



**United Nations**   
**Academic Impact**


 **DECADE OF >>> ACTION**

**IMPLEMENTATION OF THE  
SUSTAINABLE DEVELOPMENT GOALS  
IN HIGHER EDUCATION INSTITUTIONS**

**BEST PRACTICES**

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**This compilation of 25 best practices was prepared following a review of the submission of inputs by member institutions (universities and colleges) of the United Nations Academic Impact after a dedicated call was made for that specific purpose.**

**These best practices are presented concisely, so feel free to access the links indicated across the document or liaise directly with the concerned institution by e-mail, depending on each case, for further details or information.**

**This brief document aims to showcase a sample of what higher education institutions worldwide are already doing to advance the Global Goals, foster the 2030 Agenda for Sustainable Development, and inspire others to follow suit.**

**Let us work together to have a more inclusive, healthy planet for all where no one is left behind.**

 **DECADE OF >>> ACTION**

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### **ARGENTINA (University of Buenos Aires)**

The university developed the *Red GEO* or network, conceived as an open and collaborative space for entrepreneurs and sustainable companies in Argentina, which promotes impact through certification, community building, and the generation of synergies. This project aims to foster the involvement of social and environmental dimensions in business practices via sustainable management models. The project enables appropriate assessment, knowledge-sharing, and capacity-building initiatives. More details can be found [here](#).

### **AUSTRALIA (Monash University)**

*Leadership for the SDGs* is one of the six domains of focus at the Monash Sustainable Development Institute, a world-leading research, education and engagement institute with a mission to advance the well-being of people and planet. Through this particular domain, the institute has advanced SDGs literacy and cross-sector action, supported the preparation of progress reports on the SDGs, inspired global university action, and prepared guidance and tools. For more information about this program click [here](#).

### **AUSTRALIA (University of Melbourne)**

Over the course of three years, between 2020 and 2023, the University of Melbourne and the city of Melbourne, the second-most populous city in the country, invested jointly in an impactful program of localization, data and governance analysis, and capacity-building. This collaboration delivered Australia's first *Voluntary Local Review* of the SDGs, illustrating Melbourne's progress, capacity but also a strong commitment to implementing the Global Goals within the city. You can read this document [here](#).



### AUSTRALIA (University of New South Wales)

The institution developed an *SDGs Toolkit*, as an innovative educational resource for faculty aimed at incorporating sustainability thinking into their course content, providing at the same time a unique platform for academics, based on the framework established by the UN. It is a non-prescriptive and flexible education tool that anyone can access and integrate into their teaching. It is also interdisciplinary in scope and can easily be adapted for a wide range of educational contexts. You can access this toolkit [here](#).

### BANGLADESH (American International University - Bangladesh)

Purchasing decisions within the university are aimed to balance social, economic, and environmental factors and consider the impacts resulting from production, transportation, use and disposal of products or services. A procurement committee decides based on the institution's commitments, including those related to local and global issues. Depending on the type of procurement, requirement and commodity, a specific set of practices must be adopted. More information about this *Sustainable Procurement Policy* [here](#).

### CANADA (University of Montreal)

To foster the emergence and sharing of knowledge and practices that will help address in a sustainable way current and future socio-environmental and humanitarian challenges, the university established the *Building a Sustainable Future* project. This innovation laboratory aims to stimulate and actively promote knowledge sharing and linkages between research, teaching, and community engagement to respond to socio-environmental crises. It also aims to provide increased visibility to actions related to the SDGs. Find details [here](#).



### ECUADOR (Hemispheres University)

As part of the alignment of the university processes with sustainable development, a mainstreaming program was implemented, which included an analysis of existing research and social engagement processes, including mapping initiatives and projects, aside from the review of study plans in use evaluating how SDGs have been incorporated, and see potential areas for improvement. Also, SDGs-related training has been in place for university faculty as a critical program component. [E-mail](#) the institution for more information.



### INDIA (Kristu Jayanti College)

The institution developed *Asses – Access – Action* as an e-quiz for undergraduate and graduate students, to evaluate their overall knowledge about the 2030 Agenda. The topics range from the status of poverty in India and around the globe, to the work of the United Nations on sustainability, and some SDGs-related impact questions. The total marks for the quiz is 30. A dedicated Google Form link was widely shared across the institution in its first iteration, with over 300 students participating. [E-mail](#) the institution for more information.



### INDIA (St. Teresa's College)

This college started the all-girl-run project *Students' Leadership for Localizing SDGs* to keep track of the progress of the SDGs, locally. The project helps local governments by creating awareness among elected representatives and officials on the various indicators and nudging them towards achieving the Global Goals with a result-based framework. Through participatory training, students are equipped with knowledge and skills to be 'resource persons', including developing educational materials. [E-mail](#) the institution for more information.



### **IRELAND (University College Cork)**

The institution created its *SDG Toolkit* to nurture globally-minded, action-oriented citizens empowered to help develop sustainable solutions. The project curated resources to support staff in integrating sustainability into learning and teaching. The resulting product emphasizes active learning pedagogies, including project- and problem-based learning and case studies. A Community of Interest emerged, which can be built on to encourage knowledge exchange and transdisciplinary collaboration. Explore the toolkit [here](#).

### **IRELAND (University College Dublin)**

The *Community SDG Dashboard* was created through a collaboration with the Dundrum 2030 community group to foster social engagement for systematically monitoring the local implementation of the SDGs. The project aims to facilitate and influence national SDGs monitoring, by developing a local indicator set and building the capacity of communities to measure progress. The dashboard addresses current local data and knowledge gaps, while feeding into existing reporting mechanisms. It can be viewed [here](#).

### **JAPAN (Nagaoka University of Technology)**

The university offers a range of dedicated learning tools about the SDGs and games developed by students and faculty. The idea is to help teach about the Global Goals by incorporating their technical concepts and terms in a ludic or playful manner tailored for youngsters and children. The games can be played with their families and are aimed to facilitate the learning process about the 2030 Agenda and how the Goals are interconnected with each other. For more information [e-mail](#) the university.



### **LEBANON (Lebanese American University)**

The university's simulations of international organizations are Lebanon's biggest simulation programs that are open to both middle school and high school students. GC LAU MUN, short for *Global Classrooms Lebanese American University Model United Nations*, is one of the institution's educational leadership programs, and is focused on the global, national and local issues linked to the SDGs. University students lead training to participants, who are introduced thoroughly to the Global Goals. More information [here](#).

### **NEW ZEALAND (University of Auckland)**

The institution's *Auckland Approach* to the SDGs mapping allows researchers and educational institutions to consider the local context more comprehensively around the Global Goals, and identify and understand what is relevant to each of them, making findings more relevant to local communities and research priorities. The use of local keywords and queries complementing those used at a global scale, is particularly useful in providing links with more academic publications. A technical guide to the process can be found [here](#).

### **PAKISTAN (Superior University)**

The university started the *SDG Ambassador* program, which aims to empower students, faculty, and staff to become agents of positive change by promoting sustainable practices, driving awareness, conducting research, organizing events, and taking actions that align with the Global Goals. Activities within the program include workshops, seminars, lectures, and panel discussions, aside from campaigns to raise awareness, projects, collaborations with different stakeholders, competitions, and challenges. [E-mail](#) the university for further details.



### PORTUGAL (Portuguese Catholic University)

The institution created an *Observatory of the Sustainable Development Goals* in Portuguese companies as a research project to assess and accelerate the implementation of the 2030 Agenda through the private sector's contribution. The project aims to promote a clear understanding of the involvement of Portuguese companies with the SDGs, disseminate SDGs-related best practices through corporate strategies, and stimulate knowledge about the SDGs among the business community. For more information, [e-mail](#) the university.



### SAUDI ARABIA (Almaarefa University)

The university created the *Humanitarian Action and Sustainable Development Hackathon*, in which people from various disciplines come together to carry out pioneering innovative work to develop sustainable solutions and reduce challenges facing donors as well as United Nations and civil society entities in implementing relief and humanitarian initiatives. The project aims to incubate creative ideas, provide training, build the capacity of young students and professionals, and promote skills-sharing practices. [E-mail](#) the institution for more information.



### SURINAME (Anton de Kom University of Suriname)

The institution created an *SDG Committee* as a strategy to actively work towards implementing the SDGs. Since its inception, it has comprised seven members and forged a collaboration with the UN Country Team in Suriname. A baseline study is being conducted to get insights into all SDGs-related projects, activities, and collaborations on and off campus. This is accompanied by an awareness campaign, activities for information-sharing, and group interviews, with the ultimate objective of developing a policy plan. [E-mail](#) the university for further details.





## **THE NETHERLANDS (Vrije Universiteit Amsterdam / VU Amsterdam)**

The university's *SDG Scan* is a tool designed for organizations that wish to become more sustainable but do not know how to do it. It allows companies to chart sustainability within their organization and identify opportunities and threats. This way, they learn how they can implement sustainable changes. Students work together with companies to help them understand how they relate to the Global Goals. And by training students with this new mindset, they can create a domino effect in several organizations. More information [here](#).

## **UNITED KINGDOM (Newcastle University)**

With the understanding that inclusive multi stakeholder review processes are an essential part of efforts to implement the SDGs, the university partnered with Global Compact Network UK, SDSN UK, and other stakeholders to co-author the *Measuring Up 2.0* report, aimed to address the challenge of a comprehensive, inclusive and rigorous review of the SDGs as a domestic agenda for the UK, and take stock of current national performance on the SDGs. The university team was comprised of experts as well as postgraduate students. Read the report [here](#).

## **UNITED KINGDOM (University of Manchester)**

The institution launched a social responsibility and civic engagement website that includes a searchable microsite highlighting the many activities taking place across the university to address the SDGs, through research, learning and students, public engagement activities and responsible campus operations. The website provides case studies, and focuses on the university's five social responsibility priorities: social inclusion, prosperous communities, better health, environmental sustainability, and cultural engagement. Access the website [here](#).



### **UNITED STATES (Lehigh University)**

The university developed *Solving the SDGs in 90 Minutes* as a highly interactive simulation that explores the visualization of information as a tool to address complex problems and create collaborative solutions. It challenges participants to issues on a global scale in 90 minutes. Structured via a strategic design thinking model, participants are briefed, and then encouraged to brainstorm on how to solve issues visualizing possible solutions and creating a comprehensive model of interconnected nodes. [E-mail](#) the institution for more details.

### **UNITED STATES (Lynn University)**

The university's entire freshmen class engages in the *Citizenship Project* during the first block of Spring every year. Students spend all of Fall semester developing a project related to the SDGs (they choose which of the 17 as a class), and then are partnered with an organization working within that field for the Spring semester. During their *Citizenship Project* course, students engage in a variety of activities to support their partner organization and raise awareness of their chosen SDG. [Here](#) you can find further information.

### **UNITED STATES (University of California, Davis)**

Aligning with its mission as a public, land-grant, and comprehensive research university, the university completed a campus wide *SDG Voluntary University Review* (VUR). The UC Davis VUR highlights activities that contribute to all the SDGs, and while is not comprehensive, it begins to measure the institution's progress in addressing the SDGs, builds awareness, highlights campus strengths, and presents key findings and next steps, as the university continues to actively engage on SDG-related programs and projects. Read the VUR [here](#).



 **VENEZUELA (Andrés Bello Catholic University)**

The institution created the *Community Leadership Initiative* to train leaders and members of the communities surrounding the university to raise awareness on environmental and sustainability matters. Before the development of the program, an analysis was conducted to understand prevalent socioeconomic conditions and their cause. The training fosters community capacities and provides technical, academic, and methodological tools to identify and solve existing challenges linked with the SDGs. [E-mail](#) the institution for more information.

