanted to improve the sustainability of our campuses and wider communities. The concept of sustainability was introduced during induction, and the theme was then carried through the whole academic year, with regular opportunities to participate in green initiatives.

Student-led projects included: The Recycle Squad, recycling electrical goods; community partnerships with Tittesworth Reservoir, removing litter, and Peak Park Rangers, completing conservation work including planting a wildflower meadow; the Cycle of Good partnership project, supporting communities in Malawi with designs using recycled materials, and the design and creation of play materials using natural and recycled materials.



Centro Universitário Internacional

Brazil

Education and Sustainability

At Centro Universitário Internacional (UNINTER), we understood the importance of sustainability and engaging students at a young age. Through the project "Education and Sustainability", we have promoted learning activities about the environment at public schools in southern Brazil. More specifically, in the city of Carazinho in the state of Rio Grande do Sul. Here, UNINTER has promoted sustainable action in eight public schools with a focus on issues such as reducing water consumption, recycling, energy savings, social mobilization, and waste treatment in the schools.

Although there are many projects and activities within this initiative, an example is the use of organic vegetable gardens planted at the schools. Children learn about fruits and vegetables by planting them with their teachers. No pesticides are used, only compost fertilizer. The children get to see the plants grow and afterwards can take home organic vegetables. A gratifying learning experience for both the students and the teachers.



Top 3 learnings

- 1. Students are eager to learn about sustainability, especially when putting theory into practice.
- 2. When given access to educational material, the local community gets involved in sustainable actions.
- 3. There is a great demand for environmental education in the interior of Brazil.



Grenoble École de Management

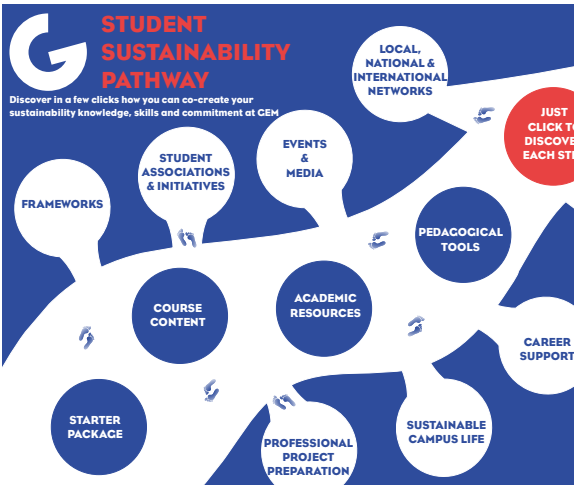
France

Students got the power!

Student empowerment and engagement in the co-construction and deployment of Grenoble École de Management's (GEM) sustainability strategy and governance are key to transforming our organizational culture and our curriculum to respond, contribute and innovate for a sustainable future.

Like many higher-education organizations, GEM has struggled to maintain links, the awareness of initiatives and policies which nurture and mature projects in sustainability, from one year to the next. We often found ourselves starting from scratch or "reinventing the wheel" each academic year due to the natural turnover of students.

To respond to this challenge, we have developed a student engagement model and tools based on 4 pillars: Listening, Co-construction; Responsibility and Initiative. Through this innovative, holistic, and transversal model, we are able to help our students to be actors in their own education, in their own institution with faculty and staff, their future careers and in the future of GEM for a sustainable world.



Top 3 learnings

- 1. We empower students to be catalysers for sustainable institutional transformation and beyond!
- 2. Our students actively drive the sustainability strategy and governance of our school!
- 3. Our students ensure knowledge and power transfer from one year's cohort to the next!



oikos St Gallen

Switzerland

oikos - be informed, get involved, make a difference!

oikos St.Gallen is the leading student-driven non-profit organization for sustainability in economics and management at the University of St. Gallen (HSG). Founded in 1987, our initiative has the mission to empower student change agents, raise awareness for sustainability opportunities and challenges, and build institutional support for curriculum reform. The continuous voluntary engagement of students towards this mission is immense. We do this through tending to our community of 100 students who are actively engaged in the realisation of nine projects.

The initiative has grown from the oikos Conference into nine diverse projects in different fields of sustainability. Based on the local initiative, the network has grown into oikos International consisting of 50 chapters globally. Constant exchange with the international community supports diversity, inclusion, and cross-culture collaboration. We at the vision to transform economic and management education for a sustainable world.



Top 3 learnings

- 1. Be informed - consistently involving multiple stakeholders leads to more effective outcomes!
- 2. Get involved - an inclusive community spirit inspires individuals to act as change agents.
- 3. Make a difference - inspire your community to take ownership and be aware of their effect on society.



Queen's University Belfast

UK



Nurture and Grow: Connecting people through nature

Queen's University staff, students and residents from the local community have joined forces in an effort to enhance the range of habitats within Queen's community, ensuring South Belfast is providing a home for wildlife and enabling our local community to pull together and take action for climate change.

Working together they have designed, planned, and created a range of biodiversity schemes resulting in a network of biodiversity hotspots and carbon sinks in the local community. These include the Lennoxvale Tree Nursery, Alleyway Transformation Project, Biodivers:City, Green at Queen's Allotment, DKB Orchard and the Medicinal Garden. To date the programme has resulted in over 350 students, staff and local residents actively involved in enhancing and improving biodiversity within our community and taking action on climate change. The programme is very much focussed on bringing all parts of the University community together to collectively share ideas and make positive change happen.

Top 3 learnings

1. Sustainability and acting for the environment have provided a common ground.
2. Working with our local NGO's enhanced and encouraged community involvement.
3. We have achieved long-term programme legacy and impact.



The University of Newcastle

Australia

out(fit)

out(fit) is a community engagement initiative of the University of Newcastle, through which female students from the built environment discipline volunteer their specialised skills to benefit the community of Newcastle and the Hunter Region.

We do this by engaging in hands-on design and build projects, primarily for underrepresented communities, with a focus on creating spaces for disadvantaged women and children. By providing access to design services for those who would not ordinarily benefit from this professional assistance, we can have a tremendous impact on daily lives.

out(fit)'s mission is three-fold: To promote and support women who are seeking careers in built environment professions; to provide a supportive place for students to learn hands-on design and building skills; and to make a difference in the lives of women and children in need through improving their built environments.



Top 3 learnings

1. Allowing students to gain new skills in a supported environment.
2. Contributing to projects that benefit disadvantaged communities.
3. Students develop skills in Leadership, Communication and Self-Awareness.



Universiti Sains Islam Malaysia

Malaysia

Empowering Youth for Drug-Free Community

Empowering Youth for Drug-Free Community (EYDFC) is a drug preventive education programme that takes 'From-Youth-to-Youth' approach towards Malaysia's aspiration for a drug-free community. EYDFC is designed for students undertaking the Specialty on Alcohol and Drug Abuse Postgraduate Programme (SPADA) as a form of service-learning. This programme is aimed to alleviate drug addiction problem in community through psycho-educational trajectory.

In collaboration with academics and stakeholders, EYDFC mobilizes youths in drug-hotspot areas to empower the parties vulnerable to drug addiction with drug-related knowledge, skills, and preventive strategies. Since 2015, EYDFC has been conducted in four selected drug-hotspot areas in Peninsular Malaysia with more than 600 participation from youths. This programme delivers psycho-educational activities such as academic talks on drug with experts and authorities, modular training, outreach, and visitation to recovering drug addicts and their families.

powering Youth for Drug-Free Comm



Top 3 learnings

1. We empowered youths with drug-related issues, knowledge and skills to overcome drug addiction issues in our community.
2. We mobilized our students through service-learning in drug prevention education initiatives.
3. We synergized stakeholders to actualize Malaysia's aspiration towards a drug-free community.



University of Pennsylvania & Yale University

USA



Top 3 learnings

1. The global climate negotiations would benefit from better engaging Higher Education Institutions as the knowledge.
2. Student creativity has the capacity to drive societal transformation.
3. There are many programs aimed at harnessing the passion and innovation of the next generation.

Global University Climate Forum: Empowering students to take action

Around the world, college and university students have become increasingly vocal about climate action. This is a powerful and growing movement that has the potential to change the course of history, yet it is unclear that climate demonstrations or divestment protests will have the desired outcome of comprehensive systemic change to avoid climate disaster.

The Global University Climate Forum brings student activists together to share ideas, learn, connect, and act on the global imperative of addressing climate change. Launched during the week of November 9, 2020, the Forum is a one-year program that is inclusive, inspiring, and impact-oriented.

Following a robust application process, 134 multidisciplinary teams of students from 44 countries were accepted to participate based on their proposals for actionable projects in one of four tracks: Inspiration and Empowerment; Ideas into Action; Governance and Policy Innovation and Innovation and Imagination.



StudentImpact

Consulting for sustainable business ●●●

Student Impact: Walk the climate action talk - together:
Towards a net zero strategy jointly developed by students, faculty, and staff

Transformative action in the face of complex global challenges like climate change can only succeed through a collaborative approach among the broadest possible set of stakeholders. With this in mind, Student Impact offered to support the University of St Gallen on its difficult path towards reaching net zero by 2030.

As a student-led consultancy experienced in working with sustainable, mission-driven organizations on business-related challenges, we were keen to effectuate the positive impact in our immediate campus environment and to further our vision of making sustainability integral to the economy. Together with faculty, staff, and other students, we embarked on a collective learning journey to develop an overarching strategy as well as specific action items that would serve to harness and unleash the immense creative potential inherent in the effective and proactive cooperation between students, faculty and staff in support of the university's drive towards decarbonisation.

Top 3 learnings

- 1. Collaboration is key if you want to generate truly sustainable impact.
- 2. Students must not underestimate the significant influence they can have on their university's strategic direction.
- 3. Bring every stakeholder on board, even if it is hard and tedious – especially in decentralized organizations.



Come along to the 2021 Awards Ceremony to recognise exceptional sustainability initiatives being undertaken by the world's universities and colleges!

WEDNESDAY, 7th JULY

<https://www.greengownawards.org/international-green-gown-awards>



INTERNATIONAL ASSOCIATION OF UNIVERSITIES THE GLOBAL VOICE OF HIGHER EDUCATION

Created under the auspices of UNESCO in 1950 and based at its headquarters in Paris, France, the International Association of Universities (IAU) is an independent non-profit organisation promoting and advancing higher education's contribution to building sustainable societies. IAU brings together over 600 Member universities and their associations in 120 countries.

VISION & MISSION

IAU brings together higher education institutions from different parts of the world to form one truly global community, where sharing common goals and challenges helps learn from each other's experiences and fosters collaboration to come up with innovative solutions to transform our societies.

IAU aims to be the most representative and influential global association of diverse higher education institutions and organisations. It advocates for a dynamic leadership role of higher education in society and promotes policies that respect diversity and promote social responsibility.



STRATEGIC PRIORITIES



IAU organises global networking events, provides advisory training and capacity-building programmes, conducts research and advocacy campaigns. Its work is mainly focused around four strategic priorities:

- LEADERSHIP**
Helping universities strengthen their capacity to develop value-based leadership and maximise their impact on communities.
- INTERNATIONALIZATION**
Supporting universities in implementing internationalization processes that enhance quality of learning, research and outreach for all.
- SUSTAINABLE DEVELOPMENT**
Assisting HE leaders wishing to integrate sustainable practices and policies, and advocating for the role of HE for Agenda2030.
- DIGITAL TRANSFORMATION OF HE**
Promoting technological innovations for quality teaching and learning, while improving access to knowledge & education for all.

CONTRIBUTION TO



IAU strongly advocates for higher education's contribution to sustainable development by:

- Facilitating a Global Cluster of IAU Members undertaking collaborative initiatives to achieve the UN SDGs;
- Maintaining a global portal mapping sustainable university practices around the world (iau-hesd.net);
- Monitoring global trends and conducting surveys.

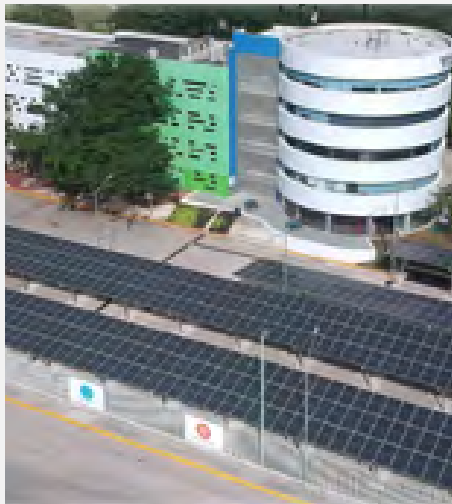
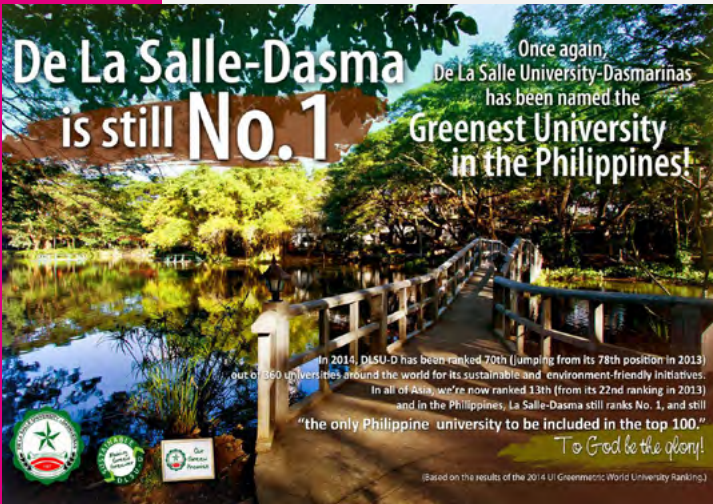
IAU supports the Green Gown Awards that recognise the uniqueness and diversity of universities and their engagement towards sustainable development.

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- [International Association of Universities](#)

Sustainability Institution of the Year

This category recognises sustained, whole-institution commitment and impact to becoming a sustainable organisation. Four main areas must be achieved: Leadership and Governance; Estates and Operations; Learning, Teaching and Research and Partnership and Engagement.



Top SDGs the projects in this category deliver against



University and a Nation... Prosperity...Sustainability



De La Salle University-Dasmariñas

Philippines



Top 3 learnings

- 1. We believe that collaboration among like-minded partners is essential in the success of our programs.
- 2. Sharing is caring. Therefore, we share best practices to our partner communities/localities.
- 3. Our innovative research provides the foundation for sustainable environment management policies for all.

Sustainable DLSU-D: Making Green 'Greener'

Delivering quality education, nurturing sustainable mindsets

Since 2001, De La Salle University-Dasmariñas (DLSU-D) has been adopting best practices geared towards environmental protection. Over the years, it has institutionalized its commitment to sustainability through the creation of comprehensive programs aligned with the UN's SDGs. It is an all-encompassing approach that covers all aspects of the University's operations which includes the Policy, Process and People approaches. From comprehensive income generating Materials Recovery Facility (MRF) and effective segregation program, curriculum integration, an award winning Project Carbon Neutral campaign, tree planting initiatives through One Million Trees and Beyond, sustainability-focused researches, technology, internal and external partnerships, effective use of green spaces, as well as biodiversity conservation, and finally with the signing of the UN SDG Accord, DLSU-D's commitment to mould citizens of the world remains steadfast through education, policy and practice.



Dumfries and Galloway College

UK

D&G - A green region

Dumfries and Galloway College is a rural college, taking pride in its wonderful settings in the tourist heartland of Southwest Scotland.

As a regional leader, the college strives to ensure it is doing everything it can to protect the environment, promote the local workforce and educate our communities on sustainability matters.

We have been working to reduce our carbon emission since 2015 in line with the Scottish College sector. We have found the best way to do this is through practical means, traditional and innovative, as well as working with our sector peers on more collaborative approaches.

The College has moved this to the next level, taking our learnings out to community partners and helping them understand the impact they can make on climate change by taking action. We have worked with community partners and business partners on a wide range of initiatives all geared at making Dumfries and Galloway a truly green region.



Top 3 learnings

- 1. Selling the vision to people gets them on board.
- 2. Show the benefits to our institution's users.
- 3. Lead from the top to get buy-in throughout.



Higher Colleges of Technology

United Arab Emirates

A leading Digi-Eco-sustainable system for higher educational institutions

Higher Colleges of Technology (HCT) is determined to become an exemplary entrepreneurial higher education institution in the region and worldwide. Our strategy is one of disruption, and this is exemplified by becoming the first economic and creative free zone to enable students to launch and operate their start-ups.

The Digi-Eco-Sustainable Program comprises of strategic initiatives that fall within the HCT 4.0 Institutional Strategy, aligned with UAE's key strategies such as the UAE National Agenda, Dubai 50-year Charter, and UAE Employment Strategy. Enabled by the Future Foresight Strategy, HCT Digi-Campus include digitizing resources, using a digital pedagogy that enables the seamless mix of online and on-site teaching and learning. Our role has not just been to implement best environmental practices within the academic sector but also to engage, via a solid and supportive leadership, with the broader community in UAE by teaching, educating, informing, and demonstrating sustainability values.



Top 3 learnings

- 1. We realized that sustainability strategy builds the culture within the organization.
- 2. Our small department contributions lead to a huge impact for organization with 16 campuses.
- 3. Our Sustainable practices at 16 campuses supports the National Plan for UAE Smart Government Goals.



Keele University

UK

Creating change through collaboration

Keele University is a small university making a big difference. We are a leading example of how to embed sustainability into every aspect of a university, from the estate, to our formal and informal curriculum, empowering our students, our research, and community and business engagement - creating change for a sustainable future that ripples well beyond our campus boundaries.

From world-leading sustainable energy transition projects that epitomise the use of a university as a living lab for sustainability, to our local business engagement projects developing the local region into a hub for a low carbon economy; supporting our students to lead the change they want to see and ensuring all our students graduate with a sustainability lens, to our cross-university sustainability research institute; and toilet doors communicating our sustainability actions and contributions to the SDGs to our community. Collaboration between professional services and estates staff, students and academics, and external partners is how we embed sustainability in everything we do.

Top 3 learnings

- 1. Combining expertise, passion and experience can drive projects to achieve more and reach a greater audience.
- 2. Working with others can enable shared learning and help avoid pitfalls.
- 3. Creating a culture of collaboration makes sustainability everybody's responsibility.



King Faisal University

Saudi Arabia



University and a Nation.. Prosperity...Sustainability

KFU's Institutional Identity: A Promising Ambition to Food Security and Environmental Sustainability

King Faisal University (KFU) has launched an unparalleled institutional identity, making the contribution to achieving food security and environmental sustainability for the Kingdom of Saudi Arabia a strategic option. This identity has transformed all of the University functions to serve the goal of enhancing food security and environmental sustainability.

We have highlighted nine related domains, which are water, agriculture, environment, management, technology, health, transportation, logistics and manufacturing, showing how every faculty within the University can contribute to our goal. The distinctive aspect of our identity is the existence of a clear role for all university colleges in achieving the aspirations of this identity, and in a way that achieves a state of institutional integration and interdisciplinarity. Through this, we found ourselves engaging in joint projects, which contribute towards solving certain challenges that are directly linked to the directly linked to the UN SDGs.

Top 3 learnings

1. Our institutional identity has helped in setting our strategic priorities, increasing our impact.
2. We have become the institution of academic solutions for food security and environmental sustainability issues.
3. We have focused our resources in certain directions, which led the growth of the University.



Polytech Montpellier

France

ASAP: A Sustainable Approach by Polytech Montpellier

Involved in Sustainable Development and Social Responsibility (SDSR) since 2010, we are one of the top 10 SDSR-certified French institutions in 2016 (www.label-DDRS.org).

Our involvement is based on the National Green Plan (July 2012) with actions in the 5 axes directly correlated to the reference framework: governance, training, research, environment, and social policy/territorial anchoring. Our SDSR approach, has made it possible to spread a wide range of actions at both local and national scale.

The significant evolution of our pedagogical practices in relation to ecological challenges, but also the emergence of robust SDSR dynamics at the school level, have encouraged an initiative of the Polytech Engineering School network. By regrouping all the 15 schools of this national and unique network around our project, we deploy innovative pedagogical tools to address learning SDSR issues in higher education.



Top 3 learnings

1. Together, we achieve clear and reachable objectives each year.
2. Our dynamic is shared by the school leadership: It is a key to success.
3. The multi-stakeholder nature of sustainable development requires working in project mode.



Unicaf University

Cyprus, Malawi, Zambia and Uganda

Unicaf - the responsible and sustainable provider of higher education

Unicaf's Responsible and Sustainable Business Plan 2021-2025 sets out its targets for the next 5 years. Taking its lead from six of the UN SDGs and Africa 2063 aspirations, it focuses on the areas it can have most impact on. It offers tangible and measurable targets that focus on outputs rather than inputs, looking to have the most positive impacts in the 12 counties it operates in.

The Plan is available through the Unicaf website, led by the Chair of the Unicaf Environment Social and Governance (ESG) Steering Group (an external executive), and governed by the main Board of Directors. The headlines of the Unicaf Responsible and Sustainable Business Plan 2021 – 2025 include the early work to make Unicaf net-zero carbon by 2035 and set the example for all other global HE providers and, to offer \$200,000,000 worth of scholarships to students worldwide.



Top 3 learnings

1. We recognised that we did not have the expertise in-house so looked to external consultants.
2. When looking at what we should do, simply reviewing what other organisations were doing was not enough.
3. We had to consider which SDGs were most suited to our area of influence and expertise.



Universidad Tecmilenio

Mexico

A commitment for sustainable campuses

Since it has been known that 2000-2010 was historically the decade with the most CO2 emissions, Tecmilenio decided to take action to reduce this impact in the environment by changing the resources that enable the proper operation of our campuses. From big scale, with the energy supplied to its buildings, to smaller scale, and the cleaning products the staff use for their daily tasks.

With this scope, the University began to look for cleaner ways to produce and consume energy, come up with alternatives, and share the results with its brother university, its personnel, and student body, so these groups would always take the sustainability concept into consideration when developing academic, social, or personnel projects.

Even though the University has applied several measures and initiatives to conquer its goal of being a sustainable University, it is our intention keep developing new strategies for reducing these emissions.



Top 3 learnings

1. We have strengthen our identity as a sustainable university with the current worldwide difficulties.
2. The positive impact people can make in the environment is even larger when they feel committed.
3. Our project vision of a sustainable world, can be shared with our community.





The Association
of Commonwealth
Universities

BUILDING A BETTER WORLD THROUGH HIGHER EDUCATION

The ACU is an international organisation dedicated to building a better world through higher education.

We believe that international collaboration is central to this ambition. By bringing universities together from around the world – and crucially the people who study and work within them – we help to advance knowledge, promote understanding, broaden minds, and improve lives.

We champion higher education as a cornerstone of stronger societies, supporting our members, partners, and stakeholders as they adapt to a changing world.

For the lives we can lead

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We are asking universities and colleges around the world to be part of the Race to Zero now!

THIS IS YOUR COMMITMENT TO:

Pledge: having a 2050 or sooner net zero target

Plan: explain what steps will be taken toward achieving net zero

Proceed: taking action towards net zero

Publish: commit to report progress annually

<https://www.sdgaccord.org/race-to-zero-for-universities-and-colleges>



Race to Zero for Universities & Colleges

RACE TO ZERO

