



Higher Education Partnerships to accelerate action for the Sustainable Development Goals (SDGs)

Report on the work of the International Association of Universities
(IAU) in the context of the IAU Global HESD Cluster
(July 2020)

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Introduction

This report is prepared in the context of the UN High Level Political Forum (HLPF) 2020 and demonstrates the work of the Members of *International Association of Universities* (IAU) to address the Agenda 2030 Sustainable Development Goals (SDGs) and stress the role of Higher Education and partnerships play to reach the global Goals.

IAU thanks all the individual contributors from its Member institutions and organisations for their invaluable contributions to this report and for the great commitment and work they contribute to the IAU Global HESD Cluster and the implementation of SDGs at their institutions and in the sub cluster network they lead on, locally and internationally.

No goal can be solved in isolation nor in only one part of the work. If there is one thing that the Agenda 2030 and the sustainable development goals have shown it is the interconnectivity of all that is surrounding 'us' all on earth. It is only through true international cooperation that transcends visible and invisible barriers and reconnects knowledge systems around the world that we will ever have a change to attain the global goals as set.

The IAU thanks all Lead institutions (full list available on page 9) and partner institutions and organisations who contribute to the Cluster work and shared reports included in this document.

We look forward to our continued joint work into the future.

Pam Fredman
IAU President

Pornchai Mongkhonvanit
IAU Chair HESD Working Group

Hillegje van 't land
IAU Secretary General

The International Association of Universities

Founded in 1950, under the auspices of UNESCO, the International Association of Universities (IAU) is the leading global association of higher education institutions and organisations from around the world.

IAU brings together its Members from more than 130 countries for reflection and action on common priorities. IAU is an independent, bilingual (English and French), non-governmental organization. It acts as the global voice of higher education to UNESCO and other international higher education organizations, and provides a global forum for leaders of institutions and associations. Its services are available on a priority basis to [Members](#) but also to organisations, institutions and authorities concerned with higher education, as well as to individual policy and decision-makers, specialists, administrators, teachers, researchers and students.

IAU is an official partner of UNESCO (Associate status) and has been given consultative status by the UN Economic and Social Council (ECOSOC).

More information on IAU's activities and membership is available on the [IAU website](#).

IAU Mission

To contribute to peace and human development by promoting and enhancing the power of higher education to transform lives, build capacity, connect diverse peoples, generate and disseminate new knowledge, create insights and find sustainable solutions to local and global challenges.

IAU Vision

As the global voice of higher education, IAU will be the most influential and representative global association of diverse higher education institutions and their organisations, advocating and advancing a dynamic leadership role for higher education in society. Articulating the fundamental values and principles that underpin education and the pursuit, dissemination and application of knowledge, the Association will lead and advocate the development of higher education policies and practices that respect diverse perspectives promote social responsibility and contribute to the development of a sustainable future. IAU will be a think tank and forum for the development of new approaches, the sharing of best practice and the undertaking of joint action, encouraging and facilitating innovation, mutual learning and cooperation among higher education institutions around the world.

VALUES

IAU promotes core values among its Members and the wider higher education community including:

- Academic freedom, institutional autonomy and social responsibility locally and globally
- Cooperation and solidarity based on mutuality of interests and shared benefits
- Tolerance of divergent opinions, freedom from political interference
- Equity in access and success in higher education and open access to knowledge
- Scientific integrity and ethical behaviour as cornerstones of conduct for all stakeholders in higher education
- Higher education and research in the public interest
- Quality in learning, research and outreach

STRATEGY

IAU works to enhance higher education community's role and actions in advancing society worldwide. As a global membership organization, IAU represents and serves the full spectrum of higher education institutions and their associations.

The [Strategic plan 2016-2020](#), adopted during the 15th IAU General Conference, in 2016, confirms IAU's focus on four key higher education priority themes, while improving support and services to members as well as enhancing their visibility and engagement. Due to COVID19, the Strategic Plan's validity is extended until end of 2021.

IAU 4 strategic priorities:

- Promoting value-based [leadership](#) in higher education
- Remaining a leader for inclusive, fair and ethical [Internationalization](#) of higher education
- Integrating [sustainable development](#) fully into higher education strategies
- Enhancing the role of [technology](#) in higher education

IAU fulfils its goals through:

- Expertise development & trends analysis
- Publications & specialized portals
- Advisory services
- Training & peer-to-peer learning
- Knowledge sharing events
- Global advocacy & representation

A BRIEF HISTORY OF

HE & SD

The 2030 Agenda for Sustainable Development was unanimously adopted in 2015. Higher Education has accompanied that way, and continues to do so.



IAU priority Higher Education and Research for Sustainable Development (HESD)

Sustainable development has been part of the strategic commitment of the International Association of Universities (IAU), the most global university network, to improve higher education for over 25 years. In 1993, the Association adopted the IAU Kyoto Declaration on Sustainable Development (IAU, 1993), reaffirming its commitment to sustainable development in 2014 with the IAU Iquitos Statement on Higher Education for Sustainable Development (IAU, 2014). IAU is one of the strongest advocates promoting the role of higher education in sustainable development globally; it speaks out at UN organisations including UNESCO and the United Nations and at other multilateral organisations around the world, including the Council of Europe.

The Association has been supporting United Nations programmes for sustainable development since the early 1990s. For example, IAU was one of the Key Partners in UNESCO's Global Action Programme on Education for Sustainable Development (GAP ESD), which ran from 2014 until the end of 2019. IAU is fully engaged in the UNESCO ESD for 2030, the UNESCO GAP ESD follow up programme adopted in 2019. It reconciles 'Education for Sustainable Development (ESD)' principles with the United Nations' 2030 Agenda (UNESCO, 2019).

In 2019, IAU started to take an active part in the *UN High Level Political Forum on Sustainable Development* (HLPF).¹

The HLPF was established and mandated in 2012 by the outcome document of the United Nations Conference on Sustainable Development (Rio+20), "The Future We Want". The format and organizational aspects of the Forum are outlined in General Assembly resolution 67/290.

The Forum meets annually under the auspices of the Economic and Social Council for eight days, including a three-day ministerial segment and every four years at the level of Heads of State and Government under the auspices of the General Assembly for two days. The Forum's first meeting was held on 24 September 2013. It replaced the Commission on Sustainable Development, which had met annually since 1993.

The HLPF is the main United Nations platform on sustainable development and it has a central role in the follow-up and review of the 2030 Agenda for Sustainable Development the Sustainable Development Goals (SDGs) at the global level. General Assembly resolution 70/299 provides further guidance on the follow-up and review of the 2030 Agenda and the SDGs.

As part of its follow-up and review mechanisms, the 2030 Agenda encourages member states to "conduct regular and inclusive reviews of progress at the national and sub-national levels, which are country-led and country-driven" (paragraph 79 of the Agenda). These national reviews are expected to serve as a basis for the regular reviews by the HLPF. As stipulated in paragraph 84 of the 2030 Agenda, regular reviews by the HLPF are to be voluntary, state-led, undertaken by both developed and developing countries, and shall provide a platform for partnerships, including through the participation

¹ This page was drafted using the official information provided online:

<https://sustainabledevelopment.un.org/hlpf>

of major groups and other relevant stakeholders. IAU adds to these the IAU HESD Cluster Report on progress made on the 17 goals.

In the HLPF 2020, largely virtual due to the global COVID-19 pandemic, IAU took part actively and organize virtual side events and exhibitions jointly with its Members and partners. IAU supports and materialises the contribution of higher education to the debates and review mechanisms as each time affirms the higher education's sector dynamics as one of the key mechanisms for ensuring on the implementation of the 2030 Agenda for Sustainable Development and achieving the global goals. IAU partners with the *Association of Commonwealth Universities* (ACU), with the *Agence Universitaire de la Francophonie* (AUF) and with a wide range of other key partners including UNODC, HESI, UN Environment's HE work to increase the visibility and underline the contributions of the sector to the processes.

IAU Global Surveys on HESD

In support of the UNESCO GAP-ESD programme, IAU conducted the first ever *Global Survey on Higher Education and Research for Sustainable Development (HESD)* in 2016. The aim was to map what universities and other higher education institutions (HEIs) undertake in support of education for sustainable development, and in particular to understand the implementation mechanisms and results of a *Whole Institution Approach for Sustainable Development*, one of the flagship projects of the UNESCO GAP-ESD. IAU advocates for a Whole Institution Approach to SD (WIA-SD) at HEIs, which translates into the inclusion of sustainable development in all dimensions of an institution: education and teaching, research, community engagement, and campus initiatives.

The first survey collected data from 120 universities worldwide. The corresponding report *Higher Education Paving the Way to Sustainable Development: A Global Perspective* (IAU, 2017) was well-received and gained global attention. In preparations for the HLPF 2019, it was decided to conduct a follow-up study, to see how the higher education sector had developed over the last three years and to better understand the way in which the sector engages with the Sustainable Development Goals (SDGs). The second survey questionnaire focused more specifically on HE's response to [Transforming our World: the Agenda 2030 for Sustainable Development](#).

The survey, which was open for six weeks (end of May 2019 until mid-July 2019), received 536 valid responses from 428 universities in 101 distinct countries. All world regions are represented, with 37% coming from Europe, 23% from Latin America and the Caribbean, 18% from Africa, 15% from Asia and the Pacific, 4% from North America and 3% from the Middle East. Thanks to strong cooperation with CRUE (Spanish University Association), 19% (102) respondents are from Spain. 45% of respondents hold leadership positions within their university. Another 45% are academic or administrative staff. The remaining 10% of answers come from students. The [survey report](#) analyses the responses at both global and regional level in depth and overall. The survey findings show that the higher education sector worldwide is increasing its commitment to sustainable development thanks to the adoption of Agenda 2030. Yet, obstacles remain to ensure full engagement and more work needs to be done. It is

SUSTAINABLE DEVELOPMENT GOALS



important in particular to continue to strengthen the science-policy interface and to better document and share about what the higher education sector as a whole has to contribute to achieve the SDGs. Higher education is starting to transform itself to include sustainable development principles and visions; the question is however: do the review mechanisms including HLPF ready to include higher education as a confirmed stakeholder in the process?

The IAU Global Cluster on HESD

The Cluster brings together 16 universities as leading institutions, each one bringing in expertise for one particular SDG while fostering cross cutting dynamics with all 17 goals. IAU leads the work on *SDG 17 – Partnerships for the Goals*. The lead institutions, which are based in all world regions, are working with subgroups of 2-8 ‘satellite’ institutions to advance a particular SDG and initiate concrete projects, while ensuring synergies among all goals. Furthermore, the Cluster promotes the role and potential that HEIs globally have in order to achieve the SDGs and Agenda 2030. Institutions in higher education engage with the SDGs in multiple ways, including through teaching, research, leadership, and campus operations. The Cluster encourages collaboration and a holistic approach to work with the SDGs, focusing specifically on the whole institution approach.

Within the overarching goal of “*Accelerating the implementation of the 2030 Agenda for Sustainable Development*” (UN SDG Summit 2019), the Cluster has two concrete objectives:

- First, to serve as a **resource and networking hub for HEIs** around the world for institutions already engaged with the SDGs locally and seeking partnerships, and those starting to engage with the SDGs at their institutions to turn to the Cluster for collaboration and guidance on best practices to translate and advance SDGs in local, national and international contexts.
- Second, the IAU Global Cluster serves as a **global voice for higher education in sustainable development**, and the IAU advocated for HESD at the UN High Level Political Forum, at IAU International Conferences, at events organised by the universities involved, at the local/regional and international levels.

The following pages summarize activity reports of the different universities leading the work on specific SDGs within and beyond the context of the IAU Global Cluster on HESD and provide concrete examples of translation of engagement with the SDGs into concrete practice.

THE IAU GLOBAL HESD CLUSTER LEADERS AND THEIR SATELLITES (as of August 2020)

ADVOCATE for the key role higher education plays in achieving the Sustainable Development Goals and Agenda 2030:

BRING TOGETHER universities from around the world on an equal footing and create meeting points with policy-makers for them.

The work on each of the 17 SDGs is coordinated by an IAU Member, collaborating with satellite institutions that have expertise on the SDG. This structure ensures the diversity of voices and a cultural exchange.

DEVELOP RECOMMENDATIONS to inform decision-making at institutions and the policy level:

FOSTER PEER-TO-PEER LEARNING, collaboration and exchange among universities and other stakeholders.

IAU leads the work on SDG17 by building synergies among higher education stakeholders, promoting their role in Agenda 2030 and making the science-policy interface stronger at international events (UN High-Level Political Forum, UNESCO, etc.)

MORE INFORMATION: WWW.IAU-HESD.NET / CONTACT: CONTACT@IAU-HESD.NET

IAU Global HESD Cluster

Summary of Activities (2019- 2020)

Submitted by IAU SDG Lead institutions

(Report published in July 2020)

SDG 1: NO POVERTY

www.ug.edu.gh/

Lead: University of Ghana, Ghana

Satellites in Subcluster:

- *McMaster University, Canada*
- *Tokyo University of Agriculture and Technology, Japan*
- *UNICAMP, Brazil*



SDGs Activities 2019/2020

1. Collaboration with the Government of Ghana

The University of Ghana is/has been collaborating with Dr Eugene Owusu, advisor to the President of the Republic of Ghana on National activities on the SDGs including the launch of the African Capacity Building Foundation's report on the Capacity Imperatives for the SDGs (SDG 17).

Furthermore, a National Raffle with the objective to educate the masses, especially the youth on the SDG Goals, Targets and Indicators has been launched. The first prize of the raffle, a sedan car, was awarded to the winner during an SDG programme at the University of Ghana (SDGs 4, 17).

In collaboration with the President's Advisory Unit, a proposal has been written to source funding to initiate "Education for All". A project that will build the capacity of street hawkers into sustainable jobs whilst keeping their children in school and linking to SDGs 1, 2, and 4.

2. Collaboration with the Private Sector

The University of Ghana is/has also been collaborating with private actors. The SDG Advisory Unit of the Office of President of The Republic of Ghana introduced Global Reset to the University of Ghana. The UG in collaboration with Global Reset organized the Global Youth Summit at University of Ghana. The 3 day summit saw a host of high profile speakers and dignitaries including, Her Excellency Dr. Jewel Taylor (Vice-president of Liberia), Prof. Ebenezer Oduro Owusu (Vice-Chancellor, University of Ghana), Prof Gyan Baffour (Minister of Planning-Ghana), Dr. Eugene Owusu (Special Advisor on the SDG's, Office of the President, Ghana), Her Excellency Sabine Nolke (Canada's Acting High Commissioner to Ghana and Togo), Ambassador Giovanni Favilli (Italy's Ambassador to Ghana), Prof. George Oduro Nkansah (Director of Institute of Applied Science and Technology and Host of Summit) and Dr. Henry O. Sintim (Research Fellow, University of Ghana).

During this important summit, young entrepreneurs across Africa were invited to speak to motivate their peers using their career paths. There were hackathons on youth innovations for the SDGs and a day for women which was chaired by H.E. Dr Jewel Taylor (Vice President of Liberia), thus activities addressing all 17 SDGs. Prior to the 3-day Global Youth Summit, activities such as the promotion of adolescent girls' health through a campaign on sanitary towel usage/personal hygiene, and environmental stewardship campaigns were organized by Nursing students and the Vice Chancellors Greenery committee in selected urban slums respectively (SDGs 3, 6, 11, 13).

The UG in collaboration with the Food and Drugs Authority and International Federation of Women Lawyers (FIDA-Ghana) provided training, mentoring and capacity building including campaigns and seminars at the University of Ghana as a pilot to promote healthy living and food safety (SDGs 3, 8, 5). Furthermore, the UG in collaboration with Nestle Global held a 10-day Impact Week, in which 25 faculty members and 200 students were trained on the use of design thinking methodology in solving business challenges. SDGs addressed were 1, 2, 3, 4, 6, 8, 9, 11 and 13, with emphasis on Competence and Skillset, Clean Environment, Sustainability, Good Health and Well Being, Housing, Industry, Innovation & Infrastructure and Food/Farm Enterprise Development to Alleviate Poverty.

3. Academic Activities and Collaboration

In collaboration with several units at University of Ghana including Institute of Applied Science and Technology and Institute of Environment and Sanitation Studies, SDGs that have targets on access to water, sanitation, security, urban slums and city resilience were used as subject matter for the SCiLeD-LIRA 2030 grant project (SDGs 11, 9, 13).

The University of Ghana has completed the installation of Envirodome greenhouses on campus. This is to help in the training of the youth in Controlled Environment Agriculture and urban farming. Other objectives are to improve access to fresh and healthy vegetables and as a source of guaranteed income (SDGs 1, 2, 8).

The University of Ghana organized a Hackathon in collaboration with GIZ (German Federal Enterprise for International Cooperation) which targeted a demand of the Market Oriented Agriculture Programme (MOAP) of GIZ. The goal of the challenge was to assemble technology enthusiasts (students and non-students) to display their innovative ideas to create a sustainable IT solution for Traceability in the Food Value Chain (SDGs 1, 3, 12, 16).

4. SDG 1 - Subcluster Meeting

The meeting was postponed last year 2019 due to delay in securing visa to Canada. It was rescheduled to this year April 2020, but has again been postponed indefinitely due to COVID-19 pandemic. A date is yet to be fixed. Cluster members to attend the meeting was to include Tokyo University of Agriculture and Technology, Japan, McMaster University, Canada, University of Campinas, Brazil and University of Ghana, Legon, Ghana.

SDG 2: ZERO HUNGER

Lead: **University Antonio Nariño, Columbia**

<http://www.uan.edu.co/>



Satellites in Subcluster:

- *Universidade Federal do Ouro Preto, Brasil*
- *University of Oslo, Norway*
- *Kaunas University of Technology, Lithuania*



Achievements 2019

- International Alliances: Tecnológico de Monterrey (México), Universidad Federal do Ouro Preto (Brasil), University of Oslo (Norway), Kaunas University of Technology (Lithuania).
- Definition of SDGs: UAN's approach includes 6 pillars: Learning and Teaching, Research, Partnerships, Internationalization, Social Leadership and Advocacy + a transversal axis: Awareness.
- Adoption of IAU Global HESD Cluster Model by the Association of Colombian Universities (ASCUN). At the national level there is also a leading university for each SDG, following the concept of the IAU Cluster on HESD. UAN is leading SDG 2 and is very committed to SDG 5.
- Inclusion of SDG 2 and 6 in the internal call for Research Projects funding. 6 research projects on SDG 2 funded.
- Learning challenge 2019 based on the TEC's of Monterrey methodology. Use of cocoa peel to produce new food products. 85 students participated (Environmental Engineering, Business Administration, Accounting and Biomedical Engineering).
- Participation in strategic events: COP25 - UAN Presentation: *La educación en la construcción de una ética intergeneracional frente a la crisis climática global- COP 25*, IAU Conference, among others.
- Website and domestic communication strategy



Upcoming activities 2020

- Deepening work on the UAN's 6 pillars
- Internal call for Research Projects funding SDG 2 among others.
- Learning challenge 2020 based on the TEC's of Monterrey methodology.

- Water management: a sustainability challenge for all summer school (online)
- Support to the formulation of public policy on SDGs implementation in Higher Education Institutions in Colombia.
- Training on SDG 2: Webinar Series with partner universities - *Ending Hunger: a worldwide challenge*. May 6 - Dr. Zaneta Stasiskiene, Kaunas University of Technology; May 20 - Dr. David R. Goyes, University of Oslo. *Hunger Zero: a new Green revolution*.
- Organization of ASCUN Summit on SDGs (Pending confirmation in view of the situation with the pandemic.)

SDG 3: GOOD HEALTH AND WELL-BEING

Lead: Open University of Catalonia (UOC), Spain

<https://www.uoc.edu/>

SDG3 Global Cluster moto: keeping up momentum in these challenging times



Satellites:

- *Universidad de Caldas, Colombia*
- *University College Dublin, Ireland*
- *University Gadjah Mada, Indonesia*
- *Makerere University, Uganda*
- *Karolinska Institutet, Sweden*
- *Western Sydney University, Australia*



What we have done so far

In early 2019, the Open University of Catalonia (abbreviated as “UOC” in Catalan) began scoping activities to identify and reach out to a core group of universities for the SDG 3 Cluster focusing on health and well-being. With five universities on board by late Spring, the UOC held the first online meeting to introduce the members to one another and share opinions regarding potential focus topics for the cluster.

Since August 2019, this dialogue and exchange with participating universities has intensified, and a team of consultants has been supporting the cluster in the co-creation of its strategy and action plan.

Recognising that the higher education and global health partnering landscape is already very busy and complex, the consultants have conducted a landscape analysis to help identify where the cluster might best add value. The methodology included one-on-one calls with all the member institutions, a brief literature review, and a mapping of key stakeholders. The work painted a picture of the landscape where the cluster is operating, identifying the main actors and emerging trends within the higher education / SDGs / health space. Through this analysis, potential areas of work (by issue and activities) were identified. A teleconference then took place in December to allow members to provide feedback on the landscape analysis, and to share their reflections on the Cluster’s role, given the existing context and their own activities, ambitions, interests and resources. The members also discussed the purpose and aims of the face-to-face meeting that was scheduled for early 2020. Members then generously provided their valuable time and energy to co-create the agenda and prepare the in-person meeting, generating great excitement and momentum. They also prepared presentations introducing their universities, as well as individual and institutional ambitions for the cluster. The aim of the meeting was to align on a collective strategy and top-line action plan. Unfortunately, due to the COVID19 outbreak, the meeting has been postponed. In the current context, it is unclear when a face-to-face

meeting will be possible. As a result, the Barcelona team has reached out to members via email and online working documents, to collectively pave a way forward.

It is becoming increasingly evident that with its health and well-being focus, the SDG3 cluster has a clear and vital role to play in advancing the 2030 Agenda. Perhaps today, there is increased awareness and receptivity to the importance of health and a unique window of opportunity for the cluster to act. Moreover, the crisis has made the interlinkages between SDGs more visible and immediate. With its health focus and “glocal” nature, (global nature of the cluster and with strong individual institutional relevance, credibility and ability to act locally), the SDG cluster is incredibly well positioned to work in this space.

The cluster’s core group now needs to strategically align on focus areas and priorities and to continue generating momentum by working together on low hanging fruit, building on the work conducted to date.

Next steps

Considering the local and global context of the pandemic, being tasked with SDG-3 and thus “the health cluster”, this is an especially challenging time for members, with a lot of competing and more immediate priorities. The Barcelona team has therefore provided a “light-touch” way forward, to continue building and supporting the cluster and the members, while not taking up too much of their time.

The consultants have developed a workbook summarising all the different contributions to date and providing tools that each member can work through at their own pace, to collectively define elements of the clusters’ strategy and an action plan that can be coordinated and taken forward online.

It is an iterative working document for the co-creation of the cluster’s work over the next few months to a year. In parallel, the cluster will be holding ongoing coordination calls to move the work forward. A Webinar on *SDG 3 and the Future of Health Science Research and Teaching* takes place in October 2020. It is a joint IAU-UOC Cluster Webinar that also forms part of the IAU Webinar Series on the Future of Higher Education – short, medium long term.

SDG 4: QUALITY EDUCATION

Lead: York University, Canada

<https://www.yorku.ca/>



Satellites:

- *University of Peace, Costa Rica*
- *Charles University, Czech Republic*
- *Leuphana University Lüneburg, Germany*
- *International Islamic University Malaysia, Malaysia*
- *Rhodes University, South Africa*

IAU Global HESD Subcluster: SDG 4: Quality Education

The IAU SDG 4 Subcluster was initiated under the leadership of Leuphana University (Germany) targeting a two-fold approach with a Sustainability Barometer intending to create an assessment tool for higher education and its stakeholders. When transferring the coordination to York University (Canada) in February 2020, IAU encouraged the members of the Subcluster to redevelop the strategy.

The overall IAU Global HESD Cluster is mainly open to IAU member institutions but also beyond to institutions that are considering an IAU membership. Youth leadership and ongoing involvement is sought through York University's Student Council.

In the first two months of its engagement, York University arranged for the resources to host the cluster, made several presentations to introduce the cluster in Canada, the Sub-cluster members agreed on an adapted action plan that will focus on whole-institution approaches and the relevance of the concept of Education for Sustainable Development (ESD).

Planned SDG 4 Sub-cluster outcomes

The following outcomes are aimed at by the Sub-cluster to serve the IAU with a focus on whole-institution approaches including deepening the understanding of the ESD concept and improving overall visibility for the role of higher education for sustainable development:

- *Outcome:* Based on a desk research of existing elements, developing toolkits explaining whole-institution approaches for higher education, especially at leadership level. The concrete approaches and ideas are to be defined.
- *Outcome:* Collecting best-practice examples of sustainability pledges and draft an IAU SDG 4 Sub-cluster sustainability graduation pledge for students to obtain upon graduation when committing to work towards sustainable development. This pledge will be an open access product to be shared with IAU members for their specific adaptation. A proposal for the 16th IAU General Conference in Dublin (Ireland) 2020 was submitted to carry out a creative workshop to develop a sustainability pledge.
- *Outcome:* Addressing sustainability in student and faculty mobility in higher education when internationalization is a strategic priority of higher education, with an expert panel of the IAU SDG 4 Sub-cluster members in a conference at York University in November 2020. Side meetings of the IAU SDG 4 Sub-cluster are also intended.

- *Outcome* (tentative): Specific recommendations for higher education from the 2020 Report on the 1974 UNESCO ‘Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms’. Beginning in 2020, ESD and GCED among other specific aspects of SDG 4.7 will be regularly measured in the course of the 2030 Agenda every four years (UIS, 2019). The four areas to be reported upon at all levels of education are (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment. This cluster will extract the relevant responses on higher education and analyse them in their relationship to the four IAU strategic priorities. The Subcluster will also consider suggestions for the 2024 survey.

- *Outcome* (tentative): Whenever appropriate and possible, statements published by the IAU SDG 4 Subcluster with perspectives on the role of higher education towards the SDGs while connecting them to further UNESCO’s activities will be potentially offered to more signatories (online and via social media), Moving forward, including communications/presentations

The following steps have been taken (to be revised and updated regularly):

- 05 March 2020: YORK signed the IAU commitment to formally take over the lead role
- 15 March 2020: application sent to respond to call for contributions to 70 Years IAU
- Publication
 - 01 April 2020: defining strategy, draft action plan and arranging communication
- structures within the IAU SDG 4 Subcluster (zoom call)
 - 06 April 2020: Update on communication channels for all IAU members
 - 06 April 2020: Presenting the IAU SDG 4 Subcluster at the Canadian UNITWIN/UNESCO Chairs Network Conference and engage with the network in Ottawa
 - 06 April 2020: Presenting at EECOM's Standing Committee on Environmental & Sustainability Education (ESE) in Teacher Education (TE) in Canada (virtual event)
 - 15 April 2020: Finalizing the action plan with Subcluster members
 - 15 April 2020: Respond to call for proposals for 16th IAU General Conference in Dublin (Ireland) planned for October 2021.

The following activities are currently planned:

- 20-22 May 2020: Conducting a campfire session at Together/Ensemble Conference 2020 hosted by Université Laval (virtual event due to pandemic)
- 07-16 July 2020: Participation in IAU event during UN High Level Political Forum NYC
- 03-06 November 2020: Participation in the 16th IAU General Conference in Dublin (Ireland) (postponed to October 2021)
- November 2020: Cluster members to present Reimagining mobility programs in Higher Education at York University (Canada)

SDG 5 GENDER EQUALITY

Lead: University of Bologna, Italy

<https://www.unibo.it/en>



Satellites in Subcluster:

- *Vechta University, Germany*
- *McMaster University, Canada*
- *Assam Don Bosco, India*
- *Open University Catalunya (UOC), Spain*
- *UNESP, Brazil*
- (joining soon) *American International University of Bangladesh, Bangladesh*
- (joining soon) *IOHE Inter-American Organization for Higher Education*

For the SDG5 Cluster the University of Bologna is editing a publication on Gender Equality in Higher Education, which is part of a IAU publications series promoting the work undertaken by universities from around the world to achieve the 17 Sustainable Development Goals identified in Agenda 2030. The publication includes papers on some of the actions launched and endorsed by IAU universities and partner institutions – not limited to the Satellites of the SDG5 cluster – to support gender equality and equity and to promote inclusion and diversity as well as to enhance connections between higher education, Academia and the civil society and other stakeholders.

UNIBO has collected data from all partners that have identified institutions, policies, and actions of each participant University. It is now implementing the collaboration within the SDG5 Cluster by preparing a new questionnaire to map and identify the areas where actions can be promoted, shared, or improved. The questionnaire will function as a survey of the different interpretations, approaches and policies about gender equality and equity, inclusion of diversities and intersectionality of discriminations; but it is also conceived as an instrument to implement and develop common standards to support and share good practices.

UNIBO has several internal institutions and bodies that support gender equality and inclusion, in particular:

- the Vice Rector for Human Resources,
- the Delegate of the Rector for Equal Opportunities,
- The Delegate of the Rector for Occupational Well-Being,
- the Confidential Counsellor, and
- the CUG (Guarantee Committee for Equal Opportunities, Employee Wellbeing and non-Discrimination at Work).

CUG has proactive, consultative and monitoring functions, fostering the dissemination of a culture of equal opportunities, ensuring wellbeing and non-discrimination at work, within the competences laid down in article 14 of the University Statute. Following the international Gender Inequality Index (GII) – for measurement of gender disparity among different countries and introduced in the 2010 Human Development Report 20th anniversary edition by the United Nations Development Programme (UNDP) – UNIBO has introduced the UGII index (University Gender Inequality Index) in order to monitor the

application of the Italian national policy regarding the elimination of the gender pay gap as stated in the Italian Constitutional Chart, art. 37, where it is written: “Working women are entitled to equal rights and, for comparable jobs, equal pay as men”.

UNIBO provides these data per year in its Gender Equality Annual Report. Among the many, the aims of this annual report are to contrast gender biases in the evaluation and recruitment of professors and researchers, to track and improve women’s application rates, and to monitor the enrolment of students divided by gender for each course of study as well as the progress in studies of female students compared to male students. Among the projects on gender equality, PLOTINA, Promoting Gender Balance and Inclusion in Research, Innovation and Training (H2020, role: Coordinator) (2016-2020), aims at enabling the development, implementation and assessment of self-tailored Gender Equality Plans with innovative strategies for the RPOs involved, by: stimulating a gender-aware culture change; promoting career-development of researchers to prevent the waste of talent, particularly for women; ensuring diversification of views in research and teaching.

UNIBO has also improved the implementation of parental (maternity and paternity) policies to support women’s participation and well-being at work with the introduction in the internal research evaluation procedure of the consideration of maternity and parental leave periods in order to reach a more equal assessment in the Gender Equality Plan; the launch of a campaign to encourage paternal leave; but also the enhancement of the accessibility to childcare facilities – the University has inaugurated a baby pit stop where students, teachers and administrative staff can change and breastfeed their children, but the project is also to build a new nursery, in addition to the already existing one, open to the children of employees (the nursery follows policies connected to SDG's in particular SDG 5 in order to overcome gender stereotypes in all fields and against all forms of discrimination, and it has established formal exchanges and connections with other European nurseries). Furthermore, UNIBO participates in a national equality plan that allows transgender people (students and staff) to adopt an ‘alias career’, as part of the University policy to fight gender identity discrimination.

UNIBO has expanded its offer of Mentoring and Empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender (e.g. GEMMA Master degree in Women’s and Gender Studies; MeTra, Research Centre on Mediation and Translation by and for children and young adults; G-Book, project on Gender identity: Child Readers and Library Collections; specific courses on Diversity Management; Alma Gender Integrated Research Team). Following this target UNIBO has also enhanced the promotion of campaigns within and outside the institution to make women’s contribution to research more visible especially in those areas in which they are underrepresented (e.g. WiTEC – Women in Science, Engineering and Technology in European Countries; Project NERD, to support the knowledge of IT and computer science among young female students; “Women in CTA” organised with the Cherenkov Telescope Array CTA to testify and support women participation in STEM). UNIBO has organised many events to support campaigns, conferences and seminar for the elimination of violence against women. UNIBO has finalised a project on “Gender and Language” devoted to the implementation of gender visibility within all the university processes (documents, titles and so on) and providing staff and faculty with guidelines. The Italian language in fact uses the male as including both men and women: gender visibility in Italian language is a positive action for equality. UNIBO participates in the national working group for the CRUI (The Conference of Italian University Rectors) on gender equality plans and gender education. It is also part of the leading group for Gender, Diversity and inclusion for the GUILD of European Research-Intensive Universities.

Among the many actions undertaken by UNIBO to face covid-19 emergency and support its community of staff and students but also the entire city community, many of them are related to and relevant for the SDG5. For example, #UniboSera offers the entire university and city community the opportunity to follow to short speeches, dialogues and debates every evening posted on its institutional social networks and YouTube – the majority of these talks address themes such as human rights, inclusion of diversity, new forms of social solidarity and living; online assistance and meetings to support international students blocked in the country due to the emergency; online lessons, exams, discussions of final dissertations, PhD discussions to ensure students not to be stopped in their career; the Psychological Help-Desk providing remote assistance to staff and students; special paid parental leave to cope with the suspension of educational services and didactics in schools.

SDG 6: CLEAN WATER AND SANITATION

Lead: **University of Teheran, Iran**

<https://www.ut.ac.ir/en>

Satellites:

- *University of Granada, Spain*
- *University of Barcelona, Spain*
- *Universidad Antonio Nariño, Colombia*
- *Bahir Dar University, Ethiopia*



Summary of Activities SDG6 cluster: Clean water and Sanitation

The [University of Tehran](#) leads [SDG 6: Clean Water and Sanitation](#). The University is home to the [Water Institute](#), a research unit that focuses specifically on the water resources.

In the past year, professional experts in the field of water and sanitation in the top universities of Iran were identified and appointed to the working group, domestic and international upstream documents and articles were reviewed to find previous related researches conducted in this field, and regular in-person meetings were conducted to discuss and interact on the structure and content of Strategic framework.

The main activities of SDG6 lead was concentrated on development of the pivotal document titled: [“Strategic Framework for Involvement of Higher Education Institutions in SDG6”](#):

The team at University of the Teheran continues their efforts to strengthen relationships with universities to join the SDG6 cluster as Satellite Universities. Five universities were initially joining as members of Subcluster: University of Queensland (Australia)*, Bahir Dar University (Ethiopia), Universidad Antonio Nariño (Colombia), University of Barcelona (Spain) and University of Granada (Spain). After the initial invitation, efforts were made to invite more universities to the working group, most of which were not fruitful. Efforts are being continued.

**University of Queensland later formally withdrew.*

SDG 7: AFFORDABLE AND CLEAN ENERGY

Lead: Assam Don Bosco University, India

<http://www.dbuniversity.ac.in/>



Satellites:

- Qatar University, Qatar
- Strathmore University, Kenya

Assam Don Bosco University - committed to Research in the field of Energy Sustainability and SDG 7



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Senior Assistant Professor
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Professor
Assam Don Bosco University,
India

Established in 2008, **Assam Don Bosco University (ADBU)**, Guwahati is the first University in India of the Don Bosco Society, present across 136 countries serving 9 million students. ADBU is committed to a Sustainability Programme, which is the university's roadmap for building and operating a vibrant campus community. As global cluster lead in SDG-7, ADBU is engaged in dialogue with Strathmore University, Kenya and Qatar University for collaboration in affordable and clean energy.

In this regard, a webinar by Strathmore University has helped this collaborative effort. Prof. Izael Pereira Da Silva from the Strathmore University delivered this webinar to the students of Assam Don Bosco University on 10 May 2019, in which he presented a session on 'Energy Audit and Management'.

With an installed grid-connected rooftop solar photovoltaic power systems of 320 KW, ADBU campus is practicing green energy. Water reservoirs have been created utilizing the natural streams coursing through the campus; the installation of a facility for generating micro-hydroelectric power up to 15 KW is underway.

A major portion of the University's research areas focuses on improvement in energy efficiency. The University is coordinating international level activities to enhance international co-operation to facilitate access to and research on clean energy and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology and clean energy technology. Membership in the

International Association of Universities and taking up of the responsibility of the global cluster leader of SDG 7 helps ADBU realize its vision of promoting modern and renewable energy sources globally, for the greater interest of the Mankind.

FOCUS OF RESEARCH: SOCIAL IMPACT AND ENERGY CONSERVATION

The University is undertaking research in the generation of affordable energy from new and renewable sources in a cost-effective manner targeted for use in rural areas of the country. In addition, the research areas are focused on the use of Energy in an optimized manner for the conservation of natural resources for future generations. Some of the selected ongoing research areas in the field of Energy are:

- **Development of Energy Generation from Bio-Wastes:** The product is named as Cow-Dung Battery, mainly based on generating electric energy from animal waste. When series-connected, discharged batteries are placed in a basin containing some cow dung and saltwater, and exposed to sunlight, the positive and negative charges produced in the solution are collected in the series-connected batteries to produce a current; thus the batteries get re-charged. They can then be re-used where batteries are required. The cow dung needs to be replaced once in 45 days. By adding sulphuric acid to the mixture, the efficiency can be increased. This project has great relevance in rural setup considering the low cost. Moreover, there is a plan to cascade this training through the university's self-skilling platform "Swabhalamban" as deemed feasible. It is noteworthy that through the "Swabhalamban" project ADBU provides free training to the educated (up to 10th standard) unemployed youth in technical job oriented skills for employment opportunities in Electronics & Information Technology Hardware, installation and maintenance of power backup systems, Basic Electrical Maintenance, desktop publishing, welding, fitting & blacksmithy, electrical house wiring and plumbing.
- **Development of a novel algorithm to increase the performance of Photo Voltaic array in partial shading condition:** This project presents a technique to configure the modules in the PV array to enhance the generated power from the array under partial shading condition. In this approach, the physical locations of the modules in a total-cross-tied (TCT) connected PV array are arranged in such a way, to distribute the shading effect on the entire PV array, this reduces the mismatch loss and enhances power output. Further, this arrangement of PV modules is made without altering the electrical connection of the module in the array. The theoretical results (fig. 2) obtained using simulation studies demonstrate a significant power improvement in the proposed configuration with respect to the TCT configuration.
- **Development of Systems for Efficient and Optimum Energy usage:** A circuit for Automated switching of home appliances operated using a mobile-based application is used to control the operation of electrical appliances in an optimal manner so that energy can be saved.
- **Development of Electrical Power System monitoring system:** An Electrical Circuit integrated with a mobile application is developed for monitoring substation power supplies in real-time. The mobile-based monitoring makes the optimum scheduling of power supply possible through rapid decision making by the stakeholders.

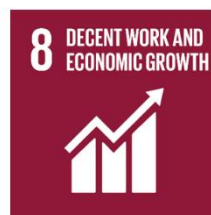
SDG 8: DECENT WORK AND ECONOMIC GROWTH

Lead: **University of Gothenburg, Sweden**

<https://www.gu.se/>

Satellites:

- *Makerere University, Uganda*
- *Addis Ababa University, Ethiopia*
- *University of Nigeria, Nigeria*
- *University of Dar es Salaam, Tanzania*
- *University of Nairobi, Kenya*
- *University of Concepción, Chile*
- *Universidad de los Andes, Colombia*
- *University of Economics Ho Chi Minh city, Vietnam*



The University of Gothenburg is committed to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Strategic goal and implementation of the SDG 8 Initiative

The strategic goal of the SDG 8 Initiative is to engage and support a global community of researchers and practitioners. This is done by applied action research and policy interaction that focus on solutions to growth and work related challenges in local and global contexts. The implementation of the SDG 8 Initiative relies on efficiency by utilizing existing structures and capacity at the University of Gothenburg and the satellite universities². The work is coordinated by a small secretariat at the University of Gothenburg. Two working groups are formed – one consisting of committed researchers at the University of Gothenburg and one consisting of the point persons at the satellite universities.

The implementation strategy is divided into three phases:

- Synthesising research in support of the implementation of the SDG 8 targets.** To identify how to apply scholarly work to the SDG 8 discourse, we are initiating systematic literature reviews on SDG 8 themes. SDG 8 spans a wide range of issues, related to economic growth, resource efficiency, working conditions, youth employment and even tourism. To facilitate analysis the twelve SDG 8 targets have been bundled and will be prioritised by the writing teams. Gothenburg University Library supports the systematic reviews.
- Critically scrutinise the goal, targets and indicators of SDG 8 in order to reveal inherent biases, contradictions and links to other SDGs.** In line with the holistic approach of the IAU HESD cluster, it is important that the writing teams include a critical analysis of synergies and contradictions between SDG 8 and other SDGs. We expect the magic of academic interaction will come to play with discussions on drafts of the papers in seminars both within each university and between universities to ensure a rich dialogue with multiple perspectives reflected.

² Makerere University, (Uganda), Addis Ababa University (Ethiopia), University of Nigeria (Nigeria), University of Concepción (Chile), Universidad de los Andes (Colombia), University of Economics Ho Chi Minh City (Vietnam), University of Dar Es Salaam (Tanzania), University of Nairobi (Kenya)

- (iii) **Engaging researchers and policy makers in dialogue and following-up on selected indicators for inclusion in Voluntary National Reviews to the UN High Level Political Forum.** The finalised discussion papers will be used for policy dialogues by the University of Gothenburg and each of the satellite universities to discuss the contribution that research can have on the implementation of SDG 8 in each country. Particular focus will be given to discussions regarding the proposed indicators. Are they relevant, credible and actually used? This will enable each participating university to contribute to their own government's Voluntary National Reviews at the UN High Level Political Forums (HLPF) in New York and possibly also a separate side event.

Achievements May 2019 – April 2020

A number of activities have already been carried out, including external meetings, mapping of research, and consultations in the political 2030 agenda at national and international levels. Some examples:

- SDG consultation at the Swedish Ministry of Foreign Affairs ahead of HLPF (May 2019)
- Mapping of research at the University of Gothenburg and the Satellites (Jun 2019)
- Launch of the report [A Global Goal: Sustainable Economic Growth and Decent work for all. Selection of Research, Education and Research to Policy Initiatives](#) (Jul 2019)
- Participation at the High-Level Political Forum (HLPF), NY (Jul 2019)
- Kick off of collaborations within the University of Gothenburg (Nov 2019)
- First SDG 8 workshop, including breakout sessions covering economic growth, innovation and resource efficiency, and work conditions, involving researchers from University of Gothenburg, Chalmers University of Technology and Karolinska Institutet (Dec 2019)
- First meeting of the Satellite working group in Gothenburg, resulting in a road map (Jan 2020)

Authors: Eddi Omrcen, Gunnar Köhlin, and Jenni Strömstad (2020-04-17)

SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE

Lead: **Beirut Arab University (BAU), Lebanon**

<https://www.bau.edu.lb/>

Recent activities, achievements and future plans of Beirut Arab University (BAU) related to SDG 9



1. Addressing and Mapping SDG 9 through Education:

- Mapping and integrating SDG 9 into the undergraduate and graduate courses for further Intended Learning Outcomes (ILOs) development.
- Establishing BAU Incubator to create entrepreneurial environments, and participating in international competitions and programs, such as Green Innovation competition and "Infrastic" Project.
- Inviting Foreign Experts in Industry, Innovation, & Infrastructure to give public lectures, workshops, and summer programs such as IAAC Global Summer School (hosted for 3 years) and 'Responsive Surfaces' workshop in collaboration with La Sapienza University of Rome, Italy.

2. Addressing and Mapping SDG9 through Research

- Establishing a digital platform to map how BAU activities align with SDG9 and its indicators by organizing them into 4 categories: Research Projects & Initiatives, Published Articles, Conferences & Workshops, and Patents. The total number matching with SDG9 over the past four years is 448.
- Supported by Elsevier's digital commons platform, BAU currently publishes six scholarly journals: (1) Architecture and Planning Journal, (2) Journal of Legal Studies, (3) Health and Wellbeing, (4) Society Culture and Human Behavior, (5) Science and Technology and (6) Creative Sustainable Development.
- Publishing an article in the IAU Horizons, Vol. 24, No. 1 on 30 May 2019, focusing on BAU's role in promoting inclusive and sustainable industrialization, enhancing scientific research.

3. Addressing and Mapping SDG9 through Operations & Governance

BAU Governance structures and operational policies have been aligned with flow of actions related to SDG9 including Employment, Finance, Campus Services, Facilities, Procurement, HR, and Student Administration.

3.1. Mapping BAU Strategy with SDG9

Through 10 points of its strategy 2013-2020, BAU has jumped noticeable steps towards sustainability. Creating sustainable campuses by implementing initiatives such as 'War on Waste', reducing carbon emission (supporting cycling), BAU gardens as models of sustainable food production.

3.2. Mapping BAU Facilities with SDG9

Over its four campuses in Lebanon, BAU is rich with valuable 32 facilities fully equipped to host experiments and interactions for producing innovative projects.

4. Engaging with local and international actors

- UNESCO Beirut in partnership with BAU and Hariri Foundation organized on 4-6 Mar. 2019 a 3-day MOST School on “Youth Civic engagement and public policies for urban governance through cultural heritage” aiming to enhance the capacity of youth to take part in research and promote inclusive urban policies.
- Hosting the 7th NGO Fair under the title of "United Nations SDGs for the 2030 Agenda and Environment Preservation" at BAU - 10 Apr. 2019.
- Hosting a workshop entitled ‘Training of Trainers: Enterprise Development & Investment Promotion Program’ organized by UNIDO - ITPO Bahrain from 18-20 June 2019 to boost incubating students’ innovative startups and projects.
- Participating in the regional meeting on the role of Arab Universities in achieving the SDGs that was held in Cairo, Egypt on 25-26 Sept. 2019. Prof. Ibtihal Y. El-Bastawissi shared her insights as representative of BAU in leading SDG9.
- Submitting Communication on Engagement report to the Global Compact Network Lebanon on 20 Oct. 2019.
- Participating in the 16th International Conference on Urban Health which was held from 4-8 Nov. 2019 in Xiamen - China. Representing BAU as a speaker, Prof. El-Bastawissi highlighted on the role of BAU Urban Lab and provided real case studies demonstrating how Community-academia partnerships promote positive urban change by developing innovative initiatives. She emphasized on the importance of this newly established BAU Urban Lab as well as the Virtual lab to conduct urban and architectural studies.
- Planning to host a capacity building workshop entitled: 'SDG9 - Vision & Outreach', in the attendance of representatives from IAU, UNESCO, UNIDO, and Assam Don Bosco University as a Satellite University. BAU team met UNESCO Beirut’s Program Specialist for Higher Education, where they discussed the agenda of the workshop aiming to train and identify actions on how universities can further support SDGs in general and SDG9 in particular.
- Building networks with other universities by establishing clusters with Assam Don Bosco University INDIA.
- Collaborating with Beirut Municipality on implementing an urban design project concerning Tarik Jdide Neighbourhood including infrastructure and landscape development.

Finally, it is worth mentioning that BAU 2020-2025 Strategy will strive to focus on Leadership and Innovation.

SDG 10: REDUCED INEQUALITIES

Lead: **University of Tsukuba, Japan**

<https://www.tsukuba.ac.jp/>

Satellites:

- *The University of Maribor, Slovenia*
- *The University of Carthage, Tunisia*
- *City University of Hong Kong*



In July 2019, Muneo Kaigo and Hidehiro Yamamoto from the Univ. of Tsukuba cluster lead participated in the UN HLPF 2019 held in New York where Tsukuba made a brief presentation of the current network of satellites (City U. Hong Kong, Univ of Maribor, Univ. of Carthage and Philippine Women’s University) regarding SDG 10, reducing inequality.

On October 2nd – 4th 2019, the 1st TSUKUBA CONFERENCE was held in Tsukuba city, Japan as a new forum to discuss the future of the world, under the theme how do science, technology and innovation contribute to Society 5.0 and the SDGs. The Tsukuba cluster lead arranged a concurrent session titled “International Collaboration and Co-creation for SDGs” where the guest speakers for this session were Dr. Pornchai Mongkhonvanit (President of Siam University), Dr. Hilligje van’t Land (Secretary General of the International Association of Universities), and Mr. Nobuyuki Ota (CEO at Valeocon Management Consulting Asia Pacific). The main focus of the talks delivered in this session was on the role of higher education and how the social sciences and humanities can play an important role toward the achievement of the sustainable development goals (SDGs).

Education and research—and their contributions to society—represent vital steps that can be taken by those involved in higher education. Education fosters the next generation, where it is essential for the creation of opportunities to continue learning, innovating and sharing knowledge. Research pertaining to local and global issues plays an important role in creating the necessary foresight in terms of new threats to humanity while also constructing opportunities through new partnerships and collaboration. Societal contributions through education range from cooperation among local communities and creating a knowledge-based economy to building strategic partnerships with local actors.

Higher education has an enormous role to play in efforts toward achieving the SDGs; however, a redefinition of higher education necessary toward this end. In today’s world, many tensions exist—specifically, those pertaining to global vs. local relations, tradition vs. modernity, spirituality vs. materialism, long-term vs. short-term, competition vs. equality, and national vs. transnational (among others).

These tensions limit economic development and create problems for social equality, in turn adding stress to our global environment. Therefore, the role of Society 5.0 is important, as this may represent a solution for tackling the issues adding such tensions and stressors to our world. In approaching such solutions, the role of humanities and the social sciences, and higher education more generally, is vital. This concurrent session acknowledges that one university alone cannot combat all such challenges; therefore, the importance of the international research network and cooperation among universities

(particularly those being created by IAU) cannot be underestimated along the path toward achieving the SDGs.

Finally, from February 2020, the Tsukuba team has initiated *the SDG Inequality Seminar series* where researchers from the Univ. of Tsukuba, University of Tokyo (Prof. Satoshi Miwa) and Okayama University (Prof. Ken Aoo) made presentations regarding inequality and how universities can participate in co-creation for the SDGs. A 1st report in Japanese was published in March, 2020. It is available upon request.

SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

Lead: **Siam University, Thailand**

<https://siam.edu/>

Satellites:

- J.F. Oberlin University, Japan
- Tokai University, Japan
- University of Surabaya (UBAYA), Indonesia
- Durban University of Technology (DUT), South Africa
- American International University - Bangladesh (AIUB)
- Mykolas Romeris University, Lithuania



Summary of the activities the IAU Global HESD Cluster of SDG 11

“Sustainable Cities and Communities”

We had the first initial meeting on the IAU on *Higher Education for Sustainable Development (HESD)* Cluster towards SDG No.11 (Sustainable cities and communities) between leader and satellite universities on June 29, 2019 at Hinoki Resort, Hokkaido, Japan, hosted by Tokai University.

The second meeting was at Royal Cliff Beach Resort, Pattaya, during 24th–26th November 2019 this meeting was held with other activities hosted by Siam University.

Currently the 7 cluster members are 1. Siam University, Thailand 2. Tokai University, Japan 3. Durban University of Technology, South Africa 4. J.F. Oberlin University, Japan 5. American International University Bangladesh (AIUB), 6. University of Surabaya (Ubaya), Indonesia, 7. Mykolas Romeris University, Lithuania. We are in the process of adopting Asian Institute of Technology, Thailand (AIT) to become a new member.

The cluster has agreed to suggest that the Higher Education Institutions should undergo the following activities as the way to promote SDG 11:

1. Use campus as the living laboratory for Sustainable cities in terms of Research, Innovation and as the role model for the society.
2. Promote collaboration between Universities and the community near the campus blending the intellectual resources with the natural resources and human resource to solve the problems and promote the wellbeing of the community.
3. Transform of the public space near the campus to become Healthy Learning Space for the Community.
4. Develop the club for student activities to promote SDG and service learning in the cities.
5. Promote disaster prevention and disaster management program and activities.
6. Develop a unit in the campus responsible for the transformation of the city towards more Sustainable way.

The following project are of the University in the cluster includes

1. Healthy Space in the city (Siam University)
2. Living Lab for Sustainable city (Siam University)

3. Sustainable cities and community (Tokai University)
4. Affordable Clean Energy in the cities (Tokai University)
5. Social Welfare Club (AIUB)
6. Adoptive Solution for Dwelling Unit in the cities (AIUB)
7. Disaster prevention and Volunteer (J.F. Oberlin University)
8. Clean Energy Transportation (J.F. Oberlin University)
9. Ecological; Sanitation in the campus (University of Surabaya (Ubaya))
10. Migration and the Inclusive city (DUT)
11. Imagine a city without Wall (DUT)
12. “Managing Urban Biodiversity and Green Infrastructure to Increase City Resilience (URBANGALA)” and INTERREG Europe project (Mykolas Romeris University, Lithuania)

Right now, the COVID-19 pandemic has more effect on big cities which change the way we live therefore the world after COVID-19 will not be the same, hence, there will have more reasons for us to work together more closely and effectively so that we can fulfil our responsibility to promote confidence and trust of the public and provide essential research, education, and activities to serve our society and communities.



Second meeting of the SDG 11 Subcluster (24- 26.11. 2019, Royal Cliff Beach Resort, Pattaya)

SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

Lead: **University of Regina and Luther College, Canada**

www.uregina.ca/ www.luthercollege.edu/university

Satellites:

- *Moi University, Kenya*
- *University of Vechta, Germany*
- *El Bosque University, Colombia*
- *Universiti Sains Malaysia*
- *University of Kelaniya, Sri Lanka*
- *Pontifical Catholic University of Peru*



IAU Sustainable Development Goal #12

Responsible/Sustainable Consumption and Production Cluster

Summary of Activities

The SDG #12 Cluster is composed of seven satellite partner universities. The Cluster has held six virtual meetings and one conference since it was established in October 2018.

Dr. Petry attended the IAU *2018 International Conference* in Malaysia in late 2018, where the IAU officially launched the Higher Education and Research for Sustainable Development (HESD) Clusters initiative.

Dr. Petry attended the IAU SDG meeting in France in January 2019, where components of the draft IAU HESD Cluster strategy to 2030 and goals were discussed.

The *Inaugural Conference for the International Association of Universities Cluster on Sustainable Development Goal 12* took place at Luther College, Regina, Canada, May 6-7, 2019. The conference was funded by the University of Regina Conference Fund, Office of the University of Regina Provost and Vice-President (Academic), Luther College, and registration fees. The conference included in-person and virtual participation from the IAU, SDG 12 satellite partner universities, and higher education and not-for-profit organizations from around Saskatchewan, Canada. The two-day conference hosted 35 participants, including students, staff, faculty, and board members, and over 20 organizations were represented.

The [Inaugural Conference website](#) has the conference program, and both PDF and video recordings of all presentations where each SDG 12 satellite partner presented a summary of key SDG 12 activities of its university and there were several additional outcomes from the conference:

- Conference rapporteur's report
- One article published in the University of Regina [Discourse research magazine](#)
- One article published in [IAU Horizons Vol. 24 N°1](#) University of Vechta Drs. Detlev Lindau-Bank and Margit Stein's article "Moving from Individual Actions to Structural Engagement " pp.31-33.
- Two articles published in [IAU Horizons Vol. 24 N°2](#) : University of Vechta Drs. Detlev Lindau-Bank and Margit Stein's article "Regional Youth Reporting, Societal Engagement, and the Role of

Academic Research" pp.22-23.; and Luther College Dr. Roger Petry and Moi University Dr. Rose Ramkat's article "From Ivory Tower to Tree of Life: Leading the World through University Self-Transformation" pp.25-26.

Team members continue to identify priority areas for collaboration and update each other on their activities. Recent updates include El Bosque University's sustainable procurement policies and their work with the One Planet Network hub for responsible consumption and production, University of Vechta's research on ruralistics, Moi University's initiatives in renewable energy and training high school students on using waste products to generate biomass, and Universiti Sains Malaysia's sustainability reporting and research and development on the circular economy.

Dr. Petry made four presentations in the fall of 2019 on the SDGs in general and SDG 12 in particular directly resulted from the *Inaugural SDG 12 Conference* including one to the Environmental Engineering project design course at the University of Regina (ENEV 400), one to the 8th Regional Centers of Expertise Americas Meeting in Burlington, Vermont, one to the University Faculty Association Western Regional Conference at the University of Regina, and one to 3 schools of Saskatchewan Polytechnic at Whitecap Dakota First Nation.

Dr. Detlev Lindau-Bank, University of Vechta, presented the SDG 12 Cluster at the [European Meeting of Regional Centers of Expertise](#) (RCE an UNU-network) in Crete, Greece. The University of Vechta represented the Cluster with a poster presented at the IAU 2019 International Conference which took place in Puebla, Mexico in November 2019. Dr. Petry and Ms. Crivea participated in the IAU virtual meeting of Cluster leads March 2020. The most recent virtual meeting was held in April 2020. The Cluster continues to discuss advocacy and aims to engage and mobilize their campuses and more people in the broader community in their work. Particular focus is given on the Whole Institution Approach, as the University of Regina has been going through strategic planning recently, as well as each institution's sustainable procurement policies (and how they might be measured), the development of fact sheets on different projects, more publications, as well as drafting Cluster documents for management and communication updates. SDG 12 has partnered with SDG 4 at York University to prepare a proposal to a national conference on SDGs in Canada. The Cluster will consider the implications of COVID-19 on sustainable/responsible consumption and production, in general and at universities, at its next meeting in May/June 2020.

Moi University's Center of Excellence in Phytochemicals, Textiles and Renewable Energy is planning the 2nd SDG 12 Conference to be held in Eldoret, Kenya in August 2020.

Authors: IAU SDG #12 Cluster Leaders

Dr. Roger Petry (Luther College) and Jocelyn Crivea (University of Regina; 21 April 2020)

SDG 13: CLIMATE ACTION

Lead: **The University of West Indies (UWI), Jamaica**

<http://www.uwi.edu/>



Satellites:

- SUNY, USA
- University of Bergen, Norway
- TERI School of Advanced Studies, India
- University of the South Pacific, Fiji
- University of Waterloo, Canada
- Universidad de los Andes, Colombia
- University of Witwatersrand, South Africa
- University of Aruba, Aruba
- University of Bristol, UK
- University of Ghana, Ghana

Overview of activities for SDG 13 at UWI

During the High Level Political Forum (HLPF) convened by the United Nations Economic and Social Council (ECOSOC) in July 2019, which focused on a review of 6 SDGs including SDG 4 (Quality Education), SDG 13 (Climate Action) and SDG 17 (Partnerships for the Goals), there was an urgent call for accelerated action and renewed commitment if the 2030 Agenda for Sustainable Development is to be achieved. More substantively, the unique role played by universities in producing research, data and innovative development solutions to tackle the interconnected social, economic and environmental challenges faced by societies across the globe, was underscored. Indeed, universities as the drivers of knowledge, skills and innovation, are pivotal to nurturing the human and social capital upon which the success of the 2030 development agenda rests. To achieve this, partnerships with purpose and action need to be activated and sustained. The Global University Consortium on SDG 13 (GUC) has answered that call.

GLOBAL UNIVERSITY CONSORTIUM ON SDG 13

Within the framework of the *International Association of Universities' (IAU) Global Cluster on Higher Education and Research for Sustainable Development*, The University of the West Indies (UWI) was nominated in 2019 to lead the Global University Consortium on SDG-13 and has brought together 10 universities from across the globe, committed to deepening the role of academia in achieving the 2030 development agenda.

Focused on Climate Action and its interlinkages across the SDGs, the GUC in its first year has worked steadfastly to advance knowledge exchange, research collaborations, advocacy, South-South and triangular cooperation.

For 2019-2020, outputs of the GUC have included:

- Confirmation of member universities across various geographic regions;
- Launching an online platform to facilitate collaboration, knowledge brokerage and public awareness around SDG 13;
- HLPF: A Symposium on Research and Innovation for Climate Action during the HLPF (July 2019) in collaboration with UNDESA;
- UNGA: A Symposium on Global Partnerships for Climate Action at the SUNY-UWI Center for Leadership and Sustainable Development in Manhattan, NY (September 2019) to coincide with the UNGA and Climate Action Summit;
- International Seminar on Climate Action organized in collaboration with the UWI Institute for Sustainable Development, the SDSN Caribbean Chapter, the SDG Center of Universidad de los Andes (Colombia) and the Inter-American Development Bank was held on March 4 & 5, 2020 at the UWI Mona Campus, Jamaica.
- This Seminar brought together academics and development partners from across Latin America and the Caribbean and focused on the following thematic areas: (1) Renewable Energy; (2) Climate Services; (3) Adaptation and Resilience; (4) Hurricanes and Development in the Caribbean.
- Regional LAC workshop on the implementation of the findings of the UN Global Sustainability Report (in collaboration with UNDESA and GIZ (March 17-19, 2020) – has been postponed due to COVID-19.
- Building a solid foundation for joint academic programmes, online courses, faculty exchange and student mobility to deepen learning and the cross fertilization of ideas to tackle the global challenge of climate change.

Through its virtual meetings and inter-institutional discussions, GUC members have begun shaping dynamic partnership frameworks that will drive the delivery of the Consortium's outputs in 2020 and beyond. Looking ahead to 2020-2021, the GUC will continue to build momentum with a view to maximizing synergies across Consortium member institutions. Discussions are underway to explore offering joint online courses and mobilize faculty and students from at least 4 Consortium member institutions to engage in ocean science research by participating in a Sustainability Voyage led by the University of Bergen in 2021. However, there is an urgent need to secure funding that would provide dedicated support for the ongoing coordination, knowledge exchange and sustainability of the Global University Consortium on SDG 13.

Motivated by the call for accelerated action to help countries achieve the SDGs by 2030, the GUC is committed to working with universities, multilateral development agencies, civil society as well as the public and private sector to strengthen the role of academia as we execute the global 2030 Agenda for Sustainable Development together.

For more info, visit www.universities4climateaction.org

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SDG 14: LIFE BELOW WATER

Lead: **University of Bergen, Norway**

<https://www.uib.no/>

Satellites:

- *The University of the South Pacific, Fiji*
- *University of Cape Town, South Africa*
- *The University of Tokyo, Japan*
- *Christian-Albrechts-Universität zu Kiel, Germany*
- *The University of the West Indies, Jamaica*



SDG14 activity plan 2020 from Ocean Sustainability Bergen, University of Bergen

In January, the University of Bergen participated in an Arctic Ocean Decade Workshop arranged by the Research Council of Norway during the annual Arctic Frontiers event in Tromsø. Professor Lise Øvreås and Scientific Director for Ocean Sustainability Bergen (OSB) participated in the workshop. The report is now published on the Ocean Decades [webpage](#).

In February, SDG Bergen Science Advice (SDG BSA) hosted a workshop on Science diplomacy in the age of the SDGs as part of the annual national SDG Conference Bergen. Three Horizon 2020 projects presented their work and gave practical input on how to achieve results with science advice.

February also saw the presentation of the innovative SDG Bergen Policy Briefs series. Unlike other policy briefs, the series takes as its starting point a direct approach to the 2030 Agenda, with each brief providing policymakers with recommendations on the implementation of goals and targets based on peer-reviewed scientific publications. The SDG Bergen Policy Briefs will explicitly focus on maturing targets in the 2030 Agenda, with a particular focus on SDG14.

The third national [SDG Conference Bergen](#) once again united the university sector in Norway with policymakers, UN representatives, industry and civil society to discuss the sector's engagement with the 2030 Agenda. A number of speakers from all across the world participated in the conference.

The rest of the programme for 2020 is currently being revised due to the ongoing COVID-19 pandemic. These are listed here with most of the dates TBA.

The launch of new interdisciplinary Pacific-Norway PhD programme in marine and climate sciences is due to be launched in spring 2020, supported by Norway's Ministry of Foreign Affairs in collaboration with the partners University of Bergen and University of the South Pacific, who will host the PhD programme.

For the second UN Ocean Conference, which was scheduled for Lisbon in June, the university was preparing a side event on SDG14 targets maturing in 2020, with partner universities, IAU, United Nations Academic Impact (UNAI) and delegations from UN member countries. We keep working on securing a distinguished panel for a side event when new dates are set for the conference.

By extension the plan was to launch a series of articles on SDG14 and ocean science during the UN OC and to run throughout June. Despite the conference being cancelled, this series will be published and will instead be launched for World Oceans Day on 8 June and run throughout June.

For the second year running, the University of Bergen planned a side event for the High-level Political Forum (HLPF) at the UN in New York with a special focus on SDG14 and education, once again in collaboration with partner universities, IAU, UNAI and UN missions. With the forum likely to be cancelled (or postponed) we still plan to co-arrange a side event when new dates are set.

Also uncertain is Our Ocean 2020 in Palau. The University of Bergen plan to send a delegation and as a minimum to co-arrange a side event, like the one on the BBNJ process at Our Ocean 2019 in Oslo.

The BBNJ negotiations fourth instalment was postponed from its original March/April dates. New dates are yet to be determined, but we expect to be present with scientific advice and possibly a side event.

Autumn sees the second THE OCEAN conference in Bergen, a national arena where policymakers, industry, academia, local authorities, civil society, youth organisations/students and others meet to discuss issues regarding the ocean with a particular focus on sustainability.

Yet to be decided is a date for the second Ocean Sustainability Bergen Conference, which may also be integrated with THE OCEAN or another of the many ocean-related events taking place in Bergen in autumn 2020.

Sept-Oct: Horizon 2020 project S4D4C is hosting its 3rd Networking Meeting in Brussels (two days, dates TBA, official invitation forthcoming to UiB to contribute towards the science-policy nexus)

We also plan activities in connection to the following events:

- 24 Oct: UN Day / 2-year anniversary UNAI SDG14 Hub
- 03-06 Nov: IAU General Conference, Dublin / 2-year anniversary IAU SDG14 Team (postponed to October 2021)
- 09-20 Nov: COP26, Glasgow
- 02-04 Dec: Human Health & the Ocean in a Changing World, Monaco

Link to calendar event: <https://www.uib.no/en/sdgbergen/133891/human-health-ocean>

SDG 15: LIFE ON LAND

Website www.ucr.ac.cr/

The [University of Costa Rica](http://www.ucr.ac.cr/) leads [SDG 15: Life on Land](#)

The University of Costa Rica, a public higher education institution founded in 1940, has a strong commitment to social transformation and the sustainable development, which is also reflected in their strategic plan in relation to teaching, research, and social commitment. The Agenda 2030 and the SDGs can be regarded from an economic, social and ecological perspective, hence the institution aims at translating these goals to the institutional level and its projects. Research, Interdisciplinarity and social action



All stakeholders at UCR are involved in this action process, which is viewed as an opportunity for teaching, research, and social engagement to focus on sustainability.

The role of the University of Costa Rica in light of the SDGs:

1. Provide accessible, inclusive, equal quality education and promotion of opportunities
2. Contribute to social, economic and ecological development in Costa Rica
3. Be a protagonist in the fields of science, technology, and innovation
4. Support the central and local governments in the implementation of action mechanisms and following the SDGs
5. Share information and work in teams to bring forward the application of SDGs at different entities of the institution

The UCR has been working for years on issues related to Sustainable Development Goals proposed for Agenda 2030, due to the strong commitment of university leadership reflected in policies that are aimed at the welfare and specifically to society as a whole in Costa Rica. UCR stresses the importance of dissemination of research and links to the external sector, the university has projected itself to all communities in the country, providing solutions to the problems of the present.

Sustainable Development, and in particular SDG 15 Life on Land, plays a pivotal role for the country. Costa Rica contains nearly 6% of the world's biodiversity, making it the country with the highest density of biodiversity worldwide. The University of Costa Rica (UCR) hosts the [Centre for Research on Sustainable Development \(CIEDES\)](#) and conducts relevant research in other areas related to the topic.

Summarised by Isabel Toman, IAU.

See the [2019 Sustainability Report by UCR](#), citation below:

Desarrollo sostenible: aportes de la Universidad de Costa Rica para el alcance de los objetivos de desarrollo sostenible de la agenda 2030 /Henning Jensen Pennington, Yamileth Angulo Ugalde. –1. edición– [San José, C.R]: Universidad de Costa Rica, 2019.

SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

Lead: Wangari Maathai Institute of Peace and Environmental Studies, University of Nairobi, Kenya

<https://wmi.uonbi.ac.ke/>

Satellites:

- University of Copenhagen, Denmark
- James Madison University, USA
- University of Tokyo, Japan



SDG 16: The University of Nairobi, through Wangari Maathai Institute of Peace and Environmental Studies (WMI) the SDG 16 on peace, Justice and strong institution is working on different initiatives to enhance the work of SDG 16 within the SDG three broad categories of Peace, Just and Inclusive societies, which covers among others reducing violence, effective and transparent institutions, ensure responsive, participatory decision making, strengthen institutions through cooperation, promote non-discriminatory laws and policies for sustainable communities and conflict prevention. Some of these initiatives that have been covered include the following;

On September 27, 2019, WMI hosted final stop as symbol in honor of the late Prof Wangari Maathai and her efforts in championing climate justice and peaceful coexistence. The climate walk organized by Pan-African Climate Justice Alliance (PACJA) one of the WMI strategic partner marked the climax of the Global Climate Week. The walk was organized in partnership with OXFAM, 350.ORG, the Kenya Platform for Climate Governance, Christian Aid among others. Mr. Charles Mwangi, the Thematic Lead for Resilient Economies, Societies and People led the walk. The theme of the walk was *One Voice Climate Action* focusing majorly on two sub-themes: 100% Renewable Energy and Climate Induced Migration and Conflicts. <https://wmi.uonbi.ac.ke/latest-news/wangari-maathai-institute-peace-and-environmental-studies-wmi-co-hosts-climate-change>. WMI also organized and hosted a 5-day workshop with the University of Copenhagen (February 10-14th 2020) on peace building through mediation between Kenya forest service and forest adjacent community (community forest associations) at University of Nairobi, Wangari Maathai Institute Peace labs

(<https://wmi.uonbi.ac.ke/index.php/latest-news/mediation-training-workshop-wangari-maathai-institute>).

To advance the legacy and works of Nobel Laureate Prof Wangari Maathai WMI together with Green Belt movement organized two events to celebrate Wangari Maathai Day on 3rd March 2020. One in capital city of Nairobi as public event and one with a primary school. <https://wmi.uonbi.ac.ke/index.php/news>. Africa Environment Day, celebrated annually on 3 March, was established by the Organization of African Unity in 2002 as a way of raising awareness of the pressing environmental challenges facing the continent. Since 2012, the Africa Environment Day has been celebrated in conjunction with Wangari Maathai Day, in order to pay tribute to the late Nobel Laureate's green legacy. WMI also works with schools, to support teaching for finding peaceful ways to resolve conflict, an event has been planned for 20th March but this has put on hold cancelled due to COVID-19 and will be reviewed in the course of the year. On cooperation and promotion of global

citizenship WMI organised together with the University of Copenhagen a 12 days field course (SLUSE), hosted by local communities in central Kenya on resources use and governance (27th Feb- 12th March 2020) in Kenya, that involved 35 students from 7 nationalities. This course has been organized annually since 2012.

Dr. Thenya had been invited to speak as a guest at Right Livelihood College conference on environmental justice and conflict in sub-Saharan Africa, (9-14th May 2020, University of Bonn, [Center for Development Research](#) (ZEF) Germany

<https://www.opportunitiesforafricans.com/right-livelihood-college-2020-international-workshop/>, which has been cancelled due to COVID-19 development.

WMI participated in building events to Earth day celebration on 16th April 2020 as way of promoting sustainable and peaceful co-existence, which was done as webinar together with Earth Africa, Earth USA and Greenbelt. This is in addition to participating in Earth day online activities, which was occasioned by COVID-19 lockdown development that restricted field activities.

The cluster continues to work closely with Green Belt movement in promoting cultures of peace and good governance including advocating for citizen participation in decision making. WMI as way of promoting cultures of peace, cultivate positive ethics and promote holistic sustainable development trains change agent through masters and doctoral programme on environmental governance.

SDG 17: PARTNERSHIPS FOR THE GOALS

Strengthen the means of implementation and revitalize the global partnership for sustainable development



Lead: The International Association of Universities (IAU)

Forming and strengthening partnerships for the SDGs in Higher Education and Research:

The IAU Global Cluster on HESD

The International Association of Universities (IAU)'s strategic priority HESD (Higher Education and Research for Sustainable Development) comes with the development of strategic partnerships. The association stresses the importance of multi-stakeholder collaboration between governmental, non-governmental and higher education institutions (HEIs) at the global level. Partnerships between different stakeholders, with different backgrounds and based in different parts of the world, are not only possible but essential for implementing Agenda 2030 and the 17 sustainable development goals. Partnership building requires initiative, flexibility and persistence are needed in order for them to be truly meaningful and fruitful. They require constant monitoring. Higher education offers true ground to move towards interdisciplinary and innovative approaches to issues highlighted through the global goals. Higher education as a system and the institutions themselves are an essential stakeholder in society. It is through quality education and higher education that the transformation the world of today is calling for will be orchestrated.

The flagship initiative of IAU's HESD work is the **IAU Global Cluster on HESD**. It is a true **example for the realisation of a multi-stakeholder partnership for the SDGs**. The lead institutions and the satellite institutions they work with in all world regions ensure great visibility for the engagement of HE for the global goals.

IAU invests quality time in advancing on HESD and thanks all universities involved in this global endeavour for their invaluable contributions.

Key partners SDG 17

- IAU Member organisations (see: <https://iau-aiu.net/Members>)
- Special Memorandum of Understanding with [Association of Commonwealth Universities](#) (ACU) and [Agence Universitaire de la francophonie](#) (AUF) for the goals and to foster the role of higher education for the global goals, especially at HLPE
- Special agreement and partnership with the United Nations Office Against Drugs and Crime ([UNODC](#)), in particular on Goals 16 (Peace and Justice) and 4 (Quality education)
- <https://iau-aiu.net/PARTNERSHIPS>

Contacts and links

- Main website <https://iau-aiu.net/>
- IAU HESD Global Portal www.iau-hesd.net
- IAU Global HESD Cluster www.iau-hesd.net/contenu/4648-iau-global-cluster-hesd.html
- IAU Cluster Blog <https://iauclusterhesd.wordpress.com/all-posts/>
- IAU at the HLPF 2020 <https://iau-aiu.net/HESD?onglet=3>
- IAU Webinar Series on the Future of Higher Education <https://iau-aiu.net/IAU-Webinar-Series-on-the-Future-of-Higher-Education-929>
- Film Series “IAU Aiming Higher” produced by BBC Storyworks, 2019 showcasing examples of SD initiatives around the world: www.iau-aiminghigher.org/
- Bibliography on Higher Education and Research for Sustainable Development 2010 – 2020: https://www.iau-hesd.net/sites/default/files/bibliography_sustainable_development_01_2020.pdf

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