Higher Education on the Way to 2030

Report on the work of the International Association of Universities (IAU) in the context of the **IAU Global HESD Cluster (2023-2024)**

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INTRODUCTION

This fourth comprehensive report on the activities of the IAU HESD Cluster provides valuable insights into the efforts of the Members of the International Association of Universities (IAU) to address the 2030 Agenda and the Sustainable Development Goals (SDGs). It underscores the crucial role of higher education and partnership in achieving these global goals.

The IAU extends its gratitude to all the individual contributors from its Member institutions and organisations for their key insights and their unwavering commitment to the IAU Global Cluster on Higher Education and Research for Sustainable Development (IAU HESD Cluster). Their dedication to implementing the SDGs within their institutions and networks, both locally and globally, is not only deeply appreciated but strongly needed in the face of the challenges our planet is facing.

No goal can be achieved in isolation. The 2030 Agenda and the SDGs highlight the interconnected nature of global challenges, demonstrating that only through equitable and inclusive partnerships can both visible and invisible barriers be overcome. Education is key to achieving the SDGs, and partnerships are essential enablers.

This report, showcasing examples of good practices, highlights the dedication of the Cluster members and serves as evidence that higher education is beginning to transform by incorporating sustainable development principles and visions - specifically the SDGs as a framework for action - throughout entire institutions.

As we look ahead to the UN Summit of the Future in September 2024, we remain committed to our collective efforts towards 2030 and beyond.

Sincerely,

Jouhaina Gherib   **Hilligje   van't   land**
IAU Vice-President and Chair HESD Working Group   *IAU Secretary General*

THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES

The International Association of Universities (IAU) is the leading global association of higher education institutions and organisations from around the world. It was founded in 1950, under the auspices of UNESCO, and throughout its over 70 year history has fostered partnerships in higher education and taken a leading role in discussions around topics of relevance for university leadership, staff and students (more about IAU's history).

The IAU brings together about 600 Members from more than 120 countries for reflection and action on common priorities. The IAU is an independent, bilingual (English and French), non-governmental organisation. It acts as the global voice of higher education to UNESCO and other international higher education organisations, and it provides a global forum for leaders of institutions and associations. Its services are available on a priority basis to Members; however, opportunities to engage and IAU publications are also available to non-Member organisations, institutions and authorities concerned with higher education, individual policy and decision-makers, and higher education specialists, administrators, teachers, researchers and students. The IAU is an official partner of UNESCO (Associate status), has been given consultative status by the UN Economic and Social Council (ECOSOC), and was granted participatory status with the Council of Europe. 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 organisations, 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

The IAU works to enhance the higher education community's role and actions in advancing societies worldwide. As a global membership organisation, the 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 the IAU's focus on four key higher education priority areas, while improving support and services to Members by 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 Internationalisation 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 setting
- Knowledge hub
- Capacity building
- International collaboration

IAU continuously enhances its efficiency by:

- Engaging & enlarging IAU membership
- Ensuring financial sustainability

IAU Board Members at the IAU General Conference in 2022, at University College Dublin, Ireland.

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) to improve higher education for over 30 years. In 1993, the Association adopted the IAU Kyoto Declaration on Sustainable Development (IAU, 1993), and its commitment to sustainable development was reaffirmed in 2014 via the IAU Iquitos Statement on Higher Education for Sustainable Development (IAU, 2014). The IAU is a strong advocate for the role of higher education in sustainable development globally. It regularly speaks out at UN organisations–primarily UNESCO–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, the 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 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 2030 Agenda (UNESCO, 2019). Furthermore, the IAU is a partner in the UNESCO Greening Education Partnership.
More information on IAU HESD initiatives can be found on our website under: https://www.iau-aiu.net/HESD and on the IAU HESD Portal.

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)*, the IAU conducts *Surveys on Higher Education and Research for Sustainable Development (HESD)*. The first IAU HESD Survey was entitled Higher Education Paving the Way to Sustainable Development in 2016, and it was followed by Higher Education Moving into the 'Decade of Action and Delivery for the SDGs' in 2019.

The third 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 use a whole institution approach to foster engagement with sustainable development (SD) in 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 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, the IAU began taking an active role 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 organisational 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 secretariat and Members travelled to New York and took part in various events at the HLPF. In subsequent years, participation was in virtual format (2020, 2021, 2022, 2023). IAU co-organised virtual events listed in the official programme and with the Cluster engaged in these discussions[2] on the key role of higher education for the SDGs, for instance on SDG 6: Clean Water and Sanitation (side event 2023). The IAU works closely 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 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 of progress made on the 17 SDGs in the higher education sector and first presented to the public at the HLPF 2024 (July 2024).

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[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 IAU Global Cluster on HESD brings together 16 lead universities who contribute expertise for one particular SDG while fostering cross cutting dynamics with all 17 goals. The IAU leads the work on *SDG 17 – Partnerships for the Goals*. The lead institutions, which are based in all world regions, work with subgroups of up to 10 '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 have globally in order to achieve the SDGs and 2030 Agenda. Higher education institutions engage with the SDGs in various 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 who are already engaged with the SDGs locally and seeking partnerships, as well as for those beginning to engage with the SDGs at their institutions. These institutions may turn to the Cluster for collaboration, guidance on best practices, and 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**. The IAU advocates for HESD at the UN High Level Political Forum, IAU International Conferences, and events organised by the universities involved at the local, regional and international levels.
- **Guiding documents for the IAU HESD Cluster** *(adopted in 2022 and 2023)*
    - The Strategy and Working Plan 2022-2024
    - The Statement on the Joint Vision from the IAU Higher Education for Sustainable Development (HESD) Cluster Members
    - Terms of Reference for IAU HESD Cluster Members

The following pages summarise 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.

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. 60ff).

IAU Staff and Conference participants at the IAU International Conference in Doha, 2023.

IAU HESD CLUSTER ACTIVITY REPORTS

THE IAU GLOBAL CLUSTER ON HESD

SDG 1: NO POVERTY

Lead: The University of Ghana
https://www.ug.edu.gh/
Satellites:
- McMaster University, Canada
- Tokyo University of Agriculture and Technology, Japan
- UNICAMP, Brazil
- Qatar University, Qatar

Overview of activities

The University of Ghana continues to implement activities to support the local community in the city of Accra and beyond, and to educate its students and research innovative solutions linked to SDG1. Main activities include:

- SDG 1 Research at the **Institute of Applied Science and Technology**
- Training of local experts: Through a grant award, the University of Ghana 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 safe and healthy vegetables.
- Fostering sustainable engineering projects which aim to find solutions to needs of the population, also through partnerships with national and international stakeholders.
- The Centre for Social Policy Studies works on **Target 1.3: Implement social protection systems.**
- **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 literacy and how to improve women's access to financial services in low- and middle-income countries (LMICs). The initiative aims to demonstrate first how to effectively expand the reach of agent networks through public policy and commercial solutions that can plausibly be scaled up, and, second, how to advance public knowledge about the structural constraints limiting agent networks globally. Lastly, ReFinD aims to deepen digital financial inclusion among historically vulnerable and excluded populations.
- Valorisation of **Waste Plastics for Fuel Production (VALOPLASTIQUES)** is leveraging on support from French Ministry of Europe and Foreign Affairs through the Embassy of France in Ghana to recycle plastic waste, using the locally developed pyrolysis technology for producing low-cost fuels under sustainable, energy efficient and environmentally friendly conditions for households and engines.
- The University of Ghana has a dedicated centre on SDG 5, closely linking to SDG 1, 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, 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.

Participants at the IAST's 7th Industry-Academia Interaction Series Focuses On Partnerships In Sustainable Energy And Climate Change (May 2024).
Source: University of Ghana Website.

Satellite Report McMaster University (new 2023-24):

McMaster ranked #12 globally and #4 in Canada in SDG 1 'No Poverty." Some projects include:

- **Research:** Judith Fudge, a Professor of Labour Studies at McMaster's launched an investigation at the Governing Forced Labour in Supply Chains Project into the Canadian apparel company Lululemon Athletica casts doubt on the ability of this new law to tackle labour abuse. They argue that the the Canadian government recently passed Fighting Against Forced Labour and Child Labour in Supply Chains Act, which is designed to address forced labour and child labour in supply chains by requiring companies to disclose their efforts in eliminating labour abuse from their supply chains, falls short of what is required to make large corporations exercise due diligence to prevent labour abuse from occurring within their supply chains.
- **Community Engagement:** The Reframery project, a virtual incubator, was created in 2020 and focuses on building entrepreneurial capacity in marginalised refugee communities, reducing financial instability and improving access to support and resources for owners of small and micro businesses, who were significantly impacted during the pandemic. In 2023, Benson Honig, professor of human resources and management at the DeGroote School of Business and co-founder of the Regramery, received over CAD $490,000 to expand a virtual entrepreneurial

incubator that will help women, refugees, minorities, immigrants and persons with disabilities develop economic sustainability in the post-COVID era. The virtual incubator with its community currency approach will be piloted in Kenya, followed by one in Poland designed for Ukrainian refugees. The aim is to encourage the growth of new business opportunities for refugees while also leading to more resilient communities. Refugee entrepreneurs will be provided with smartphones and internet to access training, funding and the online portal. Honig is already looking at the potential of helping Non-Governmental Organizations (NGOs) replicate the model by obtaining funding to teach them to set up their own virtual Reframery-like incubators. He also hopes to start a research centre focusing on community-oriented entrepreneurship at McMaster through which students from all faculties will be able to contribute to these types of projects.

Satellite Report UNICAMP

Since mid-2023, the Universidade Estadual de Campinas (UNICAMP), Brazil, has developed many activities concerning the SDGs, in particular SDG 1, some of which are mentioned below:

- The publication of the Books 'Vulnerable Populations: Unicamp and Public Ministry of Labor' and 'Vulnerable Populations – Child Labor'.
- The UNICAMP Childhood and Adolescence Observatory (OiA), an interdisciplinary space that aims to be a national and international reference on public policies for children and adolescents. Its goals include creating a database on childhood and adolescence in Campinas region, designing an indicator system, promoting research, organising events, providing education and training, implementing an information repository, assisting with public policy development and monitoring, and building a cooperation network on childhood and adolescence.
- The Unicamp Human Rights Academic Recognition Award – Vladimir Herzog Institute 2023 highlights research committed to defending life and strengthening human dignity, including undergraduate and postgraduate work at HEIs and scientific development in the State of São Paulo. The award, organised by the Executive Directorate of Human Rights (DeDH) and the Vladimir Herzog Institute aims to recognize scientific production connected with human rights.
- The National Meeting of Indigenous Students (ENEI), an annual event led by indigenous students and researchers, serves as the main space for academic discussion on Brazil's indigenous peoples. The IX ENEI annals of the 2022 edition, held at UNICAMP, presents a national overview of research conducted by indigenous students and researchers across various fields. The publication thus presents a national The Innovation Agency (Inova Unicamp) opened free registrations, for anyone over 18 which form a team of 3 to 5 people, for the Unicamp 2024 Challenge, the University's main entrepreneurial activity. The Unicamp Challenge is a competition that offers training in various entrepreneurial tools so that participants can develop a business model based on one of Unicamp's technologies available in the competition's portfolio.

SDG 2: ZERO HUNGER

Lead Institution: Universidad Antonio Nariño (UAN), Colombia

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

Satellites in Subcluster:

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

Institutional commitment

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, emphasising on its Glocal Engagement strategy, which represents participation, interaction, and collective construction of knowledge and solutions.

- **Initiative 'To leave no one behind' and SDG Chair:** As a part of a national education alliance, we co-organized Cátedra ODS: "Para no dejar a nadie atrás". This initiative aims to strengthen glocal collaboration for the achievement of the SDG. The first edition (August to November 2023) had Colombian and international guests, among them Isabel Toman, Coordinator IAU HESD CLUSTER, as keynote speaker, and over 600 participants from Colombia and Latin America.
- **Ciudad Ingenio/ Ingenio City** is a collaborative initiative to awaken ingenuity and innovation in its participants, to contribute jointly to the understanding and addressing of the challenges that the Sustainable Development Goals (SDGs) imply in the city of Bogotá. Peru was the guest country, through an alliance with the Universidad Peruana de Ciencias Aplicadas, using the COIL methodology. In this project 49 students and professors participated.

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. These research projects have engaged communities and involved the private sector, fostering collaboration in addressing hunger and malnutrition.

List of active UAN Projects addressing SDG 2 - External Funding (May 24, 2024):

- [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).
- A single health approach in the context of nutritional status and enteric parasitosis in schoolchildren from the Etnoeducational Institution and Boarding School Zharneka in La Guajira, Colombia. National University of Colombia (2024-2026)
- Economic outlook: investment and technology for sustainability agricultural production in Boyacá-Huila
- Financial viability of the family agriculture in Boyacá Center.
- Strategies and operating models for improve the production and sustainability of the palm oil in the department of Meta.

International and National Cooperation Projects

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

- Biogas: UAN's research project and patent is projected as a great solution to provide gas to families living in remote areas of the country, in cities, and in agricultural production.
- The TEC.A Project for agriculture is setting a new standard in sustainable farming, with the support of redConnect. It promotes the adoption of sustainable farming practices, efficient water use, and crop diversification. Red local Bogota
- Rural Health Brigade developed in the municipality of Planadas (Tolima), benefiting 450 farming families and coffee producers in collaboration with the Universidad Piloto and the U.D.C.A.
- Training in balance nutrition, food handling, and hygiene habits in the Wiwa community (La Guajira, Colombia) with Universidad Nacional de Colombia, Universidad de Antioquia, Universidad de la Ciénaga del Estado de Michoacán de Ocampo, University of Kansas and Porkcolombia.

- In the [Pacific Scientific and Technological Research Summer of the Delfin Program](#), our students Sindy Jisselly Salcedo Gutierrez and Yudy Lorena Villamil Nieto were part of the research team of "Biodegradable/renewable nanocomposites with potential application in the treatment in agricultural fields and diseases" in the Universidad de La Ciénega del Estado de Michoacán de Ocampo, and the "Study of the implications of the hypothalamus in the metabolic benefits of compounds of plant origin" in the Instituto Tecnológico Superior de Tacámbaro Bioquímica.

International and National conferences, and events

UAN has organised/participated in international and national conferences, promoting SDGs, SDG2, IAU Global HESD Cluster, and internationalization and sustainability:

- [International Engineering Conference "Challenges in the modern industries"](#) with "ITSC (Mexico), U. Continental (Peru), U. (Germany), Lenovo Company (México), Consultants Company (South Africa), ECCPM (Spain), CCP (Colombia), and Uniagustiniana (Colombia).
- [VI International Seminar on Ecologica Livestock](#) with Flavio Merderiros Vietes (Universidad Federal de Juiz de Fora-Brazil), presenting on "Poultry Farming and Animal Welfare: Agroecological Systems Adopted in Brazil" and Girlaine Pereira Oliveira (Univértix - Matipó/MG - Brazil), speaking on "Poultry and Crop Integration in the Agroecological Transition".
- European Association for International Education (EAIE). Rotterdam, Netherlands. Session 179: "Aligning Internationalization and Sustainability Strategies". Dorothea Antonio, NAFSA; Sandra Guarín, Universidad Antonio Nariño; Sandra Rincón, Hivebrite. September, 2023.
- Conference of the Americas on International Education (CAIE). Session: Multi-level and multi-stakeholderpartnerships: Keys for contributingto glocal challenges.
- International Sustainable Staff Week, University of Life Sciences of Timisoara, Rumania, 05/2024.
- NAFSA 2024. Latin America and Caribbean Forum - Sustainability and Internationalization in Latin America and the Caribbean: Perspectives, Practices and Opportunities.
- [Experts Forum "The Honey Route: The Treasure of The Earth"](#). This event was co-organized with the District Institute for Animal Protection and Welfare (IDPYBA).
- Workshop for UAN vice-rectors, deans and managers on "Glocal Leadership": Navigating the Future and Sustainable Development Goals", facilitated by John Moreno-Escobar, President of Hispanic Heritage Chamber in Florida, United States.

Satellite Collaboration

In the role as Cluster Lead, UAN has established a sub-cluster comprising Universidade 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.

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
- Western Sydney University, Australia
- Universidad Autonoma Metropolitana, México

Introduction to the IAU SDG3 Cluster and 2024 Action Plan

The IAU SDG3 cluster on Health and Wellbeing, Universities for Good Health, is a network of 7 higher education institutions across 5 continents including Western Sydney University (Australia), Makerere University (Uganda), Universidad de Caldas (Colombia), Universitas Gadjah Mada (Indonesia), Universidad Autónoma Metropolitana de México (Mexico) , University College of Dublin (Ireland) and Universitat Oberta de Catalunya (UOC) in Spain. It is 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) created in 2018 and hosted by the International Association of Universities.

The cluster aims to be 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.

Key Considerations:

- Consideration of both long term mental and physical health
- The patient and his or her specific needs are at the centre of diagnostics and care.
- Attaining full health potential, given all health determinants

In 2018-2019, the UOC actively recruited 6 Universities to join the cluster and held its first teleconference call. In 2019-2020, the cluster worked together to co-create a roadmap to build the pillars for its work, through a series of online workshops and coalesced around the following priority areas:

1. Helping to bridge the science/knowledge and policy gap
2. Encouraging the consideration of local needs and voices
3. Focusing on equity and integrated, patient centred approaches to health in curricula
4. Harnessing the power of online working and e-health methodologies and tools
5. Fomenting collaboration and a systems approach

And four activity areas:

1. Information sharing and learning

2. Joint communication and advocacy
3. Fomenting exchanges between institutions
4. Cross sector and cluster engagement

The SDG3 Cluster also launched its [website](#) and an [infographic](#) to visualise its strategy. Since its launch, its has delivered a series of <u>webinars</u> related to health and wellbeing:

- [“Higher education under examination: are we ready to train the future healthcare workforce?”](#) (2021) summarised in the "Rethinking healthcare workforce education" paper [in the December 2021 issue of IAU Horizons](#) and article ["Lessons from the pandemic to educate future healthcare professionals.")](#)
- ["Exploring the nexus between health, equity, and gender."](#) See [infographic](#) with key learnings (2022).
- [IAU-UOC Webinar: The Mental Health Crisis - Building Resilience in a Changing World](#) (2023)

Activity Report 2023-2024

In October 2023, the cluster launched a [Whitepaper](#) summarising the learnings from its first face to face workshop held March 7-9, 2023 entitled *"catalysing collaboration for an integrated approach to health, in support of equity and wellbeing worldwide."* Please also see other related outputs: [newspiece](#), [vídeo](#) and [Photo Gallery](#), [Knowledge capsules and video footage](#).)

During that workshop and follow up communication, members agreed to focus 2024 on **mental health and building skills for resilience.** As such, the SDG3 cluster kicked off its knowledge sharing series with a webinar entitled **"The mental health crisis, building resilience in a changing world"** introducing the topic of the 2024 Knowledge Sharing and Networking Cycle. Please see the [webinar recording](#) and [write up](#) here. (2023). UOC also published an interview in 2023 where the cluster lead shared some [lessons learned](#) from the past few years of the Cluster's work, and the cluster´s intentions for the future.

In early 2024, the cluster secretariat launched an internal survey and held nine one on one calls with member institutions and the IAU to better understand members' engagement with mental health at the institutional, teaching and research levels. It then had a call on April 10 with members to share results and co-create the action plan for 2024. Across the membership, the mental health of students and staff has become an institutional preoccupation and an important priority. The cluster is an excellent vehicle to share learnings across the membership.

Key themes that emerged for the 2024 action plan included:

- Holding a webinar for a deeper dive and information sharing session on institutional support for staff and student mental health – good practice and learnings since the COVID19 pandemic.
- Exploring skills and inner development for the SDGs
- Going beyond the individual in considering mental health
- Promoting institutional exchanges

A detailed action plan is now being developed considering these themes and will be implemented over the coming months.

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
- Heidelberg University of Education, Germany
- Inland Norway University of Applied Sciences (INN), Norway
- International Islamic University Malaysia
- Leuphana University Lüneburg, Germany
- Rhodes University, South Africa
- University of Peace with the Earth Charter International Institute, Costa Rica

The SDG 4 Cluster, with collaboration from its members, further **creates knowledge exchange and networking** through involvement with IAU and UNESCO. Cluster members were able to meet throughout the reporting period at international conferences, such as the 13th Global RCE Conference in Malaysia in October 2023 and the UNESCO ESD-Net Global Meeting in Japan in December 2023.

● In collaboration with the IAU Secretariat, the Subcluster was able to contribute to the UN consultations on the scope and zero draft of the Global Pact for the Future (IAU, IIUM, York) to be adopted during the Summit of the Future in September 2024 during the 79th UN General Assembly.

● Joint contributions and research references provided by the IAU and York University were included in the UN Education & Academia Stakeholder Group Sectoral Paper to inform the 2024 HLPF.

● In March 2024, an article on leadership for a new social contract, originally submitted to UNESCO's Call for Think-Pieces on Governance and a New Social Contract for Education by partners from the Earth Charter, IIUM, INN, and York, was published as a peer-reviewed journal article in Springer Prospects.

● Following the ESD-Net Global Meeting in Japan in December 2023, the Subcluster distributed a network statement 'Our shared vision for ESD', issued by the UNITWIN Network on Education for Sustainable Development (ESD) and Social Transformation. Hosted by Leuphana University with funding from the German Environment Foundation, and in conjunction with the Earth Charter, Heidelberg University of Education, Rhodes University and York University, the first edition of the online course Politics4Future was carried out for more than 60 future teachers and community activists from five countries and will be made available as an open education resource.

- Through statements, speaking engagements, and policy advice, partners continue to draw attention to the concept of ESD as a key enabler of all SDGs as well as the whole-institution approach towards sustainability. e.g. at the 2023 ANGEL Conference at UNESCO Headquarters or 2023 IAU Conference in Qatar.

Satellite Report: Heidelberg University of Education, Germany

- The Heidelberg University of Education is committed to become a model university for the integration of sustainable development and ESD as the 'University of Education for Sustainable Development 2030'. It acts as a think tank and incubator for relevant initiatives and processes with a focus on teacher education locally, nationally, and internationally. The Heidelberg Centre for Education for Sustainable Development plays a crucial role in these efforts by promoting networking within and beyond the university and by initiating and conducting inter-/transdisciplinary research and development projects on sustainability issues and ESD. One of the most notable aspects of the University's initiatives is the new master's program 'Digital Education for Sustainability'.
- Within the project Nalele:LevelUP (Project period: 2023-2026, Funding: Federal Ministry of Education and Research (BMBF, grant number 01JO2306) the participating multipliers, e.g., from different higher education training centres in Germany are supported by networking offers, coaching and teaching and learning material in conducting their own ESD courses.
- The adaptive e-learning platform zukunft.lernen.jetzt (Project period: 2023-2024, Funding: Baden-Württemberg Ministry of the Environment) is designed as an innovative tool for the further education of multipliers of ESD and provides adaptive modules in the school and university sector with the aim to provide content for all fields of education in the near future. At the intersection of the two societal challenges of digitalization and sustainable development, it offers individual e-learning content in the context of the SDGs and ESD.
- The ACT4SDGs (Project period: 2024-2026, The ERASMUS+ CBHE-STRAND-2 project is co-funded by the European Union) project aims to support SDGs and ESD integration into academic teaching in 10 partner institutions in Argentina, Colombia, Costa Rica, and Mexico. By the end of the project, more than 1,200 academic teaching staff members will have been trained and will go on to drive wider change in their HEIs and in the wider society in which they operate.

Satellite Report: Leuphana University of Lüneburg, Germany

- In August 2023, Prof. Daniel Fischer, joined Leuphana University as Professor for Sustainability Education & Communication. Daniel's research explores how more sustainable ways of living and consuming can be facilitated through communication and learning. His joining also paved the way for establishment of Sustainability Education and Transdisciplinary Research Institute (SETRI) at Leuphana. He is also appointed as UNESCO Chair in Higher Education for Sustainable Development held by Leuphana since 2005.
- Deepika Joon, coordinator of UNESCO Chair at Leuphana invited to North American Association for Environmental Education as CEE Change fellow. As part of the fellowship, Deepika Joon is looking into the role of school leaders in fostering ESD at school level.
- Politics4Future partners meeting (joint collaboration with four satellite members of this cluster) took place in November 2023 to discuss key learnings and next phase of collaboration activities as part of IAU cluster and UNESCO Chairs network
- Leuphana hosted Dr John Bhurekeni, post-doctoral researcher from Rhodes University for a research stay at Leuphana in December 2023 which germinated the idea of a new collaboration

called "[Cultural Politics4Future: Advancing heritage-activated learning approaches for sustainable development in Southern Africa](#)"

- Leuphana University was honoured as a role model in the area of schools and universities as part of the [16th German Sustainability Award](#) awarded in November 2023.
- In February 2023, Leuphana hosted an international [online dialogue](#) on New Recommendations on Education for Peace, Human Rights and Sustainable Development. Prof.Mirian Vilela, Prof. Lotz-Sisitika from sub cluster 4 and Dr Möller from German UNESCO Commission were facilitated in dialogue by Prof. Fischer on understanding the implications of the [1974 recommendation](#).
- ESD Roundtable on 27 February 2024 gathered representatives from UNESCO, German UNESCO Commission, Hamburg ESD initiatives and Leuphana University to foster regional cooperation to strengthen ESD in Lüneburg and Hamburg regions.

Additional SDG 4 Coordinator Report: York University, Canada

York University placed 35th in the 2024 Times Higher Education Impact Ranking and continues to implement its strategic frameworks, such as the [University-wide Academic Plan](#), furthering the university's commitment to the SDGs. In addition:

- York University set a nationwide precedent by establishing a first wholly autonomous [Indigenous Research Ethics Board](#) (IREB), the first for a post-secondary institution in Canada.
- York´s Office of Sustainability developed a [sustainability action commitment](#) and a Sustainability Strategy (2024-2030) is expected to be launched soon, following broad [community consultations](#).
- The free [Microlecture Series in Sustainable Living](#) is an innovative and interdisciplinary open access program that gives participants the opportunity to learn from six of York's world-renowned academic experts on a diverse range of topics related to sustainability.

SDG 5: GENDER EQUALITY

Lead: University of Bologna, Italy

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
- EWORA

The University of Bologna has published its eighth edition of the Gender Equality Annual Report, a document which allows UNIBO to monitor and acknowledge the complexity of its community in terms of the diversities that compose and enrich it and, above all, to recognise the gaps that still pervade it. The report is also a useful instrument to set targeted policies that can help implement one of the founding principles of the 2022-2027 Strategic Plan, namely to "foster fairness, sustainability, inclusion and respect for diversity in all areas". UNIBO has currently finished preparing the ninth edition which will be published later this year.

As is described in the eight edition, numerous actions and services already present have been strengthened and new ones have been implemented:

- As a multi-campus university UNIBO has opened two new helpdesks in addition to the first Helpdesk against Gender Based Violence in Bologna. One helpdesk was established in November 2023 in Forlì campus in collaboration with the Department of Interpretation and Translation, and another was opened in May 2024 in Ravenna. The latter is dedicated in particular to combating forms of discrimination against LGBTQIA+ subjects and based on gender identity and sexual orientation. Additional information can be found here.
- To advance women and girls' empowerment, ensure gender mainstreaming, and embrace diversity, as well as to prevent and address gender violence, UNIBO has promoted a comprehensive programme of initiatives, targeting not only the academic community but also civil society. Among the aforementioned: an intense series of events for the occasion of the "16 Days of Activism Against Gender-Based Violence"; a conference on "Gender inequalities in the access to Italian labour market"; seminars on "E-quality for science", "The integration of gender dimension in research", and "Questioning masculinity"; the Positive Action Plan of the Guarantee Committee for Equal Opportunities – CUG; the participation to the online "Virtual Fair" for Bachelor and Master students with the stand "Alma Gender, Diversity and Inclusion".

All related activities, services, institutional documents and guarantee bodies can be access via the webpage on Equity, Diversity and Inclusion.

- As the lead institution in the IAU **SDG5 Cluster,** UNIBO organised in April 2024 an online meeting with the satellite partners and other IAU institutions to enhance potential and achievable future joint actions. In particular, it distributed a questionnaire to map existing good practices focused on SDG 5 based on the European Commission recommended building blocks for the structuring of Gender Equality Plans (Gender balance in leadership and decision-making; Gender equality in recruitment and career development; Integration of gender dimension in research and teaching; Work-life balance and organisational culture; Measures against gender violence). Especially, it was discussed the necessity to ensure an intersectional approach as much as possible was also discussed and reinforced.

Satellite Report American International University-Bangladesh (AIUB)

American International University-Bangladesh (AIUB) is a vibrant learning community that empowers women by providing an inclusive and supportive environment, ensuring a non-discriminatory education system, equal services, and opportunities for all.

- **AIUB Women Forum,** established in 2015, empowers women in decision-making through education, entrepreneurship, and leadership, bringing together women's rights activists, NGOs, and influential female entrepreneurs. It addresses barriers to opportunities in education, industry, and political leadership while organising awareness programs to promote women's rights and equality.
- In 2023, AIUB organised a two-day long program hosted Gender Justice and Diversity program **"Shomotontro".** Additionally, AIUB is currently working with **"WePower"** to promote women's participation in the energy and power sector workforce. AIUB is also currently conducting research with the **Magna Charta Universitatum (MCU)** on women's empowerment, sustainable housing, and education for the underprivileged. AIUB offers women's entrepreneurship development programs in collaboration with City Bank and Orange Corners.
- AIUB has implemented numerous **non-discrimination policies** across its operations and annually publishes a comprehensive **SDG report**, including SDG 5: Gender Equality. The university regularly organises and participates in various programs, conducts research, and engages the community on issues of gender equality and non-discrimination.
- Various scholarships are available for female students, including the female-focused **"Dr. Anwarul Abedin Scholarship Grant for Female University Students"**. The campus provides **supportive infrastructural facilities** and offers numerous service/benefits including Day Care facilities, Equality, Diversity and Inclusion (EDI) Center services and many others to female students and employees. The university ensures systematic tracking, continuous monitoring, provides academic and mental counselling, and other services.

Satellite Report Assam Don Bosco University
Since summer 2023, significant progress has been made at Assam Don Bosco University, Assam, India, in promoting gender equality through various initiatives. The [VanitAgrata Women Empowerment Cell](#) organised free digital literacy training sessions, equipping women and girls with essential digital skills. Gender equality campus drives were also carried out from time to time to raise awareness among several stakeholders at the university. The [Gender Amity Committee](#) also launched awareness drives, including seminars on women's rights and the importance of gender inclusivity.

Satellite Report OUI-IOHE

The OUI IOHE facilitates the connection of the women presidents of its member institutions with their peers in the world through alliances with strategic partners such as the World Women University Presidents Forum (WWUPF). OUI-IOHE promotes training through its Gender Policies in Higher Education Institutions Course and opens spaces for discussion and promotion of this topic in the Conference of the Americas on International Education (CAEI). In addition, our Space for Women Leaders in Higher Education (EMULIES), we continue to promote and strengthen women's leadership and the permanent link between women rectors of the American continent through the Women Leaders in Higher Education (EMULIES) programme.

Satellite Report McMaster University

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:

- The Period Equity Project is currently in the pilot stage. Launched in January 2023, the Project provides free menstrual products to select washrooms on campus to assess the need for this service and to advocate for the viability of period equity at McMaster. As the project moves out of the pilot stage, more washrooms on campus will be serviced with free menstrual products. As of November 2023, the Project has distributed more than 45,000 free menstrual products to the McMaster community.
- Combating Breast Cancer, especially in women of colour: Researchers at McMaster are *trying to understand the racial disparities in triple negative breast cancer in general, and in Black women in particular, to figure out what's contributing to those disparities.* Studies show in the US, where they collect race-based data, research conducted by visible minority researchers and focused on visible minority populations is among the least funded. This research therefore looks to combat breast cancer, especially in women of colour. In addition to her research, Dr. Juliet Daniel works with community organisations to raise awareness and education about this deadly cancer — especially for women who don't have access to support and options.
- Using Statistics Canada's Labour Force Survey, researchers at McMaster conducted a study on long-term trends in physician work hours with data from 1987 to 2021. Researchers noted that physicians in Canada, especially male physicians, are working fewer hours than they did three decades ago, especially among male and married physicians, suggesting a shift towards better work–life balance. Researchers hope the findings will help governments make smart health-care policy decisions, inform physician workforce planning, and foster gender equity.

Satellite Report São Paulo State University (UNESP)

UNESP, São Paulo State University, with 34 colleges and institutes distributed in 24 cities offers 134 undergraduate courses, 245 Master and Doctorate courses; has more than 47,000 students, more than 3,000 lectures or professors, 3 veterinarian hospitals, 5 farms, 3 technical colleges, 33 libraries.

- The university has a confrontation policy towards inequity. Each college and institutes present their own policy sustained in the ones suggested by the general administration.
- In 2023, CAADI (Diversity, Equity and Affirmative Action Coordination) developed actions such as the combat of validation of violence and discrimination and provided to the whole community courses on Gender, Feminisms and violence, Coping strategies for LGBTQIANP+Phobia, among others.

- As for our Institute (UNESP/IBILCE) and research group Gender and Race, we offered a subject for undergraduate students (Literature, Gender and Race) and lectures with invited guests.
- The e-book is a result of a course given for teachers with collaboration of the University of Sherbrook (Canada), University of NorthWestern (USA), University Computense Madrid (Spain), University of Salamanca (Spain), Ohaio State University (USA) and Concordia University (Canada).
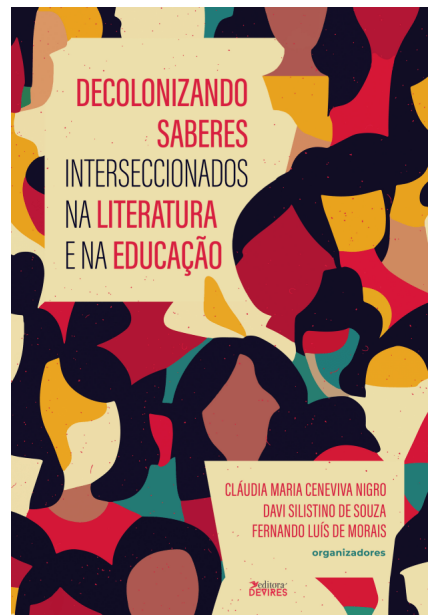
Satellite Report University of Tsukuba

The University of Tsukuba Empirical Social Science Research Center for Policy Solutions to Disparities and Inequalities (DDPI) headed by Hidehiro Yamamoto hosted a session at the Tsukuba Conference titled "The Role of Humanities and Social Sciences in the International Co- creative Strategies Beyond SDGs" on the 26th of September, 2023. This session featured expert presentations on gender and inequality and discussed the role of humanities and social sciences.

Satellite Report Open University of Catalonia (UOC)

The UOC has been working with gender equality plans for more than 10 years, to mainstream the gender perspective across the various areas in which the university works, and to combat inequalities on the grounds of people's gender or sex. This work is carried out through actions for training and advice, planning, awareness-raising, communication and political advocacy in the University's various areas and processes, in teaching and research, and administration and communication. More information:

- **Gender Equality Plan (2020-2024)**: It has been constructed in a participatory way and has been based on an evaluation of the previous 2015-2019 Plan, and on three diagnoses that analysed the state of gender equality in the various areas of the University, in the communicative context and in the working environment.
- **Centre on gender equality**: The Equality Unit was established in 2008 to develop gender equality policies at the University. The main focus is on ensuring equal treatment and opportunities between women and men, including all who identify as LGBTI, and to combat situations involving sexual harassment and discrimination based on sex, sexual orientation, and gender identity or expression.
- **UOC website on Gender Equality**: it can be found various resources on gender, equality, and good practices at the university: A Gender Diagnosis on the, workplace environment (2021), A guide for good practices on gender equality for scientific journals (by our library department), gender perspective in research, Guide to neutral–gender language, and more.

SDG 6: CLEAN WATER AND SANITATION

Lead: University of Manouba, Tunisia
http://www.uma.rnu.tn/

Satellites:

- University of Tehran, Iran
- Universidad Antonio Nariño, Colombia
- Qatar University, Qatar
- Bahir Dar University, Ethiopia
- Sophia University, Japan
- NYU Abu Dhabi, UAE
- Western Sydney University, Australia

The University of Manouba (UMA), a leading academic institution in Tunisia, has demonstrated a long-term commitment to Sustainable Development (SD). As a member of the United Nations Global Compact since 2016 and the "Principles for Responsible Management Education" initiative since 2019, UMA has actively engaged in various initiatives that aim to foster a culture of sustainability, citizenship, and accountability. This report provides an overview of UMA's progress and achievements in promoting the Sustainable Development Goals (SDGs) with a particular focus on SDG 6 (Clean Water and Sanitation), reflecting our contributions and the activities of our SDG 6 cluster. UMA took over the Lead in the IAU HESD Cluster in Summer 2023.

Sustainable Development Initiatives

Strategic Integration of Sustainability

UMA has integrated sustainable practices into its strategic framework, particularly through its Strategic Quality Support Project. The university's approach is centred on:

- Interdisciplinary Research: Focusing on sustainable water management, waste reduction, and socio-economic impacts.
- Campus Sustainability: Implementing energy-saving measures, promoting waste recycling, and enhancing green spaces on campus.
- Gender Equality: Promoting SDG 5 through initiatives that empower women and encourage their participation in science and leadership roles.

Commitment to SDG 6

National Water Day: On April 12, 2023, UMA hosted a National Water Day event to highlight Tunisia's efforts in water management and to raise public awareness about water-related issues. The event included presentations discussing policies and projects for sustainable water management in Tunisia; research showcases featuring the latest scientific and technical advancements in water management; and exhibitions, allowing water management clubs to display their projects and achievements.

Water Management Projects

UMA has been at the forefront of water management research, with projects focusing on sustainable agriculture (utilising treated wastewater for irrigation to promote water conservation) and advanced treatment technologies (developing new methods for wastewater treatment to minimise environmental impacts).

International Collaboration and Knowledge Sharing

As the chair of the IAU SDG 6 Cluster, UMA has led efforts to promote international collaboration on water and sanitation issues. Despite limited meetings with satellite universities in the cluster, UMA has actively engaged with various institutions to share knowledge and best practices. Key activities include:

- **Manouba Networking Day:** The 5th edition of this event, held on March 8, 2024, focused on "Artificial Intelligence & Socio-Economic Prosperity: Alliance for a Sustainable Future," fostering discussions on how AI can contribute to sustainable development.
- **Multidisciplinary Doctoral Days**: The 4th edition of this event, scheduled for March 4-8, 2024, aimed to enhance the visibility of UMA's research and foster collaborations that align with the SDGs.

COST Action: CA23104 Mainstreaming water reuse into the circular economy paradigm (OC-2023-1-26368)

UMA has successfully gained a COST Action, an EU-funded project coordinated by LBE-INRAE (France). This initiative is dedicated to fostering international collaboration in research and innovation. The project aims to promote sustainable water management practices and improve water quality across various regions. Project main components are:

- Research Network : Establishing a comprehensive network of researchers and institutions focused on innovative water management solutions.
- Technology Transfer: Facilitating the transfer of advanced water treatment technologies and practices to regions with pressing water management challenges.
- Capacity Building: Enhancing the capabilities of participating institutions through training and collaborative research initiatives.

UMA will extend invitations to satellite universities to join the COST Action consortium, thereby promoting a broader exchange of knowledge and practices. This initiative represents a significant opportunity to strengthen international collaboration and advance the objectives of the SDG 6 cluster.

IAU Cluster SDG 6 Meeting

On November 22, 2023, UMA hosted a virtual meeting for the IAU SDG 6 Cluster. Key participants included representatives from Sophia University, Qatar University, NYU Abu Dhabi, and Universidad Antonio Nariño. The meeting focused on:

- Current Projects: Sharing ongoing projects and identifying potential synergies for future collaboration.
- Research and Innovation: Discussing advanced water treatment technologies and interdisciplinary approaches to water management.
- Next Steps: Planning future activities and collaborations to enhance the impact of the cluster.

Challenges and Opportunities

UMA faces several challenges, including the need for increased international collaboration and funding for sustainable development projects. However, the university remains committed to overcoming these challenges through strategic partnerships and continued advocacy for sustainability.

Future Directions

UMA plans to, (i) Enhance International Collaboration, by engaging more actively with global partners and increasing the frequency of cluster meetings; (ii) expand research, focusing on innovative solutions for water management and sustainable development ; and (iv) promote education and awareness through events and initiatives that highlight the importance of sustainable practices.

In summary, the University of Manouba is dedicated to advancing sustainable development both locally and globally. Through strategic integration of sustainability into its operations, active engagement in research and education, and leadership in the IAU SDG 6 Cluster, UMA continues to contribute significantly to the global sustainability agenda.

For more information, please refer to the detailed meeting notes and project summaries available through the IAU HESD portal.

SDG 7: CLEAN AND AFFORDABLE ENERGY

Leader: Assam Don Bosco University (ADBU), India
https://www.dbuniversity.ac.in/
Satellites in Subcluster:

- Qatar University, Qatar
- Strathmore University, Kenya

SDG 7 Cluster Overview

Apart from 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. Therefore, 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. Assam Don Bosco University promotes and supports clean energy, both through research, campus outreach and in their behaviour and consumption. Taking heed of these conditions, a solar energy-based training programme is conducted every year which provides leading on-the-job education for emerging energy planners and rural youth. Our onboard research programme in a multidisciplinary scheme is based on determining integrated practices to improve energy efficiency, resource recycling, making modern energy production cleaner and more affordable. As a University, ADBUprioritises collaborative work involving a broad range of stakeholders and providing a model to strengthen cooperation in research, innovation and practice.

The following activities outline our progress in commitments of SDG7:

1. **Talk on "Potential of renewable energy** across the various sources and the trend of greater reliance on renewable energy sources in the future": On Engineer's Day (15.09.23), the Department of Electrical and Electronics Engineering organised an online talk on Engineering Applications of Renewable Energy. All the B.Tech (Bachelor of Technology) and M.Tech (Master of Technology) students, including the faculty members, participated. The speakers discussed the potential of renewable energy across the various sources and the trend of greater reliance on renewable energy sources in the future, which would offer enormous economic, social, and environmental benefits. Two key presentations included: "Introduction to Renewable Energy Systems" and "Importance of Solar PV Systems for Sustainable Development of a Nation."

2. **Webinar on "Global Understanding of Sustainability":** Organised by the Department of Civil Engineering in collaboration with the UNESCO-Chair on Global Understanding for Sustainability, Friedrich-Schiller-Universität Jena Germany on 4 September 2023, Prof. (Dr.) Benno Werlen, Chair holder of the UNESCO- Chair on Global Understanding for Sustainability, Friedrich-Schiller-Universität Jena Germany, shared his expertise with the participants. The webinar was organised as the first collaborative activity following the signing of the MoU between Assam Don Bosco University and Friedrich-Schiller-Universität Jena Germany. It was attended by 50 faculty members and students of the Department of Civil Engineering and faculty members from the Department of Geodesy and Geomatics Engineering, Geology and Oceanography, Institut Teknologi Bandung (ITB), Indonesia. The webinar ended with a focus on the importance of

international cooperation and partnerships in achieving SDGs with collaborative efforts, knowledge sharing, sustainability resource allocation and social corporate responsibility.

3. **SWABALAMBAN: "Free Skill Development program focused on designing solar-powered chargeable LED lamps":** The Department of Electronics and Communication Engineering at the School of Technology, organised a free skill development program focused on designing solar-powered chargeable LED lamps. The program targeted unemployed youth from surrounding communities, providing them training in the design and production of these sustainable lighting solutions. At the program's conclusion, each participant received a certificate and the solar-powered LED lamp they had developed. This gesture aimed to encourage immediate self-employment and entrepreneurial ventures. Equipped with these skills, participants are now capable of producing solar-powered LED lamps on a small scale, catering to consumers in rural areas where electricity supply is often unreliable. Over time, they can expand their operations and innovate with new, indigenous designs.

4. **Project on "Green Water: Harnessing the Power of Floating Plants for WasteWater Treatment":** This project investigates the water treatment effects of floating plants, a viable solution for polluted water, including agricultural runoff, stormwater, and industrial effluents. Moreover, it can reduce the pollutants in the wastewater leading to a habitat in the aquatic environment as organisms can survive in the wastewater due to assistance of these plants. The study compared two plants, Lucky Bamboo and Spider Plant, and assessed parameters like Alkalinity, Chloride, Hardness and BOD over 2-3 months to check the required content of parameters the wastewater possesses. The objective is to improve wastewater quality by reducing nutrients and eutrophication, thereby preventing waterborne diseases such as cholera, diarrhoea, and dysentery. The use of these floating plants is an effective method to reduce pollution and create a suitable aquatic environment.

5. **World Environment Day Celebration**: The Environment Club of ADBU organised a program in collaboration with the NSS (National Service Scheme) club to celebrate World Environment Day on 5th June, 2023. A significant component of the celebration was a tree plantation drive. The celebration featured a tree plantation drive, with plants adopted from the World-Wide Fund for Nature (WWF) in Assam, India. Students, faculty, and staff participated, promoting environmental responsibility and the importance of green cover.

Tree Plantation Drive

Cleaning Drive in the locality

Furthermore, a clean-up campaign was organised near the university, targeting a nearby drain to remove the litter and plastic from the drain. The campaign aimed to address the issue of pollution and promote environmental consciousness by actively involving community members in cleaning and restoring the drain's health and ecosystem by removing debris, plastic bottles, wrappers and other wastes. Following the clean-up, two floating gardens were planted in the cleaned drain to act as natural filters for absorbing pollutants and excess nutrients from the water. They help improve water quality by reducing the level harmful substances and promoting a healthier aquatic ecosystem

Planting Floating Gardens

Banners were placed near the cleaned drains to raise awareness in society which help to educate and remind people about the importance of keeping drains clean and preventing pollution.

6. **"Sustainability water management at Assam Don Bosco University"**: Several Outdoor Water Saving Strategies are employed, including Water use zonation (optimises irrigation, separates campus spaces into high, moderate and low water use zones), Xeriscape and bioswales landscaping architecture, and low Impact Development Design (LID) stormwater management infrastructures (Storage ponds, Springshed management).
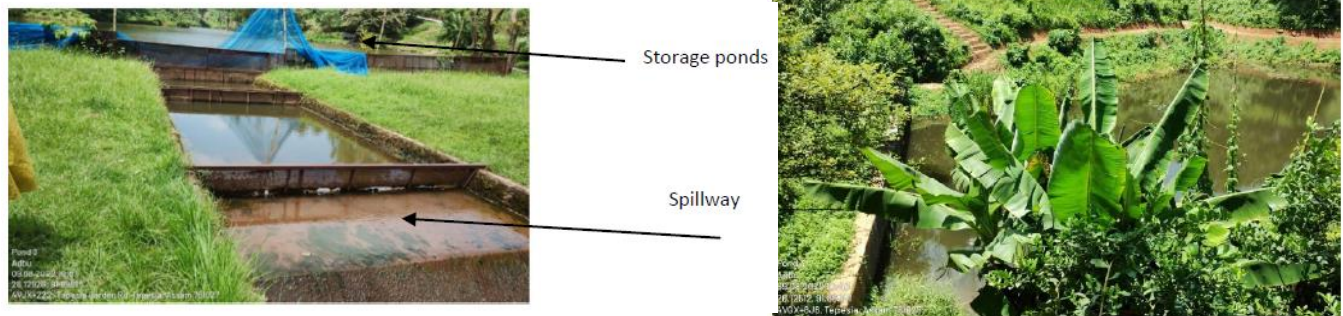
Photos: (a) Storage ponds and (b) Springshed management: The springs from surrounding hillslopes are tapped with check dams.

7. **"Access to Critical Resources" under Viksit Bharat 2047 initiative**: The seminar on "Access to Critical Resources," held at Assam Don Bosco University (ADBU) on March 28th, 2024, showcased the university's commitment to fostering sustainable development in India. Aligned with the Viksit Bharat 2047 initiative, the event addressed key challenges and opportunities related to India's journey towards energy independence and a circular water economy with complete wastewater treatment. The seminar comprised two sessions featuring insightful presentations by students from both the Civil Engineering and Electrical and Electronics Engineering departments.

    Key Ideas from the seminar:
    - **Wastewater Treatment:** Generating electricity from wastewater, biological treatment, membrane filtration.
    - **Energy Independence for Rural India:** Microfinance schemes for renewable energy implementation, community ownership of renewable energy installations, capacity building, Power Purchase Agreements (PPAs).
    - **Integration of Renewable and Wastewater Treatment:** Bio-electrochemical devices, Microbial Fuel Cells (MFCs).
    - **Transitioning to Electric Vehicles:** Cleaner power grids, charging stations in public spaces, incentives for manufacturing, battery technology research funding.
    - **Achieving 100% Wastewater Treatment:** Mobile water units, rainwater harvesting, gravity-fed filtration systems, advanced oxidation processes, membrane bioreactors.
    - **Circular Water Economy:** Community-driven River rejuvenation initiatives, ice stupa construction, greywater systems.

8. "Ongoing Research Studies on Smart Renewable Energy Systems for Drone Infrastructure": The Department of Mechanical Engineering, School of Technology, Assam Don University in association with the University's Research & Development Cell (RDC) initiated a fact-finding requirement to be pursued based on the current drone technology available and its ecosystem. The initial study revealed that the drone ecosystem in India and worldwide needs more basic infrastructure to maintain drone systems in all categories, such as land, sea, and air systems. Recently, the surge has witnessed technology upgrades in drone hardware with high computing features. However, there needs to be more focus on energy generation, utilisation, and maintenance of drone equipment. Therefore, the study focuses on creating new concepts for bridging the gaps in energy generation, storage, and charging infrastructure. An array of technology sub-domains, such as artificial intelligence, electric propulsion, and Smart Energy storage using IoT and safety systems are being explored in this study.

Technology Proposed:
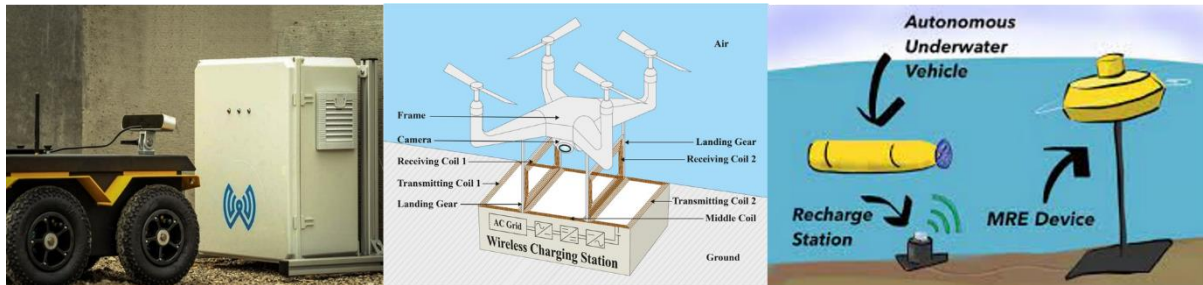
Illustration of proposed renewable energy docking station solution in all 3 domains

- Docking Station with wireless charging station in drone ports, and the charging system will be powered by Methanol/Ethanol Based Fuel cell localised/standalone grid system.
- The charging device will also use an array of sensors to smartly monitor the health and charge maintenance of the battery system which comprises a Lithium-Ion cell battery bank.
- Air vehicles would have the same energy system, however the difference would be in the docking mechanism and its rate of charging.
- The sea and underwater drones would require a complex system of magnetic coupling to ensure mobility across different sea states. The charging will occur through the magnetic coupling.
- The surface vehicles will have access to floating buoys with hybrid solar and wind energy systems for charging in the middle of the sea.
- In case of underwater vehicles, the charging will be carried out through the magnetic coupling system. The energy resource will be a floating piston mechanism which generates electricity based on the movement of the sea waves and stores the energy generated in the lithium-ion battery bank which is an additional part of the submerged structure in connection with the floating hybrid energy buoy.

Selected Publications from ADBU colleagues (Journal Articles and books)

- *Influence of Tea Plant Roots for Soil Slope Strengthening: Case Studies and Numerical Investigation*: https://doi.org/10.1007/s40515-023-00350-x
- *Natural Air Filtration: Potted Plants for Management of Sick Building Syndrome:* https://doi.org/10.21203/rs.3.rs-2680821/v1
- *Peak Power Extraction from a PV System for Various DC and AC Loads:* https://doi.org/10.1109/ICPC2T60072.2024.10475038
- *Performance analysis of gallium nitride-based DH-HEMT with polarization-graded AlGaN back-barrier layer:* https://doi.org/10.1007/s00340-023-08042-7
- *Design and Economic Analysis of Grid-Connected PV System in Kamrup Polytechnic:* DOI: 10.4018/979-8-3693-2260-4.ch007
- *Optimizing the Benefits of Solar PV-Integrated Infrastructure in Educational Institutes and Organizational Setups in North Eastern India*: DOI: 10.4018/979-8-3693-2260-4.ch013

This report (shortened by IAU) was compiled by Dr. Hironmay Deb and Dr. Sunil Deka, Assam Don Bosco University. The full version with additional descriptions and photos can be consulted here.

## Additional report on SDG 7 by the University of Campinas (UNICAMP) Brazil

- The 'Microgrids' project aims to size, develop, plan, test, and implement four microgrids to enable a more reliable and sustainable electricity supply. This initiative is part of the MERGE research and development project: Microgrids for Efficient, Reliable, and Greener Energy.
- The Energy Contracting Subproject of the Sustainable Campus Research and Development Project studies Electricity Contracting at the UNICAMP, pioneer in the Free Energy Market as a Free Consumer since 2002. The project aims to develop a migration and hiring model of energy contracting for Public Universities.
- The Sustainable University project disseminates technical-academic knowledge through disciplines, lectures, training, teaching materials, and instructional books to help other institutions implement sustainability
- The Working Groups brings together experts to: develop an Energy Management Program on Unicamp Campuses to reduce energy consumption; and, design management programs and technical procedures with Unicamp's operational structure to implement actions analysing the university's annual energy performance reports.
- The Mini Operations Center subproject aims to implement a mini intelligent data centre to monitor electricity consumption and operation on Unicamp's Campinas campus.
- The implementation of renewable generation at Unicamp is an important initiative to reduce energy costs, promote photovoltaic generation in Brazil, and establish a living laboratory for research, training, and development of photovoltaic energy experts. The main campus in Campinas-SP has 534 kWp of installed photovoltaic generation capacity.
- The IoT-based energy management subproject aims to develop a tool for energy management, integrating supply, demand, and smart efficiency at UNICAMP.

SDG 8: DECENT WORK AND ECONOMIC GROWTH

Lead: University of Gothenburg, Sweden
https://www.gu.se/en ; https://gmv.gu.se/english
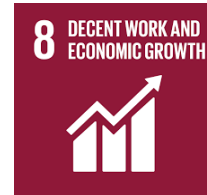
Satellites in Subcluster:
- Makerere University, Uganda
- Addis Ababa University, Ethiopia
- University of Nigeria, Nigeria
- University of Dar es Salaam, Tanzania
- University of Nairobi, Kenya
- University of Concepción, Chile
- Universidad de los Andes, Colombia
- University of Economics Ho Chi Minh City, Vietnam

More information about the partners: https://www.gu.se/en/about-the-university/collaborate-with-us/networks-and-partner-universities/sdg-8-decent-work-and-economic-growth

The strategic goal of the SDG 8 Initiative

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 at the Environment for Development Unit at the University of Gothenburg with the support of a steering committee representing three faculties at University of Gothenburg.

Achievements academic year 2023 – 2024

A few activities have been carried out since the last report:

- 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 submitted for publication by Routledge, and it is expected to be published later in 2024. Thanks to a generous donation from a local foundation the book will be available with open access. The book will cover **targets 8.1 – 8.9** as well as chapters on academic capacity building in support of SDG 8. Authors come from the whole SDG 8 network.

- The book had a soft launch in a symposium during the conference on Global Human Resources Management, June 18, 2024. [Read more here.](#)
- *Pictured below are speakers at the launch event: Professor Sharon Fonn (co-editor), Professor Lotta Dellve (co-editor), Professor Johannes Siegrist (author), Stefan Tengblad (author)*

SDG 9: INDUSTRY, INNOVATION, AND INFRASTRUCTURE

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

Satellite: Assam Don Bosco University, India

Beirut Arab University (BAU) is fully committed to advancing Sustainable Development Goal 9 (SDG 9) – "Industry, Innovation, and Infrastructure." Through a comprehensive range of initiatives and collaborations, BAU is at the forefront of promoting innovation, fostering industry growth, and enhancing infrastructure development in Lebanon.

1. Campus Sustainability Initiatives:
- Implementation of Solar Energy Systems: BAU has installed solar energy systems on the Beirut Campus, harnessing sunlight to generate electricity and mitigate power outages. Plans were laid in August 2024 to extend this initiative to the Debbieh Campus, ensuring sustainable energy sources.
- Artificial Lake Preparation: The excavation of an artificial lake on the Debbieh Campus, is currently on the way, aiming to store rainwater for irrigation purposes, addressing water scarcity challenges and promoting sustainable land use.
- Beehive Establishment: in September 2024, BAU introduced beehives on the Debbieh Campus to support pollination and biodiversity conservation efforts, fostering environmental sustainability.

2. Research and Innovation for Sustainable Development:
- It is based on our continuous update of our strategy and platform that we were also able to collect data regarding research that helps in serving SDG 9, which can be seen below:
- Faculty Contributions: BAU's Faculty of Science and Faculty of Engineering are leading research efforts contributing to sustainable industrialization and innovation. Projects include advancements in clean energy, smart cities, and sustainable manufacturing processes.
- Publication Highlights: Noteworthy publications under SDG 9 include research on digital leadership post-pandemic, AI applications in talent management, and novel mechanisms for smart energy metering and unmanned aerial vehicle stabilisation.
- According to data collected from BAU Publication Form, the Faculties of Engineering and Science are the Faculties with the highest contribution to research under this SDG, where SDG 9 accounts for 22% of the publications collected so far for the academic year 2023-2024.
- Some examples of SDG9 Publications: *Digital Leadership and Innovation Mediated by Employees' Satisfaction: A Recovery Strategy after the Pandemic; Transforming Human Resources with AI: Empowering Talent Management and Workforce Productivity; A Secure and Resilient Smart Energy Meter; Characterization and optimization of mechanical properties in design materials using convolutional neural networks and particle swarm optimization; Control of a Novel Parallel Mechanism for the Stabilization of Unmanned Aerial Vehicles.*

3. Industry-Academia Collaboration:
- BAU established partnerships with industries and businesses to facilitate knowledge exchange, technology transfer, and collaborative research endeavours, thereby fostering innovation and

advocating for sustainable industrial practices.

- A recent collaboration initiative, in September 2024, involves partnering with IRALEB (formerly known as LIRA: Lebanese Industrial Research Achievements), a renowned private organisation registered in Lebanon since 1997. IRALEB aims to provide career opportunities for university researchers, combat brain drain, and advance the Lebanese industrial sector. Their collaboration extends across 13 prestigious Lebanese universities and various local industries.
- In February 2024, BAU hosted IRALEB representatives for workshops held at both the Beirut and Debbieh campuses, where they introduced the "Innovation Program 2024." This initiative supports early-phase innovation for academic researchers and talented students, focusing on applied research projects in sectors such as agrifood, healthcare, pharmaceuticals, cosmetics, ICT, and creative industries. The program, under the umbrella of "Lebanon Innovate," receives funding from the "European Union," enhancing its capabilities and impact. By participating in the "Innovation Program 2024," BAU aligns with its commitment to academic excellence while contributing to the growth and competitiveness of the Lebanese industrial sector.
- This collaborative effort empowers researchers to translate innovative ideas into successful ventures or industrial solutions, leveraging support from both Lebanese and European stakeholders. Through partnership with IRALEB and participation in the "Innovation Program 2024," BAU underscores its dedication to fostering innovation, entrepreneurship, and impactful research.
- Dr. Amira Zaylaa, Assistant Professor at the Faculty of Engineering, Beirut Arab University, participated in IRALEB/LIRA 2024 with two Biomedical Engineering projects. These two projects were shortlisted nationally among several submitted projects from different universities.
  - Track 1: Revolutionising Breast Cancer Diagnosis through Breast Mass Images, AI and Web Development
  - Track 2: Development of A Smart Bionic Prosthesis Arm

4. Curriculum Integration:

- SDG Integration: starting from the beginning of the academic year 2024-2024, BAU is incorporating sustainability and SDG-related concepts across its curriculum, ensuring that students are equipped with the knowledge and skills needed to address contemporary challenges and drive innovation.
- Conferences and Projects integrated with SDG9: BAU is planning to integrate artificial intelligence into education and research to benefit the community and industry. Several AI conferences have been organised, including one titled "The Future of Academia in Light of Artificial Intelligence." Additionally, BAU is raising awareness about the UN Sustainable Development Goals (SDGs) and aligning research plans with these goals. The BAU Publication Form has been updated to include the relevant SDGs for each research paper, demonstrating BAU's commitment to sustainability and academic excellence. BAU research subthemes are also being updated to accommodate the integration of Sustainable Development Goals into research plans.

5. Integration of Artificial Intelligence (AI):

- AI-focused Initiatives: BAU organised conferences and initiatives centred on AI, fostering dialogue and collaboration in areas such as AI education, research, and application, thereby aligning with the latest advancements in AI technology.
- There have been several AI conferences planned, one that was organised in April 2024 and is called "The Future of Academia in Light of Artificial Intelligence." BAU is also promoting awareness of the UN Sustainable Development Goals (SDGs) and coordinating research plans

with these objectives.
- BAU researchers and academics are being equipped with the knowledge of AI tools to promote their experience as Faculty members and their relationship with their students, as well as to facilitate research activity and to reach new horizons.

6. Capacity Building and Technical Training:
- BAU offers training programs and workshops designed to equip students and professionals with skills and knowledge relevant to sustainable infrastructure development, industrialization, and innovation.
- **Innovation HUB - SDG9:** The Innovation Hub of Beirut Arab University was launched and has started working since mid-2023 as part of the ELEGANT project funded by the European Union.
- The hub is dedicated to empowering Final Year Project (FYP) Students by providing realistic learning opportunities, fostering pioneering mindsets, and developing transferable skills essential for their chosen career paths.
- The hub is fostering links between ICT companies' needs and students' skills, thus strengthening employability skills, facilitating cooperation in applied research, and fostering knowledge transfer between the university and partner enterprises. Aimed at preparing students to explore their interests confidently, the hub equips them with the necessary knowledge and skills to pursue post-graduation training and achieve success in their chosen careers.

7. Community Engagement and Outreach:
- BAU engages with local communities through awareness campaigns, workshops, and collaborative projects to promote sustainable practices, infrastructure development, and innovation.
- The establishment of the Digital Fabrication Lab at the Faculty of Architecture – Design and Built Environment has revolutionised Digital Architecture and Fabrication. The lab, equipped with cutting-edge technology like the 6-axis robotic machine, enables the conversion of virtual models into tangible material systems, through a direct connection between the digital model and the production process known as file-to-factory. Final year students have started from September of the academic year 2023-2034 using this lab to build new design methods, fostering inquiry and driving the development of new software tools for design.

8. Policy Influence and Advocacy:
- Policy Engagement: BAU actively participates in policy discussions and advocates for sustainable practices at institutional, local, national, and international levels, contributing to research and policy briefs related to SDG 9, among other Sustainable Development Goals.
- 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.

The full version of this report with additional descriptions and links can be consulted here.

SDG 10: REDUCED INEQUALITIES

Lead: University of Tsukuba, Japan

https://www.tsukuba.ac.jp

Satellites in Subcluster:
- University of Bologna, Italy
- Universiteit Utrecht, The Netherlands
- KIIT/KISS, India

In the academic year of 2023, the University of Tsukuba has continued reconstructing its satellite network through consultation with IAU. We are in preparation for negotiation with universities in Africa and we are interested in how to include the Americas as global time difference constraints are making a convenient time among all universities in different time zones difficult. Once stabilised and settled, the University of Tsukuba plans to organise timely workshops with its satellites.

Also late in the academic year of 2023, the acting body regarding the cluster activities switched from the Institute of Humanities and Social Sciences to the Organization for **DESIGN THE FUTURE** within the University of Tsukuba, and is now under new leadership. The University of Tsukuba has been active in its own activities in accelerating discussion about issues regarding SDG 10 and the SDGs in general. The **"Tsukuba SDGs and Innovation"** community continues to grow and has an active SDG community on Facebook and Instagram. The Organization for DESIGN THE FUTURE also conducted a fair within the university cafeterias to promote better knowledge of carbon footprints – and created menus with the carbon footprint labelled and also conducted a survey.

The University of Tsukuba Empirical Social Science Research Center for Policy Solutions to Disparities and Inequalities (DDPI) headed by Hidehiro Yamamoto, continued to have numerous seminars and also hosted a session at the Tsukuba Conference titled "The Role of Humanities and Social Sciences in the International Co- creative Strategies Beyond SDGs" on the 26th of September, 2023. This session had several presentations and discussed the **role of humanities and social sciences,** specifically how to implement co-creative strategies beyond the SDGs. Through the discussions, some common themes such as holistic well-being, understanding of individuals and equality that will continue to be important for society were identified.

Regarding the numerous seminars, for the 18th seminar, Associate Professor Sayaka Fujii from the University of Tsukuba, Institute of Systems and Information Engineering, was invited to speak on the topic "Pathways to Multicultural Coexistence in Japan, a Country Becoming an Immigration Powerhouse: Urban Planning that Embraces Diversity and Empowers People." Professor Fujii's research focuses on spatial planning, life support, and community formation, both hard and soft aspects of urban planning. In this seminar, she spoke about **addressing inequality and disparity from the perspective of multiculturalism and diversity in urban planning.**

For the 19th seminar, Assistant Professor Marie Sato from the University of Tsukuba, Institute of Humanities and Social Sciences, was invited to speak on the topic "Cross-Border Humanitarian Aid: Refugees' Quest for Resilience Building." Professor Sato presented on the current state of and challenges in r**efugee support,** and we discussed the **resolution of inequality and disparity.**

For the 20th seminar, Associate Professor Ayaka Suzuki from the University of Tsukuba, Institute of Humanities and Social Sciences, was welcomed and spoke on the topic "Exploring the Background of 'Honorary Male' Issues: A Critical Analysis of Elite Female Bashing." Professor Suzuki specialises in **sociology and gender studies**, with a particular focus on social movements and feminism. In this seminar, she delved into the concept of "honorary males," presenting empirical and theoretical research on the bashing of elite women.

For the 21st seminar,Professor Makoto Inoue from the Waseda University School of Human Sciences spokeon the topic "Community and Indigenous Rights to Natural Resources: A Perspective from Commons Theory and Property Theory." Professor Inoue specialises in **environmental sociology**, forest governance, and Southeast Asian regional studies. His insights into "resources" and "indigenous peoples" provided a valuable foundation for the discussions on addressing inequality and disparity.

The following seminar, titled "Super City Initiatives and Internet Voting: A Case Study of Tsukuba City," welcomed Mr. Yasunobu Kanazuka from the Science and Technology Strategy Section, Policy Innovation Department of Tsukuba City. Mr. Kanazuka presented on Tsukuba City's Super City initiative and its implementation of internet voting.

In March 2024 to end the academic year, UThad the privilege of inviting Lecturer Keiichi Sato from the Graduate School of Sociology, Hitotsubashi University, to speak on the topic "Political Opportunity Structures and the Diversity of Advocacy Coalitions: An International Comparative Study of Climate Change Policy Networks." Mr. Sato's presentation provided valuable insights into the **role of political opportunity structures in shaping the diversity of advocacy coalitions**.

University of Tsukuba Pre-Strategic Initiatives

Empirical Social Science Research Center for
Policy Solutions to Disparities and Inequalities

Learn more about the Center: https://ddpi.icrhs.tsukuba.ac.jp/en/

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)

Activities related to SDG 11 and SDGs in 2023-24

- **Siam University organised United Nations CoNGO:** Siam University hosted the Asia-Pacific NGO Conference, emphasising collaboration among NGOs to achieve the UN's 17 Sustainable Development Goals. The conference focused on effective cooperation, learning, and innovation to address current global challenges and secure a sustainable future for upcoming generations.

- **Hybrid electrical generating plant:** Three institutions worked as one team towards the SDGs: Chitralada Institute of Technology, Asian Institute of Technology and Siam University. They visited a Hybrid Electrical Generating Plant by using Hydroelectric Systems and Solar Power at Sirindhorn Dam hosted by the Electricity Generating Authority of Thailand.
- **Collaboration with UNHCR:** Siam University supports asylum seekers to continue their education in Higher Education, if required partial or full scholarship is provided.
- **Community Service: a Corporate Social Responsibility trip** is arranged to enhance students' knowledge on CSR as well as to help students to better understand society, social needs,and social work. A monetary and essential goods donation was made to Moo Baan Dek (Children's Village School) in Kanchanaburi.
- **Promote International Arts and Culture:** With regards to our respect for diversity, Siam University organised many arts and culture festivals for our international students such as Chinese Lunar New Year 2023 Celebration and festivals of International Faculty and Students. This year, SU is honoured to host a party welcoming His Excellency Minister Counsellor from the Republic of Bangladesh to the Siam University Campus.

- **U.N. International Day of Peace:** Siam University has celebrated the UN International Day of Peace every year for 14 years consecutively since 2010 the U.N. International Day of Peace on 21st September every year. **The U.N. Theme of 2023 year was "Actions for Peace: Our Ambition for the Global Goals".** Students from various nationalities, ethnicities, and genders both spoke at and attended the event.
- **SEAGA - Collaboration for SDGs- Goal 17:** Siam University has hosted numerous SDG-focused events. In June 2023, the university co-organized the SEAGA conference with Thammasat and Chulalongkorn Universities, with the aim to enhance sustainability discussions in Southeast Asia impacting society, business, and government decision-making and actions.
- **Sustainable practices local authority collaboration regarding planning and development:** The President of Siam University serves as an advisor for Phasi Charon district, aiding in development plans and activities. We host the "Pride of Phasi Charoen Market" and collaborate on projects like the community market and arts festival, promoting the local economy and culture. Our creative economy initiatives drew interest from Bangkok's governor.
- **Community projects "Happy Station"and "No Waste":** Since early 2022, Siam University has operated the "Happy Station" for free herbal liquid refills, promoting sustainability. This initiative was a finalist at the 2022 SUN Thailand conference. Other efforts under the "Carbon Neutrality 2045" policy include 3Rs, "No Plastic and Polystyrene," waste management, and tree planting projects, supporting SDGs 12, 13, and 15. We continue campaigns like waste sorting and "No Waste," and promote cloth bag donations. Participation in the 2023 Sustainability Expo encourages students to understand the 3Rs and the 17 SDGs. We are developing "canal eco-tourism" projects with our "social living lab" communities. Our boat tours connect floating markets in Phasi Charon and Taling Chan districts and explore historic temples in Chomthong district, highlighting Wat Ratcha Orasaram, Wat Nang Nong, and Wat Nang Ratchaworawihan.

Future plans:
- **Student leadership camp, 28 July to 04th August 2024**, is expecting students from around 20 nationalities and this camp will feature a field trip to Kanchanaburi to understand World War II, where the cemetery is located.

The full version with additional descriptions and photos can be consulted here.

Satellite Report Mykolas Romeris University

In 2023-2024 MRU operated under the Strategy for Sustainable Activities and carried out studies, research, educational and community engagement activities and campus operations under SDG11.

- **Studies:** 5 study programmes were implemented related to SDG11, MRU joined the Responsible Futures international pilot by Students Organising for Sustainability (SOS-UK).
- **Research:** 61 scientific papers published on SDG11.
- **Projects:** MRU joined the European Reform Universities Alliance (**ERUA**) that aims to increase sustainability and the societal impact through studies, research, community engagement. Other MRU projects related to SDG11 include Science for Evidence-based and Sustainable Decisions about Natural capital (**SELINA**); Higher Education Learning Community for Inclusion (**HELCI**); Governance & Administration of Leisure and Sports International Master (**GOALS**); Psychological Mechanisms of Environmental Citizenship Education **(ENVICI)**; Psychological Resilience of Older People: Expression and Experience in the Face of Challenges; Boosting the Green Future via University Micro-credentials **(B-GREEN-ED)**; Comprehensive Assessment of the Country's Circular Economy (MentUwell).
- **Education and community engagement**: MRU organised Orange and Sustainability Days, welcomed local community people to engage in sports and enjoy the natural environment of MRU open areas and the park. The University enrolled Ukrainian war refugee students and employed researchers, shared its premises with the Ukrainian war refugees school Gravitas Schola, organised joint educational, sports and volunteering activities for Refugee Centre residents, engaged in environmental cleaning initiatives River CleanUp, Save the Baltics, carried out educational activities such as Sustainable Tourism Day, Cycle September, Car-Free Days, Walk 15, Plastic Detox Month, Meatless Mondays, Diversity and Inclusion through Arts, reviews of documentaries, etc. In partnership with the Lithuanian Ministry of Social Security and Labour, the Ministry of Education, Science and Sports and the portal Municipal News organised National Community Awards.
- **Campus operations:** MRU installed solar power plant on Student Dorm roof, mounted beehives which are crucially important for local ecosystems on the Research and Innovation Centre roof, fostered Student and Employee Gardens and natural MRU environments, measured public procurements, energy and water usage, resource saving and waste management activities against set targets.

Satellite Report American International University Bangladesh (AIUB)

American International University-Bangladesh (AIUB) stands at the forefront of SDG 11 as reflected in its diverse array of university activities and faculty research initiatives that actively contribute to the development of vibrant and sustainable urban living. Some activities at AIUB that can be highlighted in this context:

- **AIUB** received the **Electronic Safety and Security Association of Bangladesh (ESSAB) Safety Excellence Award** for maintaining fire safety and implementing outstanding fire safety measures across its campus.
- AIUB's D-Building, home to engineering, computer science, and natural science departments, was key in the university receiving the award at the [8th International Fire, Safety, and Security Expo 2022](#).
- It has a comprehensive **fire safety plan**, including fire/smoke detection and protection systems.
- AIUB's entire campus prioritises safety, with consistent safety workers and service engineers overseeing operations while the management supervises safety measures, providing a safe and well-planned environment for employees and students.
- The **Department of Architecture** fosters creativity and innovation, securing the **2nd Prize in Design Charrette** and organising successful thesis jury presentations.
- AIUB's **Photography Exhibition** and workshops contribute to visual storytelling and document the evolving urban landscape.
- Initiatives like the **"World Environment Day"** and a **"Workshop on Paint and Paint application"** emphasise environmental consciousness in sustainable urban development.
- The emphasis on technology for sustainable urban living is evident in research like "[Digital Design and Implementation of an IoT-Based Smart Bio-Toilet with Hygiene Maintaining System](#)" and "[Design of an IoT based power monitoring system model for a grid-connected solar PV](#)."
- The university's commitment to sustainability is further highlighted in research projects such as "[Renewable Energy of Bangladesh for Carbon-free Clean Energy Transition (C2ET)](#)" and "[Optimized Performance and Economic Assessment for Hybrid Island Microgrid System Considering Uncertainties."](#)

These innovations demonstrate AIUB's dedication to leveraging technology for improving urban communities. These studies contribute to the discourse on clean energy transitions and resilient energy infrastructure, key for sustainable urban development. AIUB's multifaceted approach to SDG 11 underscores its dedication to creating sustainable and inclusive urban spaces through creative and innovative university activities and faculty research.

Additional report on SDG 11 by UNICAMP

- The [Sustainable Campus Project](#) is a partnership between Unicamp and CPFL Energia that began in August 2017. It aims to improve the campus infrastructure and, through the study and development of new technologies, improve teaching and research, transforming Unicamp into the largest Living Energy Sustainability Laboratory in Latin America.
- A free internal circular transport system on campus, with a fully [electric bus](#), which features a sustainable electric station with its photovoltaic generation and energy storage system. Furthermore, in the near future, all buses and charging stations will have a broad real-time monitoring system, which will allow the analysis and proposal of solutions to mitigate socio-environmental, technical, and economic problems due to the use of this technology in urban environments.

SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

Leading: University of Regina and Luther College, Canada

https://www.uregina.ca/

https://www.luthercollege.edu/university/

Satellites in Subcluster:

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

Cluster on SDG#12 Responsible Consumption and Production: Summary of Member Activities: 2023-2024

In this report we highlight the activities of the SDG12 sub-cluster on *Responsible Production and Consumption* and how SDG 12 is being integrated into our universities through institutional strategy, projects implemented and collaborations since April of 2023. Included are general cluster-wide activities and some highlighted SDG activities from specific satellite universities. SDG 12 Subcluster meetings were held on May 16, July 5, and November 21, 2023 and January 30, 2024, with members also participating in the two IAU Global HESD cluster meetings (Sept 20, 2023, and Mar 25 and 26, 2024).

SDG 12 Cluster Tips for a Sustainable Campus

On May 16, 2023, the SDG 12 cluster initiated a discussion of its university partners to gather tips for creating a sustainable campus as well as the role of *Responsible Consumption and Production* in that journey. The idea of documenting tips from each SDG subcluster for creating sustainable campuses was then brought to the subsequent full IAU HESD cluster meeting on Sept. 20, 2023. The idea was embraced by all SDG clusters. The sub-cluster then identified SDG 12 Campus sustainability tips in each of 4 areas of university activity: in teaching: *Advancing Sustainable Development through a New Scholarly Identity;* in research: *Research into Youth Education for Sustainable Production and Consumption in Rural Areas;* in community engagement: *Moi University on the frontline supporting communities to achieve sustainable consumption and production (SDG 12);* and in campus operations: *Campus Equipment Sharing and Autonomous Equipment Repositories*. Two examples were given of equipment sharing: the University of Regina's Print Optimization Project and the repurposing of furniture and equipment from other campus units in establishing the University of Regina's new Sustainability Office.

SDG 12 Cluster Member Workshops and Presentations

Cluster members participated in delivering the following workshops:

(A) "Educating for Responsible Consumption and Production and Transformative Technologies" **SDG 12 Workshop**

- Members of the cluster (Moi University, El Bosque University, Luther College/University of Regina) presented an SDG 12 workshop as part of an AASHE course "Localizing the UN SDGs through Education, Training and Regional Collaboration" in collaboration with the RCE Americas Network. The SDG 12 two hour workshop was held on April 4, 2023. The workshop involved case examples of doing research through community engagement that included transformative technologies, and sustainable lifestyles. A video of the workshop is available.

(B) SDG 11: Progress, Challenges, Lessons Learned and Tools for Sustainable Transformation of Cities **Workshop Session**

- The Co-coordinator of the SDG 12 Sub-Cluster, Dr. Roger Petry, participated in this *High Level Political Forum (HLPF) UN DESA/UNITAR SDGs Learning, Training and Practice Workshop* on July 14, 2023. Dr. Petry focused on the need for a regional approach to sustaining cities and the value of sustainable consumption and production. A video is available.

(C) Good Practices Working with Communities: Examples from Luther College at the University of Regina & RCE Saskatchewan

- A presentation was made to the *IAU Global HESD Cluster Meeting on March 26, 2024* by Colleen Strauch of the Non-Profit and Voluntary Sector Studies Network at Luther College at the University of Regina and Dr. Roger Petry, SDG 12 Cluster Co-lead and Co-coordinator of RCE Saskatchewan. A video is available (starting at 1:20:30)

Satellite Report Moi University

- Moi University now has targets and benchmarks to achieve environmental sustainability.
- University activities include tree planting, development of sustainable products and crops, green technologies, student community engagement opportunities, and community training in Sustainable Consumption and Production (SCP).
- At the start of 2024, the School of Science began curriculum review of 6 programs that include reviewing the B.Sc. program to include a course on SDGs with a focus on competency based and global learning. The SDG course developed will be done by all programs at the School.

Satellite Report Pontifical Catholic University of Peru

- PUCP presented to the Inter-universities Environmental Peruvian Network hosted by the Ministry of Environment, a two day event where approximately 40 universities discussed resource use reduction and how they managed voluntary work in the face of budget constraints. PUCP's "sustainable campus project" received much attention and showed the value of its participatory model of management; PUCP is the first university in Peru with substantive environmental measurements.
- PUCP participated in the Circular Economy National Congress (COREECO Tarapoto 2023) and spoke on the green economy and its shortfalls; PUCP is working with a multi-campus collaboration in the Amazonian region where there are many environmental threats (e.g. from mining, deforestation).
- PUCP presented a draft analysis of how public universities in Peru are making their campuses more sustainable. PUCP is exploring its own organisation to learn what different units are doing, seeing self-understanding as a starting point. PUCP also developed its first PUCP sustainability report. It has also completed a study of its carbon footprint.

Satellite Report University of Vechta

- Detlev Lindau-Bank and Margit Stein published Sustainable Procurement Management at the University of Vechta in November, 2023, through the IAU. The article emphasises the need for a whole institution approach, cooperation, networking and competition, and waste avoidance and resource conservation. It discusses the use of recycled paper, environmentally friendly office supplies, green IT, fair-trade food products in catering, and resource conservation through digitization, among others.
- The University of Vechta is partnering with schools on a project developing Education for Sustainable Development (ESD) curricula in secondary schools for every school in Europe using a whole-school approach; it is also developing an ESD application for mobile phones for young adults focused on Sustainable Consumption and Production (SCP).
- The University of Vechta and the RCE Oldenburger Münsterland have developed a European framework curriculum with its partners (University of Daugavpils; Charles University Prague, Vytautas Magnus University) as well as schools and further education institutes in Italy, the Netherlands, Romania, Latvia, the Czech Republic and Germany and tested it with the help of the Whole School approaches. The European curriculum-framework on ESD draws on relevant UNESCO and European Commission documents to provide a strategic context and conceptual background and to set out the learning outcomes to be developed in schools and higher education institutions. The desired learning outcomes are in the cognitive, social, emotional and behavioural domains, all of which are important for a holistic education. The transdisciplinary themes associated with the SDGs provide a suitable ground for developing competences - both in how they are understood in different educational institutions and in how they pursue the goal of promoting authentic, value-based behaviour. To assess the development of such competences, the Structure of Observed Learning Outcomes (SOLO) taxonomy can be used,

which describes progressively increasing levels of learning outcomes achieved by students, emphasising increasing complexity. The Framework is intended to be a flexible guide that can transform the curriculum towards competence-based and transformative learning according to the country's and institutional context. Based on this framework curriculum, a modular training concept was developed and tried out in various projects with schools and universities.

Cluster Coordinator Report: University of Regina and Luther College

- The University of Regina has a new [sustainability office](), which will serve as a focal point for collaboration across the campus to strengthen ongoing and emergent activities and to move its [Sustainability Action Plan]() forward. One of the first tasks was to embed a low consumption/circular economy approach in establishing its physical presence on the campus (see repurposing of campus furniture and equipment outlined above). The office has delivered sessions to local schools that draw connections between the SDGs, students' lives, and their vision of what things would look like if the goals were achieved.
- The University of Regina has now adopted an Indigenous procurement policy that advances a number of sustainability objectives by advancing purchasing from Indigenous firms and communities.
- The Nonprofit and Voluntary Sector Studies Network ([NVSSN]()) at Luther College continues work on SDG localization including how to use the SDGs to communicate in the non-profit sector through charitable giving and volunteerism. The NVSSN working with the University of Regina and the Johnson-Shoyama Graduate School of Public Policy hosted a SDG Localization Project for communities, NGOs, business, and charitable foundations in Regina, Saskatchewan, Canada, on June 19, 2023.

SDG 13: CLIMATE ACTION

Lead: The University of West Indies (UWI), Caribbean
http://www.uwi.edu/

Satellites in Subcluster:

- State University of New York - 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
- University of Costa Rica
- University of Delaware, USA (Observer)

Overview of activities of SDG 13 at The University of the West Indies

Following the engagement of UWI with IAU in July 2019 during the High-Level Political Forum (HLPF) , the SDG 13 Cluster focuses on SDG 4 (Quality Education), SDG 13 (Climate Action) and SDG 17 (Partnerships for the Goals), and has continued its work globally through associated programmes.

However, while this is indicative of a resumption of pre-pandemic normalcy across associated higher education institutes; opportunities are still scarce, and funding limited in many areas due to a number of externalities that require attention. Despite these challenges, The University of the West Indies along with Satellite institutions of the Global University Consortium (GUC) are able to engage and adopt methods of working through their own networks, leveraging on close relationship and in some instances working through bilateral engagements/partnerships to maintain a focus on the 2030 Sustainable Development Agenda. This is further bolstered by the University of the West Indies appointing a more permanent managerial secretariat for the Consortium. This allows for a more continuous workflow and vision for the Global University Consortium.

GLOBAL UNIVERSITY CONSORTIUM ON SDG 13

In 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 2019 to lead the Global University Consortium on SDG-13 and has brought together 10 universities from across the globe, committed to developing the role of academia in the 2030 Sustainable Development Agenda.

Focused on Climate Action and its interlinkages across the Sustainable Development Goals, the Global University Consortium since its first year has worked persistently to advance knowledge, engage in knowledge exchange, research collaborations, advocacy, North-South, South-South and triangular cooperation.

Reviewing the work of the Global University Consortium on SDG 13 and the 2019 report, it is evident that a significant outlook was forecasted for the Consortium and its members. The impact of Covid-19 significantly hampered discussions, projects and initiatives that were in the process for conceptualization and implementation. Despite that setback, the GUC continues to re-envision itself and resume its activities.

For 2023 – 2024, outputs of the GUC have thus far included:

The University of the West Indies

The University of the West Indies has undertaken some activities for the 2023/2024 period in the area of SDG 13. These were:

1.   Responsible Futures

The University of the West Indies has joined the pilot group of the Responsible Futures International Programme being led by SOS-UK and IAU. This programme is aimed at incorporating sustainability with the institution's curriculum but also allowing students and staff to learn about sustainability and its benefits.

2.   International School for Development Justice

The UWI Pro-Vice Chancellor for Global Affairs continues to lead on the finalisation of the International School for Development Justice (ISDJ). This new school will form part of the UWI's Global Campus and offer post-graduate courses across all the SDGs.

3. SDG Bergen Conference 2024

SDG Bergen Conference 2024 hosted under the theme 'The role of Universities in Transformative Change'. The University of the West Indies was invited to speak on '***How universities can support students and staff in becoming the changemakers needed for transformative action for SDGs'*** *(see here).* Other participants were the University of Costa Rica (GUC member) as well as SOS-UK with the International Association of Universities (IAU) moderating the panel.

Satellite Report University of Bergen

The University of Bergen has undertaken some activities for the 2023 period in the area of SDG 13. These were:

1. Bergen Literature Festival

A writing competition in collaboration with Bjerknes Centre for Climate Research at the University of Bergen and the Rafto Foundation was launched inviting young person's globally to write a poem or essay about the climate crisis. Two persons were selected as the winners out of 533 entries from 119 countries. Link: https://www.litfestbergen.no/en/litfestbergen-2024/programme/the-best-stories-about-the-climate-crisis/

2. Indigenous Perspectives of Climate Change with young voices from the Artic

This discussion was hosted with Nivi Rosing (Arctic Youth Network), Anja Márjá Nystø Keskitalo (Saami Council), Ciera Lee-Kooneliusie (Canadian Coast Guard) and Kerim Hestnes Nisancioglu, the Leader of ClimateNarratives, Professor at UiB and representative of UiB to the SDG 13 Consortium. The conversation was moderated by Julia Morales-Aguirre of Arctic Frontiers. This discussion focused on how indigenous persons residing in Greenland perceive the changing climate. It also focused on how such changes can impact their daily lives and the culture in which they have come to embrace. Read more here.

3. Ocean Stories

The University of Bergen in partnership with Kode hosted an exhibition featuring art from the Pacific Ocean, Fiji, and Greenland as part of One Ocean Week. Artists from Greenland and Fiji told their stories and interacted with each other as these two locales engaged in discussion and knowledge exchange which was explored through artwork, lectures, and conversations. The exhibition is part of the "Climate Narratives" project, which is led by the University of Bergen, where research in the fields of art, social science and natural science engages in dialogue with site-specific indigenous knowledge, across cultures and generations.

Satellite Report University of Costa Rica (UCR)

1. SDG Bergen Conference 2024

In February 2024, the University of Costa Rica was virtually represented at the Conference on SDGs, organised by the University of Bergen, particularly in the session "A Whole-Institution Approach for ESD and the SDGs", with the presentation "Education for the SDGs at the UCR", by Dr. Ana María Durán Quesada, teacher and researcher at the School of Physics and Environmental Pollution Research Center (CICA). Learn more [here](#).

2. UCR international week

The University of Costa Rica has been coordinating internal meetings to promote opportunities related to HESD Cluster. Recently, they hosted [UCR's International Week 2024](#) during April 16-19, 2024, which incorporated a Webinar on IAU opportunities of internationalization for our professors and researchers.

<u>**Summary**</u>

The biggest challenge affecting the work of the consortium remains resourcing (sustainable resources). Funding opportunities are few and far between and oftentimes we do not have dedicated technical leads to advance projects beyond the ideation phase. It is recommended that the development of a catalogue of project ideas and project summaries aimed towards collectively working with international donors and agencies to pivot some of these ideas to implementable projects.

As a follow up recommendation, I think it would be useful for the GUC to have a dedicated research presentation seminar on some thematic areas to boost the visibility of the GUC's work. The UWI has a dedicated TV station where we could offer a selected slot to showcase the work of a partner university to deepen our international collaborative efforts.

Looking ahead to 2024 - 2025, the Global University Consortium will continue to focus on its membership and administration, building momentum, and maximising work and effort. the GUC will continue to advance the work and implement a firm schedule for meetings to further work as a consortium.

Report prepared by: Mr. Kevin Manning, Project Officer – Climate, Sustainability and the SDGs, The Office of Global Affairs, UWN, May 2024.

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 Cluster activities – selected activities from University of Bergen (UiB, cluster lead) related to SDG14 spring 2023 – summer 2024:

1. **One Ocean Week 2023 in Bergen:**

UiB actively participated in the first annual One Ocean Week, which took place from April 15 to 22, 2023. The city of Bergen hosted about 150 ocean-related events, and UiB organised several activities during this week[1]. The Statsraad Lehmkuhl tall ship, which had completed the One Ocean Expedition (a circumnavigation of Earth), returned to Bergen, marking the start of One Ocean Week.

2. **One Ocean Week 2024 in Bergen:**

One Ocean Week continued in 2024, focusing on sustainable ocean use. A total of about 185 conferences, meetings, workshops, and activities were held to promote ocean conservation and awareness during the week. UiB actively contributed to this event, emphasising the importance of ocean-related research and education. These events included a full day meeting on the North Sea, and a two-day conference (Ocean Outlook) with researchers from several countries presenting research on the ocean's role in climate change, physical oceanography, how organisms adapt to climate change and ocean health, including the deep sea, pollutants and molecular biology. All events were open to the public.

3. **Sustainability Education Collective at UiB:**

UiB established the Sustainability Education Collective, serving as a meeting point for everyone involved in SDG-related education. The collective aims to exchange experiences, knowledge, and ideas to enhance teaching and learning in sustainability education. This is a bottom-up initiative among teachers that collaborate to build SDGs into their courses.

4. Satellite event at SDG Conference in Barcelona

The University of Bergen with partners organised an official [satellite event on ocean science diplomacy exemplified by marine genetic resources (MGRs) and global benefit sharing](#) at the Ocean Decade Conference in Barcelona, 9 April 2024. A recording of the event is available [here](#).


5. SDG Conference 2024 in Bergen:

The seventh [SDG Conference](#) took place from February 7 to 9, 2024, with the theme "The role of universities in transformative change." UiB hosted this conference, bringing together participants from academia, government, industry, and innovation hubs. The conference explored ways to engage with the Sustainable Development Goals (SDGs) in new and radical ways.

The conference included sessions co-organized by the International Association of Universities (IAU) – one focusing on [SDG education and integration in higher education](#) (see the recording [here](#)), and one on [the whole-institution approach to higher education](#).

6. SEAS - [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 [over 30 postdocs recruited](#), and the final batch are now underway. See the goals and commitments of this programme [here](#).
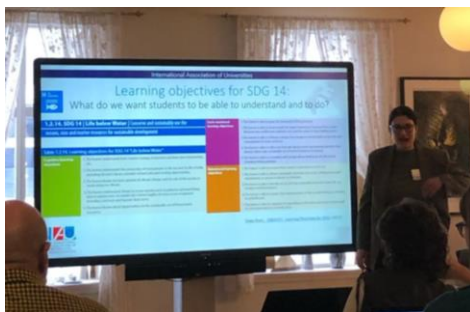
7. Workshop with IAU

IAU Programme Officer for Sustainable Development Isabel Toman was invited by the University of Bergen to present IAU's HESD initiatives and take part in the discussions around the revision of the Biology Masters programme through the lens of Education for Sustainable Development (ESD) and in alignment with the SDGs.

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

Universidad de Costa Rica - SDG 15 Report: 2023-2024

1. **Activities with IAU**:

In February 2024, the University of Costa Rica was virtually represented at the Conference on SDGs, organised by the University of Bergen, particularly in the session "A Whole-Institution Approach for ESD and the SDGs", with the presentation "Education for the SDGs at the UCR", by Dr. Ana María Durán Quesada. In this activity, Ana María Durán Quesada, Ph.D., professor at UCR's School of Physics and researcher at the Research Center on Environmental Pollution (CICA-UCR) shared some current initiatives at UCR that contribute to an institutional approach for education of sustainable development:

- Students' participation in programs devoted to reaching SDGs allowing them to interact with peers of different careers, backgrounds, and countries (one example here).
- Several workshops conducted each year in which a whole international community contributes to expand horizons for SDGs.
- Goals for equality and equity for the goals resonate in our university to continue the development of a modern curriculum in which understanding the role of our professional development for SDGs is a priority.
- Classwork that includes seminars, workshops, emphasising interactions, training, and lab work, where students take part in research activities with UCR professors and international experts, in a modern infrastructure with state-of-the-art labs, among others.

In general terms, as Dr. Durán stated, UCR is contributing to education on SDGs through four main areas:

- The integration of SDGs and strategies as part of the course work, through hands-on training on the relevance of those goals from the curriculum perspective.
- Open doors approach towards the community to ensure that it has access to institutional participation on SDGs in teaching, research, and social outreach.
- Focus not only on the national context, but also on regional, socio economic and political contexts to strengthen partnerships for the goals at different levels. Regional integration is key, so no one is left behind.
- Integration in multi, inter, and transdisciplinary groups to engage in problem solving, fostering the development of working groups for an integral view for SDGs.

2. **Interdisciplinary and regional projects:**

Projects related to SDG 15, that have been developing through this period, include the following:

- **Research and Social Outreach Program Biodistricts of Torres River**: A biodistrict is a political-administrative unit whose management understands a territory as a social and ecological system, where territorial planning and governance are aimed at improving and stimulating ecosystem services.
- **UCR's Academic Unit: School of Architecture**: This project contributes to territorial management based on research for the comprehensive conservation and connectivity of the ecosystems of the Torres River micro-basin, creating the conditions for the healthy and inclusive enjoyment of the ecosystem benefits of the river and territorial resilience. Among its axes are adaptation to climate change, promotion of gender equality, poverty reduction and promotion of social innovation. UCR serves as a counterpart of public and private initiatives within this project, which are transdisciplinary from their formulation, management, and research components.
- **Interdisciplinary Program of Research for the Comprehensive Management of Water and Soil Resources, at the Experimental Basin of Abangares River**: UCR's Academic Units: Research Center for Sustainable Development, School of Surveying, School of Civil Engineering, Research Institute on Health, Research Center for Atomic, Nuclear, and Molecular Science, Research Center on Marine Science and Limnology, and UCR's Chemical Regency. Its objective is to promote the sustainable use of resources, with emphasis on the supply of water for human consumption. This basin is one of the most studied in Latin America and has reached the category of experimental basin, which attracts national and international researchers from multiple areas of knowledge.

3. **Future collaborations:**

To foster more interaction with other partner universities from HESD CLUSTER, we have created brochures, shared information through our social networks, and we have been coordinating internal meetings to promote opportunities within the Cluster. Additionally, we hosted the first UCR's International Week 2024 during April 16-19, 2024, where we had a Webinar on IAU opportunities of internationalization for our professors and researchers, with the participation of IAU's Program Officer HESD, Ms. Isabel Toman.

Besides, in order to promote networking opportunities to explore further collaborations within SDG 15 with interested partners from HESD CLUSTER, UCR put together a Dossier with UCR Researchers working on SDG 15, prepared by the Vice Rector's Office for Research, in order to promote some new synergies for the Cluster.

The full version with additional descriptions can be consulted here.

Additional report on SDG 15: University of CAMPINAS

The São Paulo School of Advanced Science "Co-creating biodiversity assessments," produced and organised by the postgraduate course in ecology at the Institute of Biology (IB-Unicamp) which took place in October 2023, in the city of São Pedro, State of São Paulo. With support from FAPESP, the school aimed to train young scientists and environmental technicians to obtain and critically analyse biodiversity data more effectively to meet concrete demands. The event brought together researchers dedicated to investigating different aspects of biodiversity with representatives from different segments of users of this information. Topics included biodiversity conservation, impacts of climate change and land use, the effectiveness of biodiversity restoration and management actions, the maintenance of ecosystem services and functions in different use regimes, and the sociocultural uses of biodiversity.

SDG 16: PEACE, JUSTICE & STRONG INSTITUTIONS

Lead: 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 Cluster Overview

Through the Wangari Maathai Institute of Peace and Environmental Studies (WMI), the University of Nairobi is working on different initiatives to enhance the work of SDG 16 through the SDG lens of Peace, Just and Inclusive societies. These three ideas shape the approach to such as reducing violence, creating effective and transparent institutions, ensuring responsive, participatory decision making, strengthening institutions through cooperation, and promoting non-discriminatory laws and policies for sustainable communities and conflict prevention.

Some activities include:

- On 5 September 2023, the WMI and the Global Center on Adaptation (GCA) hosted the **Intergenerational Dialogue during the Africa Climate Summit,** where young people from 135 countries worldwide joined forces to advocate for a significant increase in adaptation finance and the active inclusion of youth in adaptation decision-making and actions. The Youth4Adaptation Community presented at this event and represented the voices of young individuals hailing from 51 African nations calling for double adaptation finance by 2025.
- Dr. Siddappa Setty delivered a **webinar** titled "The indigenous community, their livelihood, and forest conservation in Western Ghats, India" at Wangari Maathai Institute on 16 October 2023.
- In November 2024, the University of Nairobi and WMI signed a **Collaborative Framework** with the Wyss Academy Hub East Africa, which laid the basis for collaboration in areas such as Biodiversity, Water, Climate Change, Sustainability and Environmental Governance.
- Wangari Maathai Institute and University of Copenhagen co-organised a **celebration for Africa Environment and Wangari Maathai Day** at St Charles Lwanga Catholic church in Kibugu Embu in March 2024, where commemorative trees were planted and seedlings distributed to the faithful to grow in their farms.
- **University of Copenhagen students** were in Kenya as part of an experiential field learning course, which ran from 1- 12 March 2024. A total of 36 students from 15 nationalities joined the celebration of Wangari Maathai day. Values and faith, and their connection to environmental protection were at the heart of the conversations. Read more here.

Wangari Maathai day tree planting at St Charles Lwanga, Kibugu, Embu on 3 March 2024.
Source: University of Nairobi. https://wmi.uonbi.ac.ke/latest-news/wangari-maathai-institute-and-university-copenhagen-co-organise-celebration-africa

Sluse 2024, congregates at Kibugu Chiefs camp, Embu County for the start of the international Fieldwork class until 12th March.
Source: University of Nairobi. https://wmi.uonbi.ac.ke/latest-news/sluse-2024-activities-and-wangari-maathai-day

SDG 17: PARTNERSHIPS FOR THE GOALS

Lead: International Association of Universities (IAU)

Websites: IAU HESD & HESD Portal

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

Partner organisations for HESD: ACU, AUF, ASEF, ARES, Copernicus Alliance, SOS, HESI, Sulitest, MCO, EUA, U Multirank, the MECCE Project, and UNESCO.

Led by the 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 U*N Decade of Action for the Sustainable Development Goals (SDGs)* presents a window of opportunity for higher education to be involved and advocate for the sector's key role in teaching, research, and community engagement for sustainability. The 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 consistently developing and the IAU has been in touch with the group through monthly emails and virtual meetings (bi-annual). Additional in-person meetings took place with some Cluster members in the context of a selection of partner events. The Cluster met online on 20 September 2023 and 25 and 26 March 2024. 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. The 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 HESD survey and publications.

Other activities for the period under review included the introduction of [Terms of Reference for the Cluster](#) (November 2023 - see Annex), identification of new satellites to several subclusters following conversations facilitated by IAU (for instance a Cluster Meeting on SDG 6 in November 2023), and the start of the conceptualisation of a new collaborative Cluster publication the "Tips for SDGs'' which is currently under review.

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

The portal underwent a technical and design update which was completed in November 2023, with new search functions being presented during the HESD session at the [IAU International Conference 2023](#) at Qatar University, and online in two information sessions held in early 2024 ([see here for recordings](#)). 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 the IAU via email.

UN High Level Political Forum (HLPF) 2023

The IAU actively participated during the HLPF 2023, for the fifth consecutive year, providing information to its Members and mobilising higher education for SDGs. Next to attending the Award Ceremony of the International Green Gown Awards (IGGAs) and the annual HESI event, the IAU co-organised two virtual events. With SDG 6 under review, the IAU co-organised the event "*How we know what we know about water: Community and partnership-based approaches to capacity building in the water sector*" brought together experts from IAU's network and partners Sustainable Development Solutions Network (SDSN) and the Global Water Partnership (GWP). As in previous years, the IAU's proposal to hold a virtual workshop as part of the [UN DESA 2023 SDGs Learning, Training and Practice Workshops](#) was successful. *Progress, challenges, lessons learned and tools for sustainable transformation of cities* focused on SDG 11, and in particular the role of universities in contributing to a sustainable city and building partnerships with local actors and communities; co-organised with the Sustainable Cities Institute Brazil, World Blind Union, UNIBO and University of Paris Saclay. All events that IAU took part in and co-organized can be found [here](#) (with recordings).

IAU HESD Cluster Networking Meeting at the IAU General Conference, October 2022, Dublin, Ireland.

Further cooperation/events

- **UNESCO ESD:** IAU is part of the ESD-Net 2030 (launched October 2022), following the success of the previous Global Action Programme(GAP). The IAU attended the regional ESD-Net Meeting in Paris in June 2023, and was invited to speak on the panel. Furthermore, IAU representatives including the Secretary General took part in the ESD Global meeting in Tokyo, Japan, in December 2023.
- The IAU attended meetings of **UNESCO's Greening education partnership** and followed the engagement of UNESCO at COP.
- The IAU was invited on board the UNESCO IOC Ocean Decade NGO Task Group (SDG 14) and supported a side event at the UN Ocean Decade Conference in April 2024.
- **Responsible Futures Programme** - International Pilot: the IAU partnered with SOS UK for the international version of the facilitated change programme for Sustainability for HEIs, with 7 institutions taking part in the pilot. Preparations for the next cohort 2024-2025 are underway.
- **HESI:** Active participation in meetings and discussions
- **Sulitest** and **SDSN France:** Hilligje van't Land sits on leadership council/Advisory board
- **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.
- **Other events:** IAU session around SDG 4 at the ANGEL Conference at UNESCO (June), HER23 Glasgow, SDG 8 Cluster Meeting amongst others.

IAU at the UNESCO Regional Meeting for Education for Sustainable Development, June 2023, Paris.

ANNEX

Terms of Reference for Cluster Membership

Effective 15 November 2023.

The following Terms of Reference (ToR) have been agreed upon by the IAU Board Members forming part of the IAU HESD Working Group, on 6 November 2023. It is shared with all Cluster Members and is available on the website here. This ToR may be revised every year and updated if needed by a unanimous decision of the HESD WG and IAU Secretariat. Cluster Members can also make suggestions for changes.

The term 'Cluster Members' includes Leads and Satellites (and Observers).

Membership and Responsibilities

Leads:

- are motivated and committed to engaging and guiding the group;
- have signed a commitment letter and informed their university's leadership when they took on this role at the creation of the Cluster in 2018/19 or at a later moment if the Lead changed;
- are expected to keep in regular contact with the Satellites and report back to the IAU quarterly;
- are expected to monitor and evaluate the progress and impact of their SDG Subcluster and report back in written form yearly (Activity Reports);
- take part in the biannual Global Cluster Meetings organised by IAU;
- take the initiative and propose 1 to 2 projects per year based on conversations with Satellites;
- seek funding externally or at the university level for Cluster projects;
- take the initiative to connect researchers and students of Cluster Members;
- are IAU Members and agree to facilitate contact with the institution's leadership when necessary for membership-related requests or invitations for leadership to take part in events;
- are appointed for an initial period of 4 years which can be reassessed by the IAU HESD WG. The Lead can decide to pass on the responsibility to another member of the Cluster on this occasion. The Lead can change/be reassigned by IAU upon staff changes or if the above responsibilities are not fulfilled.

Satellites:

- are motivated and committed to being part of a peer-to-peer network;
- are open to networking and collaborating with other Satellites;
- contribute to the work on the SDG and are in regular contact with the Lead and IAU;
- make sure the Lead and IAU have the contact of 1-2 focal points for the Cluster work and nominate a different focal point in case of staff change;
- attend meetings proposed by the Lead and IAU;
- are invited to propose projects to the Lead or IAU;
- seek funding externally or at the university level for Cluster projects;
- inform their leadership of the engagement in the Cluster;

- are IAU Members or in the process of seeking IAU membership. *

    see rules of procedure for non-IAU members in the Cluster below.

Following discussions with the WG Members, and requests from Cluster Members, a third category of Cluster Membership is introduced:

Observers:

- are motivated to share their expertise and learn from others in the Cluster network;
- are <u>non-IAU Member</u> institutions or individual academics with demonstrated expertise and <u>have a standing connection with the Cluster Lead or IAU;</u>
- present a letter of commitment (from the individual), stating why they would like to be affiliated with the Cluster and how they can contribute;
- can *share* with and *receive* information from Cluster Members, will be listed as **Observer** and can attend meetings;
- can be project partners in projects with the Subcluster.
- However, they will have no access to the full IAU services;
- they will not be offered support by the IAU or additional information on the funding of projects (such opportunities will only be shared with Members).

IAU:

- is in charge of the coordination as far as SDG 17 is concerned;
- is providing support in the form of consultation, convening, communication and visibility to the Cluster Members;
- is sending regular updates (monthly or bi-monthly) to the Cluster Members to inform them about current projects and upcoming opportunities to engage;
- creates profiles on the IAU HESD Portal for all Cluster Members and updates these on a priority basis;
- provides visibility to the cluster and the Cluster Members' activities on international platforms, including key policy convenings at UNESCO/UN;
- offers discount on IAU conference registration fee to Cluster Members;
- offers to issue certificates and other letters/documents to acknowledge the institutional or individual commitment to the Cluster.
- is exploring external funding opportunities to share these with the Cluster, as well as applying for project grants for the Cluster when possible.

Rules of Procedure

Institutions wishing to join the Cluster:

- The Cluster accepts new members on a rolling basis if the Lead and the Satellites in the existing group agree;
- New members need to be IAU Members and have no outstanding membership fees;
- New members need to fulfil the aforementioned conditions and commit to investing time into the project;

- A focal point/main contact at the university to facilitate contact with IAU/the Cluster needs to be identified;
- A pre-meeting with the Lead is suggested and a letter of commitment identifying possible projects is drafted.

Change of Lead institution:

A change of the lead institution is possible if:

a. A transfer of lead institution to another active member of the Subcluster after 4 years, in agreement with the previous Lead and all group members.

b. The Lead decides to pass on the responsibility to another institution, in this case, it is first offered to one of the active Satellites in the group. The Lead can remain part of the SDG as a Satellite, or an Observer (in case the HEI is no longer an IAU member).

c. The Lead is inactive for a significant period of time, and/or reporting back to IAU and Satellites has been difficult. In this case, IAU and the IAU Working Group can exert the right to suggest a restructuring of the Cluster and invite another IAU Member institution with expertise on the SDG in question to take the Lead.

d. The Lead's HEI leaves IAU Membership (see below non-member procedure). Then the remaining members of the SDG group might nominate a new Lead.

e. In exceptional cases, IAU, in agreement with the HESD Working Group, can decide to remove a Lead if the HEI or individual has acted in opposition to IAU's core values and the IAU Constitution.

Inactive Satellites or non-members

- IAU, in discussion with the Lead/other members of the SDG in question, will make several attempts to involve Satellites if they are inactive or a focal point is not responsive to emails anymore. However, if these efforts are unsuccessful, the Satellite will be removed from the list after 6 months if no reply is received or the institution names no new focal point.
- Non-members that are Satellites, or Satellites whose institutions have decided to end IAU membership, are contacted by IAU and the Lead to discuss the options. If no (re)joining of the IAU is possible, the Satellite will be removed from the list after 3 months. Active Satellites where the HEI cannot (re)join at this stage, or the adhesion process longer than 6 months, can remain a part of the Cluster as Observers.

Voluntary Commitment

By signing this, I have read and understood these Terms and Conditions (ToR) for Members (Leads and Satellites) of the IAU HESD Cluster. I commit to following these to the best of my abilities to support the work of the Cluster.

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 **mobilises 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/index.php/IAU-Global-HESD-Cluster)

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: List of Cluster Lead institutions: https://www.iau-hesd.net/index.php/IAU-Global-HESD-Cluster)

Paris/online at the IAU HESD Cluster Meeting, 23.03.2022

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.
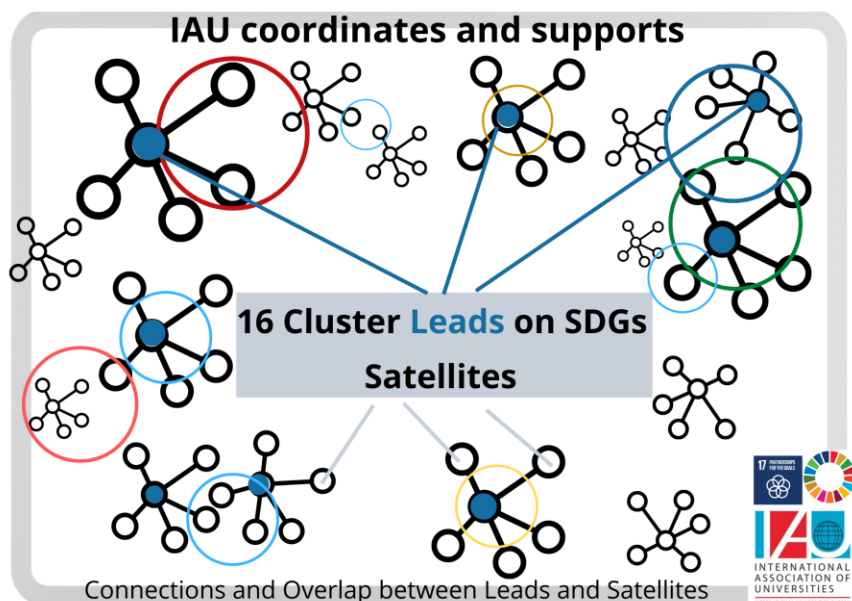

Figure1: Draft Scheme of the IAU HESD Global Cluster, elaborated by IAU (2022)

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) .