



HESI HIGHER EDUCATION SUSTAINABILITY INITIATIVE



PARTNER UPDATES

July 2021

Partner Contributions

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AASHE

Association for the Advancement of Sustainability in Higher Education

Overview

AASHE's mission is to inspire and catalyze higher education to lead the global sustainability transformation. We are a non-profit, membership organization that supports anyone at colleges and universities working on sustainability. We create resources and tools to help faculty, staff & students teach, learn and implement sustainability initiatives.

AASHE supports the advancement of sustainability in higher education by empowering higher education faculty, administrators, staff and students to be effective change agents and drivers of sustainability innovation. We enable members to translate information into action by offering essential resources and professional development to a diverse, engaged community of sustainability leaders. We work with and for higher education to ensure that our world's future leaders are motivated and equipped to solve sustainability challenges. Since 2018, AASHE has been working to center racial equity & social justice in everything that we do.

AASHE launched STARS, the Sustainability Tracking, Assessment & Rating System, the global sustainability standard created by and for higher education in 2010; since then more than 1000 colleges & universities from over 40 countries have reported their sustainability data through STARS.

Our annual conference & expo attracts more than 2,000 sustainability change agents from colleges and universities throughout the world. In light of the COVID19 crisis, as well as to reduce our footprint and engage more people, we're bringing our conference online for the second year in a row. With a theme of "The Future is...", this year's Global Conference on Sustainability in Higher Education will take place from October 12-14 with content available for registrants on-demand up to a month afterwards.

Thousands of students, faculty, and staff have been influenced by our work since our start in 2005.

Overview Summary

- AASHE's mission is to inspire and catalyze higher education to lead the global sustainability transformation.
- We work with and for higher education to ensure that our world's future leaders are motivated and equipped to solve sustainability challenges.
- AASHE launched STARS, the Sustainability Tracking, Assessment & Rating System, the global sustainability standard created by and for higher education in 2010; since then more than 1000 colleges & universities from over 40 countries have reported their sustainability data through STARS.

- **AASHE is leading the Global Conference on Sustainability in Higher Education virtually this October 12 - 14.**

Next Steps and Goals

- Support & convene the community to work through the challenges we are facing including the climate crisis, the global pandemic, and the racial and economic injustice that persists throughout our world.
- Improve STARS and create additional educational opportunities to help all in our community continue to grow, learn & expand their impact.
- Center racial equity & social justice in everything that we do. We are in the process of working with a team of consultants to update our strategic plan and review all organizational policies to ensure we are leading on racial equity & social justice.

Contributions to HESI

- Connect with the community to advance our collective goals
- Learn how other networks are tackling these extensive challenges
- Work collaboratively to advance sustainability throughout the world

Climate Commission for UK Higher and Further Education Students and Leaders

Overview

The Climate Commission for UK Higher and Further Education Students and Leaders is a partnership between Association of Colleges, EAUC - the Alliance for Sustainability in Education, GuildHE and Universities UK and was launched in November 2019.

The Climate Commission has developed a strategic sector-wide Action Plan functioning as the sector's clear, cohesive and consistent response to the UK government's climate emergency declaration. These are:

- [Higher Education Climate Action Toolkit](#)
- [Further Education Climate Action Roadmap](#)

The Commission is led by four institutional and four student Commissioners who are supported by 64 council members composed of vice-chancellors, principals and student leaders across the UK. Commissioners have identified five priorities on which the Action Plan focus on to ensure feasible and impactful outcomes, including:

1. Mobilising the sector's voice
2. Research and innovation
3. Measuring and reporting scope 1, 2 and 3 emissions
4. Deep adaptation
5. Education and student experience

To inform the Action Plan, Commissioners chaired evidence gathering events where expert witnesses provide insight into these priorities. Sector bodies and other observers were invited to join the events and contribute to discussions.

The Climate Commission also lobbies sector bodies to revise or develop systems and policies to advance sustainability to support the Action Plan. It engages students by providing skills and enhanced awareness through focus groups and carbon literacy and campaigning training.

Overview Summary

- The Climate Commission for UK Higher and Further Education Students and Leaders is a partnership between Association of Colleges, EAUC- the Alliance for Sustainability in Education, GuildHE and Universities UK launched in November 2019.
- Key outputs are a HE Climate Action Toolkit (https://www.eauc.org.uk/climate_action_toolkit) and FE Climate Action Roadmap (https://www.eauc.org.uk/fe_roadmap)

- Sector wide carbon statement and leading on policy and advocacy leading up to COP26

Next Steps and Goals

- Promotion of HE Toolkit & FE Roadmap across the sector
- Raise the voice and role of education in society ahead and at COP26 working closely with the UK Cabinet Office team
- Providing support to institutions to develop net-zero targets and plans and embedding sustainability throughout their strategies

Contributions to HESI

- Work with HESI to share the Commission's outputs with UN Bodies and other members
- Support HESI in raising the profile of the sector in taking climate action
- Support HESI in catalysing new areas for action by sharing examples of climate adaptation and mitigation in the sector
- Support HESI supported initiatives such as the [SDG Accord](#) and [Race to Zero for Universities and Colleges](#)
- Encourage other networks across the world to set up something similar for a sector wide comprehensive approach

Reflections

The Climate Commission looks forward to sharing its work with fellow HESI members and to learn from institutional or sector climate action elsewhere. Find out more at https://www.eauc.org.uk/climate_commission



Globally Responsible Leadership Initiative

Overview

The story of developing global responsibility is both why and how GRLI exists. Through whole person, whole system, action-oriented collaborative inquiry we radically challenge what it means to be globally responsible in how all of us learn, live and lead.

It was recently agreed that the lifespan of our initiative be extended to 2030 in alignment with the UN Decade of Action. In reviewing our original sunset clause (2024) it was felt that this decade could be the Regenerative Twenties in which we continue to work on fulfilling our mission and ultimately realising our vision. In continuing this work we are increasingly working beyond our historical focus on transforming business education to involve a wider landscape of learning and development stakeholders in business, society and academia.

Overview Summary

- Our purpose is to radically challenge what it means to be globally responsible in how we learn, live and lead. We do this by continually seeking the essence of global responsibility and asking “What’s important now?”
- The UN Decade of Action coincides with our initiative's revised sunset (2030).
- We advocate for, convene and facilitate whole person, whole system, action-oriented collaborative inquiry into Global Responsibility. We are actively supported by two of the world's leading management education networks, EFMD and AACSB International (in strategic partnership since 2012), and were founded by EFMD in partnership with the UNGC (2003).
- From mid-2021 oikos international is joining our board as strategic partner to help broaden the perspectives on developing global responsibility. We’re also expanding our reach beyond management education e.g. recently Montessori Group joined as Partner.

Next Steps and Goals

- Continue to host and support the [Deans & Directors Cohort](#).
- Build on our recently launched [“What’s Important Now?” dashboard](#) to develop the 5 pathways of GRLI’s work namely:
 - Ecosystem (Stewarding the landscape)
 - Governance (Taking care of the vehicle)
 - Essential purpose (Building pathways to Global Responsibility)
 - Engagement (Nurture relationships to sustain transformative change)
 - Exploration (Discover new territories)
- Actions related to all these pathways are visible on the W.I.N. dashboard on our website.

Contributions to HESI



- Hosting a collaborative inquiry with HESI network leaders on the question of re-configuring higher education to serve planetary regeneration. This may be better served through our new strategic partnership with oikos international.
- Provide input to the HESI Assessment workstream.
- Continued and active involvement in the alignment of HESI's governance model and positioning to help ensure an inclusive, accountable and well-governed collective initiative.

Reflections

"The process you use to get to the future is the future you get" - Myron Rogers.
May those of us involved in HESI use this precious decade to collectively rewire and reprogram education in a way which encourages and develops whole person, whole system transformation.

International Association of Universities

Overview

The IAU (International Association of Universities) advocates strongly for the role of higher education in sustainable development and integrating the SDGs at the whole institution. IAU, with its Members and partners, has been very active in the last year for its strategic priority Higher Education and Research for Sustainable Development (HESD). Main activities include:

- The release of the [IAU 2nd Global Survey Report on Higher Education and Research for Sustainable Development](#), which collected responses from 536 responses from 428 universities in 101 distinct countries
- Coordination of the work of the [IAU Global HESD Cluster](#), a network consisting of 16 lead HEIs, one bringing in expertise for each SDG; IAU leads the work on SDG 17 on global partnerships.
- The updating of the [HESD Portal](#)
- Co-organization of and participation in (virtual) events ([IAU Webinar Series](#))
- Work on [publications](#) on Higher Ed and SDGs

Furthermore, the IAU has been a part of and regularly involved in the HESI group, including actively shaping the guidance documents in the working group on assessments. IAU stresses the importance of partnerships, such as the [Association of Commonwealth Universities \(ACU\)](#) and [L'Agence universitaire de la Francophonie \(AUF\)](#), with whom IAU signed a formal MOU (Memorandum of Understanding) in July 2020 (more [here](#)).

Overview Summary

- IAU advocates for the role of higher education in Agenda 2030 and beyond
- IAU analyses the developments in the higher education sphere, by conducting surveys and releasing reports (e.g. IAU 2nd Global Survey Report on Higher Education and Research for Sustainable Development, HESD Portal, publications),
- IAU brings together its global community in virtual events, fostering dialogue and exchange of best practices
- IAU works with its Members around the world for sustainable development, including the IAU Global HESD Cluster,
- IAU stresses the importance of partnerships, such as the Association of Commonwealth Universities (ACU) and L'Agence universitaire de la Francophonie (AUF)

Next Steps and Goals

- Encourage and support universities to engage with the SDGs and integrate them at all levels of their institutions – teaching, research, strategy and campus operations (WIA, ESD for 2030)
- Connect student engagement and leadership commitment
- Continue to advocate for a more prominent role of higher education in reaching Agenda 2030 and building back more sustainably from economic, social, and

health crises

Contributions to HESI

- IAU will continue to support HESI initiatives as has been the case in the past
- IAU will contribute to debates, events, publications and bring HESI work to the attention of the global higher education community.

Reflections

In the face of the health, socio-cultural, ecological and economic crises, many actors continue to be mobilized to address the SDGs. IAU holds the position that Agenda 2030 and sustainable recovery should be a priority in a post-pandemic globalized world. While the question of how to recover and (re)build after COVID-19 is discussed intensively, bringing actors and already existing initiatives together is still a challenge. IAU believes that it is through enhanced cooperation that we will be able to design best possible solutions to address challenges faced and maximise opportunities.

International Green Gown Awards

Overview

Come and celebrate the exceptional sustainability initiatives being undertaken by students, universities and colleges across the world at the International Green Gown Awards.

The International Green Gown Awards are supported by the UN Environment Programme and are open and free to any university or college across the world.

Administered and funded by EAUC, we work in partnership with The Association of Commonwealth Universities (ACU), L'Agence universitaire de la Francophonie (AUF), International Association of Universities (IAU) and the Higher Education Sustainability Initiative (HESI).

Recognising exceptional sustainability initiatives being undertaken by the world's students, universities and colleges, the International Green Gown Awards set the bar and put every learning institution at the heart of delivering the UN Global Goals and a zero emissions future.

The Awards Ceremony takes place annually at the UN High-Level Political Forum, with this year being virtual and taking place on 7th July following the HESI event.

Overview Summary

- Celebrate and learn from the exceptional sustainability initiatives being undertaken by universities and colleges across the world at the International Green Gown Awards.
- Free and open to enter for every university and college in the world.
- 2021 Award categories: Sustainability Institution of the Year, Benefitting Society, Student Engagement, Next Generation Learning & Skills and Creating Impact

Next Steps and Goals

- HESI and UNEP endorsed activity
- Secure sponsorship/funding to ensure the Awards continue
- Disseminate the Awards learning and best practice in new ways and to more people - virtual Award Ceremony at UN HLPF, case studies and videos available
- Encourage all HESI partners to help promote

Contributions to HESI

- Sponsor the Awards. EAUC cannot continue to self-fund the Awards
- HESI can scale the best practice globally. Use the winner's brochures, videos and case studies to share sustainability leadership, and raise the bar higher for

- all the world's universities and colleges
- HESI can encourage networks to promote the International Green Gown Awards

Reflections

- The International Green Gown Awards are one of the very few truly international collective activities we have.
- They are a major opportunity for HESI Partners work to have a global profile, that the contribution of education is better recognised by governments and civil society, and that more institutions are supported to become sustainability leaders.
- Find out more at <https://www.greengownawards.org/>

Principles for Responsible Management of Education (PRME)

Overview

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007. As a platform to raise the profile of sustainability in business and management schools around the world, PRME equips today's business students with the understanding and ability to deliver change tomorrow. PRME is a global learning community of thought leaders, academics, businesses, students, and leadership experts. Signatories that join PRME are encouraged to engage with a variety of platforms and projects that will allow them to scale up their commitment to transforming business and management education and advancing the Sustainable Development Goals (SDGs).

In addition, PRME functions as a convener of networks that support the implementation of the Six Principles and the SDGs at the global, regional, and thematic level. Signatories are encouraged to take part in PRME's networks to expand their engagement with peers and partners, with the purpose of scaling up accomplishments in the areas of sustainability and responsible management education.

In 2020, a new Head of PRME was appointed, Dr. Mette Morsing, who brings to the initiative extensive knowledge, expertise and strong leadership. Also, a new PRME Board was established and presented to the wider PRME community at the Virtual PRME Global Forum on 17-18 June 2020. The PRME Board will work closely with the UN Global Compact, the PRME Secretariat, and key stakeholders to further shape the strategic direction of PRME moving forward.

Next Steps and Goals

- Strengthening the development and scope of work of Regional PRME Chapters and thereby bringing insightful regional perspectives to HESI discussions and activities.
- Aligning further with the programmatic work of the United Nations Global Compact, UNESCO, HESI, and other relevant partners in order to ensure a strong support for the role of business and management schools in advancing the SDGs and addressing global challenges, such as Climate Change, Inequalities, and COVID-19.
- Developing further the strategic direction and priorities for PRME in the Decade of Action with the strong support of the United Nations Global Compact and the new PRME Board.

Contributions to HESI

- PRME continues to support the HESI initiative by participating in key meetings, events and discussions, as well as supporting and promoting

- HESI efforts in advancing the SDGs.
- PRME will bring insights and best practices from across the wider PRME community (e.g. PRME Chapters, Working Groups, Champions, etc.) to the HESI initiative where appropriate and relevant.
 - HESI provides a space for collaboration and co-creation among an engaged group of actors with the aim of supporting the achievement of the 2030 Agenda and PRME remains committed to complement the efforts of the group, bringing the perspectives of business and management schools, as well as the perspective of the private sector.

Reflections

HESI provides an excellent opportunity for impactful partnerships within the group. It is crucial to identify the focus areas, strengths and capabilities of each involved organization and to find the best way to complement each other's efforts.

SDG Academy

Overview

The SDG Academy is the flagship educational initiative of the Sustainable Development Solutions Network (SDSN). The SDG Academy creates and curates online learning content on sustainable development and makes it available, for free, as a global public good. This past year, the SDG Academy adopted the Creative Commons license to send a clear message that learners and educators can feel confident using our educational resources to continue our goal of providing everyone access to high-quality educational content on sustainable development.

Our initiative serves a diverse audience with our self-paced massive open online courses (MOOCs) and multimedia resources crafted into a global online curriculum in the context of the SDGs and the 2030 Agenda. Our learners include students and young professionals, researchers, policymakers, organizations, and other changemakers interested in expanding their knowledge, shifting their behaviors, and connecting with like-minded practitioners to take an active role in addressing the world's most pressing social, economic, and environmental issues. In its first years of operation, the initiative has garnered roughly 849,818 enrollments across its platforms, from more than 180 countries.

Our materials are global in nature, based on science, taught by experts in their fields, accessible online, created in partnership with SDSN members and other organizations from around the world, and built to scale. By covering all SDGs, our free, high-quality educational resources play a unique role in empowering individuals (students, practitioners, policymakers, etc.), as well as educators, to contribute to sustainable development.

Overview Summary

- To date, the SDG Academy counts 39 courses available. Our newest courses include:
 - Measuring Sustainable Development
 - Governance for Transboundary Freshwater Security
 - Nature-based Solutions for Disaster and Climate Resilience
 - Getting a Good Deal: Negotiating Extractive Industry Contracts
 - You can find our updated catalog of courses [here](#) and start learning on our edX platform [here](#).
- New initiatives include:
 - The [Book Club with Jeffrey Sachs](#) was launched in January 2021. This global forum on the most important issues of humanity offers monthly live conversations with renowned authors, a podcast series, and an interactive platform on edX to access book excerpts, supplementary resources, giveaways, and a discussion forum. The platform counts more than 5000 members, and there have been 5000

podcast downloads to date. You can find the upcoming webinars and podcast episodes [here](#).

- [Mission 4.7](#) was launched in December 2020 to accelerate policy and research efforts on Education for Sustainable Development across the K-12, tertiary, and professional education sectors. Mission 4.7 brings together leaders from politics, academia, business, and civil society to advocate for education for sustainable development and global citizenship at all levels of learning.
- The SDG Academy in partnership with Sunway University and University College Dublin also launched two [Online Master's Programs](#) aiming to prepare the current and next generation with the tools, skills, and knowledge to build a fulfilling and challenging career tackling the world's biggest challenges.

Next Steps and Goals

- Continue to create and curate high quality content on the SDGs in collaboration with key actors in the space
- Build a more robust Community of Practice
- Extend the work of our Online Master's program and Mission 4.7
- Open a new office in Kuala Lumpur to more closely engage with partners and learners in Asia

Contributions to HESI

- HESI should be a vehicle to enable systemic change by joining forces and allowing us to collectively move the needle. We are happy and proud to support HESI to make this happen!
- HESI should help disseminate good practices, resources and the good work of HESI and its partners. We bring together a robust repository of online courses and other resources freely available to everyone, everywhere!
- We would like to explore opportunities for co-creation with the expert networks. We want to continue to develop resources and communities together.
- We would like HESI to be a supporter/disseminator of the work of Mission 4.7. (UNESCO, Ban Ki-moon Centre for Global Citizens, the CSD at Columbia University, Sunway University and SDSN's Global School and SDG Academy) to advance ESD at all levels of the educational system.

Reflections

HESI should be a call to all of us to understand that each of the organizations and human beings have a different "DNA" (talents, strengths, etc.) and that we should collaborate and partner together to do what we cannot do by ourselves. We strongly believe that HESI can provide a wonderful space as convener, advocate and disseminator to benefit each of the networks involved while scaling up the impact that we sorely need to create the world we want.

SDG Accord

Overview

For the 4th year running, the UN HLPF is the Annual Reporting vehicle for the SDG Accord. The SDG Accord is a HESI supported mechanism to collate progress in the HE and FE sectors globally. We will present preliminary findings from the 2021 Annual Report. These will give an indication of where the SDG Accord signatories are with progress on the SDGs – and what challenges and opportunities they have faced over the last 12 months. We will also include information on how the sector has used the SDGs as a framework to plan recovery from the effects of the Covid-19 pandemic on their institution.

Overview Summary

- Launched in 2017, the SDG Accord is endorsed by HESI along with over 100 support networks.
- Signatories cover 112 countries across the world
- 4th year of Annual Reporting at the UN HLPF.
- Campus, learning and teaching and student engagement are most likely starting places for integration of the SDGs

Next Steps and Goals

- SDGs 3, 4, and 13 were the biggest impact areas over the last year, as well as being prioritised over the coming year.
- A lack of funding and capacity remained the biggest barriers to further integration.
- Progress on recommendations made was evident, with an increase in the amount of institutions that were linking the SDGs with research, incorporating the SDGs into updated processes and strategies, and finding innovative ways to build capacity to progress the SDGs.

Contributions to HESI

- Encourage more signatories and networks to support the SDG Accord - we have tools, images & guidance to support this
- Promote Annual Report, case studies and learnings from signatories across HESI and networks to increase SDG engagement
- Bring funding to further support the activity (currently not funded) and create further language translations where possible
- The SDGs act as a great framework to tackle some of the issues Covid-19 has caused, and we encourage institutions to put the SDGs at the heart of their recovery.

Reflections

The SDGs provide the framework to enable institutions to embed sustainability within their operations, curriculum and research. We must leave no one behind.

Sign at <https://www.sdgaccord.org/>

Second Nature

Overview

Second Nature is a Boston-based NGO that is committed to accelerating climate action in, and through, higher education. Since 2006, we have created high-leverage strategies to expand higher education's ability to address global climate change. We do this by mobilizing a diverse array of higher education institutions to act on bold climate commitments and to scale campus climate initiatives.

2006 was the launch year of the Presidents' Climate Leadership Commitments. Through this program, presidents, chancellors, and rectors of colleges and universities have taken the bold step of committing to eliminate carbon pollution from their campus operations, embed climate action into the curriculum and student experiences, and expand climate-related research activity. Second Nature manages this network of over 450 colleges and universities in the United States that have made the Commitments. Additionally, in 2018, Second Nature helped launch the University Climate Change Coalition, a group of 22 leading research universities in US, Canada, and Mexico committed to place-based and cross-sector climate action. In 2019, Second Nature began overseeing the Offset Network, a group of higher education institutions pursuing carbon offset projects.

We are committed to align, amplify, and bridge the higher education sector's efforts with other global leaders to advance urgent climate priorities. Most of our signatory campuses are in North America, and we also partner with corporations that provide energy-related services to campuses, with foundations that support climate action, and with government agencies working on mitigation and resilience.

Overview Summary

- The Climate Leadership Network (CLN) are higher education signatories of the Presidents' Climate Leadership Commitments, the oldest voluntary commitment to achieve carbon neutrality in the world.
- For leading research universities committed to working with communities to achieve climate goals, the University Climate Change Coalition provides resources, networking, and international engagement opportunities.
- For higher education institutions interested in developing carbon offset projects, the Offset Network provides guidelines, standards, and peer-verification to deliver successful projects
- Second Nature's climate services (including resources, relationships, credibility, and knowledge) support these programs

Next Steps and Goals

- ACCELERATE signatory and network performance through both responsive

- and proactive services that meet the needs of campus leaders,
- IMPROVE Second Nature’s signatory and network administrative systems,
- LEAD higher education’s cross-sector climate action at multiple levels of government, and
- TEST programmatic and institutional growth opportunities with Second Nature’s climate services

Contributions to HESI

- We would like to extend our leadership role on multinational higher education climate initiatives, such as the UN's Race to Zero campaign
- We would like to extend the use of our reporting platform for campuses with carbon neutrality commitments
- We would like to help synthesize senior leadership climate action networks in higher education that have formed in recent years to ensure maximum efficiency and effectiveness
- We represent higher education in the “America Is All In” effort which is planning on a COP26 presence
- We are studying impact of climate research funding models on the research enterprise, including bilateral efforts with other countries
- We are producing a report in Dec 2021 from a Latin America / Caribbean stakeholder committee’s work on higher education’s role in accelerating climate action in LAC

Sulitest

Overview

Sulitest is an international movement developing online tools to develop sustainability literacy. Led by a NGO, Sulitest is a tangible implementation of HESI supported by a community of users and contributors and by more than 40 international institutions and networks. Its main tool is a Sustainability Literacy Test co-created with the community to serve as a reference for raising and mapping sustainability literacy. More than 200,000 tests have been taken in 50+ countries since Sulitest's inception in 2014, raising sustainability literacy and building a large database to monitor progress on SDG awareness. Sulitest is contributing to the HLPF by providing a mapping of SDG awareness every year.

Sulitest launched in 2019 a new pedagogical interface to conduct reverse pedagogy for the SDGs. Looping by Sulitest is designed to better understand the SDGs and their interlinkages and to connect the SDGs to one's own expertise or topic by co-creating Sulitest-like questions. The interface allows peer-learning and peer-evaluation to foster collective intelligence and critical thinking. It comes with a pedagogical kit (learning scenarios, resources for the facilitator and feedback from previous sessions...) to be adapted to one's own learning goals. Looping has been used this year at Kedge Business School in France either in face-to-face learning or during virtual classrooms. It has proven to be a promising tool to adapt the pedagogy toward active learning and online pedagogy, and to mainstream the SDGs by improving their understanding and connecting the 2030 Agenda to the existing majors and disciplines. Looping is an open online tool available for any educator or SDG facilitator.

The Sulitest community can be proud of the accomplishments of the past few years. The coming year will be one of change of scale: Sulitest is mainstreaming Sustainability Literacy. The organization has launched a project that will reinforce the current tools and their dissemination, as well as launch in 2022 the first online certificate assessing the level of sustainable development knowledge!

Overview Summary

- International movement led by a NGO, developing online tools to foster sustainability literacy and mainstream the SDGs:
- Awareness Test for raising and mapping knowledge around sustainability: 200,000 tests taken in 50+ countries with International / country-specific (17 countries) / SDG-specific modules (SDG 12 with UNEP, SDG7 with UNDESA...)
- Quiz, a fun icebreaker played in teams
- Looping by Sulitest, reverse pedagogy interface to co-create questions linking course topics to the SDGs
- Upcoming weeks: Launching a new SDG module (SDG14) with UN DESA supported by Mercator Ocean International

Next Steps and Goals

- Scale-up the impact of Sulitest by creating new tools:
- Knowledge Standard: the “TOEFL” of sustainable development — a systematic, globally comparable assessment of individual level of sustainability literacy
- Sustainability Literacy Badge: through a mentorship workshop, participants will have tangible recommendations to move to action!
- Strengthen the governance and the community of Sulitest : launch of a social business which holds a fundraising campaign.

Contributions to HESI

- Sulitest from the beginning is a tangible implementation of HESI by:
- helping universities to understand the awareness and interest of their community, and to engage them to create positive action; &
- enabling faculty to integrate sustainable development into their teaching (customised module, Looping...).
- Soon, Sulitest will further its collaboration and accelerate the movement of ESD in the HESI community by help HEIs to assess and report sustainability literacy (knowledge standard)

Reflections

In this period of tipping points and radical transformation of education, let's use HESI's collective intelligence and community of practice to put higher education at the core of the decade of action!

UNEP Green Nudges on Campus

Overview

UNEP developed a new guidebook called "The Little Book of Green Nudges". It offers 40 options of green nudges which higher education institutions can use to make lifestyles on campus more sustainable. Based on the book, green nudge implementation started early 2021, connecting over 130 committed pilot campuses to learn from experts, share their experience, progress and results.

Overview Summary

- Publication (2019-2020)
 - The Little Book of Green Nudges <http://www.unep.org/nudges>
 - 40 simple nudge options universities can implement easily and at low or no cost. Global and regional launches
- Project (2021-)
 - Entered into Implementation phase
 - Committed campuses (employees and student groups) to choose nudges for their campuses
 - Implement them on campus
 - A series of thematic webinars : learn from experts and Interact with other universities
 - Share progress, lessons learnt and success stories

Next Steps and Goals

- Implementation of green nudges on pilot campuses
 - 134 campuses currently using green nudges featured in the book on campus
 - a series of thematic webinars (English and Spanish)
 - Results to be shared at end of the Year 1 pilot phase
- Positive feedback
 - Featured on CNN (17 April 2021) –[link](#) (Nudges at 9min)
 - Request from Music Industry, UN agency and national school networks to replicate it and tailor it to their unique needs
- Objective
 - Reduce environmental impacts of higher education through behaviour change

Contributions to HESI

- UNEP would like to ask all interested HESI members to extend the invitation to their respective higher ed networks
- Opportunity to participate in one of the thematic webinars as experts or as observers
- Encouraging Higher Education institutions to facilitate sustainable behaviour on campus through green nudges
- We are happy to offer Green Nudges sessions to your university networks and guide them to use the tool on campuses

Race to Zero for Universities and Colleges - EAUC, Second Nature, UNEP-YEA

Overview

Since 2019, over 700 higher education institutions representing nearly 9 million students, and 72 networks have committed to be Net-Zero. This is the official route for universities and colleges to be part of the UNFCCC [Race to Zero](#) campaign. In doing so, each institution has made the following commitments, which are aligned to the Race to Zero criteria:

1. Pledge: Pledge at the head-of-organization level to reach (net) zero GHGs as soon as possible, and by mid-century at the latest, in line with global efforts to limit warming to 1.5C. Set an interim target to achieve in the next decade, which reflects maximum effort toward or beyond a fair share of the 50% global reduction in CO2 by 2030 identified in the IPCC Special Report on Global Warming of 1.5C
2. Plan: Within 12 months of joining, explain what actions will be taken toward achieving both interim and longer-term pledges, especially in the short- to medium-term.
3. Proceed: Take immediate action toward achieving (net) zero, consistent with delivering interim targets specified.
4. Publish: Commit to report publicly both progress against interim and long-term targets, as well as the actions being taken, at least annually.

We aim to achieve 1000 signatories by COP26.

Overview Summary

- The Race to Zero for Universities and Colleges is the official route for institutions to be part of the Race to Zero campaign
- Over 700 higher education institutions representing nearly 9 million students have committed to be Net-Zero
- By joining the Race to Zero, institutions will help demonstrate both the higher and further education sector's commitment to the net zero agenda as well as their institution's leadership on a global level at COP26 in November 2021.
- With over 25,000 universities and numerous colleges across the world - together we can make a huge impact and act as a powerful force for change.

Next Steps and Goals

- The goal is to have 1000 institutions on board by COP26 in November 2021
- Case studies are being developed from signatories
- Signatories are being showcased through workshops at the [EAUC Global Virtual Climate 2021 Conference](#)
- A new website is being developed and aim to launch late summer

- An email network has been established to further support signatories in their journey to Net-Zero.
- Website and sign up form will be available in most languages
- Working with the UNFCCC Race to Zero team to showcase the education sector in the lead up to and at COP26

Contributions to HESI

- Encourage more institutions to join the Race to Zero through HESI and its networks
- Support collaboration between UNEP's Youth and Education Alliance and HESI to scale up the higher education sustainability work being done
- Secure annual reporting at COP with initial reporting at COP26

Reflections

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

UNEP YEA: Growing Green Jobs for Youth Initiative

Overview

This [initiative](#) increases demand for green jobs in the workforce and creates a stronger supply of green and environmental sustainability skills through education. It leads to a greener economy and better job opportunities for young people.

Its design was created after assessing the gaps existing in the world's transition to a green and sustainable future.

It includes a top down effort, a bottom up effort, and connected implementation.

1. Top Down - UNEP (with other UN agencies) and relevant Ministries are providing a draft letter soon (open to customization for each country) to send out the [Global Guidance Document](#) to high school and university/technical colleges. The document is valuable to chief academic officers, educators, youth and career advisors and university department chairs. The document highlights:
 - The growth of green jobs
 - How to bring a green lens to any job
 - Green jobs pathways (e.g. skills/educational/career pathways)
 - How students can get involved with green opportunities today (e.g. ways to include applied, real world projects in curricula as a high impact learning practice for undergraduate and Masters projects, and MA/MS/ PhD practical theses).
 - The need to include environmental and social sustainable development knowledge and skills in all majors so students become educated employees or employers, consumers, community members, and investors.
 - Strategies for at-risk group engagement.
2. Bottom up - Communications with youth networks on how they can ask governments and educational institutions for green jobs training and science-based green policies.
 - Engagement with and expansion of existing initiatives (e.g. [Lobby for Climate](#), [Teach the Future: Climate Crisis Education](#))
3. Connections between employers in the green economy and the education institutions to:
 - Increase job placement of students, and

- Improve quality of curricula to meet career pathway and employer needs
- Enhance green entrepreneurship

Overview Summary

[This initiative](#) increases workforce demand for green jobs and improves green skills education via:

1. NEW Release - [Global Guidance for Education on Green Jobs: Connecting Higher Education and Green Opportunities for Planetary Health](#).
2. Bottom up - Empowering youth voices to:
 - Ask governments/educational institutions for green jobs policies and training (e.g. [Lobby for Climate](#), [Teach the Future: Climate Crisis](#) - going international soon!)
3. Organized and completed the following events:
 - World Bank and UNEP event “Connecting Clean Energy Businesses and Education” - resource doc [here](#)
 - IRENA, GLN and UNEP event “Changing Curricula for Sustainable Development” - resource [doc](#), [recording](#)
 - Education for the Clean Energy Transition event - IRENA, UNEP, REN21 and GLN, see emerging resource doc [here](#)

Next Steps and Goals

- Distribute and offer assistance related to implementation of the Global Guidance Document to higher education institutions, networks, Ministers and virtual communities of practice. Thanks to many of you for your review and inputs to this document. Working with multiple UN agencies and higher education networks to grow and enhance the communities of practice.
- Continue to empower youth voices (ongoing). Connected them and empowered their roles at the UNESCO World Higher Education Conference.
- Create processes and guidelines for employer/education connections

Contributions to HESI

- Share this initiative through the HESI UN membership and the higher education networks and help them implement the ideas in the [Global Guidance for Education on Green Jobs](#)
- Bottom-up: UNEP still wants to engage HESI members' youth contacts to ask governments and educational institutions for green jobs training and sustainable development education
- Top-down: More info coming soon on additional HESI members' engagement opportunities

UNESCO

Overview

[Education for Sustainable Development: Towards achieving the SDGs \(ESD for 2030\)](#)

is the global framework for implementation of ESD for the period 2020-2030, adopted by the UNESCO General Conference at its 40th Session and acknowledged by the UN General Assembly at its 74th Session in 2019.

ESD for 2030 builds upon the lessons learned from the Global Action Programme on ESD (GAP, 2015-2019), and aims to strengthen quality and relevance of learning through reviewing the purposes and values that underpin education in order to develop knowledge, skills, values and attitudes necessary for achieving all 17 SDGs. The [final GAP assessment](#) shows that it has generated considerable ESD actions and the network of key partners have made impressive gains. GAP efforts covered nearly 80 % of the countries in the world. The GAP partners have collectively reached more than 37 million learners of all ages, 2.15 million educators, and other stakeholders, as well as tens of thousands of institutions, and they have informed more than 1,500 policy processes. The GAP partners also confirmed that their networking generated a number of activities and the knowledge exchange and mutual learning among them were important for the successes achieved. However, learnings from the GAP also show that greatly successful numbers of actions were documented, but that systemic integration of ESD at the country level is still lagging behind.

There is little time left to achieve the Agenda 2030, and it is crucial to accelerate the implementation of ESD in a decade of action to deliver the Goals. UNESCO has developed a [Roadmap for implementation](#) that provides guidance for Member States and other stakeholders in the continuity of their efforts made during the GAP. The roadmap proposes concrete ways to step up actions in the five priority action areas on **1) advancing policy; 2) transforming learning environments; 3) building capacities of educators; 4) empowering and mobilizing youth; and 5) accelerating local level actions.** The five priority action areas are to be implemented by Member States and regional and global stakeholders with the support and assistance of UNESCO and its partners, through the “country initiatives”, networking, monitoring and evaluation, etc.

Over 80 ministers and vice ministers and 2,800 education and environment stakeholders committed to taking concrete steps to transform learning for the survival of our planet by adopting the Berlin Declaration on Education for Sustainable Development (ESD) at the end of a three-day virtual World Conference held from 17 to 19 May. The [Berlin Declaration on Education for Sustainable Development](#) outlines a range of policies to transform learning encompassing teaching, learning, professional training and civic engagement. It also highlights the need to implement Education for Sustainable Development with focus on cognitive skills, social and emotional learning, collaboration skills, problem solving, resilience-building.

Overview Summary

- ESD is an integral element of SDG4 on quality and inclusive education as well as a key enabler for achieving for all SDGs.
- The new Framework “ESD for 2030” acknowledged by the UN General Assembly in December 2019.
- The framework emphasizes country-level implementation of ESD under the strong leadership of Member States and calls for multi-sectoral partnership and collaboration.
- Five Priority Action Areas: advancing policy, transforming learning environments, building capacities of educators, empowering and mobilizing youth, accelerating local level actions.
- Major actions: Country initiatives, global networking, communication and advocacy, tracking issues and trends, mobilizing resources and monitoring the progress.
- World Conference on ESD for 2030 in Berlin (17-19 May 2021) with the adoption of the [Berlin Declaration](#)
- Role of HED institutions: capacity development of future leaders and educators; research and development for innovative solutions; a hub for sustainable community connecting different sub-sectors of the society, including business, local community, schools, etc. A whole-of institution approach is key to success.

Next Steps and Goals

- Support to countries to design and implement their own “country initiatives” on ESD for 2030
- The United Nations Biodiversity Conference (COP 15) and the United Nations Climate Change Conference (COP26)

Contributions to HESI

- UNESCO invites the HESI to contribute to the implementation of ESD for 2030, in particular:
 - Engage in the country initiatives on ESD for 2030;
 - Inviting the HESI to the global and regional dialogues on ESD for 2030;
 - Advocate for ESD for 2030 at global level, including the HLPF and other occasions;
 - Explore possibility of collaboration on research on cutting-edge issues through ESD-Net 2030 ;
 - Support the monitoring and evaluation of progress on ESD with quantitative and qualitative evidence.



UNFCCC

Overview Summary

- UNFCCC secretariat supports the intergovernmental process on climate change
- Action for Climate Empowerment (ACE) denotes work under Article 6 of the United Nations Framework Convention on Climate Change and Article 12 of the Paris Agreement.
- ACE works with Parties and other stakeholders to foster the implementation of climate change education, training, public awareness, public participation, public access to information, and international cooperation, and well as youth empowerment.

Next Steps and Goals

- Integrating Education, Training, Public Awareness, Public Participation, and Public Access to Information into countries' Nationally Determined Contributions (NDCs)
- The 8th Dialogue on ACE will be organized through four virtual regional dialogues, two global events, and an in-person session in conjunction with the 52nd session of SBI (2021). Each session of the regional dialogues will focus on the following topics:
- Fostering in-country cross-sectoral collaboration on ACE;
- Promoting regional knowledge sharing and highlighting good practices to follow-up on and review the implementation of the Doha work programme on ACE; and
- Providing recommendations and views on future work to enhance ACE implementation towards 2030.
- In 2021 Parties will negotiate the future work to enhance implementation of Action for Climate Empowerment.

More info:

<https://unfccc.int/topics/education-youth/events-meetings/ace-dialogues/8th-dialogue-on-action-for-climate-empowerment>

Contributions to HESI

The UNFCCC has created a comprehensive resource for country-based climate action. The “Integrating Action for Climate Empowerment into Nationally Determined Contributions: A short guide for countries” guide can be found here:

https://unfccc.int/sites/default/files/resource/Guide_Integrating%20ACE%20into%20NDCs.pdf

- This resource has been developed by UNESCO, in partnership with UNFCCC.

United Nations University– Institute for the Advanced Study of Sustainability

Overview

The United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) is a research and teaching institute dedicated to advancing efforts towards a more sustainable future. Through its new Innovation and Education Programme and Education for Sustainable Development (ESD) project, UNU-IAS seeks to accelerate and mainstream knowledge generation and lifelong learning for sustainable development. It leads the higher education alliance - Promotion of Sustainability in Postgraduate Education and Research Network (ProSPER.Net).

ProSPER.Net is an alliance of universities in the Asia-Pacific region, committed to integrating sustainable development into postgraduate curriculum and research. Ongoing activities for 2020 include joint research projects among ProSPER.Net members on topics such as disaster risk reduction in higher education curriculum and displacement of coastal communities in small islands due to climate change, as well as capacity building programmes for early career researchers and emerging leaders. The Secretariat has also launched a survey to investigate how the COVID-19 pandemic has impacted management at universities. These findings were shared in an [IAU report](#).

In 2021, ProSPER.Net has launched a series of new joint research projects to investigate various sustainable development topics such as ESD curriculum development, water for sustainable development, and biodiversity conservation with a special focus on the implications of the pandemic to the region. The network will continue to provide capacity building programmes for university students and the public, using new modalities such as online learning. Recent topics of such programmes include ecosystem-based disaster risk reduction and climate change adaptation.

In the coming 12 months, ProSPER.Net would like to work with HESI to better integrate voices and initiatives from Asia- Pacific into the global platform. ProSPER.Net would also be interested in working with HESI on effective virtual learning materials, focusing on strategies to promote multiple SDGs affected by the COVID-19 pandemic through higher education teaching and research.

Overview Summary

- Publications: RCE promising cases where HEIs take a lead in translating the global agenda into local actions with community (this year's two thematic areas are climate actions and biodiversity)
- Research: Asia Pacific regional study on climate change displacement and their rights to education
- UNU-SDG Universities Platform (SDG-UP) established in 2020
 - Specifically works on the development of curriculum for SDGs,

university finance for supporting SDG activities, university management including green campus, and evaluation & accountability of higher education

- Plans to explore collaboration with SDG-Enterprises Strategy Forum to promote synergy between higher education and private sectors
- Plans to expand this platform beyond Japan in collaboration with ProSPER.NET activities.

Next Steps and Goals

- ProSPER.NET Leadership Programme: 'Climate Change: Global issues, local actions and transdisciplinary solutions'.
 - Date: 14-24 September 2021 (Online)
 - Young professionals' solution-oriented leadership training via design thinking
 - Call for applications by 20 July at: <https://prospernet.ias.unu.edu/get-involved/applications-open-2021-prospernet-leadership-programme-9277.html>
- Repositioning ProSPER.NET to maximise their potential in HEI leadership in sustainable development and expand its roles in HESI (Currently, ProSPER.NET has 50 leading HEIs across the AP region)
- A call for 2 Joint Research Projects to be called in late 2021.

Contributions to HESI

- For ProSPER.NET:
 - 1) Your inputs and ideas for the thematic areas for joint research projects are welcome.
 - 2) Young Researchers School: To be held in March 2021. Looking for a co-host with UNU.

Reflections

In light of the global COVID-19 pandemic, ProSPER.Net member universities have stressed through survey results the importance of matching re-opening criteria with other universities both domestically and internationally as well as the need for strategies to enhance international learning and cooperation in absence of international travel.

US Partnership for Education for Sustainable Development

Overview

The US Partnership has hundreds of partners in multiple societal sectors: K12, higher education, business, communities, and youth. Within higher education, there are two networks, the [Higher Education Associations Sustainability Consortium](#) and the [Disciplinary Associations Network for Sustainability](#). Composed of over 60 mainstream higher education associations, these networks create initiatives for systems change for the SDGs: see its [Resources for Higher Education staff](#) and [Resources for Higher Education faculty](#). Some key examples:

- Workforce development resources for the green economy via [The SEED Center](#)
- [Projects That Matter](#) and [For Good](#) - these free sites are fantastic ways to make the connections you need for your SDG projects and get help for your SDG efforts
- Beyond Doom and Gloom: Climate Solutions, Civic Engagement for [students](#), for [everyone](#)
- Call to Action: [Sustainability in Job Descriptions](#)

NEW RESOURCES BELOW!

1. With UNEP-YEA: Growing Green Jobs for Youth internationally - [Global Guidance Doc for Education on Green Jobs](#)
2. Youth-led international [campaign](#) to help corporations support science-based climate legislation
3. Initiatives with UNEP, World Bank, GLN (Green Learning Network of the Green Growth Knowledge Platform), IRENA (International Renewable Energy Agency), REN21 - education resources [here](#) and [here](#)
4. To align research and publishing with the SDGs, working with HESI on amplification and concrete actions for the [SDG Publishers' Compact](#)

Next Steps and Goals

- Continue with UNEP-YEA: Getting out the [Global Guidance Doc](#) and continuing the Green Workforce Education efforts
- Help HESI reach its potentials - highlight the UN agencies with respect to higher education's existing and potentially more useful roles.
- Expand [SDG Publishers' Compact](#) to get editors, authors and reviewers to explicitly align journals topic issues and all published research to the SDGs
- Promote international use of sites that connect practitioners with students to build capacity for real world problem solving - [Projects That Matter](#) and [For Good](#)

Contributions to HESI

Outcomes: more SDG relevant research, education/training, and societal projects via:.

- [SDG Publishers' Compact](#) - support as a HESI activity
- Mapping - HESI mechanism to better connect higher education with the UN agencies' SDG needs.
- [Projects That Matter](#) and [For Good](#) - matchmaking sites to better connect higher education faculty and students with SDG practitioners for real world problem solving, scaling up efforts for attaining the SDGs and helping students gain skills to be change makers for the SDGs.
- Creating and sharing [education resources for a green and inclusive workforce](#)

Virtual Global Climate Conference

Overview

For the second year EAUC and UNEP are partnering on the Virtual Global Climate Conference. This Conference brings together signatories of UNEP and HESI endorsed activities - [Race to Zero for Universities and College](#), [SDG Accord](#) and winners and finalists from the [International Green Gown Awards](#).

For 2021 we have 51 speakers from 28 countries. We particularly encourage participation and speakers from the global south.

Virtual Global Climate Conference 2021

One day of Powerful Talks

8 JULY 2021

A day of Celebration and Challenge, Learning and Scaling.

Powerful Global Climate Collaboration and Action - in partnership with UNEP

A virtual global collaboration bringing together the world's leading university and college students, academics, visionaries and professionals to put learning institutions at the heart of addressing the Climate and Ecological Emergency.

The climate crisis is global, the Covid-19 pandemic is global – a global response focussed on a green and just recovery and climate action is now critical! This can only happen with the thought-leadership, passion and commitment of students and sustainability leaders.

Aims:

- Unite staff and students for global climate action
- Connect leading institutions from the north and global south
- Challenge today's education to ensure it is fit for today
- Scale COP26 university, college and student plans and action
- Celebrate and share world-leading progress from the Race to Zero for Universities & Colleges campaign, The SDG Accord and International Green Gown Awards in partnership with UNEP

The world's universities and colleges have much to say at COP26. This event connects institutions and highlights the global education sector's best practice to ensure our collective message is heard at COP26 and the COP26 legacy is what we need it to be.

Who should attend:

- Students attend for free
- Signatories of the SDG Accord
- Signatories of the Race to Zero for Universities and Colleges campaign

- Present, past and future winners and finalists of the International Green Gown Awards
- Leading institutions who want to get involved in UNEP & EAUC-led initiatives in taking climate action now

What you will gain in attending:

- Collaborate, lead and scale addressing the climate emergency with new research, learning and practical solutions
- Understand how to engage with and empower students and the wider society
- Inspiration from other leaders to ensure education is at the heart of leading climate action

Overview Summary

- Virtual Global Climate Conference is in partnership with EAUC and UNEP
- Brings together signatories of UNEP and HESI endorsed activities - [Race to Zero for Universities and College](#), [SDG Accord](#) and winners and finalists from the [International Green Gown Awards](#).
- 51 speakers from 28 countries
- Takes place on 8th July following the HESI event at UN HLPF
- All sessions are live and are recorded for on-demand viewing

Next Steps and Goals

- To showcase the workshops as case studies for the relevant campaigns
- To encourage more speakers and participants from the global south
- To align as a side event at UN HLPF to showcase education sector action

Contributions to HESI

- Showcases key global initiatives that are supported by UNEP & HESI - [Race to Zero for Universities and College](#), [SDG Accord](#) and winners and finalists from the [International Green Gown Awards](#).
- Encourage more institutions to join the campaigns through HESI and its networks
- Support collaboration between the campaigns and work with HESI to scale up the higher education sustainability work being done

Reflections

View at <https://www.eaucconference.org.uk/>

Workshop for Academic Publishers & Editors

Overview Summary

Sherri Aldis, Chief of UN Publishing; Debra Rowe, President US Partnership for Education for Sustainable Development; and Julia Christensen Hughes, GRLI Series of events (including at the SDSN conference in September, 2021) to amplify & encourage significant, concrete action on the SDG Publishers Compact, to bring scholarly activity in greater alignment with the SDGs

Suggestions for Publishers & Editors include:

- 1) make an explicit commitment to the SDGs
- 2) ensuring directions to authors include the SDGs
- 3) "special issues"
- 4) directions to reviewers
- 5) reviewer questions: explicit connection to the SDGS & extent supported
- 6) appropriate keywords
- 7) track article contributions to the SDGs
- 8) report annually

Next Steps and Goals

- Convening conference events/workshops of publishers and editors to review innovation in support of the Publishers Compact Pledge and developing and disseminating ideas that will help to align faculty research with the SDGs.

Contributions to HESI

- Share progress on research investigating journals (equity, diversity, inclusion & SDG impact) that contribute to business schools and universities being well ranked
- Catalyze change within academic journals, helping bring them in greater alignment with the achievement of the SDGs