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The SDG Accord

The University and College Sector's Collective Response to the Global Goals

Annual SDG Accord Report 2019

*Progress towards the Global Goals in
the University and College sector*

New York, July 2019

The United Nations High-level Political Forum

**Led by the Global Alliance - a united group of university and college
sustainability networks**

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SUSTAINABLE DEVELOPMENT GOALS



Global universities and colleges leading delivery of the UN Sustainable Development Goals

Foreword

The Global Goals are a global blueprint that are designed to deliver progress, peace and prosperity for people and the planet. But to turn this plan into action, the UN and nation states need all the support it can get from our partners in Higher and Further Education Institutions.

Our challenge is to translate this 30,000 foot framework into something that students will make day to day decisions around. From institutions of Kuwait to Glasgow Kelvin, this report shows that truly great work is happening. Our challenge is to rapidly scale up these efforts so that we collectively pollinate best practice across the world.

The take away from the survey of 110 institutions is that they are already embracing their role in educating and supporting this new generation of leaders. Every Friday we see this new consciousness rising, as young people demand action and call on governments, companies and institutions to move faster to address the climate emergency.

The SDG Accord brings these institutions together, giving them a platform to share best practice and empowers them to be more aspirational on this agenda. The report shows that acting on climate change and education are the stand-out priorities, but positive action is being taken on all of the SDGs with real change taking place, just one year on since the last report.

As ever, there is always more to do and certainly the UN and partners in the Higher Education Sustainability Initiative will look at the recommendations outlined in this report which will inform our thinking for the months ahead. We look forward to seeing institutions tackle these global challenges with the fierce determination and smart innovation of which they are so capable, with our door wide open to help in any way that we can.

Sam Barratt

*Chief, Education and Youth for UN Environment and
Chair of the Higher Education Sustainability Initiative*

"Until you start focusing on what needs to be done rather than what is politically possible, there is no hope. We can't solve a crisis without treating it as a crisis. We need to keep the fossil fuels in the ground, and we need to focus on equity. And if solutions within the system are so impossible to find, maybe we should change the system itself."

Greta Thunberg

About the SDG Accord

SDG Signatories

There are four different types of signatory: institution, individual, supporting organisation and students' organisation.

All signatories are encouraged to follow the principles outlined, but only institutions are required to:

- Align all major efforts with the Sustainable Development Goals, targets and indicators, including through their education, research, leadership, operational and engagement activities;
- Aim to involve members from all key stakeholder groups in this endeavour, including students, academics, professional staff, local communities and other external stakeholders;
- Collaborate across cities, regions, countries and continents with other signatory institutions as part of a collective international response;
- Using their own unique ways, inform, share their learning and account to both local and global communities their progress toward the Sustainable Development Goals;
- Annually report to the UN High Level Political Forum.

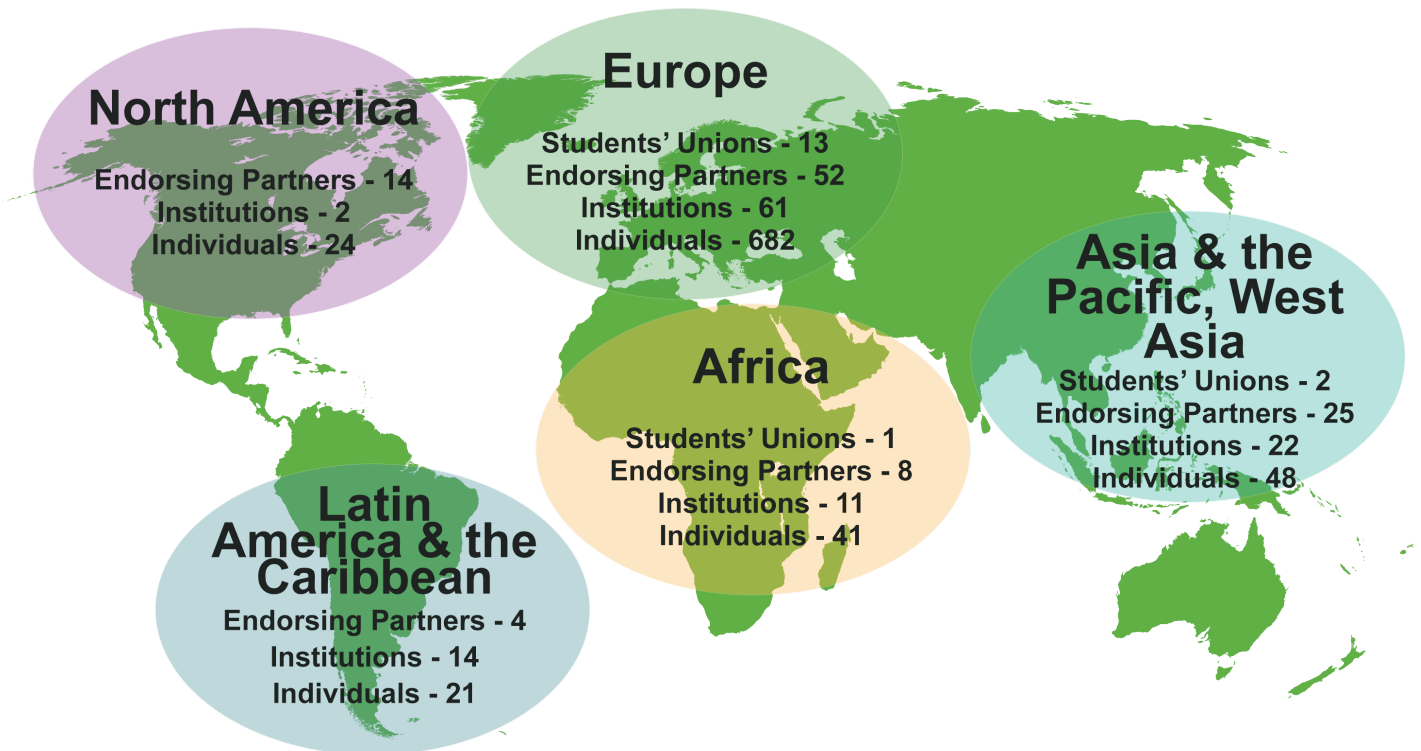
The SDG Accord is a high profile international initiative that the Global Alliance developed to allow the tertiary education sector to demonstrate its commitment to playing its part in meeting the SDGs, and sharing best practice. This is a partnership initiative, endorsed by the UN's HESI and many other global partners. It was launched in 2017, and it currently has official commitment to its tenets from 110 institutions, 103 support organisations and 817 individuals – all spread across 85 countries.

The SDG Accord provides a platform to come together in a movement, to inspire, celebrate and advance the critical role that education has in delivering the SDGs, and presents this in a coherent Annual Report for use by the UN, governments, business and wider society. While the sustainability journey of each institution will reflect its unique context, it is clear that connecting them together through the SDG Accord offers the opportunity for scaling of impact.

Signatories of the SDG Accord commit to embedding the SDGs into their education, research, leadership, operations, administration and engagement activities. The SDG Accord is a public declaration of an institution's commitment to sharing and reporting on their progress towards the SDGs – giving rich insight into the actions undertaken by higher and further education and their outcomes in our communities and the world at large.

A global commitment to the SDGs

There are currently 1045 signatories to the SDG Accord – across 85 countries:



Kuwait University (Kuwait)

Case study:

Kuwait University (KU) is committed to aligning with the Sustainable Development Goals (SDGs) based on its role in society and the university mission. Some Goals that the University has focused on include:

SDG 4 (Quality Education), this is the main mission of KU, by supplying the labour market with graduates with competence and skill. The University has sought to focus on activating the quality of education, measuring the quality factor to ensure the quality and excellence of all components of the education system. This is divided into:

- Quality of the student
- Quality of the staff
- Quality of the institutions

SDG 5 (Gender Equality), by establishing 'The Centre for Women's Studies and Research'. The Centre provides initiatives and programs that support the effective contribution of women in the work environment and positive participation in society.

The Centre conducted many activities in the past 3 years including:

- Holding conferences to show successful experiences and achieve gender equality
- Issuing reports on the status of women in Kuwait
- Surveying the obstacles women face in our societies
- Training women in various skills of leadership empowerment



Progress report from universities and colleges on the SDGs

Methodology

We asked the 110 SDG Accord institutional signatories from across the world to report on their work with the SDGs. From those asked, 51 institutions submitted their reporting. As reporting is a mandatory requirement and this is the second year of reporting, institutions yet to submit will be removed from the SDG Accord to ensure the list of signatories only contains those demonstrating progress on delivering against the SDGs'. A complete list of signatories can also be found on pp. 20 - 22. This year's submissions were spread across 19 countries, with those in the United Kingdom making up two thirds.

Each report must have appropriate sign off from its institution. Institutions are all higher and further education institutions and vary in size and scope. The Institution category can include any organisation delivering further or higher education teaching or training, and so signatories vary greatly in size and scope. This is an annual reporting process, and will feed in directly to the UN High level Political Forum each year as a recognised tool of the UN Higher Education Sustainability Initiative (HESI).

National Institute of Technology Fukushima (Japan)

Testimonial:

"The reason why we signed the SDG Accord was to access a global network regarding the ESD through the SDG Accord. We will hold an international seminar in the next three years, and we expect the SDG Accord to be a very important resource for organising the seminar."



Progress report from universities and colleges on the SDGs

The findings from the second year of the SDG Accord highlight huge progress in the Higher and Further Education sectors.

Key findings:

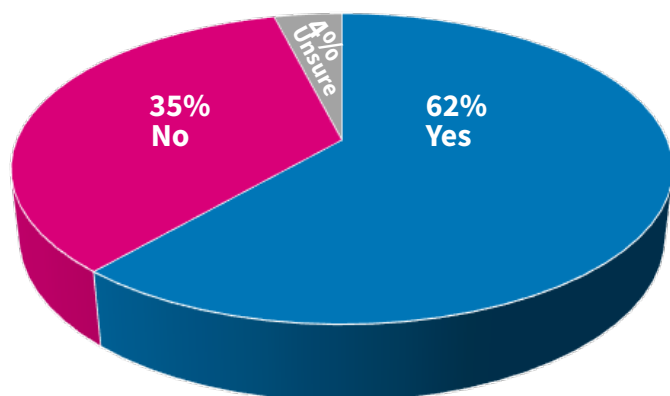
- Over two thirds (70%) of respondent institutions have mapped their activities to the SDGs partially or entirely. Furthermore, 62% of respondents report publically on their SDG work, this is a 50% increase year-on-year from 2018.
- When it comes to the integration of the SDGs, the area in which most institutions are doing well in is having strong policy and strategy commitments to the SDGs in their leadership, staff and governance framework. The area institutions rate themselves the lowest at in terms of SDG integration is training and support in the partnerships, society and engagement framework.
- The majority of institutions (71%) say that the SDGs are a strategic priority. This could be linked to the findings from 2018 that saw 71% of respondents state discussing the SDGs at an executive level was their next step for the following year. Anecdotally, many institutions say the SDG Accord has been a useful tool to open up discussion on the SDGs at a more senior level within their institution.
- Over the last 12 months, the SDGs that institutions outline they have the biggest impact on were: SDG 4 Quality Education, SDG 3 Good Health and Wellbeing, and SDG 5 Gender Equality. When asked what they would be prioritising over the next 12 months, 72% said SDG 13 Climate Action, 70% said SDG 4 Quality Education and 58% said SDG 3 Good Health and Wellbeing.
- At the other end of the spectrum, the SDGs that institutions felt they had least impact on in the last 12 months were: SDG 1 No Poverty, SDG 2 Zero Hunger and SDG 6 Clean Water and Sanitation.
- Next steps for institutions on their SDG journey are highlighted as being 1) Engaging with students on the SDGs through teaching and learning, 2) Incorporating the SDGs at a strategic level, and 3) Creating new activities to raise awareness of the SDGs across the whole institution. The biggest challenges for institutions in integrating the SDGs holistically are:
 - 1) Lack of staff capacity
 - 2) Lack of funding
 - 3) Limited understanding of the SDGs within the institution.
- These are the same top 3 as last year, and it is disappointing that more has not been done to alleviate these issues.
- We also asked respondents a series of questions based on the recommendations from the 2018 report. These enable us to create a baseline that we can start to track. From this, we discovered that :
 - A third of respondents (33%) that conduct research now require research applications to outline which SDGs the research will contribute towards.
 - Two thirds of respondents (67%) had either fully or partially incorporated the SDGs into new processes i.e. strategies, policies, and processes.
 - Just over two thirds of respondents (69%) had found innovative ways to increase staff and student capacity to address the SDGs.

Progress report from universities and colleges on the SDGs

Trends and changes of focus

As is documented in the summary findings, one of the most prominent and promising trends in the second year of reporting is that there has been a big jump in the number of institutions mapping their SDG commitments and reporting on them (from 24% in 2018 to 62% in 2019). This transparency is very welcome and highlights how seriously signatory universities and colleges are taking their global responsibilities to the SDGs.

Does your institution report publicly on its SDG work?



Bournemouth University (UK)

Case study:

Bournemouth University is committed to supporting the UN Sustainable Development Goals. In 2018 we launched our BU2025 strategy, which is underpinned by the Goals. Our Students' Union, (SUBU) has also developed its updated vision based on the Goals. Over the year BU has contributed to all the Goals as summarised in the sustainability annual report and in the sustainability leadership scorecard. Highlights for this year include:

- Signing the SDG Accord
- Raising awareness of the Goals across our community
- Working with academic staff to implement a new learning approach at BU which includes building the Goals into the curriculum
- Minimising the environmental impact of our operations - compared to a 2005/06 baseline:
 - Energy reduced by 11%;
 - Water use reduced by 43%;
 - Recycling increased to 71%;
 - Carbon emissions reduced by 36%
- Incorporating climate change into our risk management and business continuity processes and identifying appropriate actions
- Continuing to evolve the catering offer on campus to include more vegan/vegetarian



Progress report from universities and colleges on the SDGs

What do these commitments look like?

Please give an example for each SDG that your institution has contributed towards.

Keele University (UK)

Beauty Bank: a student-led project collecting over 1000 items for people unable to afford hygiene products partnering with local charities.



TERI School of Advanced Studies (India)

Held a conference titled 'Reducing Inequalities in India by 2030: Challenges and Way Forward in Implementing' as well as a two day national seminar titled "Poverty and Social Exclusion: A Life Course Perspective".



UCSI University (Malaysia)

Initiative Z is a student-led project dedicated in combating waste crisis in Malaysia. This initiative designs and implements a variety of engineering projects and sustainable practices that focus on waste aversion, diversion and resource substitution, to help our campus to be as zero waste as possible.



Grenoble Ecole de Management (France)

Grenoble organized and held the first ever Economic Peace Trophies where over 70 companies presented their candidature for this first edition. These awards reward companies that carry out projects oriented around themes like the development of people, the evolution of management styles and the integration of all stakeholders. The Economic Peace Trophies will be designed to reward those who experience this paradigm shift and contribute to this positive revolution.



Progress report from universities and colleges on the SDGs

When we look in more detail at which of the SDGs institutions have been focusing on over the past 12 months, institutions reported SDG 4 (Quality Education) and SDG 3 (Good Health and Wellbeing) as being the areas where they had most impact. There is a clear planned direction change over the course of the next 12 months. When asked what they would be prioritising over the next 12 months, 72% said SDG 13 Climate Action, 70% said SDG 4 Quality Education and 58% said SDG 3 Good Health and Wellbeing.

Which of the SDGs will you be prioritising over the course of the next 12 months?



Durham University (UK)

Case study:

Over the last 12 months, Durham University's contribution to the Sustainable Development Goals (SDGs) has grown significantly. We have seen the greatest contribution through our research activity, with projects ongoing across our faculties and departments which feed into the overall SDG agenda. This include research on unacceptable forms of work and protection for workers, neglected tropical diseases, and drug discovery. Durham has also created the UK's first Global Challenges Research Fund Centre for Doctoral Training, which hosts 26 PhD students delivering interdisciplinary challenge-led projects aligned with the SDGs. We will look to build on our platform of activity in the next 12 months, with a new global strategy which incorporates the SDGs and to ensure the SDGs remain a priority for us as an institution.



Progress report from universities and colleges on the SDGs

SDG 4 (Quality Education) remains of high importance, as can be expected for education institutions, but Climate Action (SDG 13) has overtaken it in terms of prioritisation. This is more than likely due to the various scientific research papers published this year warning how imminently a climate catastrophe will occur, combined with pressure from students and academics as they participate in global Climate Strikes to force the issue up the agenda. We are already starting to see huge pushes in institutions to lower their carbon emissions as they seek to show the leadership and foresight expected of advanced education institutions.

Which 3 SDGs would you say, in the last 12 months, your institution has had the biggest impact on?



Which 3 SDGs would you say, in the last 12 months, your institution has had the least impact on?



Daffodil International University (Bangladesh)

Testimonial:

Daffodil International University (DIU) signed the SDG Accord to create a commitment to society to implement high quality teaching-learning (SDG 4) at DIU which in turn will provide quality graduates to be employed both at home and abroad. The University also benefits from access to the SDG Accord Learning Network for SDG discussion and the sharing of best practice, and believes the SDG Accord creates awareness and encourages tertiary education stakeholders to play a significant role in achieving the SDG 4.



Progress report from universities and colleges on the SDGs

Support and training a key requirement

When we look closer at the integration of the SDGs in participating institutions, there are a few evident patterns. We asked institutions to rank their integration of the SDGs as either low, medium or high on four key areas: 1. Leadership, Staff and Governance, 2. Campus, Community and Operations, 3. Partnerships, Society and Engagement, and 4. Learning, Research and Students.

It was consistently reported that across all 4 areas, training and support of relevant stakeholders on the SDGs is not being provided at the moment and is an area in need of improvement. Meanwhile, policy and strategy commitments to the SDGs were found to be in place for most of the 4 areas, which indicates this is probably the first step most institutions make in their sustainability journey. This makes sense, but highlights the need to ensure continued support for SDG implementation after the initial impetus.

How would you describe the integration of the SDGs in your institution?



Looking at the areas individually, as a whole, institutions were most likely to rate themselves as 'high' in the integration of the SDGs in the *Leadership, Staff and Governance* category, and rate themselves 'low' in the *Partnerships, Society and Engagement* category.

Again, this points towards a commonality in top down approaches when trying to get the SDGs integrated into an institution, and implies there is more work to be done when it comes to sharing knowledge and collaborating with other institutions and organisations.

Aalto University (Finland)

Testimonial:

"Our aim is to educate game changers of the future, who are in a key position in the building of a more sustainable world. By signing the SDG Accord, we want to showcase our commitment and streamline our efforts in solving the grand societal challenges. We consider SDGs as a useful framework for developing our activities. Aalto University is the leading Finnish higher education institution in technology, business and design."



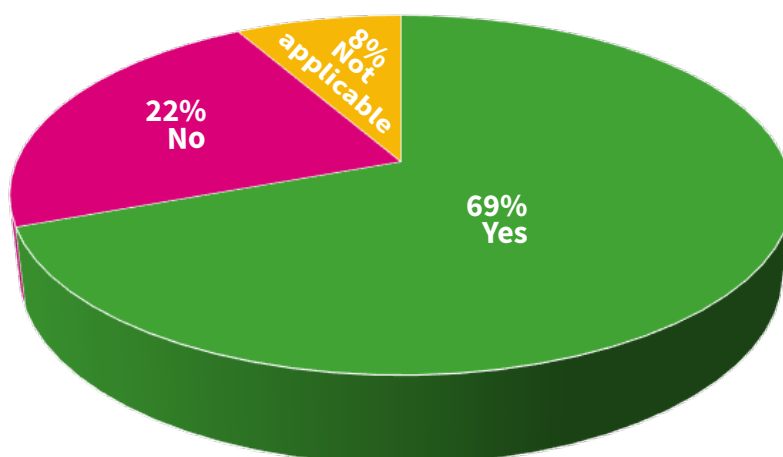
Progress report from universities and colleges on the SDGs

Innovative capacity

Last year, one of the biggest reported challenges to embedding SDGs in institutions was a lack of capacity. On this basis, one of last year's resulting recommendations was for institutions to look for innovative ways to increase capacity.

This year, we wanted to see how impactful this recommendation had been, and so we asked institutions if they had managed to find solutions to this challenge. A staggering 69% of reporting institutions had found innovative ways to increase staff and student capacity to address the SDGs. These range from gamification apps, to incentivising student volunteering and creating sustainability champions in each staff department.

In the last 12 months, has your institution found any innovative ways to increase staff and student capacity to address the SDGs?



SGH Warsaw School of Economics (Poland)

Case study:

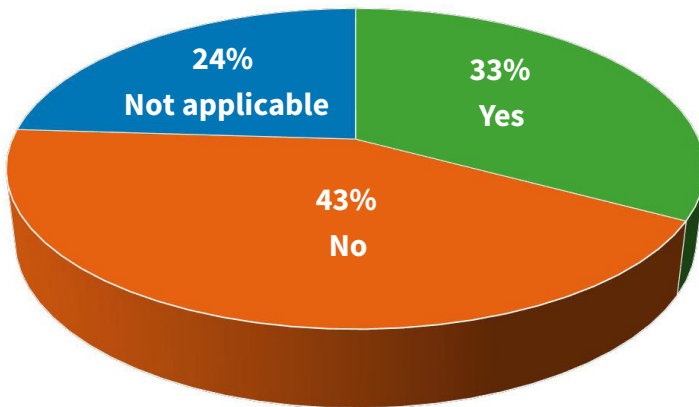
In the last 12 months SGH has prepared an e-learning course in Corporate Social Responsibility and made it mandatory for all students. The course comprises the following thematic modules: The Origins and Evolution of Corporate Social Responsibility; Theoretical Framework; Social Responsibility and Dialogue with Stakeholders; Business and the Natural Environment; Non-Financial Reporting; CSR in Organisations; Diversity Management. On e-sgh (our e-learning platform) we offer two e-learning courses in diversity - a diversity training course called 'The Principle of Gender Equality and Equality of Opportunity' for employees participating in EU projects and a training course for students of the Pedagogy programme and young teachers called 'Equality and Diversity in the Contemporary World - Impact on the Teaching Process'.



Progress report from universities and colleges on the SDGs

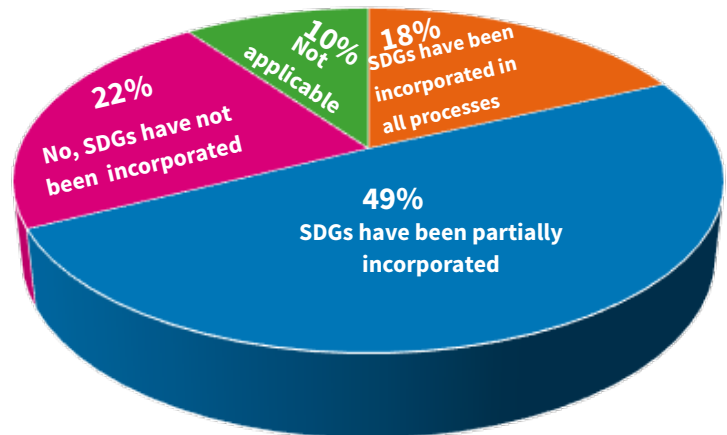
Following the recommendations of the 2018 SDG Accord report, progress was also seen in research and strategy updates. A third (33%) of institutions reported their institution has introduced requirements for researchers to note which SDGs their research contributes towards during the application process.

Additionally, over two thirds (67%) of institutions that had updated their processes (including strategies, policies, curriculum updates and review processes) over the last 12 months had taken the opportunity to either fully or partially incorporate the SDGs into them.



Does your research application process require researchers to outline which of the SDGs their work contributes towards?

If your institution has recently (in the last 12 months) updated new processes (particularly strategies, policies, updates to the curriculum or course review processes), have the SDGs been incorporated?



Examples of institutions updating processes and incorporating the SDGs:

“Sustainability now sits with the business risk register; a new far-reaching strategy is under development and due by end of Spring 2019.”

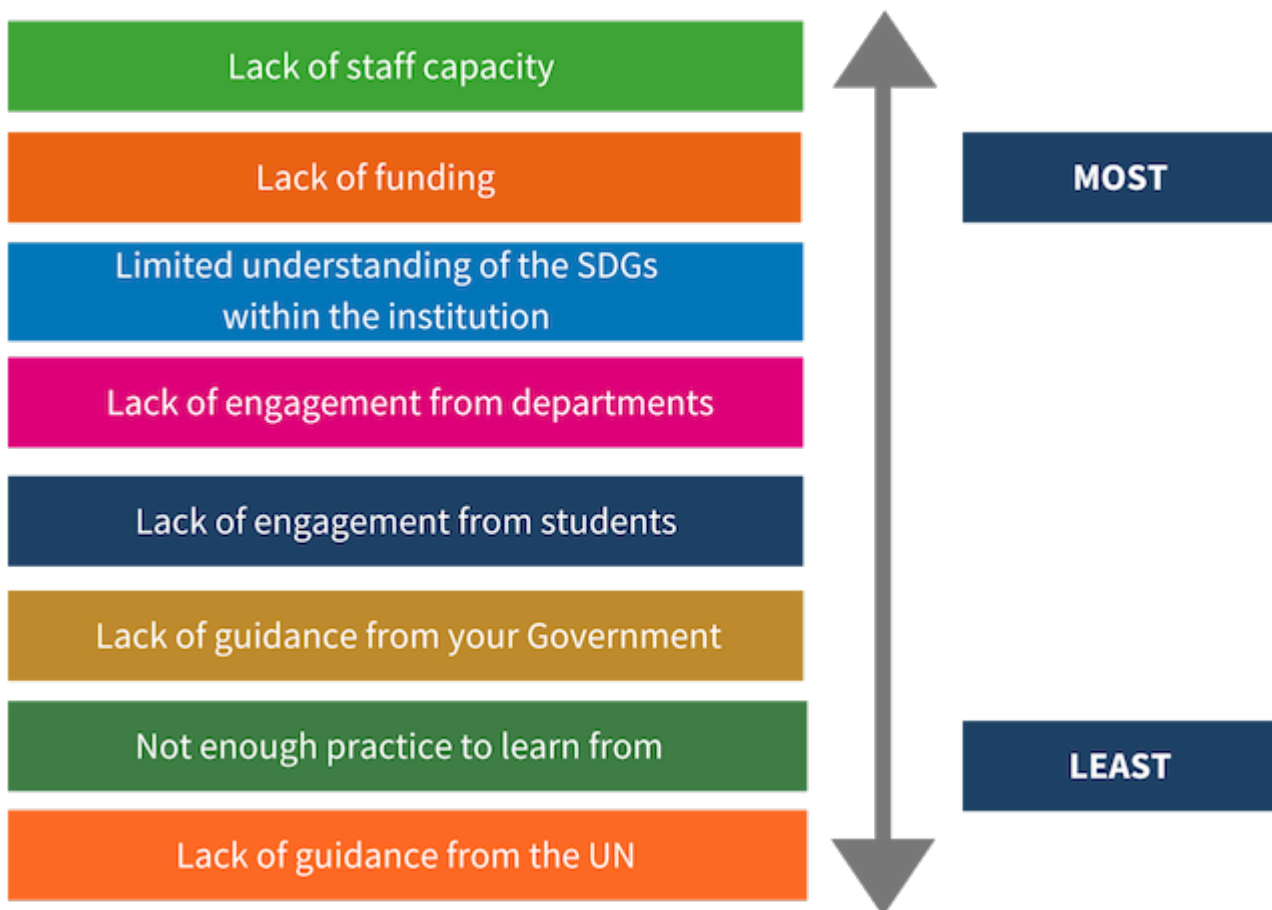
“Incorporated within CQEM (course review processes), Catering Strategy, Procurement Strategy.”

Progress report from universities and colleges on the SDGs

Challenges and next steps

This year the biggest reported challenge to holistic integration of the SDGs in universities and colleges remained lack of staff capacity, followed by lack of funding, and limited understanding of the SDGs within the institution. Despite the innovative capacity that many institutions have identified the resulting progress has not been enough to deal with these challenges, and more needs to be done to support institutions to address these issues.

What are the biggest challenges you will face in integrating the SDGs across your whole institution?



When we look at the next steps for institutions, those reporting have highlighted engaging with students on the SDGs through teaching and learning as their first priority, and incorporating the SDGs at a strategic level as their second priority. This is similar to last year's findings and shows the continued recognition that 'bottom up' combined with 'top down' change is the most effective way to push integration throughout an institution.

Progress report from universities and colleges on the SDGs

Dissimilarly however, this year they have outlined their third priority as ‘creating new activities to raise awareness of the SDGs across the whole institution’. This replaces last year’s prioritisation of collaborative work, possibly because institutions are already undertaking much more collaborative working on the SDGs through initiatives such as the SDG Accord.

Over the course of the next 12 months, which of the below steps will your institutions prioritise?



Recommendations and conclusion

We had real success with uptake on last year's recommendations, as outlined in the analysis above. This year, we have asked signatories what recommendations they feel are needed to progress the agenda further.

We collated the responses, and recommend the following:

The UN

1. Provide funding for Higher and Further Education institutions to implement SDG engagement opportunities with students and training sessions for staff.
2. Offer subsidised or free online international SDG courses and workshops for Higher and Further Education students and staff.
3. Facilitate online conversations for students from across the world to discuss their SDG work, exchange knowledge and share resources.
4. Endorse and communicate the important role Higher and Further Education makes in contributing to delivery across all the SDGs (not just SDG 4).
5. Call on country members to mandate the embedding of Education for Sustainable Development and whole-institution university and college sustainability assessment and formally report on it.
6. Enable the UN organisational members of the HESI to more regularly communicate, coordinate and host an annual event in partnership with the Global Alliance.

Governments across the world

1. Recognise the importance of the SDGs, and make sure they are prioritised in governmental plans. This must involve cross departmental working and have a reporting mechanism.
2. When conducting Voluntary National Reviews as part of your commitment to the UN SDGs, ensure engagement with Higher and Further Education institutions and representative bodies.
3. Make a substantial investment fund available to promote energy efficiency and carbon reduction in universities and colleges.
4. Require all universities and colleges to make explicit their plan of action to support the SDGs. It should also be compulsory for all levels of education to integrate the SDGs as part of learning and teaching, and inspections of education institutions should require evidence of this.

Students

1. Sign the SDG Accord and show that you are supportive of the SDGs.
2. Mobilise student bodies to lobby your institutions to do more on the SDGs and push the SDGs to include them at a strategic level. Working with external student organisations will also help.
3. Take up the opportunities your institutions offer you on the SDGs, such as free courses and volunteering opportunities.
4. Demand inclusion of the SDGs in your curriculum. The SDGs relate to everything, and if you are not being taught about them, you are missing out on a core graduate attribute.

Recommendations and conclusion

Universities and Colleges

1. Sign the SDG Accord at a senior leadership level and pledge your commitment to the SDGs.
2. Map and report formally on your contribution to the SDGs. Create benchmarks and targets. This ensures you are being transparent and aspirational.
3. Increase your knowledge exchange on sustainability, both interdepartmental and with other institutions.
4. If your institution undertakes research, change the research application to necessitate researchers outlining which of the SDGs the work contributes towards.
5. If your institution looks to update or begin new processes, incorporate the SDGs, particularly in strategies, policies and updates to the curriculum or course review process.
6. Look for innovative ways to increase staff and student capacity to address the SDGs.
7. Explicitly incorporate the SDGs across the whole curriculum. It has relevance to every single course and module offered, and knowledge of sustainable development and its applicability to every day scenarios is a much coveted graduate attribute for employers.
8. Offer more funded extracurricular opportunities for students to get involved with sustainability initiatives.

SDG Accord Endorsing Partners

1. Encourage your members to sign the SDG Accord and facilitate their national and international knowledge exchange and dialogue.
2. Look at how you can work on a more regional level with local Government on the SDGs and connect them with higher and further education institutions.
3. Integrate the SDGs into the tools, standards and accreditations you control.
4. Create more opportunities for national and international SDG collaborations through online platforms, workshops and events.
5. Highlight examples of good practice in your membership on the SDGs.

Recommendations and conclusion

Conclusion

The results of this progress report on SDG integration in the higher and further education sector are incredibly encouraging. There has been a big increase year-on-year in tangible contribution to the SDGs in each university and college that has reported. These contributions are forward-thinking, engaging and innovative and we are excited to see them develop. But there is still much to do.

Now that the SDGs are becoming embedded at a more senior level in institutions, we would like to see real progress on overcoming the barriers listed by institutions as problematic to the integration of the SDGs. In particular, there must be more training and support for staff on the SDGs to ensure they are equipped with the skills they require to push the agenda throughout their institution.

As the findings clearly show, one of the biggest achievements is increased mapping of the sector's work towards the SDGs. Mapping is proving to be one of the best starting points for institutions at the beginning of their SDG journey. The mapping process shows institutions, including previously disengaged individuals, how much they already do towards the SDGs, which they may not have realised previously. It enables them to work out where they are doing well and where there is room for improvement, create internal benchmarks, and suggest targets.

There are tools available to support the sector with this mapping, for example the [Sustainability Leadership Scorecard](#), and we will work with the sector to make sure they can access this resource.

“Be a global citizen. Act with passion and compassion. Help us make this world safer and more sustainable today and for the generations that will follow us. That is our moral responsibility.”

Ban Ki-moon

List of Institutional Signatories

- Aalto University*
- Adekunle Ajasin University *
- African Network for Sustainable Development Education*
- Agrocampus Ouest
- AgroParisTech
- Asean University International
- Audencia
- Bath Spa University*
- Boston University and SOCIAL3
- Bournemouth University*
- Bridgend College*
- Business School Lausanne
- Canterbury Christ Church University*
- Cardiff University *
- Le Centre de Développement de la Région du Tensift (CDRT)
- Coventry University*
- Daffodil International University*
- De Montfort University*
- Durham University*
- Edinburgh College
- Exeter College*
- Foundation Fatima Zahra peace be upon her*
- Gillings School of Global Public Health
- Glasgow Caledonian University*
- Glasgow Kelvin College*
- Grambangla Unnayan Committee
- Grande Oriente Maçônico Independente do Estado de São Paulo – GOISP
- Grenoble Ecole de Management*
- Imam Abdulrahman Bin Faisal University
- Institute for Environment and Development Sustainability -IEDS
- Institute of Mental Health (IMH)
- Instituto Politécnico de Viana do Castelo
- Jaramogi Oginga Odinga University of Science and Technology
- Kedge Business School*
- Keele University*
- Kemmy Business School, University of Limerick
- Kuwait University*
- Kyoto University*
- London South Bank University*
- National Cheng Kung University
- National Institute of Technology, Fukushima College*
- National University of Sciences and Technology (NUST), Islamabad*
- North East Scotland College*
- Nottingham Trent University*
- Polytech Montpellier
- Ryan Institute, National University of Ireland Galway
- Scottish Borders College
- SGH Warsaw School of Economics*

List of Institutional Signatories

- Shipley College*
- South Devon College
- South Lanarkshire College*
- Statera Research and Practice Center for Sustainability and Regional Development
- TERI School of Advanced Studies*
- The Applied Research Institute Jerusalem Society (ARIJ)*
- The College of West Anglia
- The Open University
- The University of Edinburgh*
- The University of Hong Kong
- The University of Manchester*
- UCSI Group*
- Unidad Central del Valle del Cauca
- Universal Association of Professional Colleges and Universities (UAPCU)
- Universal Institute of Professional Management
- Universidad Biblica de las Americas*
- Universidad Cristiana Iberoamericana
- Universidad Cristiana Kairos
- Universidad de Buenos Aires
- Universidad de Cundinamarca
- Universidad EAN
- Universidad Nacional Experimental del TÁjchira
- Universidad Politecnica de las Americas
- Universidad Santo Tomas
- Universidad Tecnológica de Pereira
- Universidad Tecnológica Fidel Velázquez
- University College of Estate Management
- University for Development Studies
- University of Bahrain
- University of Bristol*
- University of Copenhagen*
- University of East Anglia
- University of Glasgow*
- University of Gloucestershire*
- University of Kent*
- University of Leeds*
- University of Leicester*
- University of Maribor
- University of Northumbria*
- University of Otago*
- University of Plymouth*
- University of St Andrews*
- University of Strathclyde*
- University of the West of England Bristol*
- University of Wales Trinity St David*
- University of Winchester*
- University of Worcester

* Represents institutions that reported during the 2019 SDG Accord reporting period.

The SDG Accord

The University and College Sector's Collective Response to the Global Goals

BUILDING A
SUSTAINABLE **FUTURE**
TOGETHER



Initiatives endorsed by:



Accord Supporters and Endorsing Partners



The Association of Commonwealth Universities

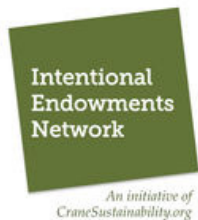


GREATER PORTLAND SUSTAINABILITY EDUCATION NETWORK



Nordic Sustainable Campus Network

rootAbility



The institution of environmental sciences



ISCN International Sustainable Campus Network



PRME Principles for Responsible Management Education CHAPTER UK AND IRELAND



CRE BRETAGNE



WORLD TECHNOLOGY UNIVERSITIES NETWORK

SocEnv Society for the Environment



World Environmental Education Congress Network



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