

IAU HESD CLUSTER Expert Meeting 2026 - Report

Building Global Partnerships for Sustainable Development: The IAU HESD Cluster and the Road Ahead to 2030



Dates: 21-22 April 2026 - 2 days, In-person Meeting & Workshop

Location: Carthage - Sidi Bou Saïd/ Tunis, Tunisia, [Institut supérieur des études touristiques et hôtelières \(ISETH\)](#) of the University of Carthage.

Co-organised by the **International Association of Universities (IAU)**, **University of Manouba**, **University of Sousse**, **University of Carthage**.

Topics: UN Agenda 2030, SDGs, Higher Education and Research, Strategy and Whole Institution Approach to HESD (WIA – HESD), Partnerships.

Learn more about the event on the [Website here](#) and read the [summary article](#).

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1. Context and Meeting Objectives

Universities play a pivotal role in advancing sustainable development through research, education, innovation, and community engagement. The [International Association of Universities \(IAU\)](#) established the [Global Cluster on Higher Education and Sustainable Development \(HESD\)](#) to strengthen collaboration among higher education institutions worldwide and support and highlight work that aligns with the 2030 UN Agenda for Sustainable Development.

This workshop brought together some 50 experts from 15 universities actively engaged in the IAU HESD Cluster work, as well as from the co-organising institutions in Tunisia. The meeting allowed participants to share their experience, strengthen inter-institutional collaboration, and identify concrete joint initiatives to accelerate higher education's expertise in Education for Sustainable Development and contribution to achieving the SDGs in the remaining years until 2030, including the SDG 4 review at the UN HLPF in 2027. Furthermore, the meeting allowed to look ahead and set the path forward for HE's role and responsibilities beyond 2030.

Meeting Objectives

Overall, the meeting participants and discussions:

- Highlighted the **achievements of the IAU Global Cluster** and state of play in 2026,
- **Share experiences** and promising practices on integrating the SDGs into university strategies, teaching, research, and community engagement.
- **Built capacity** among network members to ensure effective sustainability action,
- **Initiated a process of co-creating** of positions for the 2027 UN-wide review of SDG 4, and initial perspectives for higher education's relevance in and its role for a post-2030 agenda,
- Engaged with the new [UNESCO World Higher Education Roadmap towards and beyond 2030](#) (launched in March 2026)
- Developed a **joint action plan** identifying collaborative projects, communication mechanisms, policy perspectives, and follow-up activities.
- Drafted a **position paper** from the Cluster network regarding key roles and impact for HEIs in a post 2030 Agenda
- **Strengthened partnerships** among universities and between the Cluster Members and external stakeholders.
- **Enhanced visibility** and alignment of the IAU HESD Cluster's efforts toward the 2030 Agenda.

Meeting Outcomes

- (1) **Action Plan** (*intern IAU Cluster Network*) for shared activities of the IAU HESD Cluster (all SDGs), optional action plans for each SDG Cluster – *work in progress to be finalised in July 2026*
- (2) **Position Paper** (*work in progress -to be published in July 2026*) to inform the 2026 UN HLPF, the World Conference on ESD in early 2027, and 2027 SDG 4 review.
 - Influenced by and informing the second **Global Higher Education Symposium GHES II** (UN HLPF 2026)
 - The position paper will also be discussed at two **follow up online Cluster meetings, on 19 and 20 May 2026.**

2. Report

The report for the IAU HESD Cluster Expert Meeting, was elaborated based on meeting notes provided by speakers, participants, and IAU staff, as well as AI-generated transcription of the recording from the



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opening segment of the meeting. The draft report for comments from and validation by all meeting participants was shared between 25 May and 4 June 2026.

Day 1: 21 April

Opening Session

The opening session of the IAU HESD Cluster Expert Meeting, welcomed high-level representatives from higher education institutions, international organisations, and the Tunisian higher education ministry to reflect on the strategic role of universities in advancing the Sustainable Development Goals (SDGs). The discussions underscored the growing responsibility of higher education institutions (HEIs) to move beyond their traditional mandates of teaching and research, and to assume a more proactive role as drivers of societal transformation, innovation, and sustainable development.

A central theme emerging from the session was the necessity to strengthen collaboration, both within and across national and regional higher education systems, as well as through global partnerships. Particular emphasis was placed on the importance of SDG 17: Partnerships as an enabling factor for achieving the 2030 Agenda. Speakers collectively highlighted the urgency of accelerating implementation efforts while simultaneously preparing for the post-2030 sustainable development landscape.

- The session was opened by **Jouhaina Gherib**, IAU Vice-President and UNESCO Chair for Sustainable Development in Africa at the University of Manouba, who welcomed participants and emphasised the significance of inter-university collaboration in Tunisia as exemplified by the co-organisation of the meeting. She underlined the critical role of partnerships in advancing the SDGs and reiterated the responsibility of universities in promoting peace, inclusion, and knowledge-based responses to global challenges.
- **Nadia Mzoughi**, President of the University of Carthage, stressed that universities must evolve from knowledge-producing institutions into active agents of societal transformation. She highlighted the urgency of addressing global challenges, including climate change and widening inequalities, and called for the systematic integration of the SDGs into institutional strategies, governance, teaching, and research, with an emphasis on measurable impact and accountability.
- **Ameur Cherif**, President of the University of Manouba, highlighted institutional engagement with the SDGs, with particular reference to SDG 6 on water and sanitation. He emphasised the importance of ensuring that academic activities generate tangible societal impact through research, innovation, and community engagement, and advocated for the systematic integration of sustainability across all institutional functions.
- **Lotfi Belkacem**, President of the University of Sousse, presented key institutional initiatives, including UNESCO Chairs and international partnerships aligned with the SDGs. He highlighted innovation, digital transformation, and gender equality as strategic priorities, and underscored the essential role of inter-institutional cooperation in addressing global challenges related to health, education, and sustainable development.
- **Murad Bellassoued**, Chief of Staff, representing the Tunisian Ministry of Higher Education and Scientific Research, outlined the national vision positioning higher education as a central pillar of sustainable development and innovation. He emphasised the importance of interdisciplinary research, alignment with national development priorities, and strengthened collaboration between institutions to accelerate progress towards the SDGs.



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- **Rana Taha**, Resident Coordinator in Tunisia for the United Nations, reflected on the widening gap between global commitments and implementation realities. She called for renewed urgency in SDG acceleration and encouraged universities to embrace innovation, including artificial intelligence and data-driven approaches, while ensuring alignment with national development priorities and local contexts.
- **Noah Sobe**, Chief of Higher Education at UNESCO, shared a video message in which he emphasised the need for systemic transformation within higher education systems to enhance their contribution to sustainable development. He highlighted the importance of more inclusive, interconnected, and socially responsive universities, and presented [UNESCO's Higher Education Roadmap](#) as strategic framework as a basis for global cooperation and transformation.
- **Hilligje van't Land**, Secretary General of the International Association of Universities, reaffirmed that sustainable development is central to the mission of higher education globally. She noted increasing structural pressures facing universities and called for strengthened global cooperation, enhanced use of data to inform policy, and a shift away from competitive ranking logics towards collaborative approaches grounded in shared responsibility and action.

Panel 1

Following the formal opening segment, leads and satellite universities representing SDG3 (University of Catalonia), SDG4 (York University), and SDG5 (University of Bologna) participated in a **panel session on "Institutional Leadership and the SDGs"** chaired by Hilligje van't Land.

- **Charles Hopkins**, UNESCO Chair in Education for Sustainable Development at York University, reflected on the historical evolution of education for sustainable development. He emphasised the importance of a holistic and integrated approach encompassing environmental, social, and economic dimensions, and reaffirmed education as a foundational enabler of sustainable development.
- **Marta Aymerich**, Director eHealth Centre at the Open University of Catalonia (UOC), together with **Marc Graells Font**, presented the work of the SDG 3 subcluster from 2023 to 2025, with a focus on mental health and well-being in higher education. They highlighted the importance of proactive, context-sensitive approaches and stressed the role of resilience, transversal skills, and interdisciplinary collaboration in addressing complex health-related challenges.
- **Cristina Demaria**, Professor at the University of Bologna, addressed persistent structural and cultural barriers to gender equality in higher education. She emphasised the need for intersectional approaches, strengthened accountability mechanisms, and evidence-based institutional policies supported by robust data systems.

The first segment concluded with a discussion among participants, who raised key questions regarding the effective engagement of institutional leadership in advancing the SDGs. Contributions highlighted the importance of increasing the visibility of sustainability initiatives, developing enabling frameworks, and creating appropriate incentives for institutional commitment. The discussion closed with a shared call for strengthened collaboration between universities, governments, and international organisations to accelerate progress towards the SDGs and reinforce the role of higher education as a central driver of sustainable and inclusive development.

Group work

The group work segment focused on “**Working with a Whole Institution Approach (WIA) in different areas at the university: Teaching and Learning, Research, and Community Engagement**”.

Participants self-selected the breakout groups according to interest and previous selection. Each group had a facilitator and rapporteur. The facilitator invited participants around the table to provide short introductions and input presentations, followed by a discussion:

Guiding question: How are your activities/ how is your project implementing a WIA at your university?

The aim of this group work segment was to share case studies and concrete examples, encourage questions, and exchange between participants to learn how different HEIs put the WIA and SDGs into practice. Discussants were encouraged to look into the following:

- Where are the similarities/differences between examples?
- How can you learn from each other and possibly collaborate?

Group A discussed whole-institution approaches to teaching and learning.

Rapporteur: Bob Manteaw.

Kenyatta University

Colleagues from Kenya reported on ongoing partnership project with UNESCO on leadership for ESD, which focuses on Teacher Education. The project launched in June 2025 was targeted at some 150 Teacher Educators. But seems to have been oversubscribed due to its popularity and now countries over 200 participants. The program is anchored on SDG 4-7 and aims to strengthen the capacity of Teacher Education in ESD delivery and to build a regional community of practice at both institutional and national levels.

British University in Egypt

Hadia Fakhreldin from Egypt reported intentional efforts to integrate ESD and sustainability in Business and political science programs. She works with other faculty members and students to practicalize issues of sustainability by creating and providing real life opportunities that allow students to live the practice. The focus has been on enhancing appreciation and understanding of concepts through course modules and cross-curricular approaches that allow the integration and implementation of the SDGs in all courses, but especially in entrepreneurship and innovation in business courses.

University of Ghana

Bob Manteaw reported on whole institution approaches from the University of Ghana as part of the Vice Chancellor's priority to promote sustainability education and practice on the campus and among faculty and students. The Center for Climate Change and Sustainability Studies has since become the focal point for sustainability and climate change interdisciplinary programs that involve the entire university. Graduate courses are offered with faculties drawn from different departments and disciplines, as well as the introduction of a common first year university course in climate and sustainability education for all undergraduate entrants.

University of Carthage

There is growing interest in Peace, Law and Justice. And there are efforts to integrate all these into a newly developed program in Governance and Political Science and guided by SDG 16. The focus is



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currently on the University of Carthage where there is a growing discourse on good governance and the fight against corruption.

Group A: AREAS OF CONNECTION, CHALLENGES AND OPPORTUNITIES

- No specific approach is good or better, but attention is on the complementarity of approaches;
- Before teaching on and about the SDGs, there is a need to understand and teach about the root causes of existing challenges;
- Institutional cultures can be impeding factors and require attention;
- Lack of students' awareness and understanding of issues of climate change and sustainability are challenges to address.

HOW DO WE NOTICE/RECOGNIZE STUDENTS SHIFT

- Students shift thinking and behavior when
 - there is active institutional leadership
 - little efforts are recognized and encouraged

WHAT NEXT—EXPECTATIONS FOR POST 2030

- SDGs are actualized (updated/revised)
- Awareness high on SDGs
- All educators have SDGs competencies
- Learners are engaged effectively
- Effective information sharing
- Innovative pedagogies
- Sustainability becomes a practice

Group B discussed Research an innovation for sustainability

Facilitator and rapporteur, Juhaina Gherib

SDG 6 – Clean Water and Sanitation (Habib Chouchane, University of Manouba)

This presentation introduced examples of good practices with many international projects carried out by the university of Manouba such as innovative wastewater treatment technologies that not only reduce pollution but also convert pollutants into green energy. The projects developed, often through international collaboration, also contribute to water reuse for irrigation, the production of biofertilizers, and addressing water scarcity, particularly in Tunisia.

SDG 7 – Affordable and Clean Energy (Mongi Besbes, University of Carthage)



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The focus was on the global challenges of the energy transition, despite progress in electricity access and renewable energy development. The presentation emphasized the need for a just transition, integrating equity, energy security, and adaptation to local contexts, as well as the key role of universities as drivers of innovation, partnerships, and transformation.

SDG 8 – Decent Work and Economic Growth (Gunnar Köhlin, University of Gothenburg)

This contribution stressed the importance of mobilizing the academic community around the 2030 Agenda as a powerful framework. It highlighted a new publication made by the cluster and the use of traditional academic tools (publications, interdisciplinary research, conferences, community of practices) to address issues such as sustainable growth and decent work, while strengthening links with international institutions, particularly the United Nations.

SDG 5 – Gender Equality (Cristina Gamberi, University of Bologna)

This presentation showed the centrality of SDG 5 and underlined the cross-cutting role of gender equality in sustainable development. It emphasized the need to integrate this dimension into research, education, and public policies by promoting inclusive and interdisciplinary approaches and especially by awareness.

SDG 3 – Good Health and Well-being (Amel Amara, University of Sousse)

This presentation introduced an integrated approach to health and well-being through education, research, and partnerships. The integration of SDGs into medical curricula, the development of public health research, and collaboration with field actors illustrate the commitment of universities to a more equitable and sustainable healthcare system.

In conclusion, participants in Group B, highlighted complementary approaches around several Sustainable Development Goals.

Overall, these contributions demonstrate the essential role of universities as key actors in the transition toward sustainable development, by combining research, education, and international cooperation to address major global challenges. It showed that interdisciplinarity and impact are needed but difficult to achieve.

Group C discussed whole-institution approaches to community engagement.

Rapporteurs : Marta Aymerich and Marc Graells Font.

Five universities walked into the room 51 carrying the same secret

Five universities, four SDGs (4, 5, 10 & 13), three continents, and one shared conviction that we want to name before anything else: the community is not the audience. It is the classroom. Let us take you on a quick tour.

In the **Catholic University of Lille**, law students do not just study housing rights in a textbook. They board a bus that takes them directly into underserved neighborhoods, sit across from a real person who can't afford legal advice, and they help. They learn jurisprudence and they learn empathy at the same time.



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The **University of Sousse** is doing something apparently simple: it is taking what the law already guarantees equality (equal pay for equal work) and turning that legal parity into institutional reality. Curriculum reform, gender equality plans, mentorship for female academics, an anti-harassment platform. The law exists; the university is making it live.

At the **Federal University of Minas Gerais**, Brazil went from being a nearly closed country to welcoming 97 vulnerable migrants per year (with accommodation, meals, and free tuition). The campus did not just open its doors. It restructured itself around the people who came in. The Campus became the heart of a vibrant diverse community.

In Cairo, the **British University in Egypt** hosts a COP student simulation each year. It involves 130 students from 91 universities for mastering climate negotiation, and 20 of them present a declaration at the real COP. Not a simulation of influence. Actual influence.

And at the **University of Manouba**, students are not waiting for the institution to act. Ten student clubs, each anchored to an SDG, each initiative thought, designed, and implemented by students. Thirty-five activities in two weeks. Right now, as we speak.

So what is the pattern? Across all five cases: They are building structures where communities and students co-produce outcomes, and both walk away transformed.

The question back to the Cluster meeting was: *what if we stop calling this "engagement" and start calling it "co-governance"?*

Day 2: 22 April:

The second day of the meeting served to discuss Cluster governance, and look forward to brainstorming about joint projects that the different Cluster members can advance jointly. Furthermore, an optional workshop on the whole-institution approach was offered during the afternoon.

Discussion on Cluster Governance

Starting with a summary of the discussions and echoing the main points from the first day of discussion, IAU Secretary General Hilligje van't Land welcomed back participants and set the scene. She stressed the wide variety and inspiring activities under a WIA and different SDGs mentioned by discussants and thanked them for their contributions so far.

Cluster Governance - Output cluster work plan

The discussion was introduced with two guiding questions:

- ***How can the Cluster strengthen its governance as a network to ensure clear coordination, shared ownership, and effective participation of all members?***
- ***How should the Cluster evaluate its collective actions and impact, and based on past experience, what has worked well so far and what could be improved moving forward?***

Notes from Group 1: Rapporteur Isabel Toman

- Identify a shared topic among the SDG group
- Shared value recognition system: publish papers (develop a prize?) – could more actively propose cluster projects for UNESCO prizes, IGGAs;
- Publishing opportunities for members of the cluster, opportunities to exchange, Hackathon for students (and staff?) organized between several cluster partners (MRU, Manouba, ..) ‘Global Cluster Hackathon’ ;
- Strong communication strategy (internal and external), link different Clusters;
-teams channel? Other workspace?
- Challenge-based learning (PBL), engaging students;
- Update definitions – subcluster vs global Cluster

Notes from Group 2, Rapporteur: Roger Petry

- Guideline method: how to report back to leadership from cluster work, which questions to ask;
- Data gathering from thematic sessions – is there a common place to share this information? Standard templates (IAU HESD Portal?) ;
- Sustainable livelihoods as guiding concept, experiential, storytelling;
- Discussion on indicators;
- Social media kit;
- Have two of the subclusters present every meeting.

Notes from Group 3: Rapporteur Joughaina Gherib

- 8 HEIs all new to Cluster
- Need for networking, need for exchange of best practices, more training, more webinars;
- awareness-raising;
- institutional level: more tools and more KPIs (monitoring/measure) ;
- database of experts for IAU (for cluster? List) ;
- Link between open science and HESD;
- Communication;
- South- south, and North cooperation.

Notes on general discussion:

- Gunnar Köhlin (GU) proposed the following idea: the Cluster could contribute to shaping SDG indicators, explore UN processes and actively offer HE input, e.g. each Cluster bringing in expertise. This could include: a respective peer review of reports, ahead of 2027 HLPF, a written input around 2000 words, a vision reporting until the end of 2026 (informatory note to the HLPF 2027 also could be possible via the Education and Academia Stakeholder group (EASG). Participants requested a platform/channel for communication (next to google drive, LinkedIn, and email)
- Katrin Kohl (York) suggested to brief Cluster members on framework documents: Teaching opportunity (Cluster webinar, as part of Cluster meeting, external speaker, office pact for the future)
- IAU proposes to convene a meeting of leaders from cluster lead institutions and possibly as well from sub cluster HEIs and send a message to inform about meetings and invite leads to re-commit



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After the group discussions, each group reported back to the plenary, sharing the main points and recommendations from their discussion. Next steps: IAU will share an online form for leads to fill in following the in-person and online meeting.

Conclusions/official closing session

Jouhaina Gherib and Hilligje van't Land, on behalf of the organizing partners, thanked all participants for their contributions, as well as the local team at the university/ISETH for the excellent welcome. Participants were awarded participation certificates. Hilligje van't Land and Jouhaina Gherib stressed again the importance of the Cluster network and continued efforts and partnerships for the SDGs until and beyond 2030.

Workshop on the Whole-Institution Approach (WIA)

The workshop, open to Cluster members and local participants, co-facilitated by Hilligje van't Land, Katrin Kohl, and Isabel Toman, aimed to strengthen participants' understanding of how a whole-institution approach can operationalize ESD in higher education; share practical tools and emerging insights from ongoing pilot projects and activities; and foster peer exchange on enabling and constraining factors for institutional transformation.

As a method/exercise for discussion in smaller groups, the facilitators used a 'Forcefield-Analysis'.

It encouraged participants to identify 'helping forces' for a WIA at their institution, and asking what works well, as opposed to 'hindering forces' that block progress and seem difficult to overcome.

Notes provided by Rapporteur and co-facilitator, Katrin Kohl.

Groups reported the following points after the 'Forcefield-Analysis' exercise:

Helping Forces

- Strategic leadership commitment
- Institutional support from senior management (e.g., president)
- Shared institutional values on sustainability
- Interdisciplinary integration (linking language with disciplines)
- Student-led innovation and entrepreneurship pathways
- Research capacity in sustainability-related fields (e.g., informatics)
- Benchmarking and institutional comparison (e.g., Manouba–York parallels)
- Availability of campus infrastructure and communication technologies
- Existing entry points (events, pilot activities, short-term initiatives)
- Contextual relevance (e.g., industrial surroundings shaping engagement)

Hindering Forces

- Limited and inconsistent funding structures
- Lack of broad faculty engagement or recognition of sustainability (mindset barriers)
- Competing priorities and workload pressures
- Weak motivation and institutional culture
- Bureaucratic constraints and administrative complexity
- Political influence on institutional decision-making
- Regulatory barriers (especially in local context, e.g., Manouba)
- Limited scale and continuity of extracurricular sustainability initiatives

- Risk of superficial engagement (greenwashing, bluewashing)
- Weak internal communication and unclear use of existing tools
- Short-term project cycles with limited long-term impact (lack of continuity)
- Transportation and accessibility challenges
- Small implementation teams with limited capacity

Other links/resources mentioned by participants:

https://docs.google.com/document/d/1Y_eHIulZhPI19Qe_a5g2E9f4gIKyTER5zYrYhY9NJag/edit?usp=sharing

3. Programme

Monday 20 April 2026 - Arrival of participants, welcome dinner at 19.30h at the hotel

Tuesday 21 April 2026 - Day 1 – Setting the Scene and Sharing Good Practices

Time	Session	Speakers
08:30-09:30	Welcome Coffee	-
09:30 – 10:30	Opening and setting the scene (hosts, invited speakers)	<p><i>Welcome addresses</i></p> <ul style="list-style-type: none"> • Nadia Mzoughi, <i>President</i>, University of Carthage • Ameur Cherif, <i>President</i>, University of La Manouba • Lotfi Belkacem, <i>President</i>, University of Sousse • Mourad Bellassoued, <i>Chief of Staff</i>, Ministry for HE and Research, Tunisia • Rana Taha, <i>United Nations Resident Coordinator</i> in Tunisia • Noah W. Sobe, <i>Chief of Section</i>, HE, UNESCO (<i>video message</i>) • Hilligje van't Land, <i>Secretary General</i>, IAU. <p><i>Moderator: Jouhaina Gherib</i>, University of La Manouba</p>
10:30 – 12:00	Panel and Discussion: Institutional Leadership and the SDGs	<ul style="list-style-type: none"> • Charles Hopkins (York U): <i>SDG 4, ESD, policy</i> • Marta Aymerich and Marc Graells Font (UOC): <i>SDG 3 strategy and journey</i> • Cristina Demaria (UniBo): <i>Gender, strategy and cluster</i> • Amel Bouderbala (UMA): <i>Student engagement and Responsible Futures programme</i> <p><i>Moderator: Hilligje van't Land</i>, Secretary General, IAU</p>
12:30 – 14:00	Lunch Break	-
14:00 – 15:30	<p>World Café Sessions: <i>How is your project implementing a Whole Institution Approach (WIA) in the 3 different dimensions?</i></p> <p>Integrating SDGs in teaching and learning, Research and innovation for sustainability, Community engagement and partnerships</p>	<p>Introduction and instructions: Isabel Toman (IAU)</p> <p>Group A: Integrating SDGs in teaching and learning (chair Katrin Kohl)</p> <p>Group B: Research and innovation for sustainability (chair J. Gherib)</p> <p>Group C: Community engagement & partnerships (chair H. van't Land)</p>
		<i>Rapporteurs from groups a,b,c (each 5 min)</i>

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Time	Session	Speakers
15:30 – 16 :00	Coffee Break	-
16:00 – 17:00	Panel and Discussion: How can Universities and other HEIs contribute constructively to a post 2030 Agenda?	Presenters: <ul style="list-style-type: none"> - Roger Petry (Luther College): SDG 12 - Nomeda Gudeliënė (Mykolas Romeris University): SDG 11 Moderator: Hilligje van't Land
17:00 – 17:30	Wrap-up of Day 1	Hilligje van't Land & Isabel Toman
18:30 Bus	Tour old town (Medina), followed by Networking Gala Dinner (19:30) Hotel Dar El Jeld (City Center Tunis)	-

Wednesday 22 April 2026 - Day 2 – Collaboration and Next Steps

Time	Session	Speaker/Facilitator
09:00 – 09:30	Recap and Introduction to Group Work	Jouhaina Gherib, Hilligje van't Land (HvL) and Isabel Toman (IT)
09:30 – 11:00	Collaborative Working Groups on Cluster Action Plan	Introduction (HvL and IT) Small groups/exercise on Cluster strategy and working plan, Jouhaina Gherib, Hilligje van't Land and Isabel Toman as facilitators <i>A worksheet will be provided (IT to introduce)</i>
11:00 – 11:15	Coffee Break	-
11:15 – 12:15	Reporting Back and Discussion	Jouhaina Gherib, Hilligje van't Land and Isabel Toman facilitators
12:15 – 12:45	Closing Session	Jouhaina Gherib, Hilligje van't Land and Isabel Toman facilitators
12:45 – 13:00	Closing Remarks	Host universities and IAU, moderated by Jouhaina Gherib and Hilligje van't Land
13-14:00	Lunch	-
14.00-16:00	Workshop on the Whole-Institution Approach	Facilitated by Hilligje van't Land, Isabel Toman (FR) and Katrin Kohl and Charles Hopkins (ENG)
14:00-18:00	Cultural programme	-

4. Participating Universities

Name	Country	SDG Cluster
University of Carthage	Tunisia	All SDGs, SDG 7, 10, 16
University of Manouba	Tunisia	All SDGs, SDG 6
University of Sousse	Tunisia	All SDGs, SDG 3, 5
The British University in Egypt (BUE)	Egypt	SDG 13
Kenyatta University	Kenya	SDG 4
Universitat Oberta de Catalunya (UOC)	Spain	SDG 3, SDG 5
Université Catholique de Lille	France	SDG 10, SDG 9
University of Bologna (UNIBO)	Italy	SDG 5, SDG 10
York University	Canada	SDG 4
Luther College at the University of Regina	Canada	SDG 12
Federal University of Minas Gerais (UFMG)	Brazil	SDG 10
Mykolas Romeris University (MRU)	Lithuania	SDG 11
University of Gothenburg (GU)	Sweden	SDG 8
University of Ghana	Ghana	SDG 1, SDG 13
(Guest) University of Tunis el Manar	Tunisia	
(Guest) Virtual University of Tunis	Tunisia	
(Guest) EZ-Zitouna University	Tunisia	
(excused) Antonio Nariño University (UAN)	Colombia	SDG 2, 6
(excused) Beirut Arab University (BAU)	Lebanon	SDG 9
(excused) Université Saint Joseph (USJ)	Lebanon	SDG 2, SDG 9

A participant list is available for those involved upon request.

The IAU, on behalf of the entire organising committee, thanks you for your participation and valuable input to the discussions. In case of questions, please contact: hisd@iau.global