



Higher Education Partnerships to accelerate action for the Sustainable Development Goals (SDGs)

Report on the work of the International Association of Universities (IAU) in the
context of the **IAU Global HESD Cluster (2021-2022)**

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INTRODUCTION

This third comprehensive report on the work of the IAU HESD Cluster gives insights to the work of the Members of the *International Association of Universities* (IAU) to address the 2030 Agenda and Sustainable Development Goals (SDGs); and to stress the role that Higher Education and partnerships play to reach the global Goals.

IAU thanks all the individual contributors from its Member institutions and organisations for their invaluable contributions to this report and for the great commitment to the IAU Global Cluster on Higher Education and Research for Sustainable Development (IAU HESD Cluster), and the implementation of SDGs at their institutions and in their network, locally and globally.

No goal can be solved in isolation - the 2030 Agenda and the SDGs show how global challenges are connected and only through equitable and inclusive partnerships, visible and invisible barriers can be transcended. Education is a key to reaching the SDGs - and partnerships their enabler.

This report, collecting examples of good practice and showing the commitment of the Cluster members, is proof that Higher education is starting to transform itself to include sustainable development principles and visions, specifically the SDGs as a framework for action at the whole institution. For the annual HLPF, the question remains: are the review mechanisms for the 2030 Agenda ready to include higher education as a confirmed stakeholder in the process?

We look forward to our continued joint work into the future - towards 2030 and beyond.

Jouhaina Gherib



Jouhaina Gherib

IAU Chair HESD Working Group

Hilligje van 't land



Hilligje van 't land

IAU Secretary General

THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES

Founded in 1950, under the auspices of UNESCO, the International Association of Universities (IAU) is the leading global association of higher education institutions and organisations from around the world.

IAU brings together over 600 Members from more than 120 countries for reflection and action on common priorities. IAU is an independent, bilingual (English and French), non-governmental organization. It acts as the global voice of higher education to UNESCO and other international higher education organizations, and provides a global forum for leaders of institutions and associations. Its services are available on a priority basis to [Members](#) but also to organisations, institutions and authorities concerned with higher education, as well as to individual policy and decision-makers, specialists, administrators, teachers, researchers and students.

IAU is an official partner of UNESCO (Associate status) and has been given consultative status by the UN Economic and Social Council (ECOSOC). More information on IAU's activities and membership is available on the [IAU website](#).

IAU Mission

To contribute to peace and human development by promoting and enhancing the power of higher education to transform lives, build capacity, connect diverse peoples, generate and disseminate new knowledge, create insights and find sustainable solutions to local and global challenges.

IAU Vision

As the global voice of higher education, IAU will be the most influential and representative global association of diverse higher education institutions and their organizations, advocating and advancing a dynamic leadership role for higher education in society. Articulating the fundamental values and principles that underpin education and the pursuit, dissemination and application of knowledge, the Association will lead and advocate the development of higher education policies and practices that respect diverse perspectives, promote social responsibility and contribute to the development of a sustainable future. IAU will be a think tank and forum for the development of new approaches, the sharing of best practice and the undertaking of joint action, encouraging and facilitating innovation, mutual learning and cooperation among higher education institutions around the world.

Values

IAU promotes core values among its Members and the wider higher education community including:

- Academic freedom, institutional autonomy and social responsibility locally and globally
- Cooperation and solidarity based on mutuality of interests and shared benefits
- Tolerance of divergent opinions, freedom from political interference
- Equity in access and success in higher education and open access to knowledge
- Scientific integrity and ethical behaviour as cornerstones of conduct for all stakeholders in higher education
- Higher education and research in the public interest
- Quality in learning, research and outreach

Strategy

IAU works to enhance the higher education community's role and actions in advancing societies worldwide. As a global membership organization, IAU represents and serves the full spectrum of higher education institutions and their associations. The [IAU Strategy 2030](#), adopted during the [16th IAU General Conference](#), in 2022, affirms IAU's focus on four key higher education priority themes, while improving support and services to members as well as enhancing their visibility and engagement.

IAU's four strategic priorities

- Promoting Globally-engaged and Value-based [leadership](#) in higher education
- Remaining a leader for inclusive, fair and ethical [Internationalization](#) of higher education
- Integrating [sustainable development](#) fully into higher education strategies (Higher Education and Research for Sustainable Development)
- Fostering the [Digital transformation of Higher Education](#)

IAU fulfils its goals through:

- Advocacy
- Standard setter
- Knowledge hub
- Capacity builder
- International collaboration

IAU continuously enhances its efficiency by:

- Engaging & enlarging IAU membership
- Ensuring financial sustainability



IAU PRIORITY HIGHER EDUCATION AND RESEARCH FOR SUSTAINABLE DEVELOPMENT (HESD)

Sustainable development has been part of the strategic commitment of the International Association of Universities (IAU), the most global university network, to improve higher education for over 30 years. In 1993, the Association adopted the IAU Kyoto Declaration on Sustainable Development (IAU, 1993), reaffirming its commitment to sustainable development in 2014 with the IAU Iquitos Statement on Higher Education for Sustainable Development (IAU, 2014). IAU is one of the strongest advocates promoting the role of higher education in sustainable development globally; it speaks out at UN organisations including UNESCO and the United Nations and at other multilateral organisations around the world, including the Council of Europe.

The Association has been supporting United Nations programmes for sustainable development since the early 1990s. For example, IAU was one of the Key Partners in UNESCO's Global Action Programme on Education for Sustainable Development (GAP ESD), which ran from 2014 until the end of 2019. IAU is fully engaged in the [UNESCO ESD for 2030 Network](#), the UNESCO GAP ESD follow up programme adopted in 2019. It reconciles 'Education for Sustainable Development (ESD)' principles with the United Nations' 2030 Agenda (UNESCO, 2019). Furthermore, IAU is a partner in the UNESCO [Greening Education Partnership](#).

More information on IAU HESD initiatives can be found on the dedicated webpage: <https://www.iau-aiu.net/HESD> and on the [IAU HESD Flyer](#).

IAU GLOBAL SURVEYS ON HESD

With the aim of mapping what actions universities and other higher education institutions (HEIs) undertake in support of education for sustainable development, and in particular to understand the implementation mechanisms and results of a *Whole Institution Approach for Sustainable Development (WIA)*, IAU conducts *Surveys on Higher Education and Research for Sustainable Development (HESD)*, the first one titled [Higher Education Paving the Way to Sustainable Development in 2016](#), followed by [Higher Education Moving into the 'Decade of Action and Delivery for the SDGs'](#) in 2019.

The third and latest global HESD survey on [Accelerating Action for the SDGs in Higher Education](#) was conducted in 2022. In total, 464 valid responses from higher education institutions in 120 countries were collected. The findings showed that higher education and partnerships are essential to address the global challenges identified in the UN Agenda 2030 and the Sustainable Development Goals (SDGs) and to build a more sustainable future together. Higher Education Institutions (HEIs) are in a unique position to foster the engagement with sustainable development (SD) taking a whole-institution approach to Teaching and Learning, Research and Community Engagement. Furthermore, the survey looked closer at partnerships, leadership and strategy for SD and the relatively new concept of Climate Change Education

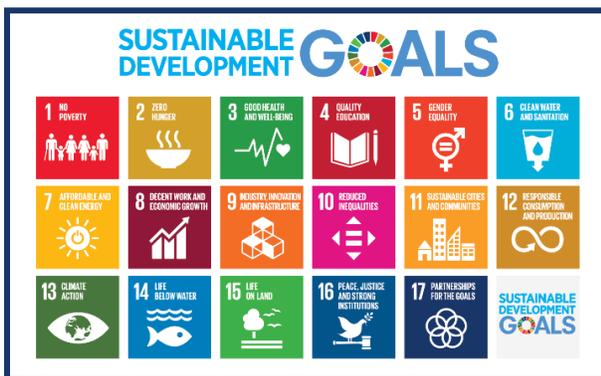
(CCE). This report provides data and thus shows the global commitment and responsibilities of many HEIs towards the 2030 Agenda and SD more generally. The [3rd IAU HESD Survey Report can be accessed here](#).

IAU at the UN HLPF

In 2019, IAU started to take an active part in the *UN High Level Political Forum on Sustainable Development* (HLPF).¹ The HLPF was established and mandated in 2012 by the outcome document of the United Nations Conference on Sustainable Development (Rio+20), "The Future We Want". The format and organizational aspects of the Forum are outlined in General Assembly resolution 67/290. The HLPF is the main United Nations platform on sustainable development and it has a central role in the follow-up and review of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs) at the global level.

In 2019, a delegation from IAU and Member travelled to New York and took part in various events at the HLPF. In subsequent years participation was in virtual format (2020, 2021, 2022). Nevertheless, IAU engaged the Cluster and many participants online in discussions² on higher education's key role for SDGs. IAU partners with the *Association of Commonwealth Universities* (ACU), with the *Agence Universitaire de la Francophonie* (AUF) and with a wide range of other key partners including UNODC, HESI, UNEP and others to increase the visibility and underline the contributions of the sector to the processes.

As part of its follow-up and review mechanisms, the 2030 Agenda encourages member states to "conduct regular and inclusive reviews of progress at the national and sub-national levels, which are country-led and country-driven" (paragraph 79 of the Agenda). These national reviews are expected to serve as a basis for the regular reviews by the HLPF. As stipulated in paragraph 84 of the 2030 Agenda, regular reviews by the HLPF are to be voluntary, state-led, undertaken by both developed and developing countries, and shall provide a platform for partnerships, including through the participation of major groups and other relevant stakeholders.



The following IAU HESD Cluster Report serves as evidence on progress made on the 17 SDGs in the higher education sector and will be presented to the HLPF 2023 as official documentation, as well as to the IAU board and members.

Figure: <https://www.un.org/sustainabledevelopment/news/communications-material/>

¹ This page was drafted using the official information provided online: <https://sustainabledevelopment.un.org/hlpf>

² See also for IAU at HLPF participation: <https://www.iau-aiu.net/HESD?onglet=3>

THE IAU GLOBAL CLUSTER ON HESD

The Cluster brings together 16 universities as leading institutions, each one bringing in expertise for one particular SDG while fostering cross cutting dynamics with all 17 goals. IAU leads the work on *SDG 17 – Partnerships for the Goals*. The lead institutions, which are based in all world regions, are working with subgroups of 2-8 ‘satellite’ institutions to advance a particular SDG and initiate concrete projects, while ensuring synergies among all goals. Furthermore, the Cluster promotes the role and potential that HEIs globally have in order to achieve the SDGs and Agenda 2030. Institutions in higher education engage with the SDGs in multiple ways, including through teaching, research, leadership, and campus operations. The Cluster encourages collaboration and a holistic approach to work with the SDGs, focusing specifically on the whole institution approach.

Within the overarching goal of “*Accelerating the implementation of the 2030 Agenda for Sustainable Development*” (UN SDG Summit 2019), the Cluster has two concrete objectives:

- First, to serve as a **resource and networking hub for HEIs** around the world for institutions already engaged with the SDGs locally and seeking partnerships, and those starting to engage with the SDGs at their institutions to turn to the Cluster for collaboration and guidance on best practices to translate and advance SDGs in local, national and international contexts.
- Second, the IAU Global Cluster serves as a **global voice for higher education in sustainable development**, and the IAU advocated for HESD at the UN High Level Political Forum, at IAU International Conferences, at events organised by the universities involved, at the local/regional and international levels.
- **Guiding documents for the IAU HESD Cluster (Meeting March 2022)**
 - [The Strategy and Working Plan 2022-2024](#)
 - [The statement on the Joint vision from the IAU Higher Education for Sustainable Development \(HESD\) Cluster members](#)

For more detailed reporting on IAU’s activities for SDG 17: Partnerships for the Goals, please refer to the section on SDG 17 below (p. 53ff).

The following pages summarize activity reports of the different universities leading the work on specific SDGs within and beyond the context of the IAU Global Cluster on HESD and provide concrete examples of translation of engagement with the SDGs into concrete practice.



IAU HESD CLUSTER ACTIVITY REPORTS

SDG 1: NO POVERTY

Lead: The University of Ghana

<https://www.ug.edu.gh/>



UNIVERSITY OF GHANA

Satellites:

- McMaster University, Canada
- Tokyo University of Agriculture and Technology, Japan
- UNICAMP, Brazil
- Qatar University, Qatar

SDG 1

Target 1.1: Eradicate extreme poverty

The University of Ghana situated in Accra, an urban city, continues to implement activities to lift up the urban poor. One such activity has been the training and implementation of controlled environment agriculture using greenhouses. The University of Ghana through a grant award has established a greenhouse training centre in the heart of Accra where urban gardeners are trained on the use of marginal lands in urban spaces to grow safer and healthy vegetables

- [Vice-Chancellor Embarks on Maiden Visit to the Dawhenya Greenhouse Training Centre | Institute of Applied Science and Technology \(ug.edu.gh\)](#)
- <https://www.ug.edu.gh/iast/news-information/commissioning-university-ghana-centre-innovation-and-entrepreneurship>

Target 1.3: Implement social protection systems

The Centre for Social Policy Studies at University of Ghana recently engaged members of the University community in a seminar on the Topic: "[Tight Tax Net, Loose Safety Net: Taxation and Social Protection in Accra's Informal Economy](#)" on Thursday, 23rd March 2023. The team from Centre for Social Policy Studies of the University of Ghana discussed their published findings about taxation and social protection in relation to the informal economy which was said to be widespread, but had little empirical evidence to support its existence. They used new and representative data on informal workers in Accra, Ghana, to elucidate a policy brief which sought to provide empirical answers to two key topics namely: the extent of benefits to informal workers in Accra from social protection schemes and COVID-19 relief programmes AND extent of tax burdens on informal workers in Accra, to make additional contributions through taxes or payments into social protection schemes.

Target 1.2: Reduce poverty by at least 50%

Some examples from the accelerated initiatives of University of Ghana to reduce poverty include:

1. Use of greenhouses to attract the youth into vegetable production
2. Creating jobs using recycling of plastic waste into fuels, and agricultural waste into biochar or manure
3. Planting trees as a greenery impact on climate stewardship and seedling production as an economic venture
4. Training students on innovation and entrepreneurship which has led to the UGIEP. University of Ghana students are engaged in experiential learning whilst in school which enhances their employability. The Institute of Applied Science and Technology at University of Ghana engaged the student union to improve access to experiential learning with the [UG SRC skill-up for job initiative](#). This project brings industry to campus to offer students practical experiences through bootcamps.

Target 1.5: Build resilience to environmental, economic and social disasters

The University of Ghana is a forest in the desert. The University campus sprawling one kilometre square consists of white walls and red roofs of 18th century British architecture. It is a listed ecological campus that houses several birds, mammals and other fauna. Waste management is deliberately practised and perhaps the best site in urban Ghana that withstands natural hazards such as floods in Accra. Solid waste is separated and reused, recycled by students and faculty into usable materials such as manure, fuels. The drainage system is underground and has a central sewage system. Environmental pollution is reduced by defining routes for commercial vehicles and tolling on campus entrances/exits.

Target 1.4: Equal rights to ownership, basic services, technology and economic resources

The Institute of Statistical Social and Economic Research (ISSER) at the University of Ghana is undertaking a research initiative, the [Retail Finance Distribution \(ReFinD\) Research Initiative](#). The initiative focuses on deepening digital financial inclusion, and how to improve women's access to financial services in low- and middle-income countries (LMICs). The initiative aims to demonstrate both: how to effectively expand the reach of agent networks through public policy and commercial solutions that can plausibly be scaled up, and how to advance public knowledge about the structural constraints limiting agent networks globally. Lastly, ReFinD aims to deepen digital financial inclusion among the vulnerable and excluded: i.e., Women, poor households, SMEs and other retail businesses.

SDG 5

The University of Ghana has a dedicated centre on SDG 5, the [Centre for Gender Studies and Advocacy \(CEGENSA\)](#) whose overarching goal is ensuring that gender equity is enshrined in various aspects of the institutional culture of the University of Ghana, the Ghanaian society and Africa, through quality research, teaching and learning, mentoring, advocacy and extension work. One of its consistent activities includes the compilation of gender-related articles published in the Ghanaian print media and availing it to the University community for gender-related research, teaching, and writing.

SDG 17

The University fosters Dialogue and Partnerships with peer Universities. The Cluster is a network of collaborating institutions on the SDGs (see above list of members). During the 2022-2023 reporting period, there have been changes in management for subcluster activities and the lead is making efforts to reconnect. The cluster lead, University of Ghana had its Vice Chancellor and focal person retiring in 2021. New officers have taken up the IAU-HESD activities at University of Ghana and we will step up our partnerships with members in this cluster going forward.

Satellite Report - Unicamp, Brasil

Unicamp trains decision-makers and produces knowledge and technologies that establish local and global connections with civil society, companies, and the government. With environmental, social, and economic concerns, sustainable development became part of the University's agenda, specifically in strategic planning, teaching, research, and extension and the urban planning of the campuses. **The Sustainable University Management Group's** mission is to build, develop and implement policies, guidelines, and norms for Unicamp based on continuous improvement and environmental, economic, and social performance. The [International Hub for Sustainable Development \(HIDS'\)](#) is an example of an initiative which aims to apply the principles of the UN SDGs. It believes in the public universities' role in contributing to this agenda for a better future. In this initiative, Unicamp seeks integration with the city of Campinas, defining an Urban Project for the whole area, including ecology, energy, mobility and innovation among others.

Other activities towards SDGs include: **SDG 5: [Gender Equality](#):** The Advisory Committee on Gender and Sexuality is the space for formulating and managing initiatives to ensure gender equality at Unicamp, academically, and at work. It develops studies, coordinates educational and community awareness actions, produces norms, and creates procedures to receive complaints and guide people involved in episodes of discrimination based on gender and/or sexuality and sexual violence. The [Sexual Violence Care Service](#) (SAVS) assists the Gender and Sexuality Advisory Commission, part of Unicamp's Executive Board of Human Rights (DEDH). Its objective is to welcome, in an empathetic, humanizing, and qualified manner, members of the university community who are involved in situations of sexual violence, with or without physical damage, as well as discrimination. **SDG 7: Project Photovoltaic Solar Energy:** With the project "[Development of a Sustainable Campus model at UNICAMP](#) - Living laboratory for renewable mini-generation applications, energy efficiency, monitoring and management of energy consumption". 'This project addresses issues inherent to climate change,, and the future of renewable energy for designing an innovation ecosystem for smart cities and human's (GOMYDE, 2017). **SDG 15: [Ecological Corridors](#):** This project aims to connect the preservation and vegetation areas of the campus and between the vegetation fragments of the external area to the university, allowing the flow of fauna and flora through the construction of fauna passageways. Moreover, it aims to protect and recover water resources, fauna and flora through the maintenance of green areas and sustainable buildings.

SDG 2: ZERO HUNGER

Lead Institution: Universidad Antonio Nariño (UAN), Colombia

<https://www.uan.edu.co/>



Satellites in Subcluster:

- Universidad Federal de Ouro Preto (UFOP), Brazil
- University of Oslo, Norway
- Kaunas University of Technology, Lithuania



Institutional commitment of the Universidad Antonio Nariño (UAN)

UAN has integrated the 2030 Agenda into its new [Development Institutional Plan \(2022-2026\)](#) as a cross-cutting axis to guide its approach to sustainable development. We have invited an SDG leader from Sweden, who is working at UAN with our SDG development, our network and Pro Bono consultancy to contribute to our Global Engagement Internationalization model and Agenda 2030 implementation efforts.

Research Projects

UAN has funded, started, and supported research projects related to SDG 2, focusing on food security, agriculture, major grain food sources and farming sectors. Research like this can engage communities and often involve the private sector, fostering collaboration in addressing hunger and malnutrition. 9 projects aimed at contributing to SDG2 have been funded by UAN and 6 from external funding.

UAN Projects SDG 2 - External Funding. Active projects as of April 30, 2023.

- [Classifier of Hass avocado maturity in the tree](#) (2023).
- Implementation of a sustainable productivity model based on the synergy of reproductive biotechnology, animal welfare and agro-industrial transformation at the service of small livestock producers in the department of Cauca (2022-2026).
- Quantification of Pharmaceutically Active Compounds (CFAC) and pathogenic bacteria in wastewater and irrigation water, soil and food using new generation techniques: Proposal of alternatives for their elimination (2021-2024).
- Application of nuclear techniques in genetic improvement and evaluation of rhizobacteria to increase productivity of creole potato (*Solanum phureja*) (2021-2023).
- Boar welfare: comparative proteomics of seminal plasma in search of heat stress biomarkers (2021-2023)
- [Effect of Pharmaceutically Active Compounds Detected in Lettuce Crop \(Irrigation Water and Consumer Product\) on Cellular Metabolic Activity and Detection of Crop-Associated Pathogenic Microorganisms. Human Health Risk Perspective and Possible Solutions](#) (2021-2024)

International Cooperation Projects

As the cluster leader for SDG 2, we have focused on expanding our network and fostering collaboration among IAU HESD members. We have organized webinars and conferences, inviting experts and stakeholders from around the world to discuss challenges and opportunities related to SDG 2. These events have enabled us to share best practices and strengthen our collective efforts towards achieving Zero Hunger.

UAN has been actively involved in various international cooperation projects, such as:

- [Youth for Action](#): A transnational and multidisciplinary program fostering bilateral mobility and enhancing educational and professional awareness of Colombian and American students through collaborative efforts with local communities.
- UNIPAZ - [Iberoamerican Network for forensics research](#): A unit at UAN that promotes sustainable peace through cooperation between educational institutions, state bodies, NGOs, and the private sector at national and international levels.
- [Leadership Program for Students](#): A program in alliance with the National Society of Leadership and Success (NSLS) to enhance soft skills among students, contributing to their global citizenship training, networking, and intercultural awareness.

Publications, Visibility, and Participation in Strategic Events

UAN has participated in international conferences, such as the [XIX International Congress on Environmental, Cultural, Economic, and Social Sustainability in Slovenia](#). Additionally, our faculty members have contributed to international book chapters and research publications related to sustainable development.

Satellite Collaboration

As part of our strategy to create the world's best alliance of HEIs, we have established a sub-cluster comprising Universidad Federal de Ouro Preto (UFOP), University of Oslo, and Kaunas University of Technology. This sub-cluster aims to engage national and local clusters with HEIs, governmental agencies, civil society, and NGOs with experience in addressing world hunger and promoting SDG 2. Additionally, UAN leads a local collaboration initiative with other universities in Bogota to share good practices and measure the impact of HEIs on the Global Agenda.

Developing a Comprehensive Model and Building Alliances

UAN is committed to pioneering new models and strategies for other HEIs to follow in their efforts to lead SDG 2 practices. UAN has also developed a comprehensive model, strategy, and initiatives aimed at creating the world's best alliance of HEIs to address SDG 2. We have identified, ranked and reached out to HEIs that have firsthand experience with world hunger and starvation in the most affected regions, as

well as those with extensive research and expertise in SDG 2. Our goal is to form a sub-cluster of leading institutions as our new satellites and continue working together and start a sustainable global legacy that will continue worldwide to achieve Zero Hunger.

Our organizational plan envisions a tree-like umbrella structure where IAU and the HESD network make the top of the pyramid, UAN serves as the cluster leader for SDG 2, and each satellite HEI coordinates and engages with national and local clusters, which include governmental agencies, civil society organizations, and NGOs. This approach allows us to create a strong, interconnected network of entities dedicated to addressing world hunger.

SDG Office Development

UAN has been working intensively on developing an SDG Office as a central hub for SDGs, research, programs, and projects, focusing on SDG 2, SDG 6, SDG 16, SDG 5, and SDG 10.

Engagement in IAU Meetings and Projects

UAN actively participates in IAU meetings as well as at the [16th General Conference \(University College Dublin, Ireland. Session: Higher Education and Research for Sustainable Development - What is the Role for University Leadership?\)](#) and engages in projects such as the Adelante 2 triangular cooperation LAC and EU programme, which aims to develop proposals related to SDGs and development. We are also exploring opportunities with the LAIF Program, Horizon, EU CELAC, and more.

Conclusion

Despite the challenges, UAN has made significant progress as the cluster leader for SDG 2 in the IAU HESD network. We remain committed to expanding our network, sharing best practices, and implementing innovative strategies to achieve Zero Hunger and contribute to sustainable development.

SDG 3: GOOD HEALTH AND WELL-BEING

Lead: Open University of Catalonia (UOC), Spain

<https://www.uoc.edu/>

Satellites:

- Universidad de Caldas, Colombia
- University College Dublin, Ireland
- University Gadjah Mada, Indonesia
- Makerere University, Uganda
- Karolinska Institutet, Sweden
- Western Sydney University, Australia



The IAU SDG3 cluster on Health and Wellbeing, Universities for Good Health, is an open network comprised of 7 higher education institutions across 5 continents including [Western Sydney University](#) (Australia), [Makerere University](#) (Uganda), [Universidad de Caldas](#) (Columbia), [Universitas Gadjah Mada](#) (Indonesia), [Karolinska Institutet](#) (Sweden), , [University College of Dublin](#) (Ireland) and [Universitat Oberta de Catalunya \(UOC\)](#) in Spain. Spearheaded by the UOC's eHealth Center in Barcelona, and a part of the Global Cluster on Higher Education and Research for Sustainable Development (HESD) hosted by the International Association of Universities, it is a higher education champion, promoting an integrated approach to health, in support of equity and wellbeing worldwide in line with the United Nations' 2030 Agenda.

April 2022 to April 2023 in a nutshell

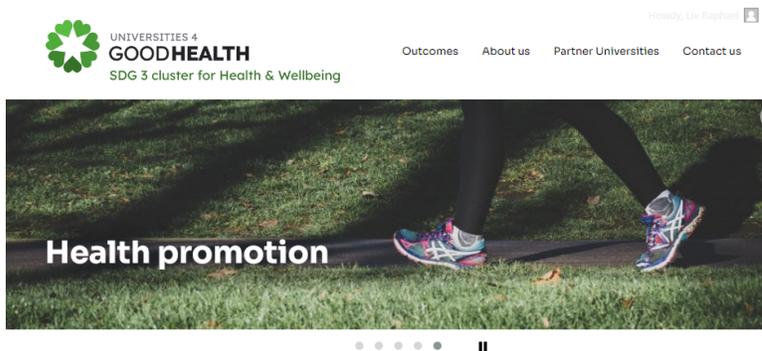
2022-2023 was a busy year for the IAU SDG3 Cluster. The Secretariat was consolidated to help deliver on its strategy and concrete areas of activity which have been summarised in the following [infographic](#).

With these priorities in mind, the cluster coalesced around some actionable low hanging fruits:

- In 2022, after a successful webinar entitled “[Higher education under examination: are we ready to train the future healthcare workforce?](#)” and summarised in the “Rethinking healthcare workforce education” paper [in the December 2021 issue of IAU Horizons](#) and in the

communications piece [“Lessons from the pandemic to educate future healthcare professionals.”](#)) In 2020, the cluster delivered another webinar, entitled [“Exploring the nexus between health, equity, and gender.”](#) Please see the [infographic](#) summarizing the key learnings of the webinar here.

- The SDG3 cluster also launched its [website](#) and [infographic](#) to help socialize the strategy and to start to share knowledge, both internally and externally.
- Members were encouraged to share knowledge through an internal cluster newsletter.
- An internal benchmarking of cluster activities was conducted
- Bilateral activity and cooperation were stimulated through the information sharing process.
- Some members participated in the [IAU HESD Survey 2022 – Accelerating Action for the SDGs | HESD - Higher Education for Sustainable Development portal \(iau-hesd.net\)](#)
- The SDG3 Cluster also adapted the survey to SDG3 and related SDGs to gain a better understanding of how its SDG3 cluster members were incorporating SDG3 in their institutions, research and teaching.



After exactly three years since the in-person meeting was initially scheduled and cancelled due to the COVID pandemic, the UOC was very pleased to host the **IAU SDG3 Cluster’s very first face to face workshop** from March 7-9, 2023. entitled *“catalysing collaboration for an integrated approach to health, in support of equity and wellbeing worldwide.”*

The aims of the meeting were:

- To connect and get to know cluster members and their institutions more deeply.
- To share knowledge on key cluster priority areas
- To create a space for members to identify areas of collaboration and institutional exchanges.

An ambitious [agenda](#) was created, in accordance with these aims.

The first day, members came together to present themselves, their institutions, and how they are currently integrating SDG3 and the SDGs in their institutions. In the afternoon, a session was dedicated to painting a picture of how Universities are radically redefining the concept of health, taking a transdisciplinary and individual centred approach. Members then shared practical examples, around how they are actively co-creating with communities in research, teaching and in defining health care needs and solutions for delivery.

The second day was about creating connections outside academia. Members were invited to meet external institutions such as the WHO, doing interesting complementary work on SDG3. The afternoon

session explored the need and the case for the enabling environment and challenges around cross sector collaboration in the healthcare sector.

The last day was dedicated to integration - defining key learnings and an action plan moving forward.

Throughout the three days, members presented some inspiring examples of how their institutions are currently working towards an integrated approach to health, in support of health and equity worldwide.

Some **highlights** include:

Western Sydney University has created [a programme](#) to prevent and manage diabetes with and for the Samoa community. On the other hand, *Universitas Gadjah Mada* has developed a [Health Promoting University Programme](#) environment in the University and engages students to [volunteer in the community](#) as part of their degrees. Furthermore, *the UOC*, together with IS Global and La Universidad de Pompeu Fabra have launched a [joint Masters in Planetary Health](#), while *Universidad de Caldas* has created a [simulation centre in communities](#) and uses [telehealth](#) to strengthen public health education and facilitate the delivery of health care to communities.

Lastly, *UCD* has welcomed students from several countries to their [SDG Awareness week](#), building awareness around the SDG, while *Makerere University* actively supports its students to become leaders on the SDGs and SDG3 through [YISH Ug](#) a Youth-led Initiative for Sustainable Health, and has created a virtual [Centre of Excellence for Sustainable Health](#), together with Karolinska Institutet in Sweden, where they are implementing the [building capacity for sustainable development](#) project.

The cluster will be publishing a white paper and case studies with more detailed examples from the event. In the meantime, please see a [summary of the key learnings from the day here](#).

The cluster's next webinar will be held in winter of 2023, and will look at both the potential and challenges of e-health tools as a mechanism of delivery to deal with the mental health crisis that the world is currently facing.

Visit [Universities 4 Good Health](#)



SDG 4: QUALITY EDUCATION

Lead Institution: York University, Canada

<https://www.yorku.ca/>



Satellites in Subcluster:

- Charles University, Czech Republic
- Inland Norway University of Applied Sciences (since 2022), Norway;
- International Islamic University Malaysia
- Leuphana University Lüneburg, Germany
- Rhodes University, South Africa
- University of Peace, Costa Rica

The SDG 4 Subcluster with its members, continues their peer-to-peer learning through ongoing conversation, information exchange, and collaboration on various levels and aims to create synergies through involvement with IAU and UNESCO.

- In September 2022, Robert J. Didham (INN) presented on ***“Strengthening the quality and relevance in teacher education through integrating interdisciplinary approaches on ESD”*** in the Joint Seminar “Bridging Ideas between Asia and Europe for Promoting Education for Sustainable Development in Higher Education”, co-organized by University of Ljubljana, Slovenia and Okayama University, Japan and supported by Ministry of Education, Science and Sports (MESS), Slovenia and Japan Society for the Promotion of Science (JSPS), Japan. The event was part of the JSPS-funded Core-to-Core programme on *establishing advanced research networks of teacher education for ESD to achieve the SDGs*.
- Representatives from Inland University Norway, International Islamic University Malaysia and York University attended the ***IAU General Conference in October 2022*** and participated in the IAU HESD Cluster side meeting.
- In November 2022, the second [Sustainable on the Go Conference](#) was hosted by York University with IAU, the Canadian Commission for UNESCO, and Okayama University as strategic partners with an extensive [youth engagement program](#) in advance of the event. The learning is now publicly available on a website for those who consider how to create approaches to meaningful engagement with young voices. The following partners from IAU and the SDG 4 Subcluster spoke at the Conference: Charles Hopkins (York), Deepika Joon (Leuphana), Dzulkifli bin Abdul Razak (IIUM), Hilligje van’t Land (IAU) Robert J. Didham (INN), Zainal Abidin Sanusi (IIUM). All SDG 4 Subcluster members attended the conference and participated in a Subcluster side meeting.
- In November 2022, at the ***Annual Conference of the Norwegian Research Network on Sustainability and Education (NABU)*** hosted at the Norwegian University of Life Sciences (NMBU), Robert J. Didham (INN) organized and moderated an international panel session on “Context, Situatedness, Relevance and Transferability in Education for Sustainable Development”. The panel brought together four international experts in education for sustainable development (including

Ingrid Schudel from Rhodes University) who have each worked with unique approaches to actively engage learners in the exploration of sustainable development within their own contexts, communities, and daily lives. The panellists considered the potential transferability of their ESD practices to other settings and contexts, and they discussed the universal attributes that frame the transformative learning potential of ESD.

- In January 2023, partners from the Earth Charter at the University of Peace, Inland Norway University of Applied Sciences, International Islamic University Malaysia and York University responded to [UNESCO's Call for Think-Pieces on Governance and a New Social Contract for Education](#) by submitting an article on ethical leadership.
- The [UNITWIN Network on Education for Sustainable Development \(ESD\) and Social Transformation](#), hosted by Leuphana University in conjunction with the University of Peace, Rhodes University and York University, launched their first applied project in April 2023. [Politics4Future](#) is a multicultural, facilitated pilot online course for future teachers and community activists. The curriculum with synchronous and asynchronous elements is designed now for up to 60 students from diverse backgrounds and could be scaled up further.
- The SDG 4 Subcluster continues to pursue a multilayered approach, using various networks to optimize existing resources, improve visibility, and seek further opportunities for engagement and funding. In this context, the partners attend conferences, hold side meetings and exchange amongst each other and with IAU, e.g., during the Transforming Education Pre-Summit in June 2022, during the UNESCO Chairs Conference in November 2022, and the Earth Charter Conference in December 2022. Partners create further visibility through statements, speaking engagements, and sharing perspectives on the role of higher education towards the SDGs where opportunities arise.

Additional SDG 4 Subcluster Coordinator Report: York University, Canada

With the [University-wide Academic Plan \(UAP\) 2020-2025](#) in place, York University is committed to their whole-institution approach. Being placed 33rd worldwide in the Times Higher Education Impact Ranking, York continues to expand the [pan-university approach to the SDGs](#) with:

- A [second generation of Provostial Fellows](#) focusing on the SDGs, an [SDG toolkit](#) to support teaching and learning, and a pan-university [SDG Community of Practice](#) and a SDG Innovation Hub funded by the [Academic Innovation Fund \(AIF\)](#).
- [Bold investments into their Sustainability Office](#) including establishing the role of a Chief Sustainability Officer to renew the institutional sustainability strategy.
- The first university-wide [Decolonizing, Equity, Diversity and Inclusion \(DEDI\) Strategy](#) as a community-informed strategy was released in June 2023.
- The new [Strategic Research Plan 2023-2028](#) seeks to reaffirm and advance York's commitment to research excellence and to the development and application of new knowledge to create positive change in our local and global communities.
- Further faculty strategies to implement the UAP at the faculty level, such as the [Strategic Plan 2023-2027](#) of the Faculty of Education.
- A [new internationalization and global engagement strategy](#) 2022-2027.

SDG 4 Subcluster Satellite Report: Inland Norway University of Applied Sciences, Norway

- During the 2022-23 teaching year, at the lead of the Rector's office, INN University has engaged in cross-faculty discussions towards preparing an institutional sustainability strategy and enhancing

the university's impact towards the achievement of the SDGs. In 2022, former vice-rector Jens Uwe Korten was appointed into the new position of project manager for sustainability and green transition and now leads the development of this new strategy.

- In October 2022, INN University established a new centre, [CREDS - Center for research on digitalization and sustainability](#), with the aim to contribute with relevant and new insights into how businesses can adapt to the sustainable and digital development expected of society today.
- In 2023, INN University launched a new bachelors program in *Sustainability Economics*. In addition, a diploma program (of 60 ECTS) is also offered under a flexible model over a 2-year period as a continuing professional development opportunity.
- In 2023, INN University also launched a new bachelor's programme in *Sustainable Tourism and Event Management*.
- In the fall of 2023, INN University will re-launch its continuing professional development study programme on *Sustainability Leadership for people, planet and mutual prosperity* which targets mid- to senior-level business managers with flexible, net-based study programme (of 30 ECTS). This study programme was originally piloted in 2021-22, but underwent a further round of development during the 2022-23 teaching year.

Additional SDG 4 Subcluster Member Report: Leuphana University, Lüneburg, Germany

- The [Conference Week, 2023](#), which is one of the main UNESCO Chairs on HESD activity, was organized on the theme “ Our Turn” in March 2023, which collected students, actors from society, politics and business together. The main conversation centered on how the debates of the turning point change our possibilities to think about the future, ideas and initiatives for designing an open society with a consistent earth policy in mind.
- Prof. Daniel Lang delivered a well-attended [talk](#) on transdisciplinary learning to foster local SDG implementation as part of German UNESCO Chair lecture series in January 2023
- Dr Lydia Kater- Wettstädt delivered a video presentation on ESD implementation in Germany for Hanns Seidel Foundation (HSF) for teacher education for sustainable development in schools in China. HSF also partners with York University's UNESCO Chair.
- Leuphana University hosted Prof. Charles Hopkins for [Transdisciplinary Fellowship](#) at Institute for Sustainable Development and Learning in March 2023. The fellowship is geared towards understanding transdisciplinary principles towards ESD.

SDG 5: GENDER EQUALITY

Lead: University of Bologna

<https://www.unibo.it/it>

Satellites in Subcluster:



- Vechta University, Germany
- McMaster University, Canada
- Assam Don Bosco University, India
- UOC, Spain
- UNESP, Brazil
- Tsukuba University, Japan
- American International University of Bangladesh, Bangladesh
- IOHE Inter-American Organization for Higher Education

University of Bologna

As a SDG5 Cluster, in October 2022 the University of Bologna has organised an online meeting with some of the satellite partners to discuss local strategies and to envision potential and achievable future joint actions. In particular, the necessity of starting research collaborations on gender and development and of sharing policies and good practices was tackled to compare them and learn from other experiences, questioning specifically the possible gaps between policies and the implementation of the good practice; furthermore, the role of academia within the broader civil society was addressed. The next step will be the distribution of a questionnaire among the cluster satellites (and eventually other IAU partners) to map the existing good practices focused in particular on SDG 5.

UNIBO has published its [7th Gender Equality Annual Report](#), providing a detailed overview of the progress in achieving equity and in contrasting gender biases, but also of the defective areas in which changes are still needed for a more inclusive and equal community. While showing the significant improvement that has been made, the 2021 edition has underlined also the complexities of the academic community and the discrepancies that still affect it, focusing in particular on the phenomena of “horizontal segregation”, “vertical segregation”, and “leaky pipeline”, and thus on the necessity to develop tools and critical thinking to address the challenges of gender equality.

UNIBO has also approved its new [Gender Equality Plan 2021-2024](#), whose aims are to implement actions and projects to reduce gender inequalities and to enhance diversity, equity and inclusion with regard to age, culture, diverse ability, sexual orientation and identity, multilingualism and interculturality. Among the numerous actions and services already implemented, the university has opened the [Helpdesk against Gender Based Violence](#), which offers a protected environment for counselling and provides support for the various forms of violence that can occur both within and outside the university (by partners, family members, relatives, strangers) and it is aimed at the entire UNIBO community of students, teaching and administrative staff.

Another important step has been the creation of a webpage on [Equity, Diversity and Inclusion](#), collecting all the services, documentations, institutional bodies and figures, initiatives, networks, research centre and course of studies that the university dedicates to the topics. In particular one of the areas is focused on [Equal Opportunities and Gender identity](#). Along with that, in order to implement gender equity in the use of language and in decision-making, the University is promoting two strategic documents: the “Gender visibility guidelines for the University of Bologna’s institutional communications” and the “Guidelines to promote equal opportunities and gender balance at events and in the composition of the work groups and committees of the University”.

Furthermore, to promote all women’s and girls’ empowerment, gender mainstreaming, and inclusion of diversities, as well as to prevent and combat gender violence, UNIBO has produced an intense programme of actions and events. For example, the protocol with RAI (Radiotelevisione Italiana) has been signed and approved for implementing the European campaign ‘No Women No Panel’ to promote a balanced and plural participation of women and men in communication events, with the other institutional authorities. Finally, a social media campaign entitled “*Breaking the Stereotype*” aims to increase gender equity and awareness with prospective university students.

Assam Don Bosco University (ADBU)

Assam Don Bosco University (ADBU) recognizes the importance of gender equality and is committed to fostering a safe and inclusive environment for all its members. As part of this commitment, ADBU has established a [Gender Amity Committee](#), also known as the Internal Complaint Committee (ICC), to address issues related to gender-based discrimination, harassment, and violence. The committee plays a crucial role in promoting gender equality and ensuring the well-being of all individuals associated with the university through its own approved policy which is also considered under service policy.

The primary responsibility is to receive and address complaints of gender-based discrimination, harassment, or any form of violence within the university premises including: Mitigation of complaints lodged by stakeholders through meeting and counselling; Raising awareness about gender equality and promoting a culture of respect, dignity, and inclusivity; Organisation of workshops, seminars etc.; Campaigns on gender-related issues; Empowering the university community.

The committee plays a crucial role in fostering a gender-sensitive and safe environment.

Satellite Report - UNESP (São Paulo State University)

UNESP addresses the gender issue in actions distributed in 24 campuses in São Paulo State/ Brazil. On March 8, 2023, UNESP – represented by Professor Maysa Furlan (Vice-Rector) – the other Public Universities and the Federal Institute of São Paulo State signed a Term of Commitment forming the GENDER EQUITY NETWORK. In the campuses the faculty and students produced more than ten theses and almost forty dissertations and gender issues were addressed in twelve research groups, eight graduate programs, thirteen undergraduate courses, and extension projects which debated on inclusion, accessibility, and permanence. A concrete example of the actions is seen in the development of the App for women, which provides content on health, guidance, acceptance of problems related to women’s rights and can also report cases of harassment that have occurred inside/outside the university.

Concerning the research group Gender and Race, led by Professor Cláudia Nigro, another important activity (2001/2022) was a course given to 50 teachers in the municipality of São José do Rio Preto. There

were twelve round table conferences distributed in the period. Moreover, a free e-book was launched this year with some of the conferences available [here](#).

University of Vechta

As cross-sectional topics, gender equality and equal opportunities are part of the actions and attitudes of teachers, researchers, employees and students at University of Vechta.

- The project "Education and Society: Gender Aspects in Focus (BiGGiB)", developed a concept for gender dimension in research and development in all subjects to promote excellent research orientation and living conditions of people.
- The "Gender & Diversity Certificate" represents a successful model example for an additional qualification integrated into universities curricula prioritising gender and diversity research topics which is constantly evolving.
- In 2022 the University of Vechta was successfully re-audited as "Family-Friendly University", making the University certified for integrating family-friendly approaches into the university strategy, for systematic institutionalisation of family-friendly study, qualification and working conditions and its organisational culture, instruments and communication.
- In the strategic target agreements of the University of Vechta as well as in its university development plan the expansion and promotion of gender research topics and the inclusion of equality and diversity aspects in research are successively implemented. The University of Vechta is an ambassador for gender equality in the Oldenburg Münsterland area and beyond.

McMaster University

McMaster researchers, students and staff are answering the UN call to embrace change and work towards creating a healthier brighter world. Some **projects** of the McMaster University include:

- [Building a digital community of global entrepreneurs](#): McMaster researcher, Benson Honig provided entrepreneurial training across the globe to women and marginalised people. The next plan is him taking a virtual incubator to Kenya to encourage new business opportunities for regional multigenerational refugees.
- [Deliver an end to hunger](#): McMaster faculty has a goal to create a system that fills gaps between the four million food insecure Canadians and the 2.3 million tonnes of wasted household food to end hunger locally and globally.
- As [rising food insecurity emerges as a population health risk](#), McMaster experts call for universal nutritious accessible school lunch programs.

McMaster University is a leader in providing a welcoming and inclusive environment and a range of programs focused on non-discrimination for women and transgender people. Recent SDG 5 'Gender Equality' related initiatives/achievements include:

- [McMaster Women in Tech Initiative](#) recognizes women tech changemakers within the McMaster community and provides them with a platform to share stories and inspire others. Their achievements were recognized during the 2023 International Women's Day.
- [McMaster's Faculty of Engineering made great progress in enrolling women into non-traditional disciplines and various fields in Engineering](#). Currently, women make up to 40 per cent of the 2022 incoming Engineering class. McMaster also has its first female Dean of Engineering.

SDG 6: CLEAN WATER AND SANITATION

Please note that the cluster is currently being restructured and new members will be announced in autumn 2023

Lead: University of Tehran, Iran

Satellites:

- University of Granada, Spain
- University of Barcelona, Spain
- Universidad Antonio Nariño, Colombia
- Bahir Dar University, Ethiopia



Sustainable Development Goal 6 (SDG 6 or Global Goal 6) is about "clean water and sanitation for all". It is one of 17 Sustainable Development Goals established by the United Nations General Assembly in 2015, the official wording is: "Ensure availability and sustainable management of water and sanitation for all. SDG 6 seeks to ensure safe drinking water and sanitation for all, focusing on the sustainable management of water resources, wastewater and ecosystems, and acknowledging the importance of an enabling environment. In the 2030 Agenda for Sustainable Development, countries have committed to engage in systematic follow-up and review of progress towards the Goals and targets, using a set of global indicators. Meeting the goals by 2030 requires a 4 times increase in the pace of progress because about 1.6 billion people will lack safely managed drinking water and 2.8 billion people will lack safely managed sanitation. Sustainable management of water resources and access to safe water and sanitation are essential for unlocking economic growth and productivity, and provide significant leverage for existing investments in health and education. The natural environment e.g. forests, soils and wetlands contributes to management and regulation of water availability and water quality, strengthening the resilience of watersheds and complementing investments in physical infrastructure and institutional and regulatory arrangements for water access, use and disaster preparedness. Water shortages undercut food security and the incomes of rural farmers while improving water management makes national economies, the agriculture and food sectors more resilient to rainfall variability and able to fulfil the needs of growing population. Protecting and restoring water-related ecosystems and their biodiversity can ensure water purification and water quality standards.

University of Tehran (UT) as the pioneer university in the country and region leads SDG 6: Clean Water and Sanitation in IAU. Leading the SDG6 by the University of Tehran offers valuable opportunities of international collaboration to put this advantage to practical use to tackle the increasing challenges such as global warming, climate change, drought, water scarcity and pollution. In closed and continuous cooperation with affiliated and satellite universities, UT has tried to bring the related bodies to the common ideas on how to implement the ideas of clean water and sanitation in higher education and sustainable development. Efforts were also made to invite more universities to cooperate in this network. Workshops and virtual seminars were held to exchange opinions and a program has been planned for the coming years. University of Tehran had active participation in the organised seminars and presented its ideas in IAU HESD Cluster Meeting regarding interdisciplinary approach in higher education and its relationship and nexus with SDG6 goals. University of Tehran welcomes any suggestion, capacity development ideas, joint and collaborative projects and initiatives for higher education in the regional and international levels.

SDG 7: CLEAN AND AFFORDABLE ENERGY



Leader: Assam Don Bosco University (ADBU)

<https://www.dbuniversity.ac.in/>

Satellites in Subcluster:

- Qatar University, Qatar
- Strathmore University, Kenya

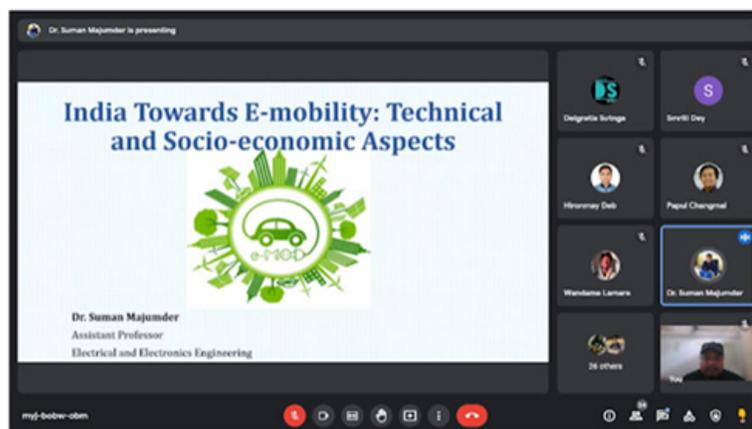
After water and food, energy is one of the key enablers of human life. Energy is central to nearly every major challenge and opportunity the world faces today and access to energy for all is essential. But energy needs to be available and affordable to all to allow future development, and it needs to be clean to ensure that the development can be sustainable. We at Assam Don Bosco University promote and support clean energy, both through research, and outreach and in their behaviour and usage. Taking heed to these conditions, a solar energy-based training program is conducted every year which provides leading on-the-job education for emerging energy planners and rural youth. Our onboard research program in a multidisciplinary scheme is determining integrated practices to improve energy efficiency and resource recycling, making modern energy production cleaner and more affordable. We as a University under collaborative work, involving a broad range of stakeholders, provide a model to strengthen cooperation within and beyond the UN system. The below listed activities outline our progress on SDG7 and follow up into strengthening our commitments to achieve all the goals of SDG7.

ACTIVITY 1: Academic lecture on “India towards E-mobility: Technical and socio-economic aspects”

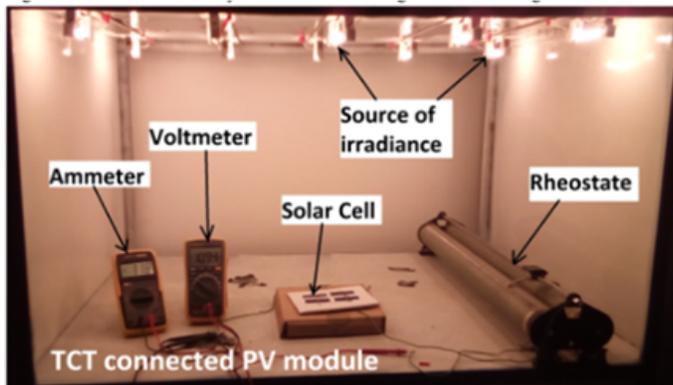
The Department of Electrical and Electronics Engineering (EEE), School of Technology, Assam Don Bosco University, organized an academic lecture titled [“India towards E-mobility: Technical and socio-economic aspects”](#) on 2 March 2022 for the students and faculty members of the department with a total of 52 participants attending the session and the talk delivered by Dr. Suman Majumder, Assistant Professor, NIT Mizoram. The main objective of the talk was to educate the students about E-mobility in India. Dr. Mazumdar mentioned the use of renewable energy for charging the batteries of EVs instead of using power from coal-based generation units, which further reduces air pollution.

ACTIVITY 2: AICTE sponsored STTP on installation of Off-grid Solar PV plant

The department of Electrical and Electronics Engineering, School of Technology, Assam Don Bosco University (ADBU) has recently organized a week-long [AICTE-sponsored Short-term training program \(STTP\)](#) on the Installation of Off-grid Solar PV plant from 25 to 30 April 2022. The various topics



Research Project:



Title: An analytical algorithm to generate high current from solar PV modules even in partial shading condition.

Funding agency: All India Council for Technical Education (AICTE), New Delhi

GrantAmount: Rs 12,91,000/- (Ongoing)
File

No.8-14/FDC/RPS(NER)/POLICY-1/2020-21
dated 10th March 2021

Principal Investigator: Dr. Papul Changmai

About the project:

In the existing Solar Photovoltaic (PV) modules, cells are connected in series with one another. Performance of series connected PV modules degrades severely during partial shading conditions (PSC). To solve this issue, a bypass diode is proposed in the literature, although it is very difficult to connect bypass diodes for every cell inside a PV module. Further, use of bypass diodes causes multiple peak (Local and Global peak) problems. In line with this, Total Cross Tied connection is proposed in this paper to connect the cells in a module which gives better performance during PSC without multiple peak issues. For this reason, detailed mathematical modelling is derived in this paper to calculate the output power at any PSC.

Publications:

1. PapulChangmai, Shashank Kumar, Sisir K. Nayak, and Sanjeev K. Metya. "Maximum Power Estimation of Total Cross-Tied Connected PV Cells in Different Shading Conditions for High Current Application." IEEE Journal of Emerging and Selected Topics in Power Electronics, DOI: 10.1109/JESTPE.2022.3105808
2. PapulChangmai, Sunil Deka, Shashank Kumar, Thanikanti Sudhakar Babu, BelqasemAljafari, and Benedetto Nastasi. " A Critical Review on the Estimation Techniques of the Solar PV Cell's Unknown Parameters." Energies 15, no. 19 (2022): 7212

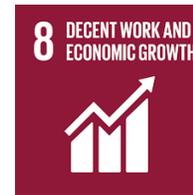
SDG 8: DECENT WORK AND ECONOMIC GROWTH

Lead: University of Gothenburg

<https://www.gu.se/en> ; <https://gmv.gu.se/english>

Satellites in Subcluster:

- Makerere University, Uganda
- Addis Ababa University, Ethiopia
- University of Nigeria, Nigeria
- University of Dar es Salaam, Tanzania
- University of Nairobi, Kenya
- University of Concepción, Chile
- Universidad de los Andes, Colombia
- University of Economics Ho Chi Minh City, Vietnam



The SDG 8 Initiative involves the University of Gothenburg together with eight satellite universities in the Global South. The strategic goal of the initiative is to engage and support a global community, with the starting point in academia, to promote inclusive and sustainable economic growth, employment, and decent work for all. This is done by **applied action research and policy interaction** that focus on solutions to growth and work-related challenges through collaboration among researchers, policy-makers, and practitioners in local and global contexts. The work is coordinated by a small secretariat at the University of Gothenburg.

Two working groups are formed – one consisting of committed researchers at the University of Gothenburg and one consisting of the focal points at the satellite universities.

Achievements summer 2022 – spring 2023

A few activities have been carried out since our last report. These include a conference, the preparations of a book and an organizational shift regarding the SDG 8 Initiative at the University of Gothenburg.

- The [2022 Gothenburg International Research Conference on Sustainable Development Goal 8](#) took place on 25-26 th of August. International and Swedish researchers gathered to discuss SDG 8; to promote sustainable and inclusive economic growth, employment and decent work for all. During the conference, many different sessions, including presentations, workshops and round table discussions were held involving approximately 30 speakers. The conference was organized as a hybrid event.



- The process of compiling a book with one chapter for each of the SDG 8 targets has been under progress for a few years already. It is now cleared for publication by Routledge, and we are aiming to have it launched at a large international conference a year from now. International and Swedish researchers are involved in writing the chapters.
- One big change since last summer is that the SDG 8 Initiative has shifted organizationally within the University of Gothenburg. Since the University of Gothenburg became lead for the SDG Cluster in 2019, the initiative has had its main coordination at the [Gothenburg Centre for Sustainable Development \(GMV\)](#), but since January 2023 the coordination of the initiative is moved to the unit Environment for Development (EfD) at the School of Business, Economics and Law (which is a faculty at the university). The shift is partly motivated by the fact that there is a large overlap between the EfD partners and the SDG 8 satellite universities, and the potential synergies can hence be better utilized when the coordination is combined. As part of this transfer process, the university has also decided to fund the initiative with a yearly contribution of 700 000 SEK. Part of this new funding is currently covering a 50% position for a Project Coordinator for the initiative (starting from middle of April 2023).



SDG 9: INDUSTRY, INNOVATION, AND INFRASTRUCTURE



Lead: Beirut Arab University (BAU), Lebanon
<https://www.bau.edu.lb/>

Satellite: Assam Don Bosco University, India

This report highlights the main achievements of Beirut Arab University during 2022/2023 in addressing SDGs in general and in promoting and leading SDG 9 in particular. BAU's aim is to provide inclusive education quality and empower our community with education, knowledge, and lifelong learning opportunities.

The below paragraph focused on how BAU is implementing SDGs within the university strategy reflecting on SDG9, by integrating SDG9 into the university courses, fostering innovation and entrepreneurship, and mapping research to the SDG9, and strengthening local and global partnerships for SDG9.

BAU continues its accomplishments on five levels:

1. Addressing SDG 9 through **Education**

- BAU and the [Faculty of Architecture - Design and Built Environment](#) has been participating in [designing and coordinating a Massive Open Online Course \(MOOC\)](#) entitled "Healthy Urban Systems" in the University of Lausanne. BAU has been preparing this MOOC Course on "Healthy Urban Systems" with the International Science Council (ISC), the International Society for Urban Health (ISUH), the World Health Organization (WHO) and about 25 other professionals and practitioners, and organizations invited and supported by University of Lausanne (UNIL) using the "Coursera" platform.
- Moreover, the Faculty of Health Sciences at BAU presented by Dr. Leila Itani who is the Assistant Professor at the Nutrition & Dietetics Department delivered a lecture on the 8th of April 2022 entitled "[Sustainable Healthy Dietary Patterns](#)". This participation was part of 8 modules offered through the educational activities of the series of SDGs Courses organized by the university of Pavia /Italy for Spring 2021-2022.
- Lastly, Dr Osama Omar from the Faculty of Architecture participated in MED TEST III - Mainstreaming RECP and sustainability principles in industrial zones Introductory training on Eco-Industrial Parks.

2. Addressing SDG 9 through **Research**

- Concerning the field of research, the Faculty of Architecture - Design and Built Environment organized the 10th international scientific conference (ASCAAD2022) entitled [“Hybrid Spaces of the Metaverse - Architecture in the Age of the Metaverse: Opportunities and Potentials”](#) in partnership with the Arab Society for Computer Aided Architectural Design (ASCAAD). The conference aimed to provide an in-depth insight on the future of architecture in the age of the Metaverse by discussing a range of topics related to artificial intelligence, information management, parametric design, digital manufacturing, real and virtual environments, computer design theory, and hybrid cities. The conference also intended to find practical solutions for the emerging issues in the discussed matters, which could benefit a large number of researchers, architects, design professors and consulting firms working in the fields of planning and the construction industry. The number of researchers participating in the conference exceeded 100 researchers from the Middle East, Europe, Asia, North America, South America and Australia.
- In addition, the Faculty of Architecture Dean Prof. Ibtihal Y. El-Bastawissi, presenting the SDG9 at BAU has collaborated with faculty staff member Dr Osama Omar on writing a chapter in a book focusing on SDGs in Higher Education entitled the following: Bringing the SDGs to life by 2030: Best Practices in Higher Education within the Middle East Region, Book series "SDGs in Africa and the Middle East Region" edited by Prof. Walter Leal Filho, Springer Nature Switzerland AG, Gewerbestrasse 11, 6330 Cham, Switzerland.
- Moreover, a project proposal entitled Urban acupuncture “A strategy of catalytic interventions” was accepted by the DAAD program for funding during the period from March 2023 to December 2025. This project is a collaborative work between the “Faculty of Architecture, Urban Planning and Landscape Planning - Universität Kassel”, “Faculty of Fine Arts – Alexandria University”, “Faculty of Architecture-Design and Built Environment – BAU” and “College of Engineering, Architectural Engineering Department - University of Babylon” and it will be implemented on four case studies from Germany, Egypt, Lebanon, and Iraq.
- Lastly, in collaboration with Elsevier's Digital Commons Platform, BAU continues to publish six scholarly journals and books supported by the university and it also developed its own [digital platform to map how BAU activities align with SDG9 and its indicators](#) by organising them into 4 categories: Research Projects & Initiatives, Published Articles, Conferences & Workshops, and Patents to the BAU database.

3. Engaging with **Community**

- Within the framework of the "Light Your Street" initiative, BAU in cooperation with Rebirth Beirut and Medco, under the slogan ["From Our Energy...To Our Region"](#), lightened the streets surrounding BAU Beirut Campus of 18,500 square meters and 1,040 linear meters on 21 February 2023.
- The Beirut **Governor** praised the efforts accomplished by the Faculty of Architecture at BAU for the redevelopment of Tariq Al-Jadida and Cola Region and expressed his willingness to implement the project starting with the first phase of improving the traffic circulation in this urban area.

- **Strengthening the Regional Networking** - Since February 2021, the [Dean Prof. Ibtihal Y. El-Bastawissi, representing BAU, has been selected to be the Director of the Scientific Chair for Creative Sustainability](#) at the Secretariat of the Executive Council and the General Conference / National Committees Section, Affiliated to the Arab League Educational, Cultural and Scientific Organization - ALECSO.
- **Heritage Digital Documentation** – BAU is considered one of the first Lebanese universities that had digitally documented historical sites using innovative tools, such as the 3D Scanner and VR technology. For example, a square in Old Saida – Bab El Saray square had been 3D scanned through a specialized team from Faculty of Architecture, BAU.

4. Addressing SDG9 by activating the **BAU Incubator**

- BAU hosted a national exploitation seminar at Debbieh campus within the framework of the [Erasmus+ CBHE ELEGANT Project](#) “Enhancing Teaching, Learning and Graduate Employability through University-Enterprise Cooperation” on March 7th, 2023. The seminar covered the dissemination of the project’s achievements and celebrated the launching of Innovation HUB, which is directly related to the ELEGANT project. The seminar included discussions on all the topics presented to reach the project’s desired goals, which aim to enhance university enterprise cooperation in Lebanon in order to improve the teaching and learning experience of students and enhance the employability of graduates.

5. Addressing and Mapping SDG9 through **Operations & Governance**

- Lastly, the [BAU Strategy \(2020-2030\)](#) has addressed the UN SDGs in general and SDG 9 in particular through disseminating SDG 9 to BAU community, integrating the related SDG 9 to the University activities, and providing opportunities to students to participate in SDG 9 related activities and community projects.

SDG 10: REDUCED INEQUALITIES



Lead: University of Tsukuba, Japan

<https://www.tsukuba.ac.jp>

Satellites in Subcluster:

- Bologna University
- University of São Paulo
- The University of Carthage, Tunisia
- University Putra Malaysia
- Universiteit Utrecht, The Netherlands

In the academic year of 2022, the University of Tsukuba has continued reconstructing its satellite network through consultation with IAU in having the participation of Kalinga Institute of Industrial Technology, India. The University of São Paulo has also expressed interest in joining the network and SDG 10 is finally completing a network covering all the continents. Once the network has been stabilized and settled, the University of Tsukuba will plan to organize timely workshops with its satellites. (Global time difference constraints are making a convenient time among all universities in different time zones difficult, and the University of Tsukuba will investigate how to arrange such a meeting.)

Aside from the reconstruction of the network, the University of Tsukuba has been active in its own activities in accelerating discussion about issues regarding SDG 10 and the SDGs in general. A new project with the local municipality of Tsukuba city is underway which involves informing local stakeholders on the role of innovation within the SDGs framework through SNS platforms. The "[Tsukuba SDGs and Innovation](#)"([alternative link](#)) community has increased followership on multiple SNS platforms during this period since 2022.

The University of Tsukuba has also continued supporting its SDG centric pre-strategic initiative by the Empirical Social Science Research Center for Policy Solutions to Disparities and Inequalities (DDPI) headed by Hidehiro Yamamoto, where numerous seminars and conferences have been hosted. During the 2022 Tsukuba Global Science Week, the session "[Gender Inequality and Social Actions](#)" discussed the position in which women are placed into and the social activities for their improvement. Three case studies were discussed, namely: "employment in highly skilled jobs"(Europe), "media representation of women politicians"(Japan), and "women leaders of labor unions" (Japan) and it was highlighted that although women's participation in society has been raised as a principle, there are structural barriers that prevent it. This segment also discussed how barriers to women's advancement in society are constructed and maintained while another presentation discussed issues surrounding the training of female leaders using the case of a delivery driver's union in Japan. The training curriculum is male-centered and career paths are limited. At the same time, however, she discussed the need to increase the number of female leaders to improve the situation with intersectional and compound discrimination being a serious problem, and the significance and potential of social movements and activities for social change being confirmed. Through the conference with Prof. Daniela Bolzani, we confirmed that we will continue to collaborate with the University of Bologna on SDGs 5 and 10.

Moreover, the [Empirical Social Science Research Center for Policy Solutions to Disparities and Inequalities](#) has also hosted numerous seminars during 2022 through 2023 as follows. In the 9th DDPI

Seminar "Can Deliberative Democracy Solve Disparity and Inequality?" Prof. Wataru Miyasaka of the University of Tsukuba spoke about deliberative democracy, which is attracting attention as a method to solve the insecurity about science and technology that cannot be solved by the current representative democracy and the resulting disparities, including its advantages and challenges, using a variety of concrete examples from its history dating back to ancient Athens and its continued attempts in the modern era.

In the 10th DDPI Seminar "Intra-Generational and Inter-Generational Fairness Regarding the Environment" Professor Soko Aoki of Nagoya University presented topics on various disparities surrounding the environment, including intra-generational and intergenerational disparities, based on various examples from Japan and around the world. Moreover, in June, Mr. Kenichiro Fukushima, the Representative Director of Code for Kanazawa and Representative Director of i-Publishing Co. was the speaker for the seminar titled "Building a New Civil Society Created by Technology" where he explained his involvement in civic tech activities to create the society that citizens need, through case studies and the future directions of civic tech. In July 2022, during the 12th DDPI Seminar and Extension Lecture "Correction of Health Disparities through Measures against Loneliness and Isolation: A Social Epidemiological Perspective", Professor Naoki Kondo of Kyoto University talked about tackling the issue of health disparities from various perspectives from the approach of social epidemiology, and spoke about various health disparities, countermeasures against them, and community building, including actual efforts and the post-COVID-19 outlook. This seminar was coincidentally the first face-to-face seminar since the beginning of the pandemic.

In fall 2022, Professor Jun Imai of Sophia University talked about the inequality surrounding contemporary Japan and how it has affected the expansion of non-regular employment, the subsequent re-regulation of the labor market, and the formation of limited regular employees, based on the concepts of industrial citizenship and company-specific citizenship. Later that fall in November 2022, Professor Yuichiro Mori of Hokkaido University was the speaker for the 14th DDPI Seminar "What is Equality? An Introduction to Contemporary Justice Theory", in which he began with an introduction to the various positions on justice theory, and explained how the debate over equality has developed in the modern era, addressing the fundamental question, "What is equality?"

In winter 2022, Professor Kazunori Kawamura of Tohoku University explained the problems associated with the social implementation of electronic voting in Japan from the perspective of digital inclusion, which includes those who are reluctant to manage and utilize government elections. In the same month Professor Taiyo Fukai of the University of Tsukuba gave an overview of the economic approach to the effects of childcare policies, and then spoke about the actual effects of Japan's childcare policies based on his own research results in the 16th DDPI Seminar "Empirical Analysis of Childcare Policies: Results of Recent Economic Studies."

To end the academic year of 2022, Professor Yoshiaki Kubo of Kwansei Gakuin University talked about the Okinawa prefectural government regarding U.S. military bases and security. He also discussed the issue of inequality between regions with U.S. military bases and other regions in his seminar titled "Security and Local Autonomy: An Approach from the Study of Elections in Okinawa."

SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

Lead: Siam University, Bangkok, Thailand

<https://siam.edu>



Satellites in Subcluster:

- J.F. Oberlin University, Tokyo, Japan (14 Million)
- Tokai University, Tokyo, Japan (14 Million)
- University of Surabaya (UBAYA), Indonesia (2.87 Million)
- Durban University of Technology (DUT), Durban, South Africa (3 Million)
- American International University Bangladesh (AIUB), Dhaka, Bangladesh (21 Million)
- Mykolas Romeris University, Vilnius, Lithuania (2.7 Million)
- Asian Institute of Technology (AIT), Pathumthani, Thailand (1.164 Million)

Sustainable cities and communities of Siam University Leader of SDG 11

In 2023, Siam University tried to solve **land erosion problems** by planting Mangrove trees with the Bangkok Governor which was very successful.



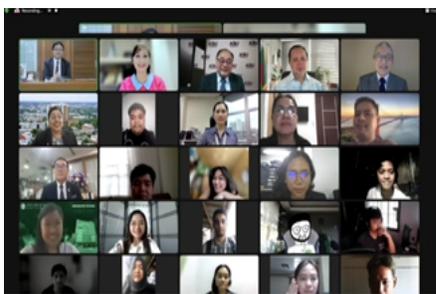
In addition, Siam University is also working with the **Aging society** to create a **Time bank** for all age group offices for the better Well Being and Quality of Life. According to <https://timebanks.org/what-is-timebanking/>, timebanking is a kind of money based on community services in which you give one hour of service to another, and receive one time credit. For Siam University, our Time Bank networks consist of public, private, and community sectors such as the Phasi Charoen District Office, government and private schools, seniors clubs, health service centres, representatives from local banks, entrepreneurs and communities near our campus, mostly the ones who have participated in the “**Healthy Space**” project (more on the [2021-2022 Sustainability Report](#)).





“Poonbumphen Community: Urban Organic Farm”: Food insecurity during the Covid-19 pandemic has been one of the major problems of the community. With recognition of the local wisdom of the community in relation to organic farming, our Siam University team from the Faculty of Nursing has helped develop organic farms in 3,000 square metres of unused land. At present, members of 12 houses in the community are active in changing these pain points into gain points through urban organic farms.

“Sustainability trip at top of Phuchifa at the border line between Thai and Laos with Students of Siam University and the President himself.”: Siam University arranged the [Student leadership camp](#) from the 27th March – 03rd April, with 20 students joining from 7 countries under “Global Citizenship Education through Innovation and Partnership”. The outcome of the camp was successful as many students were connected to each other through social media and they gave wonderful presentations and ideas about the achievement of Global citizenship and how to achieve SDGs. The youth perspective is important to realize and visualize as they are change makers and the future of tomorrow.



The university also organized a **successful webinar** with more than 400 participants (Students, lecturers, and members) “Asian Higher Education Leadership on wellbeing and sustainability.” co-organized by Siam University and Asia Cooperation Dialogue University Network (ACD-UN) Webinar on 27 February 2023.

Satellite Universities: Mykolas Romeris University

In 2022 Mykolas Romeris University (MRU) operated according to the [Sustainable Development Strategy for 2021-2023](#). MRU researchers carried out 10 projects related to SDG11:

1. The project [Area-Based Collaborative Entrepreneurship in Cities](#) was aimed to unite researchers, municipalities, and technology parks from 5 European cities - Vilnius, Amsterdam, Athens, Manchester, and Varazdin-Cakovec to help local entrepreneurs join forces and share resources. A [political dissemination event](#) was held and the [final report](#) including main challenges and opportunities for ABCitiEs and insight into the unique role that collaborative partnerships can play in regenerating cities and improving neighbourhoods in the areas of inclusive growth, cooperation and cohesion was presented
2. The [GoGreen](#) project aimed to promote pro-environmental behaviour by developing, implementing, and testing an innovative intervention program for young people based on a population-based household survey, was featured by the [United Nations Academic Impact](#), policy recommendations and the intervention manual to reduce bottled water consumption was prepared.
3. The project [Lithuanian National Ecosystem Services Assessment and Mapping](#) team, aiming to develop a national mapping and assessment framework of ecosystem services to improve the understanding of the relationships between ecosystems, biodiversity and human wellbeing was featured by a [publication on mapping and assessment](#) of future changes in the coastal and marine ecosystem services supply in Lithuania.
4. The project [Synergy of Educational, Scientific, Management and Industrial Components for Climate Management and Climate Change Prevention](#) (CLIMAN) was aimed to help the universities of Georgia, Belarus and Ukraine to become centres for the development of climate research. [Training of environmental specialists, a study visit on climate management issues in education, and online meetings](#) of the consortium were held.
5. The project [Digitalization of Economic as an Element of Sustainable Development of Ukraine and Tajikistan](#) with the goal to develop joint curricular and training for teachers was carried out. In addition, five new projects were launched in 2022 including:
6. The project [Science for Evidence-based and sustainable decisions about NATural capital \(SELINA\)](#).
7. The project [Graduate Education for Green Transforming and Sustainable Future](#).
8. The project [OPTimising FORest management decisions for a low-carbon, climate resilient future in EU](#).
9. The project [Higher Education Learning Community for Inclusion](#).
10. And lastly, the project [Governance & Administration of Leisure and Sports International Master](#).

In addition, several educational and practical community outreach events were organised by the MRU. For instance, in cooperation with the British Embassy in Lithuania, the film review [Breaking Boundaries - The Science of Our Planet](#) was held and the review of the film [The Climate Limbo](#) in partnership with the Italian Embassy in Lithuania was organised. MRU engaged also in traditional city environment cleaning initiatives Let's Do and River CleanUp, while the World tour of the climate pioneer [Solar Butterfly](#) was

co-hosted by MRU during their visit to Lithuania. Lastly, the MRU community organised humanitarian aid, hosted a high school and held different events to the war refugees from Ukraine.

Tokai University

The [Research Institute for Environment and Sustainability](#) established in April 2022 aims to contribute with an interdisciplinary perspective to the construction of a social system in which people, society, and nature can coexist.

Action 1: One-stop dissemination of sustainability and environment research and education

We bring together our research for sustainability and environment at Tokai University, and contribute to society by deepening cooperation, further developing research, and disseminating information overseas.

Action 2: External dissemination of Japan's past experiences

Japan has been working to solve many social issues, especially those that are environmental. By disseminating these experiences, we aim to contribute to the world's efforts for sustainability.

Action 3: Establishment of a platform for human exchange among various stakeholders

As an open research institute, we will build a network with private companies, local governments, universities, and other research institutes. With active participation we have started three research projects this year, in addition to the one started in the first year.

In 2023 the **Energy and Finance department** is working on **two projects** namely:

- The International Conference is scheduled on 12th May 2023 under Carbon Neutral Cities and Communities.
- The economic benefit, the role of education, stakeholder participation will be studied under the Circular Economy.

SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

Leading: University of Regina and Luther College, Canada

<https://www.luthercollege.edu/university/> ; <https://www.uregina.ca/>



Satellites in Subcluster:

- University Sains Malaysia
- Moi University (Kenya)
- University of Vechta (Germany)
- Pontifical Catholic University of Peru
- El Bosque University (Colombia)



University
of Regina



In this report we highlight how SDG12 along with related SDGs are being integrated into our universities through institutional strategy, projects implemented and collaborations since summer 2022. Included are general cluster-wide activities and SDG activities from the satellite universities.

Consumption and Resilience: The Role of Institutes of Higher Education Workshop

In October 2022, the SDG12 Cluster, working with SWITCH-Asia, held the two-hour workshop webinar: “Consumption and Resilience: The Role of Institutes of Higher Education Workshop”. It brought together Asian and global experts on sustainable local resilience, educational institutions, and lifestyles to exchange perspectives, and experiences to support the creation of a sustainable ‘next normal’ in regional and global production and consumption. The workshop explored three key features of post-secondary educational institutions resulting from their core goal of investigator-driven pursuit of knowledge, namely their: (1) distinctive governance structures, (2) capacity to attract, generate, and mobilize diverse capitals, and (3) ability to convene and build communities. Both the [video of the workshop](#) and the [webinar backgrounder](#) are available.

Educating for Responsible Consumption and Production and Transformative Technologies Workshop

In April 2023, the SDG12 Cluster, working with the RCE Americas Network and the Association for the Advancement of Sustainability in Higher Education, hosted a two-hour workshop. It was part of a larger course entitled “[Localizing the UN SDGs through Education, Training and Regional Collaboration](#)”. Four case study presentations highlighted (1) education for cradle-to-cradle technologies in rural Kenya, (2) professional education for engineers in collaborating to address housing issues with Indigenous communities in Canada, (3) community education to promote sustainable lifestyles in Colombia, and (4) education for a “whole region” including strategic letter writing to government officials in Canada to promote SCP. The following individual members of the cluster presented: Rose Ramkat, Moi University “Community Initiatives on Responsible Consumption and Production”, Diana Carolina Páez, El Bosque University “Education for Sustainable Lifestyles project”, Roger Petry, Luther College at the University of Regina “A Whole Region & Humanist Approach to SDG12”.

1. University of Regina and Luther College (SDG12 Co-Lead Institutions)

- The University of Regina mobilized nine cross-cutting teams of faculty, staff and students using the SDGs to develop key project ideas to be built into a five year [Sustainability Action Plan](#) that was approved in 2022. This work was led through the commitment to sustainability in the University's strategic plan and the President's Advisory Committee on Sustainability.
- University of Regina Vice-President (Research) Dr. Chris Yost was a University leadership panellist discussing higher education and research for sustainability at the IAU HESD Global Cluster Meeting in April 2023.
- Luther College developed its strategic plan [Strategic Plan: Vision 2025](#) and sustainability is one of the five pillars. Specific prioritized initiatives include advancing Responsible Consumption and Production (e.g., creating a maker space with shared equipment).
- Luther College's Nonprofit Voluntary Sector Studies Network is working with the City of Regina and a local group to possibly embed the SDGs into the City's strategic measurements and local indicators.

2. Pontifical Catholic University of Peru:

- The University held the "Life Cycle Assessment of Food International Conference" in October 2022 with the theme of the role of emerging economies in global food security and focused on topics related to food science, life cycle assessment, industrial ecology and food security. For more details, visit [the website](#), [proceedings](#), [conclusions](#) and [presentations](#).
- INTE-PUCP, also known as the Institute for Nature, Earth and Energy, publishes *Kawsaypacha Journal: Society and Environment*, on the relationship between society and environment from different perspectives. In October 2022, INTE-PUCP hosted the [11th Kawsaypacha Environmental Reflection Table](#) to address environmental justice issues. It consisted of four sessions on climate vulnerability, water and climate, environmental crimes and closing discussions.
- In September 2022, INTE-PUCP helped to organize [PUCP Sustainable Mobility Week](#). The initiative aimed to advance cycling, public transportation, carpooling and walking, to promote awareness of ecological and social footprints, and to encourage action.
- INTE-PUCP is working on the [Sustainable Campus Project](#), which promotes environmental sustainability through education and management, and involves students, faculty and administrators. The goal is to minimize resource consumption in infrastructure, foster an active socio-environmental academic culture, and promote sustainable interactions with stakeholders.

3. University of Vechta:

- The University is reviewing how to heat the campus buildings to be more independent from gas, and changing the energy structure/system e.g. transition to green energy.
- The University's return to face-to-face learning from virtual teaching included discussions of sustainable consumption and production, in addition to didactical considerations.
- Cluster members Detlev Lindau-Bank (University of Vechta) and Kenneth Ochoa (El Bosque University) developed a form to capture university best practices on SDG12. The form is intended

to help the cluster share what sustainable consumption and production projects are taking place on our respective campuses and encourage collaboration.

- An abstract proposal was developed by Detlev Lindau-Bank at the university as a living laboratory for sustainable consumption and production.

4.Universiti Sains Malaysia:

- Waste management is a top priority for the school. The University has a waste management framework for all three of its campuses which was launched in 2022, which is sustainability month at USM.
- The University has a sustainability roadmap for five years, and SDG12 is one of the key areas.
- USM is collaborating with the local council and a waste management agency for a campus landfill to properly manage solid waste and recycling and will serve as a visible resource. Phase 1 of the recycling centre has been completed (roof, etc) with a bamboo fence set up this year. The centre will be used to promote recycling on campus.
- An oil recycling program has been launched with a small centre to collect used oil.

5.Moi University:

- The University is advocating for renewable energy e.g., biogas and solar panels, and even assisted four schools in installing biogas systems.
- The University is minimizing waste e.g., virtual meetings and encourages online teaching and the sharing of resources such as facilities, equipment, and boardrooms. Instead of every school having a fully-equipped boardroom, they can book shared boardrooms to cut down on duplicating equipment and spaces, and help to cut expenses. Lab equipment such as FTIR, analytical and chemistry equipment are also shared.
- There is a project to develop and review environmental hot spots in Kenya i.e future sustainability challenges of the sector related to thread and textile processing and manufacturing of fabrics, such as the carbon footprint from transportation (import/export).

6.El Bosque University:

- The University's new President is working on sustainable development.
- Courses are being developed for public servants on the circular economy for waste management and presentations will take place over the coming year.
- Sustainable consumption and production calls have been issued for experts to work with the UN, and are open to participation from the satellite regions to consult with experts.
- A sustainable lifestyles survey was conducted and an expert meeting is being developed to validate the survey results.

SDG 12 also collaborates with Nalanda University of India and the EU-SWITCH Asia SCP Facility.

SDG 13: CLIMATE ACTION

Lead: The University of West Indies (UWI), Caribbean

<http://www.uwi.edu/>



Satellites in Subcluster:

- SUNY, USA
- University of Bergen, Norway
- TERI School of Advanced Studies, India
- University of the South Pacific, Fiji
- University of Waterloo, Canada
- Universidad de los Andes, Colombia
- University of Witwatersrand, South Africa
- University of Aruba, Aruba
- University of Bristol, UK
- University of Ghana, Ghana

GLOBAL UNIVERSITY CONSORTIUM ON SDG13

Within the framework of the *International Association of Universities' (IAU) Global Cluster on Higher Education and Research for Sustainable Development*, the University of the West Indies (UWI) was nominated in 2018 to lead the Global University Consortium on SDG-13 (GUC) and has brought together 10 universities from across 5 geographic regions, committed to deepening the role of academia in the 2030 Sustainable Development Agenda.

Some of the activities completed in 2022 by the University of West Indies were:

- The participation in the University of Bergen, One Ocean Expedition Seminar in Cape Town, South Africa. The UWI delivered a presentation on the University's work on SDG 13, which was led by the UWI's Registrar Dr. Maurice Smith.
- The UWI Vice Chancellor continues to lead key initiatives across the region including the creation of the first International School for Development Justice. This is a new flagship programme that will form part of the UWI's Global Campus and offer post-graduate courses across all the SDGs.
- The UWI created and launched the first dedicated GIS-Project Platform across the university network that aims to focus on projects across all thematic SDGs areas.
- It also continued maintenance of the online platform universities4climateaction.org to facilitate collaboration, knowledge sharing and public awareness of SDG 13 with members of the Global Consortium.
- Organisation of periodic meetings with members of the Global University Consortium (GUC).

University of Bergen

Some of the activities by the University of Bergen in 2022 were:

- [Ocean Stories exhibit](#) in collaboration with USP (April 14th - May 7th in Bergen):
“In the exhibition "Ocean Stories", artists from Greenland and Fiji tell the stories. The interaction between these two very different geographical locations is explored through artwork, lectures and conversations. What are the challenges and what are the opportunities in the face of climate change, now and in the future?»
- [Climate change in the Pacific Islands and the Caribbean: young voices](#) (18th of April, Bergen) - [Recording](#):
A panel debate with young voices from Fiji (USP students) and Jamaica (UWI) students on the impact of climate change and sea level on tropical island states. All participants were part of the ocean expedition aboard the sailing vessel Stratsraad Lehmkuhl which visited Fiji and Jamaica during its journey with focus on SDG-13 and SD-14 and joint courses on the ocean.
- [One Ocean Future: open day for schools onboard Statsraad Lehmkuhl](#) (19th of April in Bergen):
300 school children were hosted by the SGD-13 students from the OneOceanExpedition science field course in the Caribbean 2021 including students from UWI, UiB, USA and Canada. Onboard the ship, the school children were guided through a set of activity based science stations focused on climate and the oceans, including sustainability. (The UiB+UWI join course from 2021 is described here: <https://www.uib.no/en/course/SDG313>)

University of Costa Rica

Some of the activities by the University of Costa Rica in 2022 were:

- The participation in the Postgraduate Program of Integral Management of Tropical Coastal Areas with University of Bergen and the UWI.
- The participation in the seminar on teaching ocean science and SDGs in higher education: “Perspectives from IAU HESD Clusters and South-African Master program in Ocean Science” (SAMOS), coincided with the arrival of the One Ocean Expedition in Cape Town and Jamaica.
- Our professor and researcher Dr. Ingo Wehrtmann, participated in this activity and presented “[The Research Center of Marine Science and Limnology \(CIMAR\)](#) of the Universidad de Costa Rica (UCR) and the SDGs.”

SDG 14: LIFE BELOW WATER

Lead: University of Bergen, Norway

<https://www.uib.no/>



Satellites in Subcluster:

- The University of the South Pacific, Fiji
- University of Cape Town, South Africa
- Ocean University of China
- Christian-Albrechts-Universität zu Kiel, Germany
- The University of the West Indies, Jamaica
- Dalhousie University, Canada
- University of Western Australia
- Universidad del Magdalena (UNIMAG), Colombia

SDG14 activities 2021 from University of Bergen

Side-event UN Ocean Conference Lisbon 2022: UiB organized a side-event during the UN Ocean conference 'Scaling up action and building effective partnerships for SDG14: the essential roles of higher education and business' - co-sponsored by the Government of Ireland, UN Department of Economic and Social Affairs (UN DESA), UN Office of High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States (OHRLLS), the International Association of Universities (IAU), The Partnering Initiative (TPI), and the University of Bergen (UiB). The side event showed how multi-stakeholder partnerships centred around the SDGs can be put into practice by finding common goals and denominators. However, there is no 'one size fits all' approach to partnerships. The path towards transformation for a more sustainable future starts with collaboration and discussion, therefore, this session invited participants to engage and concluded with a call to action.

One Ocean Expedition: UiB has been a central partner in the One Ocean Expedition, a global circumnavigation of the globe with the tallship Statsraad Lehmkuhl - an Ocean Decade action. Our main leg was from Valparaiso in Chile to Palau, with visits to Tahiti and Fiji and lasted for four months - from May to end of August. UiB also had courses and activities on other legs of the expedition.

The SDG200 Ocean-Climate-Society: Sustainability summer course (see [this link for a description of learning outcomes and course](#) content) was held onboard the tallship with 86 students following the course. As one can imagine this was a very rich experience for the students at the personal level - see the videos and podcasts available on this page <https://oneocean.uib.no/> to get an impression of what it was like for the students. The students were from a broad range of disciplines and therefore the whole course was an exercise in multidisciplinary dialogue and understanding, while a large part of the learning experience included work on deck and to sail and take care of the ship.

IAU HESD SDG14 Cluster meeting in Cape Town in January 2023: UiB invited the SDG14 and SDG13 IAU HESD Clusters for a workshop in Cape Town, following a summer school integrated in the One Ocean Expedition. The workshop asked how to teach and integrate SDGs in higher education with a focus on

SDG 13 and 14, and we invited all university representatives in IAUs Global Cluster on Higher Education and Research for Sustainable Development. This group had never before had a chance to meet physically, but with support from UiB this became possible. Drawing on the vast expertise and experience of the participants from different disciplines, institutions, and countries, we discussed the general principles and practical tools to teach sustainability effectively, and how to promote student learning and engagement with the SDGs. This has become an important research field, with at least two international journals dedicated towards the theme, and it is a central focus for universities all over the globe. Universities are key institutions for progress on the 2030 agenda and SDGs; and the IAU HESD Cluster global network of universities are instrumental to achieve and realize our common responsibility for each of the SDGs in higher education, research and community engagement. We are currently working on a report from the workshop. We combined this group with the participation of South-African students that took part in the SDG200 course across the Pacific, and also a South-African consortium of



universities working to establish a joint national Masters program in Ocean Sciences through a 3-year EU Erasmus+ project 'South-African Masters program in Ocean Science' (SAMOS). The application was submitted, with UiB as a partner, and hence hopefully bridging the network into a new form of collaboration.

[One Ocean Week](#): As the One Ocean Expedition arrived back home in Bergen, it was time for the One Ocean Week - a whole week of festivities to celebrate the ocean. This week the King, the Crown Prince, the prime minister of Norway and several ministers came to Bergen to attend the celebration. About 150 smaller and larger events about ocean sustainability took place during the week, and about 40000 people were present at the arrival of Statsraad Lehmkuhl. University of Bergen held a series of events during the week: <https://www.uib.no/en/news/161750/uib-events-during-one-ocean-week-2023>. It is difficult to describe the atmosphere in Bergen these days, but it certainly highlighted the ocean as an important habitat for life and as a key economic area for Norway and Bergen. The trade-off between use and protection of the ocean was at the core of the discussions taking place.

[SDG-conference in Bergen](#): As a regular part of the UiB contribution to SDGs, we held our SDG-conference over two days February 9-10, and a [Day Zero](#) on the 8th. The headline for the online event was: A just transformation to a sustainable future.

UiB continues to staff the project [Shaping European Research Leaders for Marine Sustainability \(SEAS\)](#). SEAS is a career and mobility fellowship programme for 37 postdoctoral research fellows within marine sustainability. This project has received funding from the European Union's Horizon 2020 research and innovation program under the Marie Skłodowska-Curie grant agreement. The University of Bergen's SEAS program brings together a variety of aspects of marine sustainability, involving all 7 UiB faculties, and many academic and non-academic partners. The SEAS project now has 15 post-docs recruited, and the second batch of 22 more postdocs are now underway.

SDG 15: LIFE ON LAND

Lead: University of Costa Rica

<https://www.ucr.ac.cr/>



Satellite:

- Inland Norway University of Applied Sciences (INN), Norway
- University of the West Indies (UWI), Caribbean

For Universidad de Costa Rica it is of great importance to link all the initiatives that are having an impact on SDGs and the 2030 Agenda. Thus from 2022, it is included in the systematisation of all its projects and their relation to SDGs. Besides, last September our National Council of Rectors launched a [report](#) of Costa Rican public universities actions that have contributed to achieve ODS from 2018-2021, of which Universidad de Costa Rica has conducted up to 40,35% of the total with 36,41% being through research projects, 28.06% through social outreach projects, 23.99% through academic projects, and 7.18% through administrative ones. By 2022, UCR has developed about 23 social outreach projects and 29 research projects related to SDG 15.

Furthermore, after the HESD Cluster's meeting last year, we had a meeting with colleagues from the University of West Indies, which has opened diverse possibilities of collaboration and promotion of international opportunities shared by the UWI to our university Community, within the area of climate change. One of those was an opportunity to apply for research funds to Belmont Forum, for which we organized meetings of the administrative staff and researchers' within our university to present a project. Unfortunately, there was not enough time to complete it.

We also continued promoting the HESD Cluster through diverse meetings during the year at our campus, including visits to our regional campuses and branches. Besides that, IAU also promoted our Webinar on Science Diplomacy to all members of the HESD Cluster. Moreover, through IAU's secretariat we had the opportunity to participate in a meeting with a representative from Hogskolen i Innlandet, where we discussed collaboration opportunities. A few weeks later, we prepared information about our Agronomy Sciences College and Research Centers and sent it to Innlandet for their consideration and we are now waiting for the confirmation of interest. In addition, we systematised information about SDG 15 advances at UCR and included a study conducted by our National Council of Rectors, which is available upon request, as we will be working together with AIU Secretariat to promote future linkages among our researchers and the HESD Cluster's groups.

Finally, after the first encounter with the HESD Cluster SDG 13 and SDG 14 during last year meetings, we invited our Postgraduate Program of Integral Management of Tropical Coastal Areas to consider an important invitation from Bergen University and the West Indies University to participate in the Seminar on Teaching ocean science and SDGs in higher education: "Perspectives from the IAU HESD Cluster and South-African Master program in Ocean Science (SAMOS)", coinciding with the arrival of the Ocean

Expedition in Cape Town, Jamaica. Our professor and researcher Dr. Ingo Wehrtmann, participated in this activity and presented "[The Research Center of Marine Science and Limnology \(CIMAR\)](#) of the Universidad de Costa Rica (UCR) and the SDGs." During this activity he was able to establish new contacts, expand knowledge and share best practices regarding SDGs and higher education, learn about new teaching methods on the SDGs and promote the work conducted at UCR, particularly at the Research Center on Marine Sciences and Limnology, including our Postgraduate Program of Integral Management of Tropical Coastal Areas. He has continued communicating with his contacts since then and there is interest in promoting learned models and he also organized a videoconference on the topic of waters, among other initiatives that have developed after this participation.

SDG 16: PEACE, JUSTICE & STRONG INSTITUTIONS

Leads: University of Nairobi, Kenya

<https://www.uonbi.ac.ke/>



Satellites in Subcluster:

- University of Copenhagen, Denmark
- James Madison University, USA
- University of Tokyo, Japan

SDG 16: The University of Nairobi, through Wangari Maathai Institute of Peace and Environmental Studies (WMI) the SDG 16 on peace, Justice and strong institution is working on different initiatives to enhance the work of SDG 16 within the SDG three broad categories of Peace, Just and Inclusive societies, which covers among others reducing violence, effective and transparent institutions, ensure responsive, participatory decision making, strengthen institutions through cooperation, promote non-discriminatory laws and policies for sustainable communities and conflict prevention.

More information will be added shortly. Please refer to the website of the WMI:
<https://wmi.uonbi.ac.ke/basic-page/wangari-maathai-institute-peace-and-environmental-studies>

SDG 17: PARTNERSHIPS FOR THE GOALS



IAU Partner organisations for HESD:



IAU HESD & HESD Portal

Report on activities on SDG 17: Partnerships for the Goals, lead by IAU and member organisations

Lead by IAU's Strategic Goal: *Higher education and research contribute and are recognized for their contributions to sustainable development*, IAU HESD initiatives, notably supported by the IAU Working Group on HESD and IAU HESD Cluster network, are undertaking efforts to strengthen partnerships with and within higher education for the SDGs. IAU believes that the *UN Decade of Action for the Sustainable Development Goals (SDGs)* presents a window of opportunity for higher education to be involved and advocate for the HEd sector's key role in teaching, research, and community engagement for sustainability. IAU engages its members and works with partners in support of the 2030 Agenda and SDGs, supporting a whole-institution approach and strategic leadership for sustainability.

The IAU Global Cluster on HESD:

The activities of the IAU Global HESD Cluster have been constantly developing and IAU has been in touch with the group through monthly emails and virtual meetings (bi-annual), while in-person meetings took place with some Cluster members in the context of a selection of partner events (for instance the UNESCO WHEC and Pre-TES). The IAU Members in the Cluster are actively working on SD projects, thus consolidating existing partnerships and initiating new ones. However, time and resource allocation seem to be a challenge for Cluster Members, as support of this additional engagement is not always provided at institutional level. IAU is bringing this to the attention of HEI leadership in membership and other

meetings. IAU members are invited to also engage with other initiatives such as the recent third global HESD survey and publications.

Main activities in for the period under review include:

- IAU HESD Cluster Workshop March 2022 (virtual), with, as outcome documents, a statement and a work plan. See also [IAU Global Cluster on HESD Activity Report 2020-2021 here \(pdf\)](#).
- Events (virtual and in-person) with active participation of IAU HESD Cluster representatives
- Identification of new satellites to several subclusters following conversations facilitated by IAU
- Drafting of supporting documents form IAU currently being finalized (Cluster Certificates and Cooperation Agreements)

UNESCO Participation Programme 2020-21

After receiving modest funding through the UNESCO Participation Programme in summer 2020, IAU has been able to hold the IAU HESD Cluster workshop in a virtual format in agreement with UNESCO. Over three days, from 21 to 23 March, **17 IAU HESD Cluster** lead and several satellite institutions met to share, learn and plan for the future. Main discussion topics included how universities can engage with the SDGs and the importance of a whole institutional approach to SD. Thanks to the inspiring contributions of all participants we were able to elaborate two key documents for the future commitment of the IAU HESD cluster:

- The statement on the [Joint vision from the IAU Higher Education for Sustainable Development \(HESD\) Cluster members](#)
- The [Strategy and Working Plan 2022-2024](#)

HESD at UNESCO World Conference on Higher Education (WHEC)

Next to other contributions to the WHEC, IAU was invited by UNESCO ESD to lead the organisation on a joint session on *Higher Education's Role in securing a sustainable future* with UNESCO and SDSN/Mission 4.7 (20 May). The expert presentations and discussion during the session included IAU Board Member and chair of the HESD working group, Pornchai Mongkhonvanit, and partner organisation ACU ([learn more](#)). Furthermore, IAU submitted a [joint document with ACU and AUF](#) to WHEC2022 which outlines how higher education partnerships and associations can accelerate progress on the SDGs. Lastly, the IAU was an Observer to the *Global Independent Expert Group on the Universities and the 2030 Agenda (EGU2030)* initiative led by the University of Bergen and UNESCO. The EGU2030 Report to the WHEC2022 can be accessed [here](#).

UN High Level Political Forum (HLPF)

For the fourth subsequent year, IAU was an active participant at the HLPF 2022. All events that IAU took part in and co-organized can be found [here](#). The virtual events reached participant numbers up to 350 live, almost 2000 registered (UNITAR workshop) and many more accessed the recordings. Some **highlights** include:

- **UNITAR Workshop with ACU/AUF, SDSN/Global Schools, My World Mexico, and York University on “[Transformative Education, Digital Learning, and Partnerships toward a more Sustainable and Equitable Future](#)”** IAU co-organized this event, IAU partners and representatives from IAU Members were on the panel.
- **[HESI \(Higher Education Sustainability Initiative\) Virtual event](#)** titled: “*HESI+10 Global Forum “Role of higher education in building back better from COVID-19 and advancing the 2030 Agenda”*”. IAU is part of HESI and follows HESI roundtable discussions throughout the year.
- **[Awards Ceremony International Green Gown Awards \(IGGA\)](#)**: IAU is a partner of the IGGA, and sat on the judging panel this year again.

Publications

IAU Series of Publications: IAU has continued its series of publications about the HE engagement with the 17 SDGs. After [SDG 13](#) in 2019 and [SDG 5](#) in March 2021, two other publications were finalized by the end of 2021:

- **Higher Education and SDG 14: Integrating Ocean Research for the Global Goals**, jointly with the University of Bergen.
- **IAU-UNODC Young Scholars Competition: Higher Education engages with SDG 16: Peace, Justice and Strong Institutions**, with articles from Young Scholars, resulting from the cooperation with UNODC, launched at a virtual event with discussion with authors (Nov.21).
- **IAU Horizons:** The topic of the *In Focus* Section of Horizons 26.2 (December 2021) is [Leadership for a Sustainable Future – Higher Education and Agenda 2030 and the Sustainable Development Goals](#), with contributions from HE leaders from 25 countries worldwide.
- Contribution to an [article on the Whole-Institution Approach to SD](#) with the SDG 4 subcluster (early version October 2021, in print journal spring 2022).

IAU Global HESD Portal on HESD (www.iau-hesd.net)

The portal is constantly being improved in its functionality and content is being updated regularly. Members can submit their actions through an online form to facilitate the process, or contact IAU via email. Furthermore, a **project with students at ISIT** (intercultural-studies, management and communication school), an IAU Member, over the course of one semester allowed a group of students to apply their knowledge and work with the IAU as an external partner. The project analysed the IAU HESD Portal, and several helpful suggestions for improvement were presented at the end of the project. IAU has started to discuss and implement proposed changes, with the overall aim of making the portal more modern and user-friendly. Currently, the portal lists over 450 News items, 350 events, and more than 1200 Actions from 1050 Universities and 200 Organizations globally (May 2023).

Further cooperation/events

- **UNESCO ESD:** IAU is invited on board of the [ESD-Net 2030](#) (launch October 2022), following the success of the previous [Global Action Programme\(GAP\)](#).
- **ACU/AUF/IAU:** The associations met in October 2022 at UNESCO HQ and are in regular contact on HESD, for UN-events such as TES and HLPF, and other cooperation. IAU was invited to present at the AUF Gender Equality Consortium (16 May 2022).
- **UNODC:** the valuable partnership with UNODC persists, however the Education for Justice (E4J) initiative has ended to give way to the new [GRACE initiative](#). IAU was invited to speak at UNODC virtual events (OECD April 22, HLPF) and is exploring further collaboration in the context of GRACE.
- **HESI:** Active participation in meetings and discussions, IAU spoke at HESI webinar (June 2022)
- **Sulitest and SDSN France:** Hilligje van't Land is on leadership council/advisory board and IAU in close contact with both
- **Events:** Active participation in various online events, from member universities, associations, and [organisations related to HESD](#), with partners such as HETL, UNEP-YEA and others.
- IAU was represented at [Stockholm +50](#) through Gothenburg University (June 2022)
- IAU co-organised an official side event at the [UN Ocean Conference](#) with the University of Bergen
- IAU was consulted by the French ministry department on their survey on Green Campus and ecological transition (July 2022)
- **SDG Impact Assessment tool:** IAU organised [virtual workshops](#) with Gothenburg University, Karolinska Institute, and SDSN Northern Europe (June 2022) to bring the tool closer to IAU Members.
- **TAM Azerbaijan:** IAU a Technical Assistance Mission (TAM) as a hybrid workshop for three HEIs in Nakhchivan in Dec. 2021 on HE and SDGs, together with the Erasmus+ office Azerbaijan.
- **COP 26 and COP 27:** Mobilizing and informing the Cluster..
- Research stay: IAU welcomed a colleague seconded by MRU, Lithuania, in March 2022 who also took part in the Cluster meeting.
- New partnerships with associations around the world engaging with SD are constantly being discussed.

ANNEX

IAU HESD Cluster Statement, March 2022

Higher education for a sustainable future Joint vision from the IAU Higher Education for Sustainable Development (HESD) Cluster members

As scholars representing universities from all over the world in the *IAU Global Cluster on **Higher Education and Research for Sustainable Development (HESD)***, meeting from 21 to 23 of March, 2022, we confidently affirm that:

- High quality, values based higher and further education are essential for making progress towards *Agenda 2030*;
- The interconnectedness of the Sustainable Development Goals (SDGs) requires more cooperation between the Goals in research, education, community engagement and global partnerships; Universities are evidence-based, and trusted entities for this needed collaboration at all levels
- Universities are key contributors in SDG achievement by educating students, citizens and leaders as critical thinkers and change agents. Universities shape society by relating academic findings to the real-world issues embedded in the SDGs and, as such, are central actors for a more sustainable future
- It is with universities and through their academic missions of scholarship and service that a sustainable recovery post pandemic can be ensured;
- Universities have unique capabilities to be organisational innovators modelling new sustainable development (SD) policies and governance internally and the needed scientific evidence and other discoveries to inform and shape that of others;
- Universities distinctly hold the appropriate knowledge and educational methods for the range of literacies, including digital and wellness literacies, needed for SD.

Our Commitment:

We, within our respective mandates and in our areas of responsibility, taking into account our needs, capacities, available resources and institutional and national priorities, commit to:

1. **Bring sustainable development to the core of our mandate** as universities by embedding it throughout our research & innovation, curricula and learning outcomes, service to our communities, and institutional governance;
2. Enhance south-south, south-north, and triangular partnerships for a **fair and equitable cooperation** fostering diversity in **cooperation projects**;

3. Foster the importance of **multi and transdisciplinary approaches to sustainable development** that include community voice and direction, see interconnections, appreciate multiple views and embrace complexity;
4. Advocate for a **whole-institution and whole-university sector approach**, that strengthens teaching, research, community engagement, and advocacy for the self-sufficiency of each campus, and to constructively engage all sectors including government, business, and civil society;
5. Move from policy informing toward **policy shaping** that maximises higher education's engagement in SDG policy discussions and employs a strategic, systematic and holistic approach to transforming education;
6. **Equip our students with the knowledge, skills, and capabilities** for sustainable and resilient livelihoods of their choosing in the face of growing risk and uncertainty and to take an active role for society;
7. Harness the power of **digital tools, transformative technologies, and innovative pedagogies** as catalysts for implementing the SDGs mindful of the ethical responsibilities and appropriate scepticism that should accompany each innovation;
8. Explore new models of evaluating scholarship that includes diverse scholarly works assessed in light of their SD impacts and recognizes, compensates, rewards, and celebrates this ESD scholarship;
9. Call for **provision of public funding and other community resources** for universities to fulfil these promises.

Signatories: The members and focal points of the HEIs engaged in the IAU HESD Cluster

(see also: List of Cluster Lead institutions:

<https://www.iau-hesd.net/contenu/4648-iau-global-cluster-hesd.html>)

Paris/online at the IAU HESD Cluster Meeting, 23.03.2022

THE IAU HESD CLUSTER STRATEGY AND WORKING PLAN 2022-2024

Document discussed with the Cluster and IAU during the **International Research and Networking Workshop on Higher Education and Research for Sustainable Development**:

The IAU Global HESD Cluster's collaboration to accelerate action to achieve the Sustainable Development Goals (SDGs)

Paris/online, 21.03.-23.03.2022

Introduction

In September 2015, the **United Nations General Assembly** unanimously adopted: [Transforming our world: the 2030 Agenda for Sustainable Development](#). This Agenda identifies **17 Sustainable Development Goals (SDGs)** to define the actions needed for a sustainable future for all. One of the key messages and mottos of the 2030 Agenda is “leave no one behind.” The Agenda is truly global, it concerns everyone, everywhere: **the goals set are globally applicable, inclusive, and combining all dimensions of sustainability** (People, Planet, Prosperity, Peace, and Partnerships). With the “Decade of Action for Sustainable Development” and less than 10 years to 2030, **actions for sustainable development** by the **higher education** sector need to be **reinforced and scaled up** to contribute to a sustainable transformation process effectively. The COVID-19 Pandemic added to the urgency of the SDGs, and highlighted the **need to act now**.

The [International Association of Universities](#) (IAU) has **fostered sustainable development** for more than 25 years. In 1993, the Association adopted the *IAU Kyoto Declaration on Sustainable Development*, urging the higher education leaders and the HE community to engage with sustainable development. In 2014, the IAU adopted the *Iquitos Statement on HESD*, urging to connect knowledge and research systems worldwide. This Statement was one of the many IAU contributions to the UNESCO Decade on Education for Sustainable Development (UN-DESD, 2004 – 2015) and used by UNESCO for the Aichi Nagoya End of Decade Conference and launch of the new ESD for 2030 Education programme. IAU was a key partner to the UNESCO Global Action Programme on education for sustainable development (GAP-ESD) and lead partner network for the steering committee of Partner Network 2 – Whole of Institution Approaches to ESD. Today **IAU is a lead partner in the UNESCO ESD for 2030 programme**.

The IAU has contributed to increasing the commitment of Universities and other higher education institutions (HEIs) to sustainable development over the years. **IAU advocates for the role higher education plays for the achievement of the SDGs** and looks at how the 2030 Agenda contributes to the transformation of HEIs themselves. The COVID-19 pandemic stressed how important international cooperation in education and science is and how a crisis also comes with opportunities for engagement, reflected in the many activities started at HEIs to support communities and continue education and collaboration online to a large extent.

As an expert and well-established and recognized global network active in the field of HESD, IAU launched [The IAU Global Cluster on Higher Education and Research for Sustainable Development \(HESD\)](#)

in 2018, a project that aims to help bridge gaps identified above. Since its launch, the Cluster constantly developed, and the network now **mobilizes over 70 universities**; its dynamics stimulated **numerous projects and partnerships** and continues to do so.

The IAU Global Cluster on HESD brings together a diverse group of HEIs from around the world and encourages them to develop innovative joint initiatives and partnerships. This project is more than just about north-south, south-south, or north-north connections; it encourages triangular cooperation and in particular builds strong teaching, research, and developmental projects and initiatives between HEIs committed to working across differences and borders on an equal footing. The Cluster works on all dimensions of the SDGs, people, planet, prosperity, peace and partnership. Interdisciplinarity, cooperation and cultural diversity is at the core of the Cluster activities.

The Cluster consists of 16 lead universities, each **engaging** more specifically **on one of the SDGs** while **connecting to the other SDGs**. IAU leads the work on SDG 17 by fostering global HE partnerships. From all world regions, the lead universities collaborate with several 'satellite' institutions, engage with a particular SDG, and initiate concrete projects across all goals. The subclusters are not limited to their assigned SDG, but are encouraged to work across goals, disciplines, and cultures. Furthermore, the Cluster promotes the role, and potential HEIs globally have to achieve the SDGs and the 2030 Agenda. HEIs and Universities engage with the SDGs in multiple ways, through teaching, research, leadership, and campus operations. The Cluster facilitates collaboration and promotes a whole-institution approach ([WIA](#)) to sustainable development.

Vision

The Global IAU HESD Cluster aims to be a global network of HEIs committed to **promoting education and research for sustainable development**. The IAU Global Cluster also aims **to connect HE Associations and networks worldwide** working on sustainable development or wishing to get involved. Its vision is to scale-up sustainable development within HEIs, while at the same time increasing awareness of SD actions already implemented at HEIs, to policy makers and the broader public.

Mission

The Global IAU HESD Cluster aims to be **inclusive** and **open** to all members who look for **peer-to-peer advice** on how the 2030 Agenda can be implemented at universities and how universities can engage with the Agenda and the SDGs. The Global IAU HESD Cluster promotes **collaboration, exchange**, and **joint research** among HEIs around the world in support of the 2030 Agenda. The Cluster works on all dimensions of sustainable development.

Objective of the Cluster

The IAU Cluster on HESD networks and promotes new and existing HE work undertaken to achieve the SDGs and the 2030 Agenda. All HEIs are seen as **equals**, no matter their location, size, age, or mandate. **Connections** and **partnerships** must be ensured and built, particularly **between very diverse sets of institutions**. We know that this approach **triggers innovative approaches** to issues raised in the goals.

The Cluster assists universities in addressing the SDGs; the Cluster work also helps monitor and foster work on the **transformation universities** themselves undergo. The ultimate aim is to **facilitate teaching, research, and community engagement** projects that result in **better-educated critical citizens** who will be better prepared to address global and local issues and challenges. Student initiatives receive special attention.

The Cluster encourages a **holistic approach to the SDGs** and welcomes innovative methods. **Peer-to-peer learning** sparks new ideas and creativity among the Members of the Cluster. It encourages other universities to step up their game towards achieving a more sustainable present and future.

Within the overarching goal of “Accelerating the implementation of the 2030 Agenda for Sustainable Development” (UN SDG Summit 2019), the Cluster has **two concrete objectives**:

1. First, to serve as a **resource and networking hub** both for institutions already engaged in SD and moving more strongly to help address the SDGs locally and seeking innovative partnerships around the world and for those starting to engage with the SDGs at their institutions. They turn to the Cluster for collaboration and guidance on best practices to advance on the SDGs in local, national, and international contexts. This includes **facilitating work in institutions**, by proposing tools and providing support in various forms.
2. Second, the IAU Global Cluster serves as a **global voice for higher education and sustainable development**. IAU advocates for HESD at UNESCO, the UN, particularly at the High-Level-Political Forum, at IAU global Conferences, at Member workshops, and other initiatives developed at the local and the regional levels.

While recognizing the interrelatedness of global challenges, the Cluster focuses on the higher education sector and the following overarching key topics:

- UN 2030 Agenda and SDGs,
- Higher Education and Research
- Internationalisation
- Partnerships

The list of Cluster leads and Satellite Institutions can be found here:
<https://www.iau-hesd.net/contenu/4648-iau-global-cluster-hesd.html>

Working plan

Context: This working plan and strategy have been discussed at the **IAU HESD Cluster Workshop**, taking place online from 21-23 March 2022, **supported by the [UNESCO Participation Programme](#)**.

The Cluster works mainly at two levels:

- 16 HESD Cluster lead universities, each leading one of the SDGs.
- Each SDG lead institution works and advances projects relating to the SDG with their Satellite Institutions and partners

IAU coordinates the overall project and provides assistance where needed to the Lead Institutions, and it leads the work on SDG 17 – Partnerships for the Goals. **IAU acts as a multiplier**, working with and **supporting International Organisations**, such as UNESCO, and the Lead Institutions. Together, the Lead and Satellite Institutions form creative and innovative SDG teams, reporting back to IAU. Also, connections between leads and satellites further strengthen connections between SDGs and institutions in the network.

Cross/trans-SDG-Partnerships are strongly encouraged, and many HEIs are active in more than one Subcluster. The separation into SDG teams is not supposed to create new “silo” approaches to sustainable development work. Still, it should be seen as a method to ensure that all SDGs are being considered. Due to the diverse nature of the SDGs, each team will develop its projects and strategies.

Joint initiatives have been, are being, and will further be planned. The Cluster work involves HE leadership, Academic staff (teaching research and admin), students, and local partners.

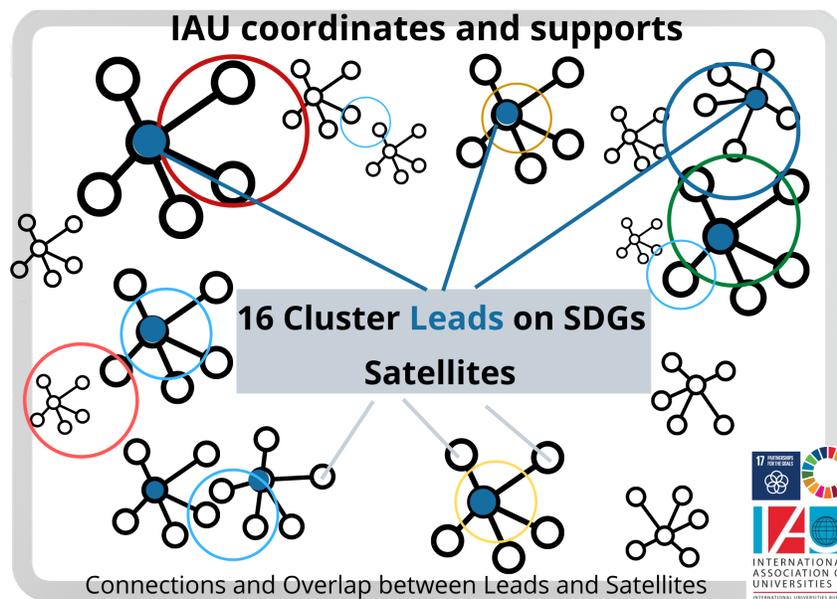


Figure1: Draft Scheme of the IAU HESD Global Cluster, elaborated by IAU (2022)

Project Monitoring and Reporting:

- Every year, the HESD Cluster Members are invited to report briefly on activities undertaken, this is compiled in a Cluster Report by IAU and published ([see 2019-2020 Report](#)). The report for 2021-2022 is currently being prepared;
- The IAU International Conferences (once a year) and General Conferences (once every four years) are used as networking nodes and means to communicate on and about the Cluster. The Cluster leads and teams are invited to attend and contribute to the IAU annual events.
- The IAU Cluster reports and plans will be submitted to the IAU General Conferences (every four years) in the lead up to the Agenda 2030 deadline.

Global Monitoring and Evaluation:

- IAU Cluster Members are invited to choose amongst existing tools or create their own monitoring mechanisms;
- IAU Cluster Members are invited to test, monitor and evaluate tools;
- IAU Cluster Members are invited to jointly issue position papers and recommendations on such tools being developed or made available.

Publications:

- IAU Cluster lead institutions are invited to contribute papers to *IAU Horizons* (*twice a year*);
- The HESD Cluster Members are invited to take on or contribute to an IAU publication;
- IAU Cluster lead institutions are invited to take on one publication per SDG thus growing the SDG Publication series with support of the IAU Secretariat.

Representation and Advocacy:

- IAU and IAU Cluster team Members will foster the HESD cluster work at conferences, seminars and other events around the world to foster HESD. Cluster lead institutions will report briefly on events attended to better network initiatives;
- Together with the Cluster teams, IAU will present Cluster initiatives at the annual UN High-Level Political Forum on Sustainable Development (HLPF), each year in July, in New York or virtually;
- The IAU Cluster work is presented at UNESCO events, including the upcoming UNESCO WHEC 2022, in May; and other UN and Member events of relevance to HESD.
- Synergetic dynamics: Cluster Members will invite each other to attend and take part in projects, initiatives, events;
- Cluster Members are invited to speak at HESD events IAU is invited to take part in.

Communication

IAU is communicating regularly with the IAU HESD Cluster Leads, by sharing bi-monthly update emails with news on IAU activities, opportunities to be engaged, and activities from other Cluster Members that are open for participation. These include also information or requests for feedback for the Cluster Leads on IAU initiatives. The Leads, in turn, report back to IAU and are invited to actively share their initiatives for publication on IAU channels. Also, the Leads are responsible for communicating with Satellites and

sharing information distributed by IAU, if of relevance for the specific subcluster. Some platforms and possible IAU channels include:

- IAU Cluster Webinars with a focus on HESD are being offered regularly;
- The IAU website and the HESD portal reports on Cluster work highlighting the HEIs work;
- The IAU monthly Newsletter highlights achievements and share information;
- Twitter engagement (@IAU_HESD) and possible campaign could be developed around the Cluster activities, slogans, highlighting individual and joint initiatives;
- A [linkedin group](#) for the Cluster is newly created to facilitate information-sharing;
- A google drive with IAU Cluster Resources is created (internal, please email i.toman@iau-aiu.net for access) .

IAU thanks all contributors to this report, notably the members and focal points of the IAU HESD Global Cluster.

Paris, July 2023

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