**3rd IAU Global Survey Report
on Higher Education and Research
for Sustainable Development**

ACCELERATING ACTION FOR THE SDGS IN HIGHER EDUCATION

International Association of Universities (IAU)

INTERNATIONAL
ASSOCIATION OF
UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

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

Vision

IAU aims to be the most representative and influential global association of diverse higher education institutions and their organisations, promoting and advancing a dynamic leadership role for higher education in society.

Mission

IAU fosters collaboration among its Members by articulating the fundamental values and principles that underpin the pursuit, dissemination and application of knowledge. The Association advocates for higher education policies and practices that respect diverse perspectives and promote social responsibility. With a particular emphasis on values and leadership and acting as a forum for sharing and joint action, IAU encourages innovation, mutual learning and cooperation among institutions.[1]

IAU works to enhance the higher education community's role and activities in advancing societies worldwide. IAU represents and serves the full spectrum of higher education institutions and their associations as a global membership organisation. The IAU focuses on four key priority themes in higher education while improving support and services to Members as well as enhancing their visibility and engagement.

IAU Administrative Board, 2022-2026 (here at the 16th IAU General Conference in Dublin, Oct. 2022)

[1]*See also https://www.iau-aiu.net/Vision-Mission*

Acknowledgements

A complete List of Abbreviations used in the text and a Table of Figures can be found at the end of the report.

Partners of the 2022 IAU HESD Survey

ASEF (Asia-Europe Foundation) is an intergovernmental not-for-profit organisation which brings together the peoples of Asia and Europe to address shared global challenges by advancing mutual understanding and collaboration between the people of Asia and Europe through opportunities that enable an exchange of ideas. ASEF acts as the civil society outreach of the Asia-Europe Meeting (ASEM) and works as a platform for Asia-Europe dialogue to stimulate permanent networks that reinforce Asia-Europe bi-regional relations. Furthermore, it acts as an interface between civil society and ASEM governments and contributes to the ASEM process by generating unique recommendations for officials' consideration.

asef.org

Crue Spanish Universities is the main interlocutor of Spanish universities with the central government and plays a key role in all the normative developments that affect higher education in Spain. It also promotes initiatives of different kinds in order to foster relations with the social fabric and institutional relations, both national and international, and works to value the Spanish University. Crue is a Member of IAU.

crue.org

The Monitoring and Evaluating Climate Communication and Education (MECCE) Project responds to the need for increased quality and quantity of Climate Change communication and education (CCE) globally, delivered across education, government, civil society, business, media, and communications sectors. The MECCE project works on different axes of action with an ambitious international research agenda that aims to increase the quality and quantity of CCE to advance global climate literacy and action. CCE is recognised as a priority in the Paris Agreement and the UN Sustainable Development Goals. Effective CCE is fundamental to overcoming climate denial, increasing climate literacy, and promoting climate action.

mecce.ca

[1]See also https://www.iau-aiu.net/Vision-Mission

Foreword

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Dear Members of the IAU,
Dear Members of the Higher Education Community,

As 2023 begins, the world faces many challenges: Climate change, democracy at threat, conflict and increased inequalities. We must collaborate and support each other in higher education to tackle these. Since the adoption of **Transforming our World: the 2030 Agenda for Sustainable Development,** the discussion around sustainability, including climate action, inequalities, and many more, have picked up speed at higher education institutions and in policy and civil society more broadly. The **Sustainable Development Goals (SDGs)** have also earned themselves a place at universities, as they are a versatile and holistic framework to work with at the whole institution level. This discourse is much needed but must also be followed by action. While the end date of the 2030 Agenda is quickly approaching, the goal of **transformation towards a more sustainable future** is undoubtedly not.

In higher education, whether in **Teaching and Learning, Research, Community Engagement, and Partnerships,** we need data and examples of good practice to advance our efforts and inspire the engagement of staff and students. Leadership plays a crucial role in driving forward the strategy and mobilising resources for these efforts.

We are pleased to present the outcomes of the **3rd IAU Global Survey on Higher Education and Research for Sustainable Development (HESD).** This report shows that the higher education community is engaging on all dimensions with the 2030 Agenda, addressing the challenges and trying to maximise opportunities. The Report links to the work of UNESCO and other partners advancing Education for Sustainable Development (ESD) and Climate Change Education (CCE); it sheds light on ongoing HESD work and inspires readers to engage further.

In 1993, the **IAU Kyoto Declaration** urged universities to engage with sustainable development principles and values. This commitment was renewed in 2014 with the **IAU Iquitos Statement,** in which IAU called for strong links between all sectors. In 2019, IAU started taking part in the UN High-Level Political Forum and advocated for higher education's role for the SDGs with its partners and Members. The IAU HESD initiatives foster a whole-institution approach to SD and advocate for peer-to-peer learning. These activities shaped the survey and framed this report.

The high-quality responses received to this third iteration of the survey make a case for the IAU to continue its efforts to bring sustainable development higher on the agenda of the higher education sector and, in turn, to advocate policy-makers for the role of higher education in this endeavour. **Without higher education, the seventeen SDGs will not be met.**

We hope that the insights from the 3rd IAU Global Survey Report on HESD will allow you to **learn** about working with sustainable development and SDGs at universities and **encouraging many to take action,** including **transforming higher education.** Challenges persist locally, regionally and globally, yet higher education and policy-makers have the opportunity to work towards a common goal: to develop a more sustainable and just future for all.

Pam Fredman
IAU Immediate Past President,
Former Rector, University of
Gothenburg, Sweden

Pornchai Mongkhonvanit
President, Siam University, Thailand,
Former IAU Vice-President
Chair, IAU WG on HESD and SDG 11 Cluster Lead

Executive Summary

Higher Education and Research for Sustainable Development (HESD) has been a key priority for the International Association of Universities (IAU) since 1993. Over the last few years, sustainable development (SD) has become increasingly important for the IAU, Higher Education, and global societies. In 2015, the United Nations adopted *Transforming our World: The 2030 Agenda for Sustainable Development*, including 17 Sustainable Development Goals (SDGs).

Higher Education is 'accelerating action for the SDGs' in various ways. The 3rd IAU Global Survey on HESD (Higher Education and Research for Sustainable Development), conducted in 2022, provides data and examples of good practices for universities' contributions to sustainable development and the 2030 agenda. Following the preparation of two previous reports, in 2016 ("Higher Education Paving the Way to Sustainable Development: A Global Perspective") and in 2019 ("Higher Education and the 2030 Agenda: Moving into the 'Decade of Action and Delivery for the SDGs'"), this report presents the current data and puts it into context. A trend with the data from 2022 **shows more substantial institutional commitment, more actors involved, and increasingly holistic approaches at the whole institution to SD than the 2019 and 2016 data did.**

464 valid responses from 120 countries were collected, 3% from the Middle East, 3.9% from North America, 15.7% from Latin America and the Caribbean, 17.9% from Africa, 29.7% from Asia and the Pacific, and 29.7% from Europe.

Teaching and Learning is the area with the highest engagement with Sustainable Development, followed by Research for all regions. Respondents considered campus Operations, Community Engagement, and Vision/Mission essential areas of engagement by respondents, though they needed to be developed.

SDGs most addressed at HEIs are *SDG 4: Quality Education, SDG 5: Gender Equality, SDG 10: Reduced Inequalities, SDG 13: Climate Action, and SDG 17: Partnerships.* However, the results reflect that HEIs are active on all SDGs and in various areas.

Leadership and strategy function as catalysts for SD at HEIs, with 38% of respondents indicating that there is already a strategic plan or a plan being drafted. Decision-making concerning sustainability activities is often controlled at Leadership Levels and directly linked to units or offices. Thus, these results suggest that HEIs often have an institutional approach to working towards sustainability.

A majority of the respondents (73.1%) have a **holistic understanding of Sustainable Development,** which encompasses economic, socio-cultural, and environmental dimensions; this represents an increase of 20% compared to the 2019 survey results.

Partnerships between HEIs, organisations, and other stakeholders, especially on the local and community level, are essential to advance and lead to a more sustainable future.

Without a doubt, the survey results reflect several key overarching topics and issues that seem to be universal, notably: the ongoing ripple effects of the pandemic, **opportunities and challenges related to working with SD/SDGs**, and the lack of funding (or funding allocation

not being sustainable). These are further made more complex due to lack of adequate training opportunities, and external factors, including local and global challenges and socio-economic crises, which are more indirectly related to SD challenges.

The survey included questions on the **Profile of the Respondents, Higher Education, Agenda 2030 and the SDGs, Whole-Institution Approaches for Sustainable Development, Institutional Engagement with the SDGs, Organization and Governance, Teaching, Learning and Research, and Collaboration and Partnerships.** A special focus in partnership with the MECCE project was put on **Climate Change Education (CCE)**. CCE is an emerging part of SD-focused education, which holds the potential to be more generally included in the overall strategy but has yet to reach a limited number of departments.

The IAU HESD Global Cluster meeting at the IAU 16th General Conference in 2022

INTRODUCTION

The choices we make, or fail to make, today could result in a breakdown or a breakthrough to a greener, better, safer future. The choice is ours to make.

António Guterres,
United Nations Secretary-General,
Our Common Agenda, 2021[2]

The backdrop of public discourse and international negotiations at the United Nations High-Level Political Forum 2022 (UN HLPF 2022) was relatively grim: "Our world is in deep trouble—and so too are the Sustainable Development Goals", said UN Secretary-General António Guterres at the opening. Indeed, the world is faced with a multitude of socio-economic crises, climate and biodiversity disasters, and peace is at threat in too many countries. Naturally, this context strongly challenges the higher education sector and its efforts to foster sustainable development.

The 17 Sustainable Development Goals (SDGs), as part of the proposed action for the UN 2030 Agenda, are still relatively new (2015). While universities have begun to engage with them in recent years, sustainable development (SD) has been on the radar of universities for decades as they have been calling for a transformation of society and the higher education system(s). The International Association of Universities (IAU) has made sustainable development part of its strategic direction for over 30 years. This translated in particular into two policy statements adopted by IAU General Conferences, one in 1993, the *IAU Kyoto Declaration on Sustainable Development* (IAU, 1993) and a second one in 2014 which reaffirmed the commitment of the global Association to SD through the adoption of the *IAU Iquitos Statement on Higher Education for Sustainable Development* (IAU, 2014). This latter statement was used at the UNESCO World Conference on Education for Sustainable Development (ESD) in Aïchi Nagoya, Japan, when developing the Aïchi Nagoya Declaration in November 2014.[3] IAU is one of the strongest advocates for the role of higher education in sustainable development globally. IAU works with a broad and diverse network of partners around the world[4] and it works in close collaboration with UNESCO. Recently, it contributed to the latest UNESCO World Conference on ESD (2021), the third UNESCO World Higher Education Conference (WHEC) 2022, and the Transforming Education Summit at the United Nations.[5] The Association has supported UN sustainable development programmes for several decades. 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. Today, IAU is a partner organisation of the follow-up initiative, the ESD for 2030 Global network[6]. The latter is based on the ESD Roadmap[7] adopted in 2019, which merges Education for Sustainable Development (ESD) principles with the United Nations' 2030 Agenda. In 2019, IAU began to participate actively in the High-Level Political Forum (HLPF) for the SDGs, organised at the United Nations Headquarters annually in July.[8] The HLPF is one of the key mechanisms for following up on the implementation of the 2030 Agenda for Sustainable Development, assessing national governments' progress through voluntary national reviews and high-level debates. The 2030 Agenda is a constructive policy framework that serves as a reference for the IAU HESD Survey and many projects at HEIs; it will be briefly summarised below.

2 https://www.un.org/en/common-agenda
3 See: https://www.unesco.org/en/articles/world-conference-education-sustainable-development-opens-aichi-nagoya-japan
4 See for the List of IAU Partners: https://iau-aiu.net/PARTNERSHIPS
5 See also: https://www.un.org/en/transforming-education-summit.
6 See also: https://www.unesco.org/en/education/sustainable-development/esd-net
7 Unesco. (2020). Education for sustainable development: a roadmap.
8 See for IAU at HLPF: https://www.iau-aiu.net/HESD?onglet=3.

IAU advocates for a Whole-Institution Approach (WIA) to SD at HEIs[9], which means including sustainable development in all dimensions of an institution: education and teaching, research, community engagement, and campus initiatives. The WIA is also reflected in the conceptualisation and findings of the survey presented in this report.

Decade of Action and Delivery: How far are we from achieving the Sustainable Development Goals set in the UN 2030 Agenda?

Already in 2019, the Global Sustainable Development Report, *The Future is Now: Science for Achieving Sustainable Development (GSDR report),* called for urgent action and stressed the need to act globally and take a whole sector approach[10], similar to the rationale behind the WIA in the higher education context. Furthermore, the 2019 GSDR report acknowledges the role of science and knowledge for SD, stating that "science and practice of sustainable development thus point the way forward".[11]

> *Advancing the 2030 Agenda must involve an urgent and intentional transformation of socio-environmental-economic systems, differentiated across countries but also adding up to the desired regional and global outcomes, to ensure human well-being, societal health and limited environmental impact. Achieving that transformation– a profound and intentional departure from business as usual – means carefully taking into account the interactions between Goals and targets.*
>
> **Independent Group of Scientists. (2019). Global Sustainable Development Report 2019: *The Future is Now – Science for Achieving Sustainable Development,* p.xx-xxi, New York: United Nations.**

Since the United Nations General Assembly unanimously adopted *Transforming our World: The 2030 Agenda for Sustainable Development[12]*, the 17 SDGs have been picked up around the globe. They have been integrated into various initiatives in many sectors and are actively used as a framework to accelerate progress on sustainable development. 169 targets and 232 indicators[13] clarify what needs to be done to achieve the Global Goals. The SDGs are ambitious and versatile, and they are unique in their unprecedented use by diverse actors in the global community. Virtual ways to connect, such as social media platforms, have certainly contributed to the popularity of the Goals over the past years. The calls for "sustainable recovery" and "building back better" have been especially predominant in UN debates[14] and other conversations about recovering from the Covid-19 pandemic.

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9 Kohl, K., Hopkins, C., Barth, M., Michelsen, G., Dlouhá, J., Razak, DA, Abidin Bin Sanusi, Z. and Toman, I. (2022), "A whole-institution approach towards sustainability: a crucial aspect of higher education's individual and collective engagement with the SDGs and beyond", International Journal of Sustainability in Higher Education, Vol. 23 No. 2, pp. 218–236. https://doi.org/10.1108/IJSHE-10-2020-0398

10 Independent Group of Scientists. (2019). Global Sustainable Development Report 2019: The Future is Now – Science for Achieving Sustainable Development. New York: United Nations.

11 Ibid, p.xx-xxi.

12 UN General Assembly, Transforming our world: the 2030 Agenda for Sustainable Development, 21 October 2015, A/RES/70/1, available at: https://www.refworld.org/docid/57b6e3e44.html [accessed 7 December 2022]

13 See for indicator framework https://unstats.un.org/sdgs/indicators/indicators-list/

14 See for instance here: https://sdg.iisd.org/news/hlpf-opens-with-calls-to-use-2030-agenda-to-build-back-better/

Sustainable development is commonly divided into three dimensions: social, economic and environmental. As a transversal aspect of these three pillars, IAU and others consider culture to celebrate heritage and diversity. With peace and partnerships as overarching themes, the main dimensions of crosscutting consideration are summarised in the so-called "5Ps" of the SDGs:

- **P**eople (SDGs 1-5)
- **P**lanet (SDG 13 – 15)
- **P**rosperity (SDGs 6-12)
- **P**eace (SDG 16)
- **P**artnerships (SDG 17)

The UN Sustainable Development Goals (SDGs)

These dimensions are inevitably connected. Due to these global dynamics and interconnectedness, the SDGs can only be achieved when working together in multi-stakeholder initiatives. However, achieving one Goal can conflict with another, risking trade-offs between the Goals, and hence require complex approaches leading to innovative solutions. Therefore, a transdisciplinary approach and coherence of actions and policies are required. Measures to progress on the Goals are essential and must be urgently taken.

About the IAU HESD Survey

This survey is the third iteration of the IAU Global Survey on HESD (Higher Education and Research for Sustainable Development). The first survey was conducted in 2016, and the IAU report "Higher Education Paving the Way to Sustainable Development: A Global Perspective" was published in 2017. The second survey followed in 2019; the report "Higher Education and the 2030 Agenda: Moving into the 'Decade of Action and Delivery for the SDGs'" in 2020. Both received extensive attention globally. This report presents the results of the 2022 survey, which was open for eight weeks from April to June 2022. In total, 464 valid responses from 120 countries were collected. This report analyses the responses at the global level and, when new insights are available, at the regional level. Where appropriate, the report also compares new data to the findings of the 2016 and 2019 editions of the survey. Furthermore, it analyses data along with available information about the SDGs from, amongst others, UN and UNESCO sources, thus contextualising the findings.

This introduction includes an overview of the UN 2030 Agenda and the SDGs, the survey sample, its methods, and its limitations. Following the introduction, the report will present the results of the survey analysis in eight sections, similar to the structure of the survey questionnaire:

I. Profile of the Respondents

II. Higher Education, Agenda 2030 and the SDGs

III. Whole-Institution Approaches for Sustainable Development

IV. Institutional Engagement with the SDGs

V. Organisation and Governance

VI. Teaching, Learning and Research

VII. Collaboration and Partnerships

VIII. Focus on Climate Change Education

Following the results chapter, a concluding chapter will summarise and discuss the findings, highlight changes and developments compared to the previous two surveys and provide recommendations about how higher education can further accelerate progress on the 2030 Agenda and the SDGs.

Understanding of the concept of SD

The following understanding of "sustainable development" from the Brundtland Report (1987) guides the survey and this report:

> *"Sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs." - Our common future, 1987.*

It is important to note that concepts and understandings of sustainable development can vary depending on the regional, cultural, and political context. For example, developing a strategic plan is not standard procedure across the higher education sector worldwide, and examples and access to strategic plans are provided in Annex III. In addition, universities operate in different ways around the world and surveys are not answered nor developed in the same manner everywhere. Although much effort has been put into minimising the "Western bias", for which many surveys and assessment tools are criticised, biases may have remained.

Methodology

The survey announcement and invitation to contribute were distributed through the IAU Member network, the partners' networks, and IAU's World Higher Education Database (WHED). Thanks to IAU's partners in Asia and Europe, the survey received a high number of respondents from those regions. In the mobilisation phase, outreach to adequate contacts and willingness to take the survey were some of the main challenges. More communication about the survey was made by IAU and partners in 2022 than in 2019 (7% return rate); however, the 2022 survey had slightly a lower return rate (<5%), possibly due to survey fatigue and an increased workload on the university side post-pandemic.

The online survey contained a maximum of 52 multiple-choice and open-ended questions in nine sections (including a feedback section for IAU, which is not included in this report). It was available in English, French and Spanish. A total of 464 valid responses were evaluated for this report.

The respondent could pause and come back to the questionnaire at a later stage. A response was considered "valid" as long as a minimum of one thematic section was successfully completed.

Challenges, Limitations and Regional Differences

The main challenges during the evaluation of the dataset and its methodology included response rate, outreach, understanding, completeness of responses, and other considerations briefly summarised in this section.

Response rate: many questions were not compulsory and hence not always answered by all respondents. Therefore, the number of responses (n) is indicated in each figure, to make sure the response rate is more transparent. Few responses could not be taken into consideration due to unclear information entered or the respondent not being based at an HEI.

Understanding: the survey was designed to ensure a clear understanding of concepts and notions surveyed and relatively easy participation. The aim of the survey was to understand broader developments, find patterns and identify challenges faced by institutions and the higher education sector as a whole when engaging with the SDGs.

Self-assessment: all data entered has to be treated with caution, as the method of data collection via a questionnaire based on self-assessment is limited. Importantly, no external verification of responses was conducted.

Regional differences and distribution: while the survey dataset counts responses from 120 countries, it is not representative of the distribution of HEIs across the globe. Therefore, it does not claim to be representative of all world regions; rather, it presents insights into a diverse but non-exhaustive set of practices at HEIs. Universities and higher education institutions function in various ways, including, but not limited to, size, location, and disciplinary focus. It is, therefore, difficult for a person to grasp all the processes taking place within a university without conducting thorough research; as a result, the responses to this survey are subjective. This becomes especially apparent when sorting the answers by the position held by a respondent in a specific institution. Additionally, the "Western bias" inherent in many survey assessment tools and held by those assessing the data must be noted. Though many considerations were taken into account to limit these biases, some may remain.

Additionally, it should be noted that statistical comparison and analysis were not possible in the case of every question. In these cases, observational comparisons were made without a claim of statistical significance. Finally, the researchers are aware that respondents might not have had access to specific information or were unaware of all activities at the institution outside their work area. Several questions could be skipped to ensure that qualified responses were received.

RESULTS

As mentioned above, the survey results and contextualisation presented in this report are based on responses received from 464 individuals representing 464 different HEIs in the world (see Annex II for the complete list of HEIs represented among the responses). This section follows the sequencing of the eight thematic sections: Profile of the Respondents, 2030 Agenda and the Sustainable Development Goals, Whole-Institution Approach, Institutional Engagement with the Sustainable Development Goals, Organization and Governance, Teaching, Learning and Research, Collaboration and Partnerships, and Climate Change Education. Annex I contains the survey questionnaire.

Profile of the Respondents

The wide range of responses reflect the unique natures of the responding institutions and the diversity of individual respondents. Indeed, the respondents hold different positions at their institutions, work at different types of institutions, and represent different countries, linguistic groups, and cultures. The highest proportion of the respondents hold a position at the Leadership Level (39.9%), and the other respondents (56.9%) are representatives of Academic or Administrative Staff, Heads of Institutions, or Students. The answers in the category "Others" were from people with multiple responsibilities ranging from administrative and academic staff, such as coordinators, technicians or outreach employees.

POSITION OF RESPONDENTS AT HEIS

Academic Staff
18.8%

Administrative Staff
14.4%

Head of Institution
13.2%

Student
10.5%

Other
3.2%

Leadership Level
39.9%
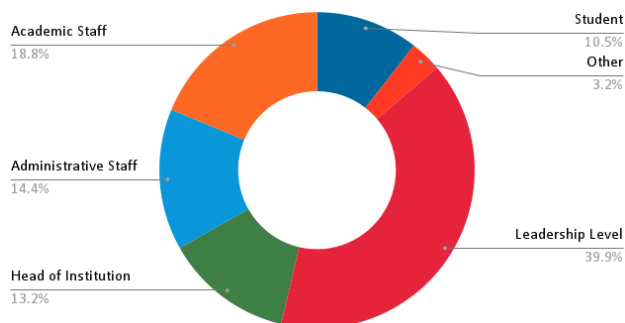
Fig. 1. Position of respondents at HEIs

The 2022 edition of the IAU Global Survey on HESD provides essential information about higher education and research regarding sustainable development worldwide. Most of the HEIs represented in the survey correspond to Public Institutions (66.6%); 31.3% of responses correspond to Private Institutions that are either for profit or not for profit. Ten Institutions do not belong to these three categories but are community-based institutions, public and private partnerships, or others.

RESPONDENTS' TYPE OF INSTITUTION

Other
2.2%

Private-for-profit
6.9%

Private not-for-profit
24.4%

Public
66.6%
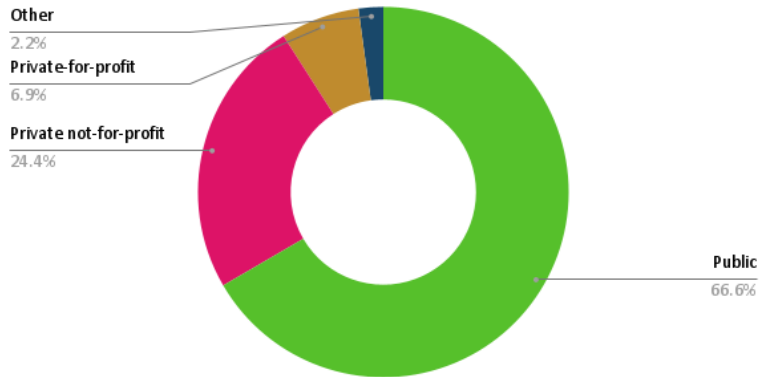
Fig. 2. Types of institutions

Regarding the geographic distribution of the HEIs, the survey collected responses from 120 countries from all world regions. Europe and the Asian and Pacific regions were the most represented, with 138 HEIs each, followed by Africa with 83 respondents and Latin America and the Caribbean with 73. The Middle East and North American regions have the smallest sample size, with 14 and 18 HEIs, respectively; therefore, the results and conclusions linked to those regions should be cautiously approached. It is important to note that because of the IAU partnership with Crue (Spanish Universities Association), 40 universities that responded to the survey were from Spain, representing 29% of all the responses from Europe.

REGIONAL DISTRIBUTION OF RESPONDENTS

Middle East
3.0%

North America
3.9%

Latin America &
15.7%

Africa
17.9%

Asia & Pacific
29.7%

Europe
29.7%
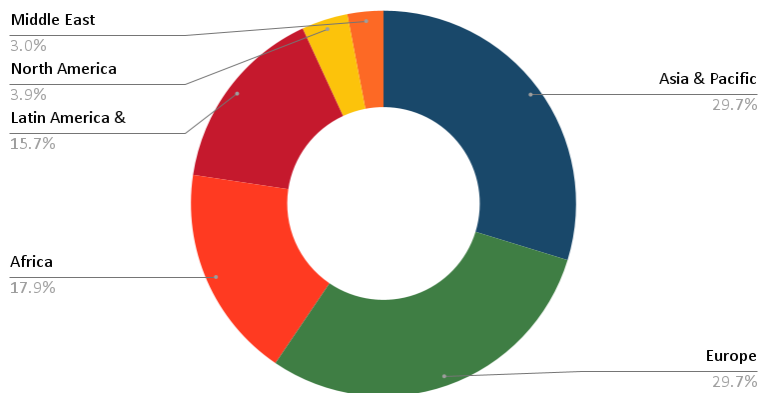
Fig. 3. Regional Distribution of Respondents

Higher Education, 2030 Agenda and the Sustainable Development Goals (SDGs)

To assess the level of knowledge about sustainable development and related themes, respondents were asked to indicate how much they knew about different key concepts:

    i) the UN 2030 Agenda

    ii) the UN SDGs

    iii) Education for Sustainable Development

    iv) Sustainable Development

    v) Global Citizenship Education and

    vi) Climate Change Education.

Respondents could indicate for each key concept if they had "no, basic, intermediate, or expert levels" of knowledge. Fig. 4 shows that for each key concept, more than 60% of respondents indicated that they have intermediate or expert levels of knowledge, indicating that perceived knowledge about key concepts is relatively high. Here, comparisons may be drawn between this survey's 2016, 2019 and 2022 iterations. However, it should be noted that additional key concepts were considered in each survey iteration. For this reason, statistical analysis cannot be conclusive regarding the respondents' understanding of the key concepts.

KNOWLEDGE OF KEY CONCEPTS 2022 (N=516)
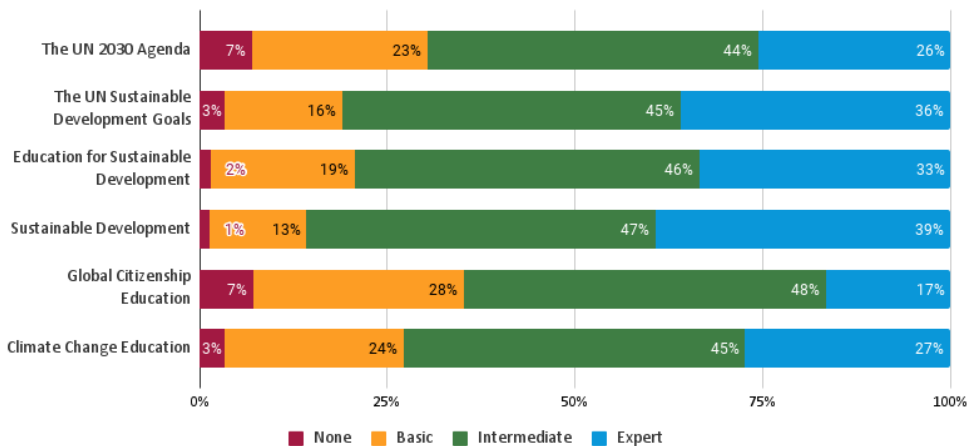
Fig. 4. Knowledge of key concepts 2022

KNOWLEDGE OF KEY CONCEPTS 2019 (N=516)
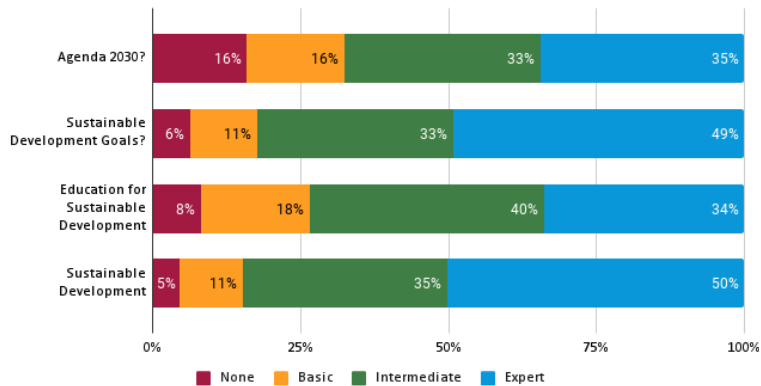
Fig. 4a. Knowledge of key concepts 2019

KNOWLEDGE OF KEY CONCEPTS 2016 (N=88)
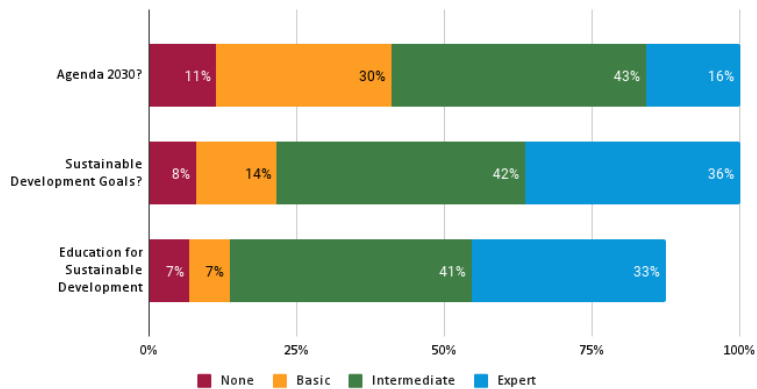
Fig. 4b. Knowledge of key concepts 2016

When looking at the regional level, expert levels of knowledge for the key concept of Sustainable Development were reported by 40% of respondents from Africa, 46% from Europe, 48% from Latin America and the Caribbean, and 39% of respondents from North America. The Asia and the Pacific region reported the highest percentage (43%) of expert knowledge for the UN SDGs. Concerning the key concept of Education for SD, the Middle East region reported the highest percentage of expert-level knowledge (43%). Conversely, one may look to the regional distribution of the highest proportions of lack of knowledge. In Africa, Latin America and the Caribbean, and the Middle East, the highest percentage of 'no knowledge' relates to the UN 2030 Agenda. These regions reported 17%, 7%, and 14% no knowledge of this key concept, respectively. The SDGs are known, yet not the overarching document itself. Asia and Pacific, and Europe reported the highest percentages of 'no knowledge' of the key concept/term of Global Citizenship Education, with 9% and 5%. In the case of North America, three key concepts had 17% of respondents selecting the option "none": the UN 2030 Agenda, the UN SDGs and Global Citizenship Education.

Given that Sustainable Development is the key concept most understood by respondents, it is crucial to discuss what it entails. IAU acknowledges that the definitions of SD vary according to each institution's needs and understanding. IAU also recognises that SD is not a static idea and that its definition will vary in time and space. The holistic and dynamic nature of the SD concept calls for the clarification of what is understood by Sustainable Development, especially since it is the key term most respondents in four of the six global regions surveyed self-reported as well understood.

As shown in Fig. 5, most of the respondents (73.1%) have a holistic understanding of Sustainable Development, which encompasses economic, socio-cultural, and environmental dimensions; this represents an increase of 20% compared to the 2019 survey results. If this category is removed, the environmental understanding (12.7%) will become the primary understanding of SD. This percentage reflects a monumental shift in perspective; in the 2016 survey, 84% of the respondents chose the environmental dimension as their institution's primary understanding of SD. In 2019, the solely environmental dimension was chosen by 23%. Between 2019 and 2022, the percentage of respondents that chose this dimension decreased by half.

MAIN UNDERSTANDING OF SUSTAINABLE DEVELOPMENT (n=457 for 2022, n=516 for 2019)
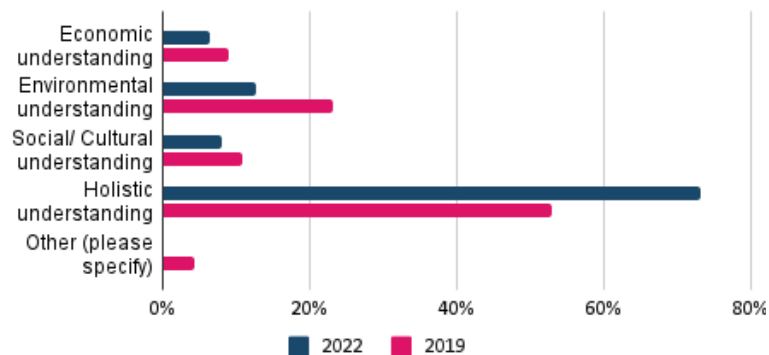
Fig. 5. Main understanding of SD at HEIs - global level

At the regional level, all regions have a mostly (+60%) holistic understanding of Sustainable Development. When analysing responses that chose only one dimension to explain Sustainable Development, Africa, Europe, and North America primarily chose the environmental understanding. Asia and the Pacific focused on the socio-cultural aspects, and the Middle East was divided between the two responses. The holistic perspective of the SD concept was exceptionally high in Latin America and the Caribbean, with 86%. The regions with the lowest percentage in the holistic understanding of SD were Africa, 60%, and North America, 61%.

Interestingly, respondents from North America indicated little social/cultural understanding, and respondents from the middle east indicated little economic understanding of SD. However, this might be included in the option "all of the above". This particularity might indicate that fewer people from these regions view SD exclusively from a social/cultural (North America) or economic (Middle East) perspective.

It should be noted that other possible understandings of SD aside from the three main options presented here exist (for instance, cultural, spiritual or community-based understandings); these might be included when respondents selected the option "all of the above".

MAIN UNDERSTANDING OF SUSTAINABLE DEVELOPMENT BY REGION (n=457)
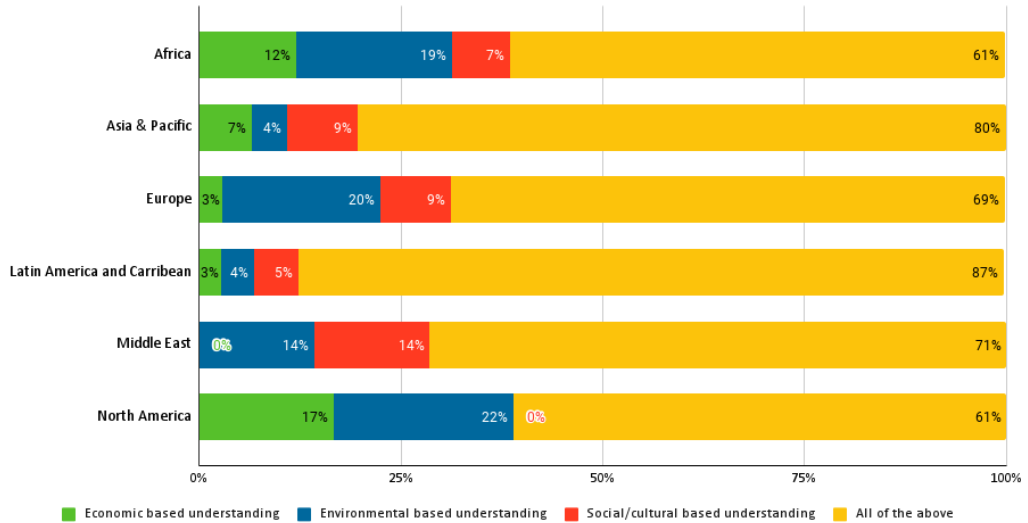
Fig. 6. Main understanding of SD at HEIs - regional comparison

Whole-Institution Approach

Working towards sustainable development in institutions is a complex process that requires the commitment and collaboration of many people; therefore, it is crucial to understand the different roles, engagement, needs and responsibilities of the various working areas within institutions. To determine who was in charge of sustainability activities at HEIs, IAU asked, "Which specific unit is in charge of the sustainability activities at your institution?''. The survey allowed respondents to choose more than one option if needed.

"Leadership level" and "Sustainability office or SD department" were the most selected options, receiving 40% of responses. These results allowed two primary conclusions to be drawn: I) Sustainability activities are highly dependent on people in leadership positions, such as the President's Office, and II) that at least 160 HEIs have an office or department dedicated to Sustainability or Sustainable Development. It is necessary to point out that the category "none" was selected 54 times, representing 14% of the total selections. In "Other", some noticeable responses can be categorised as administrative staff, specific centres or offices that do not engage only in sustainability efforts. It also included individuals, the community, and students, even if they are not part of a student association or are engaged in the student sustainability office. Fig. 7 shows that decision-making about sustainability activities is often controlled at leadership levels and linked units or offices. Thus, these results suggest that HEIs often have an institutional approach to working towards sustainability.

UNIT IN CHARGE OF THE SUSTAINABLE DEVELOPMENT AGENDA (n=396)
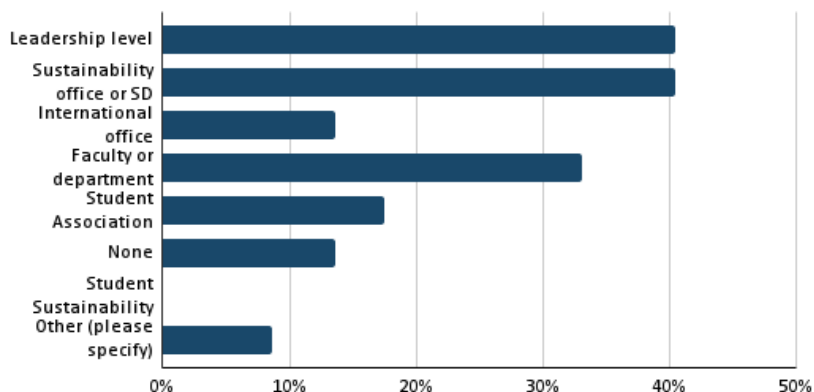
Fig. 7. Unit in charge of sustainability activities at HEIs

Working towards sustainable development in institutions is a complex process that requires the commitment and collaboration of many people; therefore, it is crucial to understand the different roles, engagement, needs and responsibilities of the various working areas within institutions. To determine who was in charge of sustainability activities at HEIs, IAU asked, "Which specific unit is in charge of the sustainability activities at your institution?''. The survey allowed respondents to choose more than one option if needed.

On a related but substantially different question, respondents indicated who is most involved in SD at their institutions. The question suggests a difference between engagement and technical leadership. In contrast to the previous question, the Academic Staff, and not those at Leadership Levels, were most often selected (80%). Another interesting finding is that Student and Leadership Level representatives were selected in similar proportions (60% and 64%). This similar proportion of involvement is recorded, although the Leadership Level was reported as having the highest control over decisions. These results suggest that even though students are not perceived as the strategic leaders of their institution's sustainable development, they are perceived as the most involved in the process.

WHO IS MOST INVOLVED IN SUSTAINABLE DEVELOPMENT AT YOUR INSTITUTION? (n=397)
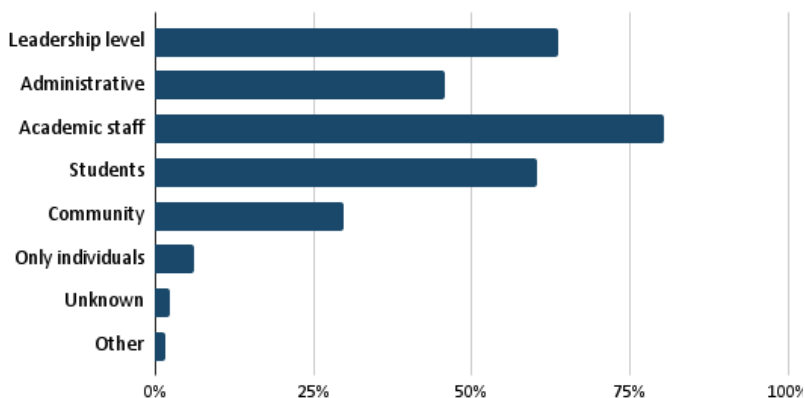
Fig. 8. Positions most involved in SD at HEIs

How HEIs engage with SD varies across universities and regions. Nevertheless, as shown in Fig.9., institutions highly engage (+50%) in all areas. Teaching and Learning is the area with the highest reported engagement (86.2%), followed by Research (79.4%), followed by Campus Operations (67.8%). These findings indicate once more that institutions as a whole are working towards sustainability. Only 3% of the respondents indicated that they do not know how their institution engages with SD. It is important to note that respondents could select more than one option; this allowed the survey results to exemplify how HEIs focus on sustainability across working areas. Furthermore, the data from 2022 is similar to the distribution of areas identified in the 2019 dataset (except the option "Vision, mission and values" was added as a response option in the most recent survey).

IN WHICH AREAS YOUR INSTITUTION ENGAGED WITH SUSTAINABLE DEVELOPMENT? (n=397 for 2022, n=43t5 for 2019)
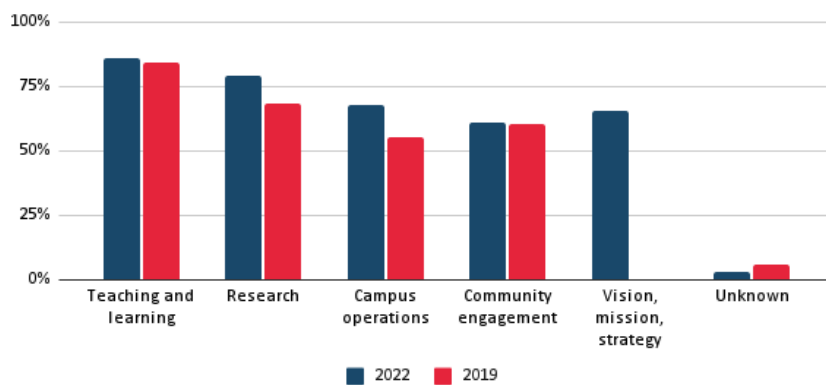
Fig. 9. Institutional areas engaged with sustainable development - global level

When looking at the regional distribution of responses, it is clear that for all regions, Teaching and Learning is the area with the highest engagement with Sustainable Development. In Africa, Asia and the Pacific, Europe, and Latin America, Research is the second highest. In the Middle East, 10% of answers corresponded to the Unknown category, making this region the one with the highest percentage in this category.

AREA OF ENGAGEMENT FOR THE IMPLEMENTATION OF SD BY REGION (n=397)

Fig. 10. Institutional areas engaged with sustainable development - regional comparison

If HEIs are engaging in different areas to work towards sustainable development, it is crucial to identify the opportunities that allow this to happen and to maintain such efforts. According to the respondents, the opportunities that most support their actions towards SD are Training (44.8%), New Engaging Initiatives (40.3%), and Support from Leadership Lev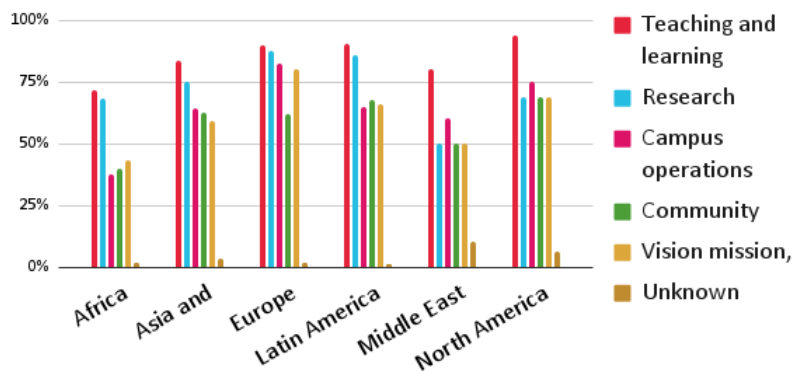els (38.8%). The activities that least support the development of activities are Institutional Recognition (13.4%) and High Interest in the subject (22.7%). This last finding indicates that more than interest is needed to implement long-lasting activities and that training and innovative activities are much more needed. In the category "Other", answers related to public policy, student engagement, external pressures to work towards SD, and better planning at the institutional level were given.

**OPPORTUNITIES THAT SUPPORT THE DEVELOPMENT AND IMPLEMENTATION OF
ACTIONS TOWARDS SUSTAINABLE DEVELOPMENT IN THE INSTITUTION** (n=397)
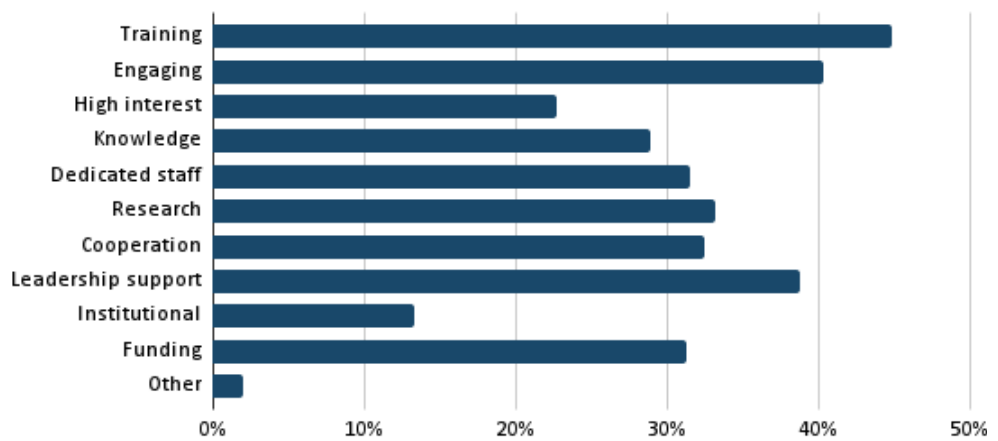
Fig. 11. Opportunities that support the development and implementation of sustainable development at HEIs

Thus far, this report has discussed the addressed areas and individuals most often engaged in Sustainable Development. However, it is crucial to note the challenges that HEIs face when implementing actions towards Sustainable Development. When asked this question, respondents could choose up to three difficulties or challenges that stopped them or made implementing their efforts difficult. As shown in Fig. 12, institutions face a broad range of difficulties, most notably: Lack of Funding (67%), Lack of Staff (38%), and Lack of Training Opportunities (34%). These interrelated challenges show that not only the lack of funding for staff or the quantitative lack of staff is an obstacle, but also the lack of specialised staff. Notably, respondents cited the lack of training opportunities as one of the most significant challenges. They maintained that training opportunities were one of the most beneficial ways for them to increase work towards SD. Additionally, as exemplified by the low sample of responses (11%) for the Lack of Interest option, challenges and difficulties operate at higher levels than at the individual scale.

CHALLENGE IN IMPLEMENTING ACTIONS TOWARDS SUSTAINABLE DEVELOPMENT (n=397)
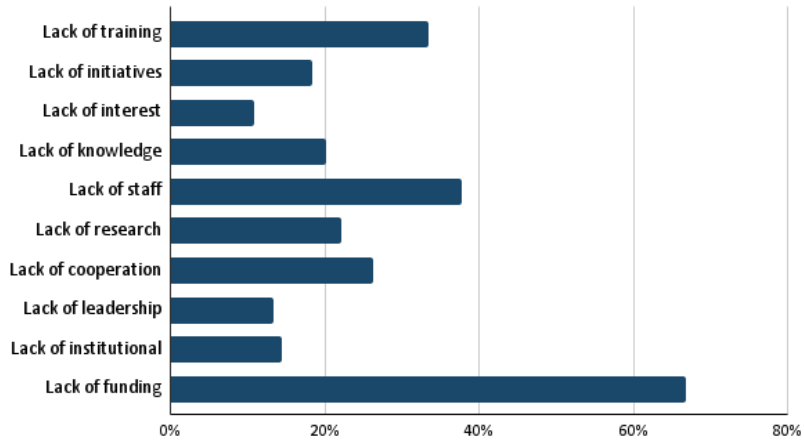
Fig. 12. Challenges faced by HEIs that impacted the implementation of sustainable development - global level

When disaggregating the responses by region, one can see that the Lack of Funding is a challenge shared all around the globe, with a regional range of responses from 50% to 72%. The second biggest challenge in Africa, Asia and Pacific, and the Middle East is the Lack of Training Opportunities, with 50% of responses. In Europe and Latin America, the second biggest challenge was the Lack of Staff, with 60% and 39%, respectively. For North America, the second biggest challenge was the Lack of New Knowledge, with 44%.

CHALLENGES TO THE IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT AT HEIS BY REGION (n=397)

Fig. 13. Challenges faced by HEIs that impacted the implementation of sustainable development - regional comparison

The survey also asked respondents to note what is most needed to further sustainable development at universities and other HEIs (Q20, see Annex I). This was an open questi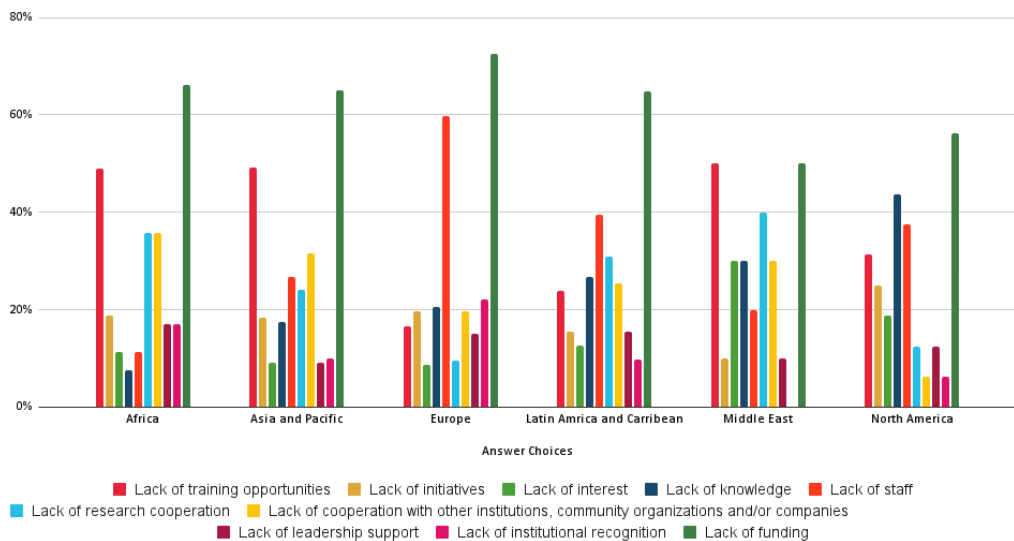on, and 322 answers were recorded. Nevertheless, these answers showed a dominance of certain responses that respondents believe are needed: financial support, collaboration, partnerships between all members of their HEI and external actors such as local communities and government, a better understanding of the concepts related to Sustainable Development, and clear institutional plans to work towards such concepts. Examples of responses are:

> • *[We need] more nuanced information about the goals that clarifies how rich Western institutions can genuinely contribute to [the] achievement of the SDG's so that they are encouraged to think outside their own place and connect with the needs.* **Leadership Level, Australia.**
>
> • *The understanding of sustainable development in all institutional areas and substantive functions [is needed], [as well as the] establishment of an institutional development plan with an SDG approach and sustainable institutional policies based on recognising the needs of its setting.[16]* **Leadership Level, Columbia.**
>
> • *Deep collaboration between administrative staff and students [is needed.][17]* **Student, Senegal.**
>
> • *Explaining [the] connection between concrete goals and activities of our institution with SDG goals and plans [is needed].* **Leadership Level, Russian Federation.**
>
> • *[We call for] Funding for dedicated staff to coordinate and review training programs; Greater collaboration with other HEIs; For students, the creation of EU' citizenship' units in all curricula.[18]* **SD Coordinator and IR coordinator, Belgium.**
>
> • *Deep integration [of SD] in HEI strategy with meaningful targets, ongoing measurement, and accountability where targets are not being met [is needed].* **Student, Ireland.**
>
> • *[We advocate for] A real SD strategy within the institution, with the development of an action plan with a short, medium and long term vision. In addition, human resources and a budget specifically allocated to the activation of the plan.[19]* **Administrative Staff, Belgium.**
>
> • *[We need to] draw on the critical mass of students at all levels to foster the development of skills, values and behaviors [sic] for sustainable development through Education for Sustainable Development (ESD).[20]* **Leadership Level, Columbia.**

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16 Translated from original (Spanish): La compresión del desarrollo sostenible en todos los ámbitos institucionales y funciones sustantivas, establecimiento de un plan de desarrollo institucional con enfoque ODS y políticas institucionales sostenibles basado en reconocer las necesidades de su entorno.

17 Translated from original (French): Collaboration profonde entre le personnel administratif et les étudiants

18 Translated from original (French): Du financement pour le personnel dédié à la coordination et à la révision des programmes de formation; Une plus grande collaboration avec d'autres EES; Pour les étudiants, la création d'unités UE 'citoyennes' dans tous les cursus.

19 Translated from original (French): Une véritable stratégie DD au sein de l'établissement, avec l'élaboration d'un plan d'actions proposant une vision à court, à moyen et à long terme. Par ailleurs, des ressources humaines et un budget alloué spécifiquement à l'activation du plan

20 Translated from original (Spanish): Aprovechar la masa crítica de estudiantes en todos los niveles para fomentar el desarrollo de competencias, valores y comportamientos para el desarrollo sostenible, a través de la Educación para el Desarrollo Sostenible (EDS).

EXTENT TO WHICH THE ADOPTION OF THE 2030 AGENDA INCREASED INTEREST IN SD (n=397)
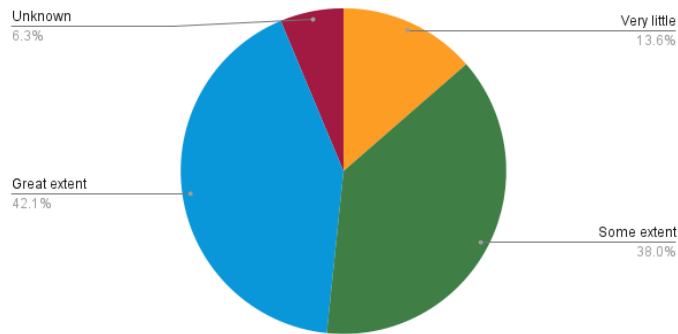
Fig. 14. Extent to which the adoption of the 2030 Agenda increased interest in SD

The 2022 IAU Global Survey on HESD shows that overall, the adoption of the 2030 Agenda and the SDGs in 2015 increased interest in sustainable development at HEIs globally, with 94% of respondents indicating that interest has augmented since 2015.

When asked what they believe is most needed to further sustainable development at universities and other HEIs, respondents mentioned several aspects, notably regarding strategy, capacity and funding.

Some selected responses can be seen below. Responses to open-ended questions were categorised by theme, and quotes were subsequently collected to reflect the most common aspects mentioned in the responses.

> • *More nuanced information about the goals that clarifies how rich Western institutions can genuinely contribute to the achievement of the SDGs so that they are encouraged to think outside their own place and connect with the needs.* **Leadership Level, Australia.**
>
> • *Deep integration in HEI strategy with meaningful targets, ongoing measurement, and accountability when targets are not being met.* **Student, Ireland.**
>
> • *Understanding what sustainable development is [at] all the levels and goals of the Institutions. Establishing an Institutional Development Plan with a Sustainable Development approach, and sustainable institutional policies that are adapted to local needs.* **Leadership Level, Colombia.**

The survey in 2022 followed two years of disruptions due to the global pandemic. Therefore, a question regarding the impacts of the COVID-19 pandemic on SD was included. First, respondents indicated if the pandemic had affected their HEIs' activities.

DID COVID-19 IMPACT THE STRATEGY FOR SD OR RELATED ACTIVITIES? (n=389)

No
37.3%

Yes
62.7%
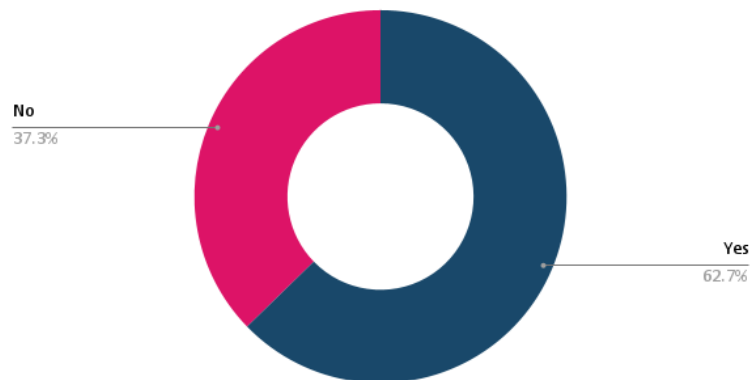
Fig. 15. Impact of COVID-19 pandemic on the strategy for sustainable development activities

62.7% of respondents indicated that the COVID-19 pandemic impacted their institution. Respondents were given the option to explain further how those impacts were evident to them. It is important to note that people used both positive (such as reduction of CO_2 emissions) and negative (funding cuts) examples when responding to the question. Some responses are shown below:

> • *It made us realise how difficult and therefore vital it is to cooperate beyond national borders.* **Leadership Level, Japan.**
>
> • *It reduced the attention to SDGs, however, it opened new opportunities, like [a] discussion about the need for a civil dialogue.* **Head of Institution, Slovenia.**
>
> • *It shifted attention and resources away from sustainability to deal with other more imminent crises. It brought into tangible relief the interconnectedness and interdependence of the globe. It accelerated discussions about how equitable partnerships and collaborations will need to be.* **Deputy Vice-Chancellor, United Kingdom.**

These responses confirm the more extensive findings of two surveys on the impact of COVID-19 on Higher Education conducted by IAU in 2020 and 2021. The main challenges to HEIs' sustainability programmes identified as a result of COVID-19 were the rapid shift to online teaching and learning (in particular to ensure access to online learning, continued contact with students and quality of teaching), inequality, and funding. On a positive note, also for SD, the pandemic demonstrated the high level of resilience of HE. It highlighted the fundamental role of higher education in and for society by emphasising partnerships and their societal impact.

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21 See Jensen, T., Marinoni, G., & van't Land, H. (2022). *Higher Education One Year into the COVID-19 Pandemic*. Paris: International Association of Universities. Accessed on 17/11/2022 at https://iau-aiu.net/IMG/pdf/2022_iau_global_survey_report.pdf

Institutional engagement with the SDGs

In the 2022 IAU Global Survey on HESD, the SDGs were each considered according to the missions of universities: education and teaching/learning, research, community engagement, and campus initiatives. These four dimensions are crucial to incorporating a whole-institution approach. Respondents were invited to indicate per SDG and working area where they saw their institutional activities and on which level. The overview in Fig.16 shows all areas and SDGs, while Fig.16 a to d show the four working areas separately.

DISTRIBUTION PER AREA OF WORK ON SDG AT INSTITUTIONAL LEVEL (n=363)
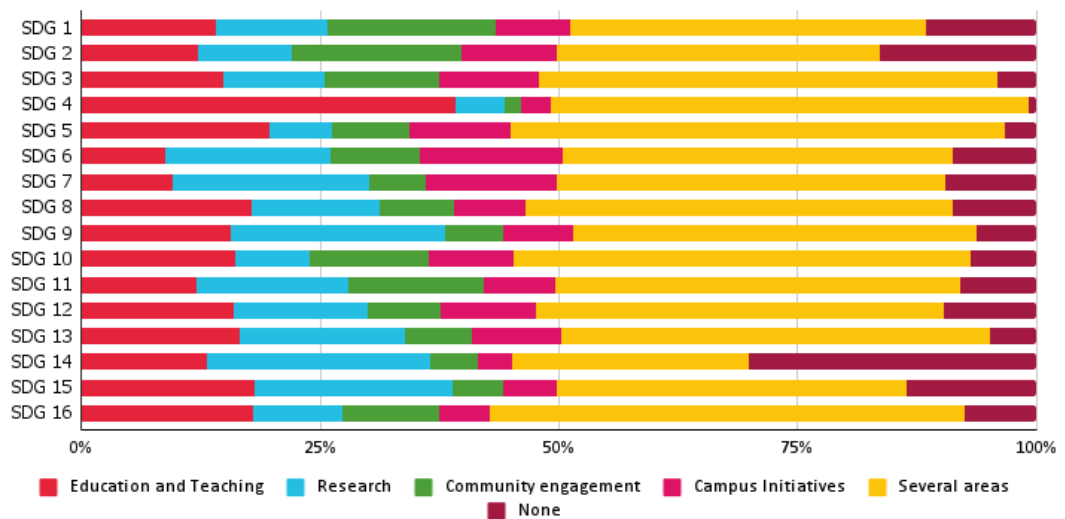
Fig. 16. HEIs areas of work for the SDGs

According to the responses obtained, institutions are working on all SDGs in more than one institutional area. Nevertheless, some SDGs, such as *SDG 14: Life Below Water* and *SDG 2: Zero Hunger,* record high percentages of no institutional work being done on the SDG (30% and 16%, respectively). It is important to note that for all SDGs, except *SDG 14: Life Below Water,* the response "several areas" was the most frequent. This finding indicates that SDGs are detached from a single institutional area and are addressed across various HEI activities. *SDG 4: Quality Education* and *SDG 5: Gender Equality* are the SDGs with the highest percentage for the "several areas" response. It is not a surprise that the second most frequently selected area was Education and Teaching, followed by Research. These results show that across institutions, these two activities are crucial for addressing the SDGs. In the area of Education and Teaching, *SDG 4: Quality Education* was the most linked to the area's activities, and for Research, *SDG 14: Life Below Water. SDG 17: Partnerships* was not provided as an option in this question, as it is considered an overarching Goal for all SDGs.

WORKING AREAS SDG: EDUCATION AND TEACHING
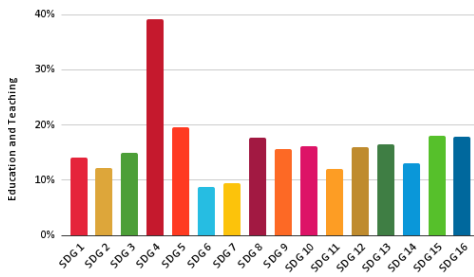
Fig. 16a. HEIs areas of work for the SDGs:
Education and Teaching

WORKING AREAS SDG: RESEARCH
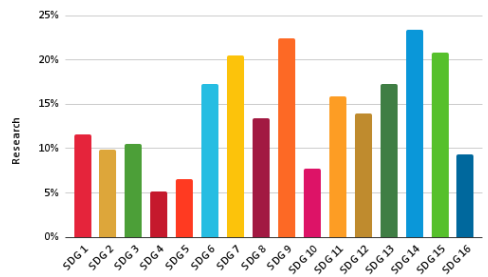
Fig. 16b. HEIs areas of work for the SDGs: Research

WORKING AREAS SDG: COMMUNITY ENGAGEMENT
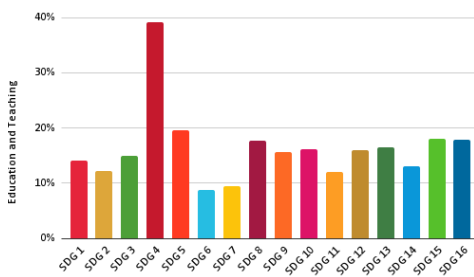
Fig. 16c. HEIs areas of work for the SDGs:
Community Engagement

WORKING AREAS SDG: CAMPUS INITIATIVES
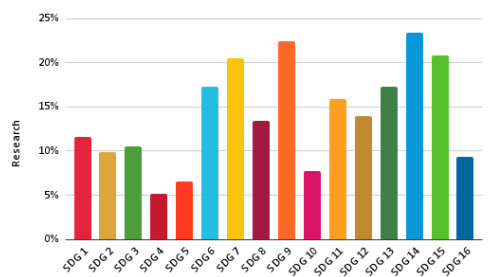
Fig. 16d. HEIs areas of work for the SDGs: Campus Initiatives

As a follow-up question, respondents were asked to give examples of how their institution's work engages with the SDGs. Selected responses to exemplify the variation of engagement with SDGs are shown below:

> • *We have five sources of renewable energy on campus. We also focus on reducing the institution's carbon footprint, and we promote the use of sustainable transportation. Leadership Level, Colombia.*
>
> • *There is an Institute dedicated to Climate Change, a Centre for Homelessness and Inclusion Health, and Environment and Sustainability Online Courses. Reporting Manager - Social Responsibility and Sustainability, United Kingdom of Great Britain and Northern Ireland.*
>
> • *We build international partnerships to address Zero Hunger topics, we have projects about clean water and sanitisation, and we are national leaders in gender equality. Head of Institution, Colombia.*
>
> • *Because we are a Higher Education Institution, our focus is on the research aspects of the SDGs. We make available the university's resources to nearby communities, and we are part in the making of the next generation of consumers of natural resources. Leadership Level, India.*

Organisation and Governance

To reach the goals set by the 2030 Agenda, institutional strategies and policies are increasingly integrating sustainability and the SDGs framework into their governance structure. This section aims to share information on good practices in HEIs.

Firstly, respondents were asked to indicate if their institution has a strategic plan for SD to show the reach of sustainable development at the governance level. 374 people responded to this question. 38% indicated that there is already a strategic plan or that the plan is being developed. This number is similar to the 34% of respondents in 2016 who reported having adopted a strategic plan and the 33% in 2019. In 2019 40% of respondents indicated that the strategic plan was being developed; in 2022, this percentage was 37%. As seen in previous years, the fact that the numbers stayed almost the same indicates that developing a strategic plan is either a slow process or not a current priority.

To consult the strategic plans for SD of the HEIs represented in this survey, please refer to Annex III.

IS THERE A STRATEGIC PLAN FOR SUSTAINABLE DEVELOPMENT AT YOUR INSTITUTION? (n=374 for 2022, n=395 for 2019)
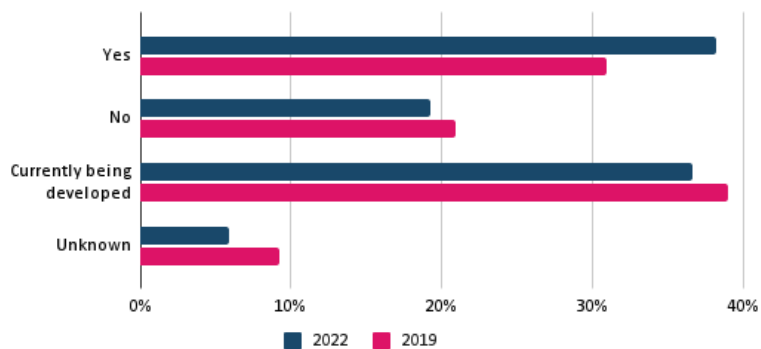
Fig. 17. Existence of strategic plans for sustainable development at HEIs

To know in more detail how sustainable development is most often governed in the institutions, respondents were asked to indicate the levels at which sustainable development is governed at their institution. As seen in the chart below, sustainable development is most often governed at the institution-wide level, with 74% of respondents choosing that answer. This number is similar to the results obtained in 2019; 76% chose the institution-wide level for the same question. This number suggests that the HEIs that took part in this survey continue to have a whole-institution approach to sustainable development.

ON WHAT LEVEL IS SUSTAINABLE DEVELOPMENT SUPPORTED (n=374)
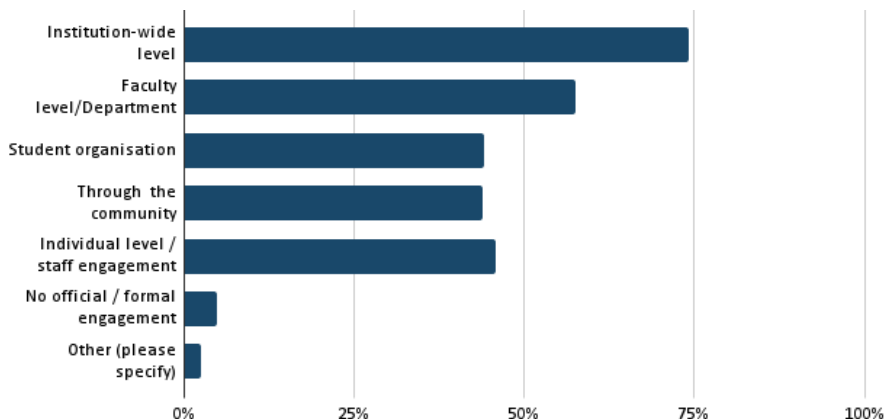
Fig. 18. HEIs' levels that support sustainable development

Interestingly, the number of individuals taking on leadership roles in SD increased by 25% compared to the 2019 survey results. This increase suggests that sustainable development initiatives are collective and individual efforts. The reason why the individual level of leadership increased is still being determined. It is important to note that the Faculty and Department levels also received high response rates, thus indicating that there are likely some key Departments more advanced when it comes to SD. Interestingly, the rest of the options, except Other and No Official/Formal Engagement, have similar percentages of responses. These responses suggest that different institutional levels share support for SD.

The percentage of HEIs that do not have an official or formal SD engagement decreased by 10 points compared to the 2019 results; this might be linked to the fact that 75% of responding institutions have or are developing a strategic plan. The existence of such plans is an essential feature for the support of sustainability initiatives.

Respondents were asked to share policies and practices that exemplify such engagement to understand better how institutions engage in sustainable development. Some responses are below:

> • *Collaborate with other universities in research activities for climate change, engaging with communities in terms of the protection of biodiversity lives, and training the general public in terms of gender equality.* **Leadership Level, Fiji.**
>
> • *We have executed many programs for the health and well-being of nearby villages; conferences and programs are organised by the Department of Law about gender equality; research work is done for providing nano-based solutions for clean water.* **Head of Institution, India.**
>
> • *The workshops "Visions of an Unequal World" aim to show the differences between people and places all around the world by incorporating a Sustainable Development lens.* **Administrative Staff, Spain.**

To better understand the organisation and governance of HEIs for SD, it was important to understand what is happening on a macro level. Monitoring sustainable development initiatives is part of the governance of HEIs and an effective way to ensure the success of initiatives and actions. Therefore, the 2022 IAU Global Survey on HESD asked questions about how and if sustainability initiatives are assessed and monitored at HEIs and how the budget is used to support sustainability.

**DOES THE HEI HAVE ASSESSMENT/MONITORING AND EVALUATION TOOLS/MECHANISMS FOR
SUSTAINABLE DEVELOPMENT ACTIONS?** (n=374)

Unknown
12.8%

No
25.9%

Yes
61.2%
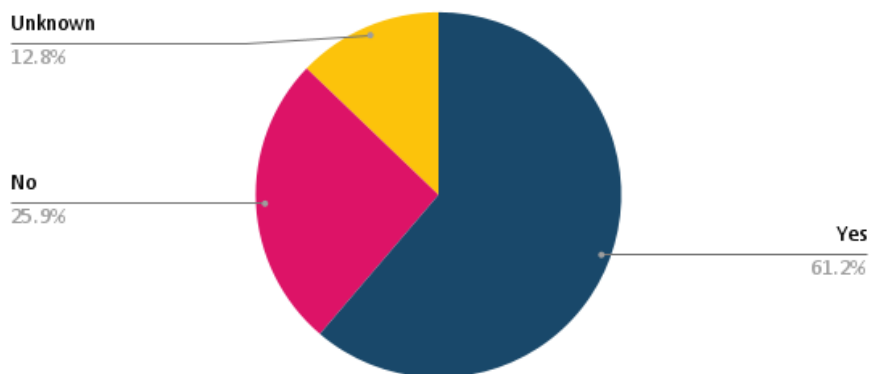
Fig. 19. Existence of monitoring or assessment tools and mechanisms for sustainable development actions

As shown in fig. 19, 61.2% of respondents indicated that their institution has monitoring tools for sustainable development. Compared to the results from the 2019 survey, there is an increase of 20%. It may thus be concluded that more institutions have integrated assessment tools into their organisation. In the 2016 version of the IAU Global Survey, 27% of universities indicated that they use monitoring tools; in 6 years, there has been a total increase of 34%. This increase shows that integrating sustainable development is happening at a more systemic level.

The next question in the survey asked respondents to specify which assessment and monitoring mechanisms are available at their institutions. Respondents could choose as many options as they thought were applicable. 241 respondents answered this question, and 178 selected 'Reporting to Leadership'. These findings suggest that internal monitoring is a common way in which institutions assess their sustainability endeavours. It is important to note that the use of External Rankings, an external macro assessment tool, was selected by 139 respondents. This group represents more than half of the respondents who answered this question; it may thus be concluded that even if internal monitoring is the most common way in which institutions assess their work, external monitoring is also commonly used.

**TYPES OF ASSESSMENT/MONITORING AND EVALUATION TOOLS/MECHANISMS
FOR SUSTAINABLE DEVELOPMENT ACTIONS** (n=241)
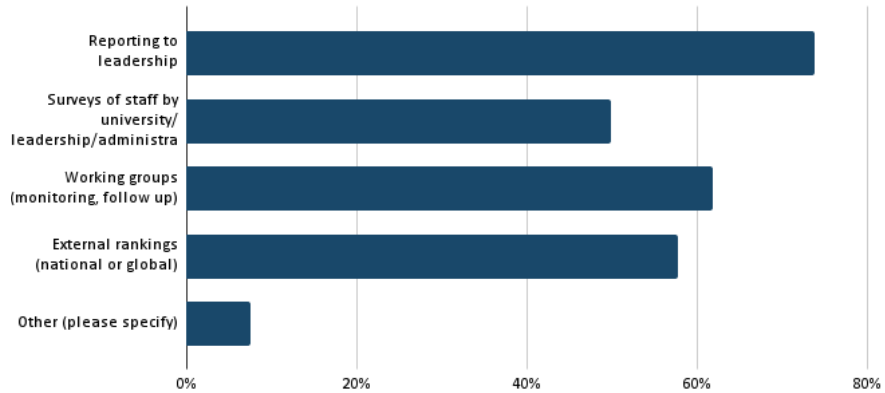
Fig. 20. Type of monitoring or assessment tools and mechanisms HEIs use for sustainable development actions

In the context of the organisation and governance of HEIs for Sustainable Development, the survey also questioned if the responding HEIs had a specific budget for sustainable development actions. The existence of a budget could be an indicator of the importance of SD at an HEI. A qualitative comparison may be drawn here between the 2019 and 2022 iterations of this survey. While both iterations gave the options "Yes" and "No", the 2022 version gave the third option of Unknown, and the 2019 version gave the third and fourth options of "Ad Hoc Budget" and "Other".

IS THERE A SPECIFIC BUDGET FOR SUSTAINABILITY? (n=367 for 2022, n=219 for 2019)
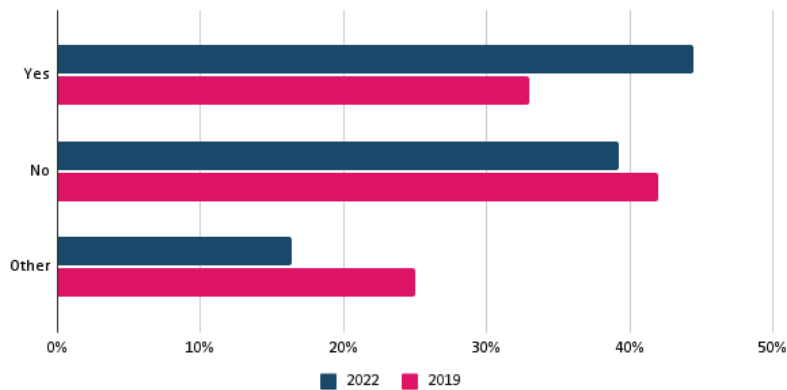
Fig. 21. Existence of a specific budget for sustainable development at HEIs

367 respondents answered the question of whether there was a specific budget for sustainable development at their institution. 44% of respondents indicated that there is a specific budget. This is a slight change compared to the 2019 survey results, in which 42% of respondents indicated no budget allocated to sustainability. In the following question, respondents were asked to indicate if the budget had increased, decreased, or stayed the same in the last five years. Almost 50% of respondents indicated that the budget at their institutions for sustainable development increased, and only 10% indicated that the budget decreased.

HAS THE BUDGET CHANGED IN THE LAST 5 YEARS? (n=317)

Not changed
42.9%

Increase
47.3%

Decrease
9.8%
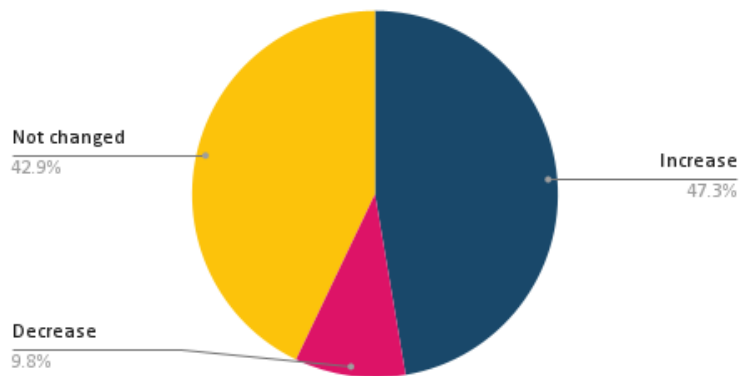
Fig. 22. Changes in budget for sustainable development allocation over time

Teaching, Learning, and Research

Integrating sustainability in teaching, learning, and research is vital for acquiring SD knowledge, competencies, and skills. To understand more about these topics, three questions in the survey focused on this area.

DOES YOUT INSTITUTION OFFER COURSES SPECIFICALLY FOCUSED ON SUSTAINABLE DEVELOPMENT (n=367)

No
21.3%

Unknown
13.6%

Yes
65.1%
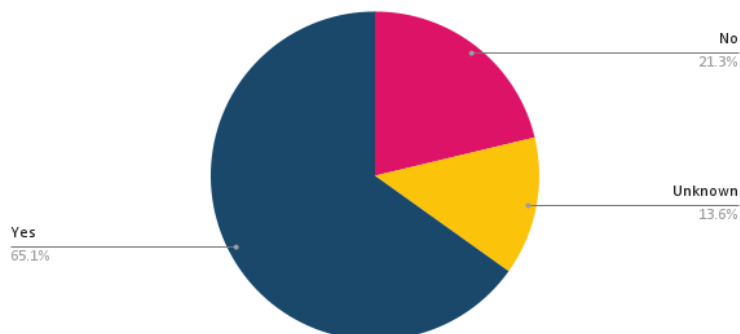
Fig. 23. Existence of courses focusing on sustainable development at HEIs

First, respondents were asked if their institutions offer courses related to sustainability, and they were also asked to name them, if possible. The results indicate that 65% of universities offer courses specific to sustainable development. 21% responded that courses like this do not exist; this means that 78 surveyed HEIs do not integrate SD into their education and teaching, even if this area was the most commonly selected when asked in what institutional area the SDGs were integrated. This discrepancy implies that even if sustainable development is present in teaching activities, it is not necessarily represented in the HEIs curricula.

The courses listed in the comment section can be categorised as STEM (Science, Technology, Engineering and Mathematics) subjects followed by the Humanities and Social Sciences. Some respondents also indicated that they have graduate programs focused on sustainable development. In the case of the 14% of respondents who were unsure about sustainability-focused courses at their HEI, these courses may still exist.

When asked if sustainable development is a cross-cutting theme in different areas at their institutions, 54% of respondents indicate that it is, especially in research, the whole-institution approach and the teaching strategies. This could mean that even if there are no specific courses for sustainable development, sustainability is still present in teaching and learning activities. It is important to notice that 23% of respondents indicated that they do not know if sustainable development is a cross-cutting concept at their institution. Of that 23% of respondents, 35% have a position at the Leadership Level. The lack of knowledge at the Leadership Level in these HEIs could indicate that the concept is applied at smaller scales across HEIs and in specific areas.

HAS THE CONCEPT AND APPLICATION OF SUSTAINABLE DEVELOPMENT BECOME A CROSS-CUTTING THEME IN YOUR INSTITUTION? (n=367)

No
23.2%

Yes
53.7%

Unknown
23.2%
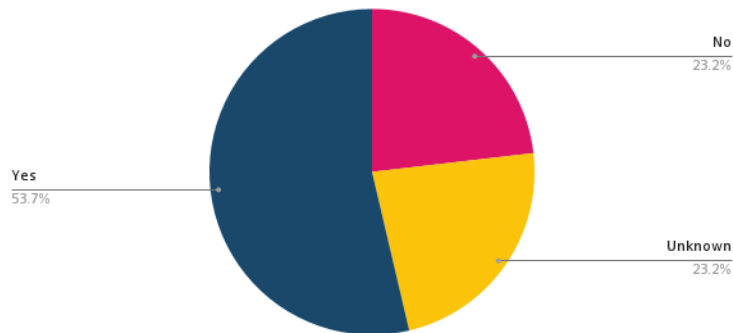
Fig. 24. Implementation of sustainable development as a cross-cutting theme at HEIs

Finally, when asked about research activities, 67% of respondents indicated that the research at their institutions includes a focus on SD and SDGs. Thus, research might be the institutional area in which HEIs are more engaged in sustainability. However, some research activities have teaching components, such as student research and supervision. When asked in which ways research at their institutions focuses on sustainable development, the respondents' answers were diverse. The most common responses mentioned research linked to the STEM component. Other answers mentioned social sciences such as Law, Anthropology and Economy, and a few others mentioned particular SDGs present in their research, such as *SDG 5: Gender Equality, SDG 13: Climate Action,* and *SDG 3: Good Health and Well-being.* 37% of the respondents that chose the Unknown response hold leadership positions at their institutions, once again suggesting that the link between the research done at HEIs and SD needs to be more evident and disseminated to the HEIs as a whole.

DOES RESEARCH AT YOUR UNIVERSITY INCLUDE RESEARCH FOCUSED ON SUSTAINABLE DEVELOPMENT AND SDGs? (n=367)

No
15.5%

Unknown
17.7%

Yes
66.8%
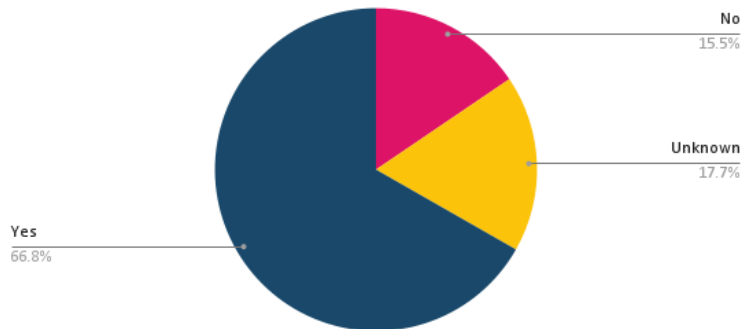
Fig. 25. Existence of research focused on sustainable development and SDGs at HEIs

Collaboration and Partnerships

Collaboration enables the sharing of good practices, the development of interdisciplinary curricula, the development of joint teaching, and research initiatives. Exchange with other universities and organisations can enhance sustainable development at HEIs, allowing them to learn from each other and create partnerships.

**IS YOUR INSTITUTION PARTNERING WITH OTHER HIGHER EDUCATION INSTITUTIONS
IN SUSTAINABLE DEVELOPMENT RELATED THEMES?** (n=363)

No
20.4%

Yes
79.6%
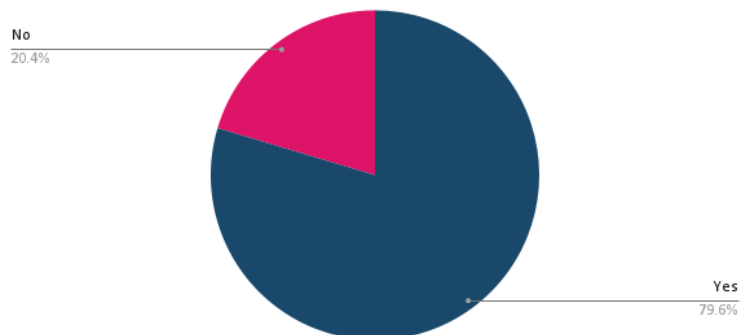
Fig. 26. Existence of partnerships for sustainable development between HEIs

As seen in the graphic above, HEIs choose to cooperate for sustainable development, with only 20% indicating that their institution has yet to engage with other HEIs. Nevertheless, compared to 2019 and 2016, which is a decrease of 7% and 3%, respectively, it is crucial to note that one of the negative effects of the COVID-19 pandemic that respondents pointed out was the difficulty in engaging with other collaborators and continuing existing partnerships, which might explain the increase of "no" responses to the cooperation question.

Additionally, when asking at what level the partnerships exist, one can see that HEIs collaborate with institutions at diverse levels: from the local to the global. When working at a one-to-one level, the most common partnerships occur between institutions that belong to the same country. Contrarily, in 2019, the most common type of partnership occurred at the global level. Once again, the change in the results could result from the COVID-19 pandemic; nevertheless, 25% of institutions still picked the global level as the main level for their partnerships to occur. It is also important to note that in the 2019 survey, the "All of the Above" option was not available, so the comparison between results should be taken with reservation.

LEVEL AT WITCH PARTNERSHIPS FOR SUSTAINABLE DEVELOPMENT EXIST (n=291)
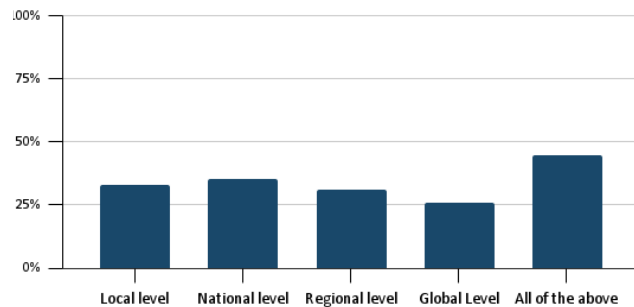
Fig. 27. Level of partnerships for sustainable development between HEIs

The next question asked about the involvement with HESD and HE networks. Respondents could choose more than one option. As shown in the figure below, 31.40% of respondents indicated that their institution is not involved in other networks, and 26.72% indicated that they are part of a network not listed in the options. Some of these other networks include: the Network of Italian Universities for Sustainability, the Association of the Universities of Latin America and the Caribbean, and the University of the Arctic Cooperative Network, among many more. These networks are examples of cooperation that HEIs develop at different levels.

IN WHICH NETWORKS WITH SPECIAL FOCUS ON SUSTAINABLE DEVELOPMENT IS YOUR INSTITUTION INVOLVED? (n=363)
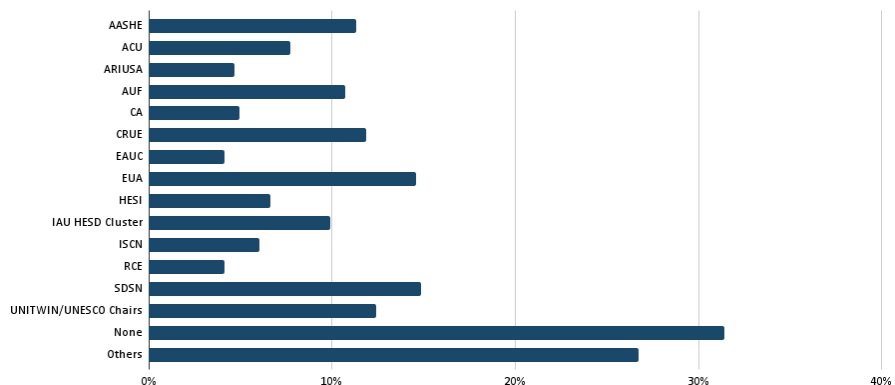
Fig. 28. Networks in which HEIs collaborate for sustainable development

Besides collaboration with other HEIs or involvement in networks working for sustainable development, engagement with the public and private sectors and key stakeholders such as schools, NGOs and community organisations are essential for HEIs to build partnerships and promote collaboration. Thus, respondents were asked if they collaborate with these sectors and to provide details about with whom they engage.

**IS YOUR INSTITUTION ENGAGED WITH PUBLIC ACTORS (GOVERNMENTS, PUBLIC ORGANISATIONS)
ON SUSTAINABILITY PROJECTS?** (n=363)

Unknown
16.5%

No
16.0%

Yes
67.5%
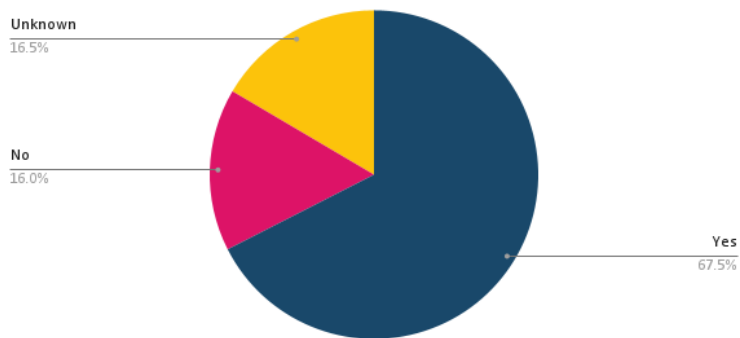
Fig. 29. HEIs engagement with public actors for sustainable development

67.5% of respondents indicated that their university was engaged with public actors such as the government and public organisations on sustainability projects. Examples given by respondents to showcase engagement with the public sector primarily focus on how HEIs engage with different levels of the government: supporting local government projects, supporting regional and federal government, students' participation in programmes that support government projects, institutional participation in forums and workshops organised by public organisations, and building partnerships with the Ministries of Environment, Science and Education, Culture, or Health. Some comments highlighted that partnerships with the public sector are crucial, given that their institutions are public HEIs. Given that 66.6% of respondents represent public institutions, the high percentage of HEIs that partner with public actors (67.5%) is not surprising.

Another question related to the engagement with public actors was included in this survey: respondents were asked to indicate what kind of policy instruments impact their institutions when engaging with the 2030 Agenda and the SDGs. In response to this question, respondents could select more than one option. The majority of responses (74.6%) indicated that national policies impact institutions' regulations. Only four respondents out of 338 indicated that national policy instruments do not have any impact on how their institutions work towards sustainability, meaning that national policy instruments have an impact on most institutions across the world.

IS YOUR INSTITUTION ENGAGED WITH PRIVATE ACTORS (BUSINESSES AND/OR COMPANIES) ON SUSTAINABILITY PROJECTS? (n=365)
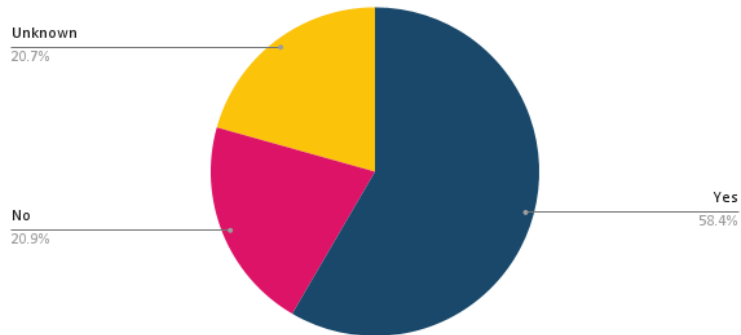
Fig. 30. HEIs engagement with private actors for sustainable development

When asking respondents about engagement with the private sector on sustainability projects, almost 60% indicated that their HEIs work with businesses and companies. This result, which indicates that HEIs are continuously cooperating with private actors for sustainable development, is similar to the one obtained in the *2019 IAU Global Survey on HESD*. 20.7% indicated that they do not know about such engagement. Examples of companies or businesses working with sustainable development include companies in the industries of energy, technology, textiles, law agencies, banks, and private hospitals. It is important to mention that some respondents indicated that partnerships with private actors allow their institutions to participate in research projects and obtain funding.

WITH WHICH STAKEHOLDERS IS YOUR HEI ENGAGED? (n=330)
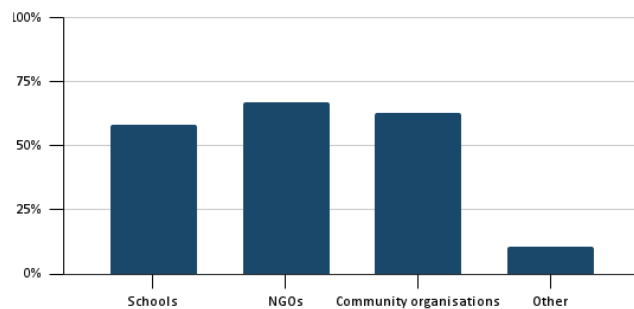
Fig.31. HEIs' engagement with other stakeholders for sustainable development

The last two questions about Collaboration and Partnerships focused on HEIs' engagement with schools, NGOs, and community organisations. When asked with which stakeholders their institutions were engaged, respondents could select more than one option. As shown in the figure above, all types of stakeholders received a similar number of responses, with less than 10% of difference between the most selected (NGOs, 67.3%) and the least selected (schools, 58.2%). Given these responses, universities highly engage with the community sector. This result is also supported by the results reported in Fig. 9 (Institutional areas engaged with sustainable development), which suggests that 61% of institutions engage with the community sector for sustainable development. In the 'Other' category, almost 20% of respondents mentioned governmental institutions, suggesting it might be worth clarifying the difference between public actors and other types of actors in future surveys.

Examples of HEIs engaging with schools, NGOs, and other community organisations are: collaborative research projects, participation in conferences, developing joint courses and seminars, providing training, supporting access to education to people outside their institutions, knowledge mobilisation activities, and partnerships with organisations such as the Rainforest Alliance. Other examples of how HEIs engage with community partners can be seen in the quotes below:

> • *We organise summer schools and camping activities in the national protected areas of the country as a pedagogic strategy, this also helps to build and reinforce the social fabric in and with local communities.* **Administrative Staff, Colombia.**
>
> • *Involve students and academic staff in national projects and competitions related to sustainability.* **Academic Staff, Mauritius.**
>
> • *Continue working with our networks and with our communities, including local communities, to design, co-create and implement solutions to live in more inclusive and sustainable communities.* **Leadership Level, Mexico.**

As seen in the results shown in this section, most universities cooperate with partners from different sectors. This result supports *SDG 17: Partnerships for the Goals.* Though this Goal is not explicitly geared toward intergovernmental partnerships, there is a target that is important for higher education, namely Target 17.6. This target aims to "Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms", in particular at the United Nations level, and through a global technology facilitation mechanism. Similarly, Target 17.17 seeks to "Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships".[22]

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22 See United Nations (2015)

Focus on Climate Change Education (CCE)

The following section on Climate Change Education (CCE) and *SDG 13: Climate Action* analyses the responses to questions newly added to the 2022 iteration of the IAU HESD survey to explore this concept that has increasingly gained attention in the SD/SDGs and ESD discourse, and to contribute to the research carried out in the context of the Monitoring and Evaluation Climate Communication and Education (MECCE) Project[23], an ambitious international research partnership of over 100 leading scholars and agencies. MECCE aims to advance global climate literacy and action for climate empowerment by improving the quality and quantity of Climate Change Education and communication.

The questions included in this section explore the inclusion of climate change in two areas of HEIs: teaching and learning, and research. First, respondents were asked to indicate how many courses at their institution have a climate change component; 50% of respondents indicated that there are between 50 and 250 courses that include climate change.

TOTAL NUMBER OF CLASSES/COURSES WITH A CLIMATE CHANGE COMPONENT OFFERED BY YOUR INSTITUTION (n=267)
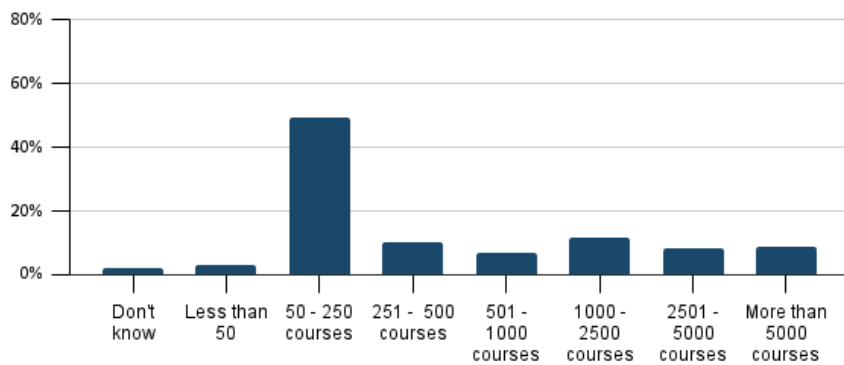
Fig.32. Classes/Courses with a climate change component at HEIs

Nevertheless, to contextualise the responses to the question, respondents were also asked to indicate the total number of courses at their institutions and what percentage of this total had a climate change component. The figure below shows that classes with a climate change component represent 10% or less in almost 60% of the HEIs. Only 11 respondents indicated that more than 50% of their courses have climate change-related content.

23 See: https://mecce.ca/

PERCENTAGE OF TOTAL COURSES OFFERED THAT HAVE AN ELEMENT OF CLIMATE RELATED CONTENT (n=267)
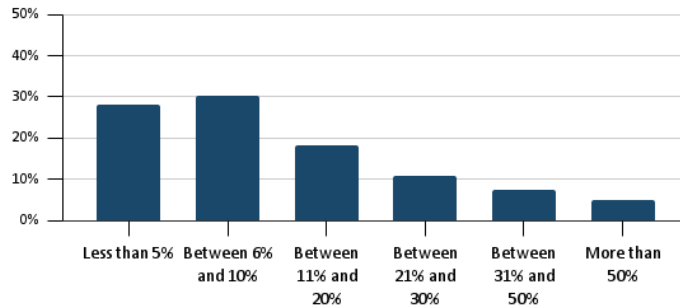
Fig.33. Percentage of courses with climate-related content at HEIs

To assess if Climate Change Education is part of HEIs as a whole or concentrated across specific departments, respondents were asked to indicate how their institution's courses with climate change content were offered across departments. 69% of respondents indicated that such courses tend to be concentrated in a small number of departments, institutes, or disciplines. Only 24 respondents indicated that courses are offered in many academic divisions at their HEI. The global results are corroborated at the regional level. On average, all regions show that 23% of their institutions have most climate-related courses widely dispersed in a large number of departments, institutes, or disciplines. These results thus show a curricular integration of climate change components.

CONCENTRATION OF CLIMATE RELATED COURSES PER DEPARTMENT, INSTITUTE OR DISCIPLINE (n=267)
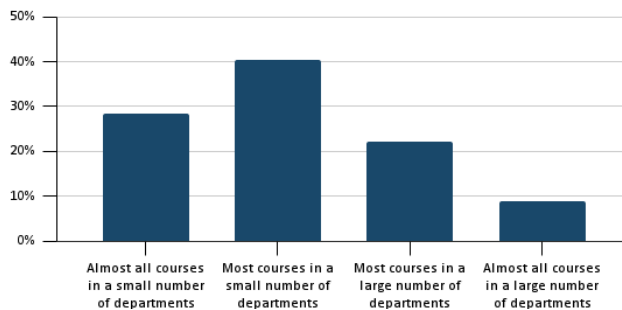
Fig.34. Concentration of climate-related courses across departments, institutes or disciplines

Questions regarding climate change and research explore two aspects: the number of publications about climate change in the last year and the funding assigned to this type of research. 48% of respondents indicated that their institution published between 1 to 20 publications related to climate change in the last year. Regarding funding, 60% of respondents indicated that of the total external research funds their institutions receive, less than 5% is explicitly assigned to climate change research.

ESTIMATE OF THE RATIO OF EXTERNAL RESEARCH FUNDS RELATED TO CLIMATE CHANGE TO THE TOTAL AMOUNT OF RESEARCH FUNDS (n=258)
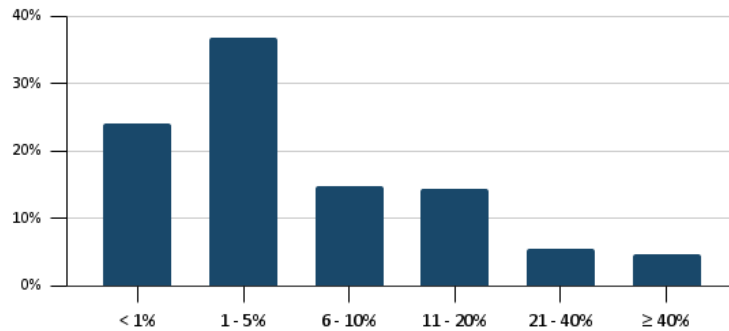
Fig.35. Proportion of external research funds allocated to climate change research

The MECCE project partners analysed the correlation between this set of questions. They concluded that a solid and positive correlation exists between the number of publications related to climate change topics and the ratio of external funding associated with research and scientific activities on these matters. This finding suggests that academic publications and funding have a high integration of climate change content in research and scientific activities among HEIs. Also, an emergent pattern indicates that most HEIs have undertaken at least a limited action in the area of CCE, which is key to achieving *SDG 13: Climate Action.*

Students calling for more engagement from higher education and society

KEY TAKEAWAYS AND TRENDS

The survey results reflect several overarching topics and universal issues, notably: the ongoing ripple effects of the pandemic, opportunities and challenges related to working with SD/SDGs, and the lack of funding (or funding allocation not being sustainable). These issues are further made more complex due to the transformation of North-South, South-North and South-South relationships. Some concrete challenges include insufficient training opportunities and external factors, including local and global concerns and socio-economic crises, indirectly related to SD challenges.

Initially, the survey asked who is in charge of SD actions at universities. While most respondents see the leadership in charge, most individuals involved in activities relating to sustainable development are students and staff, closely followed by leadership (see Fig. 7. Unit in charge of sustainability activities at HEIs and Fig. 8. Positions most involved in SD at HEIs). While SD is considered important at most institutions, the well-meant intention is not always followed by action due to a lack of definition of responsibilities and support (e.g., funding, staff time). Compared to the data for a similar question in the IAU HESD Survey conducted in 2019, all answer options (Leadership Level, Staff, and Students) to the question "Who engages with Sustainable development?" received high percentages of responses, which indicates that all members of the HEI are involved. However, students needed to see more engagement from the leadership level and were very critical towards their university in the comments received in 2019.[24] Due to the different wording of the questions between 2019 and 2022, only a subjective conclusion may be drawn. A recurring paradox between the iterations of the survey can be identified, indicating that students are very involved but need to have systemic structures in place to support their activities. Examples of the needed systemic structures would be student offices or student unions. Additionally, several good practices already exist that intend to fill this gap, for instance, *Students Organising for Sustainability (SOS) and Green Office Movement.*[25] Discontent remains when it comes to the recognition of student-led activities and the capacity of students to lead the way. In future iterations of the survey, it is planned to further emphasise this particular and crucial point.

In addition to asking who is active in SD activities at HEIs, the results section of the report also sheds light on the question of how universities are active for SD and how they put the SDG framework into practice. A strong trend towards engagement in "several areas"(Fig.16.) is visible, especially in *SDG 4: Quality Education* and *SDG 5: Gender Equality,* which receive the most attention across all areas of institutional engagement and are most likely to be also embedded in university strategy. Including SD in strategic plans is the basis for ideally specific budget allocation and, eventually, action for SD. In 2016, 34% of respondents reported that their institution had adopted a strategic plan for SD; in 2019, 33% of respondents reported the same.[26] In 2022, this number increased to 38%, with an additional 40% of respondents stating that a strategic plan is currently being developed (Fig.17.).

Most activities seem to engage the core missions of universities (teaching and education, research, community engagement and campus initiatives), which is a positive sign for a more efficient and whole-institution approach, which ideally will involve all actors at the institution and the community around it. From the IAU HESD Cluster network, these "examples of good

24 IAU. (2020), p.39.

25 See https://www.sos-uk.org/ and https://www.greenofficemovement.org/ for more information.

26 IAU. (2022). p.35.

27 IAU. (2022). IAU Global HESD Cluster: Summary of Activities 2021-2022. Paris: IAU. Retrieved from https://www.iau-hesd.net/sites/default/files/documents/iauhesdcluster_reportactivities2021_final.pdf

practices" are reflected in many initiatives at the whole institution and around SDGs.[27] The institutional commitment to local actions with a global focus, in alignment with the SDGs, can contribute to positive change in the approach to SD. This added benefit is particularly apparent when practising a sustainable understanding of the internationalisation of higher education, for instance, in the case of York University, Canada.[28] To see an example of good practice combining global thinking with local action for SDG implementation, one may look to University Antonio Nariño, Columbia.[29]

In this context, partnerships are pivotal for accelerating SD efforts between HEIs, organisations, and other stakeholders. This was addressed in the section on Collaboration and Partnerships in this report. Almost 80% of respondents indicated that their institution partners with other HEIs for SD (Fig.26.); 68% collaborate with public actors (Fig.29.), and 58% with private actors. Partnerships are not only bilateral but also multilateral and span across sectors. An example of this in higher education is the IAU/ACU/AUF collaboration and joint advocacy work.[30] A report commissioned by the British Council and ACU in 2021 stressed a "complementary relationship between the strategies and plans of international higher education partnerships and the SDGs [exists]".[31] Also interesting is the finding of how "partnership platforms" and organisations can function as hubs and catalysers for such. Therefore, linking activities at the institutional level with partners within the HEI, community, and regional, national and international settings benefits SDG achievement. Additionally, leadership led by vision and values, rather than strategy and budget, plays a crucial role, as elaborated above in the survey results section.

This innovative leadership is underlined by selected statements on the following page from leaders of HEIs that were collected in IAU Horizons vol. 26.2.[32]

28 Kohl, K., Hopkins, C., Guerrero, M., Balderama, H., Gengatharan, V, Marinoni, G., Toman, I. (unpublished manuscript, 2022). Navigating the new normal in higher education: lessons learned from a global pandemic to infuse sustainability in internationalisation.

29 See: Guarin Tarquino, S., Parra, G., and Toman, I. (2020). Pensando global y actuando local: Implementación de los ODS en las instituciones de educación superior y sus asociaciones. Una experiencia de colaboración. Revista Educación Superior y Sociedad (ESS), 32(2), 353-374

30 O'Malley, B. (2020, 07 11). Universities are key to achieving sustainable development. University World News. Retrieved 22 22, 2022, from https://www.universityworldnews.com/post.php?story=20200711094917938

31 British Council 2021. Role of international higher education partnerships in contributing to the sustainable development goals. Retrieved from https://www.britishcouncil.org/sites/default/files/role_of_international_higher_education_partnerships_in_contributing_to_the_sustainable_development_goals.pdf

32 IAU. (2021). Leadership for a Sustainable Future – Higher Education and Agenda 2030 and the Sustainable Development Goals, IAU Horizons, 26 (2). Retrieved from: https://iau-aiu.net/IMG/pdf/iau_horizons_vol_26_2.pdf

Leadership for a Sustainable Future - Expert Voices

Higher Education and Agenda 2030 and the Sustainable Development Goals,
IAU Horizons, 26.2

HEIs have progressed in the integration of SDGs, however, various impediments remain, including limitewd integration of SDGs into policies, limited empowerment of staff to integrate and deliver development-related teaching, persistent silos across disciplines, and limited engagement of young people.

Rhoda Wanyenze, Professor and Dean, School of Public Health, and Barnabas Nawangwe, Professor and Vice-Chancellor, Makerere University, Uganda. p.17

The vast majority of institutions perceive their engagement as central to their institutional values, driven by their third mission, as well as by the engagement of their students, staff, leadership and wider community.

Michael Gaebel, Director, Higher Education Policy Unit & Henriette Stoeber, Policy Analyst, European University Association. (p. 48)

By mobilising [sic] as whole institutions around the common cause of SDG 12 alongside the other SDG university clusters in the IAU network, a new path of leadership is being created to address the growing "incalculable" risks we face.

Roger A. Petry, Professor of Philosophy, Luther College at the University of Regina and Jocelyn Crivea, Research Institute Project & Development Manager, Office of the Associate Vice-President (Research), University of Regina, Canada (p.42)

> *Academic leadership for sustainable development is therefore what academic leadership ever was: the enormously complex and nuanced business of balancing freedom with discipline, the rights of individuals with the needs of the whole, respect for what has been achieved with the restless desire to surpass it, and the promptings of curiosity and creativity with the needs of the contingent world.*

David Lock, Secretary-General of the Magna Charta Observatory, Bologna, Italy, and Patrick Deane, Principal and Vice-Chancellor of Queen's University at Kingston, Canada, and President of the Magna Charta Observatory (p.51)

> *Sustainability is a globally desired goal that requires transformative learning (UNESCO 2021) and societal transformation.*

Anne Zimmermann, COPERNICUS Alliance President, CDE, Univ. of Bern, Switzerland, Ingrid Mulà, COPERNICUS Alliance Executive Director, Institute of Educational Research, Univ. of Girona, Spain, Mario Diethart, COPERNICUS Alliance NetworkManager, RCE Graz-Styria, Univ. of Graz, Austria (p.47)

Future perspectives

2030 is rapidly approaching, and several key events, including the UN HLPF, are lined up for 2023 to advance the advocacy efforts for SDGs and call for more substantial commitments from governments for not only putting in place policies supporting SD but also providing solid funding for SDG related activities.

When asked the open-ended question, " What do you think is most needed to further sustainable development at universities and other HEIs?" 322 respondents of the IAU HESD Survey 2022 gave different responses that were organised into the following four main categories:

- support with logistics and funding,
- more information and sensibilisation for staff,
- increased collaboration and training opportunities,
- stronger leadership commitment and clear strategy.

In the years to come, university leadership and policy-makers should more closely address the challenges and provide solutions to overcome them to allow HEIs to integrate SDGs and further contribute to SD.

Looking ahead, higher education needs to transform itself and its surroundings to foresee the challenges that will require innovative solutions. This need for transformation is also reflected in voices in *IAU Horizons* vol. 27.2 on *Relevance and Value of Universities to Future Society:* [33]

> *These grand challenges are simultaneously local and global. They call out for solutions that draw on knowledge enterprises that are locally and globally connected; that draw on the construction of research and teaching networks and partnerships across the world; and that depend on and contribute to the emergence of global commons of scholars and scholarship.* **Ahmed Bawa, Chief Executive Officer, Universities South Africa (USAf), South Africa. (p.18)**

> *The concept of transformation implies critical examination of dominant assumptions, values, purposes, and practices. It cannot mean a sincere but ineffectual tweaking of 'business as usual.'* **Stephen Sterling, Emeritus Professor of Sustainability Education, University of Plymouth and IAU Senior Fellow. (p.21)**

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33 IAU. (2022b). Relevance and Value of Universities to Future Society, IAU Horizons, 27 (2). Retrieved from: https://iau-aiu.net/IMG/pdf/iau_horizons_vol_27_2.pdf

Students have the potential to become leaders of the future. With a gross enrolment ratio of 40% in tertiary education globally in 2020, this number will likely increase over the next years and decades.[34] This trend makes the provision of higher education even more crucial, with access and equity playing a predominant role in the discussions. While the IAU HESD Survey was not primarily directed at students, the student perspectives amongst respondents and those from leadership and staff identifying students as crucial actors confirm a need for strong student engagement in the discussion and activities. As indicated above, HEIs could facilitate the integration of student and youth voices by creating student offices and other supporting mechanisms. When addressing student participation in SD, the issue of access to higher education, in general, should be recalled. While enrolment rates are rising, challenges such as strengthening equity and inclusion in access to tertiary education persist, according to a recent OECD report,[35] particularly for students with parents without a tertiary degree and from low-income backgrounds. HEIs are also called to address these issues as part of SDGs 4 and 10.

The role of higher education might be apparent to those within the sector. However, this message must be conveyed to governments and through international organisations such as the UN and UNESCO to be reflected in policy and subsequent initiatives. UNESCO's report on *Reimagining the Futures of Education* is a call for collective, transformative action to build a new social contract for education. [36]

To mention another example, the *Independent Expert Group on the Universities and the 2030 Agenda* set up by UNESCO in 2020, supported by the IAU and ISC, with the report presented at the WHEC2022, identified the following three main areas of action for higher education institutions to contribute to the 2030 Agenda:

- the need to move towards inter- and transdisciplinary modes of producing and circulating knowledge;

- the imperative of becoming open institutions, fostering epistemic dialogue and integrating diverse ways of knowing; and

- the demand for a more influential presence in society through proactive engagement and partnering with other societal actors.[37]

The IAU HESD Survey was conceptualised in a way that understands ESD and SDGs as part of a broader pursuit of transforming education at all levels towards a more sustainable future. In the future, this might lead to a re-focus primarily on sustainability rather than just the SDGs. This is also reflected in the responses to the survey. Many understand SD as a critical area of action and the SDGs as a tool within an extended investment towards successfully transforming education to address sustainability.

34 UNESCO Institute for Statistics (2022). Data retrieved from: uis.unesco.org

35 Organisation for Economic Co-operation and Development (OECD). (2022). Spotlight on Tertiary Education: Findings from Education at a Glance 2022. Paris: OECD. Retrieved from: https://issuu.com/oecd.publishing/docs/spotlight-on-tertiary-education#:~:text=Tertiary%20 attainment%20has%20been%20increasing,from%2027%25%20to%2048%25.

36 UNESCO (2021a). Reimagining the Futures of Education. A new social contract for education. Paris: UNESCO. https://unesdoc.unesco. org/ark:/48223/pf0000379707

37 Binagwaho, A. et al. (2022). Knowledge-driven actions: Transforming higher education for global sustainability: Independent Expert Group on the Universities and the 2030 Agenda. Paris: UNESCO

Conclusions

HEIs have identified the SDGs as a framework to operate and to foster interdisciplinary approaches to its multiple functions (research, teaching, community engagement, etc.). Leadership is key to advancing universities' engagement with the UN 2030 Agenda and networking and mainstreaming activities and broader initiatives undertaken at the Academic Staff level.

Adopting a whole-institution approach to SD and integrating SD into institutional strategies is advancing, but there is ample room for improvement. Peer-to-peer learning on what is done across the sector can be increased. Subsequently, this would lead to a better understanding of translating engagement into action and network initiatives better to maximise impact and ensure a more enduring impact.

Regional differences are exacerbated when it comes to engaging with SDGs. This resonates with the need to respond better to local needs and expectations yet also calls for comparative approaches to SD across regions and at the global level. This survey stresses that showcasing examples of good practice and increasing the visibility of HEI actions to policy-makers is critical. Consequently, policy-makers and governments need to better recognise the potential of universities as fundamental stakeholders to help address the global challenges the world faces today. In particular, these challenges and opportunities related to the SDGs at HEIs include:

- Funding, mainly for staff and capacity development, but also for research

- Increased North-South, South-North and South-South cooperation and training opportunities

- Studies for sustainable development on the effects of Covid-19

This survey aimed to collect data from HEIs working on SD globally while also analysing the current engagement of HEIs with SD using the whole-institution approach and the 2030 Agenda. This report has presented these results and compared, when appropriate, with the results of previous HESD surveys (2019, 2016). This survey report provided insight into developments during the last three years and is a basis for future studies. This final section has aimed to put these findings into a context of global developments and perspectives for the future. Now it is up to HEIs, organisations, and individuals to make use of this data to advocate for the significant role of higher education in fostering the 2030 Agenda based on evidence and examples to move forward knowledge, policy, funding, and eventually progress on the SDGs.

In line with the IAU Strategic Plan for 2030, the HESD thematic priority will continue to support activities for the 2030 Agenda and SDGs, guiding universities to develop inter-institutional collaboration in pursuit of sustainable development. The IAU HESD Cluster Network will further deepen and expand its activities in the years to come. The next IAU HESD Global Survey is envisaged for 2026.

For HEIs, organisations, and the IAU, we can only move forward together for a more sustainable and just future for all. SDGs, in particular, SDG 4 on Education and SDG 17 on Partnerships, are crucial to accelerating the action we need for the future we want.

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All links last accessed: December 2022

ANNEX I: QUESTIONNAIRE

1. *Terms of data use: (please tick the box to agree, you won't be able to complete the survey if you do not agree)

2. *Name of higher education institution (HEI):

3. *Type of institution (please select one)

4. *Position of the respondent of the survey (please select only one)

5. *In which country is your university located?

6. If you are from Spain, in which region (Autonomous community) is the university located?

7. *What is the main understanding of sustainable development at your institution?

8. *How much knowledge do you have about each of the following: Please select one option per row.

9. If you indicated intermediate or expert knowledge for Climate Change Education (CCE) in the table above, we would like to ask you three additional questions from our partner MEC-CE researching this specific topic.

10. Please select the category that best reflects the total number of classes/ courses offered by your institution. These courses can be offered at any level and for any degree program.

11. We wish to determine the percentage of total courses offered by your institution that have an element of climate related content. This can refer to a topic, section and/or exercise found in the course or the entire focus of the course and can be offered in any discipline. Please choose the category below that best reflects this percentage:

12. We would like to determine the extent to which climate-related courses are concentrated in a small number of departments and disciplines or whether they are dispersed relatively widely in your institution. Please select the category below that best reflects the concentration of climate-related courses:

13. Academic staff at higher education institutions are typically expected to publish their work in peer-reviewed journals, book chapters, books and/or other scholarly publications. Please estimate the number of academic publications related to climate change that are published by your academic staff as a whole in the most recent year.

14. Obtaining external funds to pursue scholarly research is an important activity in most universities. Please provide your best estimate of the ratio of external research funds related to climate change to the total amount of research funds obtained by your institution in the most recent year.

15. *Which specific unit is in charge of the sustainability activities at your institution? Please select all that apply:

16. *Who is most involved in sustainable development at your institution? Please select all that apply:

17. *In which areas has your institution engaged with sustainable development? Please select all that apply:

18. *Many universities face different challenges in implementing actions towards sustainable development. Which of the following difficulties or challenges have impeded the implementation of SD (and plans and strategies where they exist) at your institution? Please select the 3 options that are most challenging:

19. *New opportunities arise and foster the development and implementation of actions towards sustainable development. Which of the following opportunities support the implementation of SD at your institution? Please select the 3 most important options:

20. What do you think is most needed to further sustainable development at universities and other HEIs?

21. *To what extent has the adoption of the 2030 Agenda and the SDGs in 2015 increased interest in sustainable development at your institution

22. Did/ Does COVID-19 impact on the strategy for SD or related activities?

23. Please indicate for which SDG your institution is active, on which level (education and teaching/learning, research, community engagement, campus initiative) if applicable:

24. Please highlight up to 3 examples of how your institution works on the above topics (please include link to project):

25. *Is there a strategic plan for sustainable development at your institution?

26. If you answered yes, please specify or include a link:

27. *On what level is sustainable development supported at your institution? Please select all that apply:

28. Please share examples of policies and practices adopted in relation to sustainable development:

29. *Are there any assessment/ monitoring and evaluation tools/ mechanisms for sustainable development actions at your institution?

30. *If you answered yes in the previous question, please specify (select all that apply)

31. Is there a specific budget for sustainability?

32. Has the budget changed in the last 5 years?

33. *Does your institution offer courses specifically focused on sustainable development? (If yes, please specify)

34. *Has the concept and application of sustainable development become a cross-cutting theme in education, research, and community engagement at your institution? (if yes, please specify)

35. *Does research at your university include research focused on sustainable development and SDGs?

*questions marked with an asterisk were obligatory and could not be skipped.

36. *Is your institution partnering with other higher education institutions on sustainable development related themes?

37. If yes, please specify at which level

38. *In which of the following HESD specific and other HE networks with special focus on SD is your institution involved? (Please select all that apply)

39. *Is your institution engaged with public actors (e.g. government, public organisations) on sustainability projects?

40. If you answered yes in the previous question, please specify

41. What kind of national policy instruments impact on your institution when it comes to engaging with the 2030 Agenda and the SDGs? Please select all that apply:

42. *Is your institution engaged with private actors (businesses and / or companies) on sustainability projects?

43. If you answered yes in the previous question, please specify

44. Is your institution engaged with other stakeholders on sustainable development?

45. If your institution could do anything to create action for sustainability and the 2030 Agenda, what would it be?

46. Please indicate the level of interest (3 being highly interested, 0 being not interested) for the following working areas:

47. Could you indicate contact points / focal points of individuals in charge of fostering sustainable development principles and practices in your university?

48. Would your institution like to know more about how to embed sustainable development in any of the above areas? If so, please let us know which areas (e.g. teacher training, research, campus).

49. Do you know about the IAU-HESD portal? If you are not yet on the portal and you would like your initiatives to be added, please fill out this form.

50. Please help us identify how IAU can assist you in your work on higher education and research for sustainable development:

51. If you have any feedback on the survey or other comments, please let us know.

52. Please enter your email address if you are interested in the survey results and agree to be contacted by IAU in the future.

*questions marked with an asterisk were obligatory and could not be skipped.

ANNEX II: LIST OF INSTITUTIONS RESPONDING TO THE SURVEY

Country	Universities
Afghanistan	American University of Afghanistan Khurasan University
Albania	University of Shkoder Luigj Gurakuqi University of Tirana
Algeria	University of Africa, Tour-Oura University of Mostaganem University of Science and Technology Houari Boumediène University of Tlemcen (Université Abou Baker Blkaid Tlemcen)
Andorra	University of Andorra
Angola	Universidade Mandume Ya Ndemufayo
Argentina	Universidad Nacional de Avellaneda Universidad Nacional del Noroeste de La Provincia de Buenos Aires Universidad Nacional de Rafaela Universidad Nacional de Quilmes
Armenia	European University of Armenia
Australia	Griffith University La Trobe University University of New South Wales University of Tasmania
Austria	Central European University University of Graz
Azerbaijan	Baku Engineering University Western Caspian University
Bangladesh	Ahsanullah University of Science and Technology American International University-Bangladesh Daffodil International University University of Chittagong
Barbados	The University of the West Indies
Belgium	Académie Royale des Beaux-Arts de Bruxelles Haute Ecole Libere Mosane Ecole Supérieure des Arts Du Cirque Haute École de La Province de Liège Haute École de Namur-Liège-Luxembourg - Hénallux Haute École En Hainaut Haute École Francisco Ferrer Haute École Léonard de Vinci Haute École Robert Schuman VIVES University of Applied Sciences
Benin	Université d'Abomey-Calavi Université de Parakou
Bolivia (Plurinational State of)	Universidad Tecnológica Privada de Santa Cruz
Bosnia and Herzegovina	University of Banja Luka

Country	Universities
Botswana	Botho University Botswana Open University
Brasil	Pontifical Catholic University of Paraná, Curitiba Campus Pontificia Universidade Católica Do Rio Grande Do Sul Universidade Federal de Ciências Da Saúde de Porto Alegre University of Campinas
Brunei Darussalam	Universiti Teknologi Brunei Universiti Brunei Darussalam Politeknik Brunei
Bulgaria	Agricultural University of Plovdiv University of Economics - Varna USEA (VSU "Lyuben Karavelov" - SOFIA)
Burkina Faso	Institut de Génie de L'environnement et du Développement Durable Université Joseph KI-ZERBO Université Nazi Boni Université Norbert Zongo de KOUDOUGOU Université Thomas SANKARA
Burundi	Light University of Bujumbura Université Du Burundi
Cambodia	Chea Sim University of Kamchaymear Paragon International University
Cameroon	Institut des Relations Internationales Du Cameroun Université de Dschang Université de Ngaoundéré Université de Yaoundé 1 Université de Yaoundé II
Canada	Brock University Institut National de La Recherche Scientifique Université de Sherbrooke University of Regina University of Regina - Luther College York University
Chad	Hec Tchad Université de N'Djaména Université Virtuelle du Tchad
Chile	Universidad de Valparaíso
China	Shanghai Conservatory of Music Sichuan University
Hong Kong	Hong Kong Metropolitan University
Macao	Macau University of Science and Technology University of Saint Joseph
Colombia	Colegio Mayor De Nuestra Señora Del Rosario Corporación Universitaria Del Meta Corporación Universitaria Minuto De Dios Fundación Universitaria Del Área Andina Pontificia Universidad Javeriana Cali Universidad Antonio Nariño Universidad Autónoma de Bucaramanga Universidad Católica De Manizales Universidad Central Universidad CES Universidad Cooperativa De Colombia

Country	Universities
	Universidad Colegio Mayor De Cundinamarca Universidad De Caldas Universidad De San Buenaventura Seccional Medellín Universidad del Sinu Seccional Cartagena Universidad Libre Universidad De Santander Universidad Pontificia Bolivariana Universidad De Boyacá Universidad De Sanbuenventura Cartagena Universidad Santo Tomás Universidad de Sanbuenaventura, Bogotá Universidad Nacional de Colombia, Medellín Universidad Simón Bolívar Universidad Tecnológica De Pereira
Congo	Institut Supérieur de Gestion Université Marien Ngouabi
Costa Rica	Universidad Estatal A Distancia (UNED) Universidad Nacional
Côte D'Ivoire	Université Alassane Ouattara de Bouaké University of Abidjan USIG
Croatia	Algebra University College
Cuba	Universidad de Las Ciencias Informáticas
Cyprus	University of Cyprus
Czechia	Jan Evangelista Purkyn University Moravska Vysoka Skola Olomouc Silesian University In Opav
Democratic Republic of the Congo	Institut National D'enseignement Technique Supérieur Institut Supérieur de Développement Rural de Fizi Institut Superieur des Techniques Medicales de Bukavu En RDC Université de Lodja Université de Lubumbashi Université Officielle de Bukavu Université Pédagogique Nationale de Kinshasa
Denmark	VIA University College
Ecuador	Pontificia Universidad Católica del Ecuador Universidad Técnica Particular de Loja Universidad Tecnológica Ecotec
Egypt	Cairo University
El Salvador	Universidad Pedagógica de El Salvador
Ethiopia	Hawassa University Kotebe University of Education
Fiji	The University of Fiji
Finland	University of Eastern Finland University of Jyvaskyla University of Lapland

Country	Universities
France	Aix-Marseille Université CY Cergy Paris Université IUT de Ville d'Avray Paris 8 Rubika Campus France (Ecole Supérieure Privée Spécialisée Dans Les Métiers Du Jeu Vidéo) Université Paris 1 Panthéon Sorbonne Université PSL Université Toulouse Jean Jaurès
Germany	Eberswalde University For Sustainable Development Heidelberg University Hochschule Augsburg Leibniz University Hannover Pädagogische Hochschule Heidelberg PH Freiburg Technische Universität Dresden Universität des Saarlandes University of Hohenheim (Faculty of Business, Economics and Social Sciences) Witten/Herdecke University
Ghana	University for Development Studies University of Energy and Natural History University of Ghana
Guinea	Université Julius Nyerere de Kankan
Haiti	École Supérieure d'Infotronique d'Haïti (ESIH) Université Publique de l'Artibonite aux Gonaives University Inuka
Hungary	Eötvös Loránd University Pázmány Péter Catholic University University of Pannonia University of Pécs University of Sopron University of Szeged
Iceland	Hólar University University Centre of the Westfjords
India	Avinashilingam Institute for Home Science and Higher Education For Women BS Abdur Rahman Crescent Institute of Science and Technology Bengaluru City University Bhakta Kavi Narsinh Mehta University Central University of Rajasthan Centurion University of Technology and Management Csk Himachal Pradesh Agriculture University Palampur CT University Dharmsinh Desai University, Nadiad Dr. B.R. Ambedkar Open University G.B. Pant University of Agriculture and Technology Gandhi Institute of Technology and Management Govind Ballabh Pant University of Agriculture and Technology Gujarat Technological University Guru Nanak dev University Indian Institute of Information Technology, Design and Manufacturing, Kancheepuram Indian Institute of Technology Madras Jagannath Vishwa Law College Jamia Millia Islamia JSS Academy of Higher Education and Research Madhya Pradesh Bhoj (Open) University Maharishi Markandeshwar Malwanchal University Mangalore University

Country	Universities
	Manipal Academy of Higher Education Maulana Abul Kalam Azad University of Technology MIT World Peace University Pune Mohanlal Sukhadia University Mumbai University National Institute of Fashion Technology Oriental University Indore Sikkim Manipal University Sree Chitra Tirunal Institute for Medical Sciences and Technology Swami Vivekanand Subharti University Tamil Nadu National Law University University of Petroleum and Energy Studies Yadava College and Annai Fathima College
Indonesia	Bakrie University Uin Raden Mas Said Surakarta
Iran (Islamic Republic of)	University of Guilan
Iraq	Noorul Islam Centre for Higher Education University of Raparin
Ireland	TU Dublin University College Cork University College Dublin
Italy	Università Degli Studi Di Padova University of Bologna
Jamaica	University of the West Indies
Japan	Ehime University Hiroshima University Hokkaido University Kansai University Okayama University Osaka Metropolitan University Sophia University University of Tsukuba
Kazakhstan	Atyrau Oil and Gas University
Kenya	Egerton University KCA University Kenyatta University Masinde Muliro University of Science and Technology University of Nairobi
Korea (Republic of)	Chonnam National University Dong-Eui University Ewha Womans University Gyeongin National University of Education Jeju National University Kangwon National University Konyang University Korea Maritime and Ocean University Kwangwoon University Kyungpook National University Sungkyunkwan University
Kyrgyzstan	S. Tentishev Asian Medical Institute

Country	Universities
Lao People's Democratic Republic	National University of Laos Souphanouvong University
Lebanon	Beirut Arab University Holy Family University Université Libanaise University of Sciences and Art in Lebanon
Lithuanua	Kaunas University of Technology Mykolas Romeris University
Madagascar	École Normal Supérieur Pour l'Enseignement Technique École Supérieure Polytechnique Antsiranana Université d'Antananarivo Université de Toliara University de Mahajanga
Malaysia	Curtin University Quest International University Taylor's University Universiti Sains Malaysia
Mali	École Nationale d'Administration Université des Sciences Sociales Et de Gestion de Bamako
Mauritius	Polytechnics Mauritius University of Mauritius
Mexico	Centro Educativo Superior de Zapotlán Instituto Universitario de Yucatán National Autonomous University of Mexico Tecnológico de Monterrey Universidad Anáhuac México Universidad Autónoma de Baja California Universidad Autónoma de Campeche Universidad Autónoma de Chiapas Universidad de Ciencias Y Artes de Chiapas Universidad de Colima Universidad de Guanajuato Universidad Digital del Estado de México Universidad Iberoamericana Universidad Panamericana Universidad Vizcaya de Las Américas
Mongolia	Mongolia International University Mongolian National University of Education
Morocco	École Nationale D'architecture de Marrakech Faculté d'Economie Et de Gestion – Settat Moulay Ismail University of Meknes School of Textile and Clothing Industries Université Euromed de FES
Mozambique	Higher Institute of Science and Technology of Mozambique
Myanmar	University of Taunggyi University of Yangon
Nepal	Far Western University
Netherlands	IHE Delft Institute for Water Education
Nicaragua	Universidad Nacional de Ingeniería
Niger	Université Abdou Moumouni de Niamey

Country	Universities
Nigeria	Adamu Abubakar Gwarzo Learning Institute Delta State University Federal University Dutsin-Ma Nnamdi Azikiwe University
Norway	Norwegian University of Life Sciences
Pakistan	COMSATS University Islamabad-Pakistan Gift University Institute of Business Management Karakoram International University Minhaj University Lahore National University of Medical Sciences NUTECH University Islamabad Sindh Agriculture University Tandojam Superior University University of Gujrat
Palestine (State of)	Palestine Polytechnic University
Panama	UMIP Panamá
Paraguay	Universidad Nacional de Caaguazú Universidad Nacional de Pilar Universidad Nacional del Este
Peru	Pontificia Universidad Católica del Perú Universidad Nacional de San Agustín de Arequipa Universidad Nacional del Cañete
Philippines	Ateneo de Manila University Carlos Hilado Memorial State College Central Bicol State University of Agriculture De La Salle University Mariano Marcos State University Pampanga State Agricultural University Philippine Normal University Saint Mary's University of Bayombong Silliman University St. Dominic College of Asia Technological Institute of the Philippines University of Asia and the Pacific University of Baguio University of Cebu Lapu-Lapu and Mandaue University of Southeastern Philippines University of the Philippines Open University Xavier University- Ateneo de Cagayan
Poland	Adam Mickiewicz University Medical University of Warsaw Warsaw University of Life Sciences
Portugal	University of Lisbon University of Porto
Romania	Dunarea de Jos University of Galati Petroleum-Gas University of Ploiesti Université de Bucarest
Russian Federation	Bashkir Institute of Social Technologies Gnesins Russian Academy of Music
Rwanda	University of Lay of Adventist of Kigali

Country	Universities
Saudi Arabia	Almaarefa University King Abdullah University of Science and Technology
Senegal	Institut I.S.E.G Supérieure d'Entrepreneur-Ship et de Gestion de Dakar Université Alioune Diop de Bambey Université Cheikh Anta Diop de Dakar
Slovakia	University of Ss. Cyril and Methodius in Trnava
Slovenia	University of Ljubljana
Somalia	Samale Institute
South Africa	Cape Peninsula University of Technology University of Pretoria University of Stellenbosch Business School
Spain	Public University of Navarre Universidad A Distancia de Madrid Universidad Carlos III de Madrid Universidad Católica de Ávila Universidad Complutense de Madrid Universidad de Burgos Universidad de Cantabria Universidad de Castilla-La Mancha Universidad de Córdoba Universidad de Granada Universidad de Jaén Universidad de la Rioja Universidad de Las Palmas de Gran Canaria Universidad de Málaga Universidad de Navarra Universidad de Sevilla Universidad del País Vasco / Euskal Herriko Unibertsitatea Universidad Miguel Hernández de Elche Universidad Nacional de Educación a Distancia Universidad Politécnica de Cartagena Universidad Politécnica de Madrid Universidad Pontificia Comillas Universidad Rey Juan Carlos Universidad San Jorge Universidade de Vigo Universitat Autònoma de Barcelona Universitat de Barcelona Universitat de Girona Universitat de Les Illes Balears Universitat de Lleida Universitat Internacional de Catalunya Universitat Oberta de Catalunya Universitat Politécnica de Catalunya Universitat Politècnica de València Universitat Pompeu Fabra Universitat Ramon Llull Universitat Rovira I Virgili University of A Coruña University of Alicante University of Vic
Sri Lanka	University of Sri Jayewardenepura
Sweden	Linnaeus University Luleå University of Technology University of Gothenburg University West

Country	Universities
Switzerland	Université de Lausanne
Syrian Arab Republic	Al Andalus University for Medical Sciences
Thailand	Assumption University of Thailand King Mongkut's University of Technology Thonburi Mae Fah Luang University Mahidol University Prince of Songkla University
Togo	The University of the West Indies St. Augustine Trinidad and Tobago Université de Lomé
Tunisia	École Supérieure des Sciences and Technologies Du design Institut Superieur des Etudes Technologique de Kebili Kebili Preparatory Institute of Engineering Studies of Monastir
Turkmenistan	International University for the Humanities and development Yagshygeldi Kakayev International Oil and Gas University
Uganda	Makerere University Uganda Martyrs University
Ukraine	Dnipropetrovsk Medical Institute of Traditional and Alternative Medicine Dnipropetrovsk State University of Internal Affairs Kyiv National University Technology and Design Poltava State Agrarian University Ukrainian National Forestry University
United Arab Emirates	American University in the Emirates Dubai Canadian University Dubai University of Bolton
United Kingdom of Great Britain and Northern Ireland	Cambridge University The University of Edinburgh University of Aberdeen University of Bath University of Glasgow University of Gloucestershire University of London University of the West of England University of the West of Scotland University of Worcester
United States of America	Inter American University of Puerto Rico Menlo College Oakland Community College State University of New York Texas State University University of Arkansas University of Miami University of Minnesota University of Pittsburgh University of the District of Columbia Virginia Tech Xavier University of Louisiana
Uruguay	Universidad Tecnológica
Uzbekistan	Tashkent Chemical-Technological Institute Westminster International University in Tashkent
Venezuela, Bolivarian Republic of	Universidad Católica Andrés Bello

Country	Universities
Vietnam	An Giang University Ho Chi Minh City University of Transport Hue University Hue University of Education RMIT Vietnam University of Economic and Finance University of Medicine and Pharmacy at Ho Chi Minh City VietNam National University Ho Chi Minh City
Zambia	St Mary's College of Education

ANNEX III: STRATEGIC PLANS

List of institutional plans and strategies for integrating sustainable development and SDGs, in alphabetical order by country:

This list contains links to those strategic plans mentioned by respondents of the IAU HESD Survey 2022 as examples of good practices for integrating sustainable development using a whole-institution approach.

Furthermore, the development of strategic plans can differ depending on the institution, aims and context.

IAU is not responsible for the content of external pages nor endorsing them by listing them here.
Links latest accessed in December 2022.

Country	Higher Education Institution	Strategic Plan
Andorra	University of Andorra	https://www.uda.ad/en/the-university/university-and-society/commitment-to-the-sdgs/
Australia	La Trobe University	https://www.latrobe.edu.au/future-city
	University of Tasmania	https://www.utas.edu.au/__data/assets/pdf_file/0014/1302422/UOTBR200122-UTAS-Strategic-Framework-For-Sustainability-2020_vWeb_R.pdf
	Western Sydney University	https://www.westernsydney.edu.au/about_uws/leadership/strategic_plan
Austria	University of Graz	https://klimaneutral.uni-graz.at/de/
Azerbaijan	Western Caspian University	https://wcu.edu.az/en/page/strategic-development-plan
Barbados	The University of the West Indies	https://www.uwi.edu/isd/
Belgium	Haute Ecole de Namur-Liège-Luxembourg - Hénallux	https://www.henallux.be/sites/default/files/depliant_plan-action-cd_2021-2026_3web.pdf
	Haute Ecole Libere Mosane	https://www.helmo.be/Institution/HELMo-Plan-strategique.aspx
	Haute Ecole Robert Schuman	https://hers.be/la-hers/services-transversaux/developpement-durable
	VIVES University of Applied Sciences	https://www.vives.be/en/global-engagement

Country	Higher Education Institution	Strategic Plan
Brazil	University of Campinas	https://www.depi.unicamp.br/csus/
Canada	Brock University	https://brocku.ca/sustainability/sdgs_at_brock/
	Université de Sherbrooke	https://www.usherbrooke.ca/developpement-durable/gouvernance-en-dd/plan-dd-2018-2022
	University of Regina	https://www.uregina.ca/president/campus-sustainability/sustainability-strategic-plan.html
Colombia	Colegio Mayor de Nuestra Señora del Rosario	https://www.urosario.edu.co/Periodico-NovaEtVetera/Documentos/Declaracion-compromiso-con-la-sostenibilidad-U-1.pdf
	Pontificia Universidad Javeriana Cali	https://www.javerianacali.edu.co/planeacion/50-mas-50
	Universidad CES	https://www.ces.edu.co/acerca-de-la-universidad-ces/plan-estrategico-de-desarrollo/
	Universidad Libre	https://www.unilibre.edu.co/la-universidad/ul/historico-de-noticias/729-acuerdo-no-05-diciembre-10-de-2014
	Universidad Pontificia Bolivariana	https://www.upb.edu.co/es/proyeccion-social/sostenibilidad
	Universidad Santo Tomás	https://repository.usta.edu.co/handle/11634/29077
	Universidad Simón Bolivar	https://www.unisimon.edu.co/servicios/planeacion/853/1171
	Universidad Tecnológica de Pereira	https://pdi.utp.edu.co/gestion-y-sostenibilidad-institucional/
Costa Rica	Universidad Estatal a Distancia (UNED)	https://odsuned.uned.ac.cr/
Ethiopia	Hawassa University	https://www.hu.edu.et/index.php/library/outreach-programs/agriculture-envit-protection
Fiji	The University of Fiji	https://www.unifiji.ac.fj/strategic-plan/
Finlland	University Of Eastern Finland	https://www.uef.fi/en/sustainable-development
	University of Jyväskylä	https://www.jyu.fi/fi/yliopisto/strategia/jyunique-campus
Germany	Eberswalde University for Sustainable Development	https://www.hnee.de/en/University/Portait/Mission-Statement/Mission-statement-of-the-Eberswalde-University-for-Sustainable-Development-E1093.htm?cb=1654730998
	Leibniz University Hannover	https://www.uni-hannover.de/fileadmin/luh/content/webredaktion/universitaet/publikationen/klimaschutzkonzept/klimaschutzkonzept_2016.pdf
	Witten/Herdecke University	https://www.uni-wh.de/detailseiten/kontakte/annaliesa-hilger-ma-3231/f0/
Ghana	University of Ghana	https://UGStrategicPlan.pdf

Country	Higher Education Institution	Strategic Plan
Hungary	University of Pécs	https://adminisztracio.pte.hu/sites/adminisztracio.pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/Hat_Es_Egyeb_Sz/fenntarthatofejlodesstrategia080626.pdf
	University of Sopron	http://greenuniversity.uni-sopron.hu/kezdolap
	University of Szeged	https://u-szeged.hu/download.php?docID=122709
India	Avinashilingam Institute for Home Science and Higher Education for Women	https://avinuty.ac.in/maincampus//uploads/home/AVINUTY%20Vision%20Document.pdf
	Centurion University of Technology and Management	https://cutm.ac.in/sustainability/sdg/
	Gandhi Institute of Technology And Management	https://www.gitam.edu/Accreditations/sustainabledevelopment
	Guru Nanak Dev University, Amritsar	https://online.gndu.ac.in/pdf/Unistrategicplan.pdf
	JSS Academy of Higher Education & Research	https://www.jssuni.edu.in/JSSWeb/UDHP.aspx?PID=263
	Manipal Academy of Higher Education	https://manipal.edu/sdg
	Mohanlal Sukhadia University, Udaipur	https://www.mlsu.ac.in/
	Sree Chitra Tirunal Institute for Medical Sciences and Technology, Trivandrum	https://www.sctimst.ac.in/About%20SCTIMST/Vision%20and%20Mission/resources/Perspective%20Plan%20-%20Vision%202030.pdf
Indonesia	Bakrie University	https://bakrie.ac.id/psg-ubakrie/
Ireland	University College Cork	https://www.ucc.ie/en/greencampus/about/strategy/
	University College Dublin	https://strategy.ucd.ie/
Italy	Università degli Studi di Padova	https://www.sostenibile.unipd.it/en/commitment/the-charter-of-sustainability-commitments/
Japan	Hiroshima University	https://nerps.org/
	Okayama University	https://www.okayama-u.ac.jp/up_load_files/freetext/en__Integrated_Report/file/OU_integratedreport2021en.pdf
	Sophia University	https://sophia-sdgs.jp/en/
Korea (Republic of)	Kangwon National University	https://itl.kangwon.ac.kr/ko/sustainable
	Korea Maritime & Ocean University	https://www.kmou.ac.kr/english/cm/cntnts/cntntsView.do?mi=5068&cntntsId=5261
Lithuania	Kaunas University of Technology	https://en.ktu.edu/university/sustainability/
	Mykolas Romeris University	https://www.mruni.eu/wp-content/uploads/2021/03/2021-2023-metu%CC%A8-darnios-veiklos-strategija-EN.pdf
Malaysia	Curtin University	https://about.curtin.edu.au/values-vision-strategy/sustainability/

Country	Higher Education Institution	Strategic Plan
México	Instituto Universitario de Yucatán (IUDY), Campus Tabasco	https://www.iudysureste.com/_files/ugd/6d9cba_8f1538a5da204d2c94fa2349cba4e72c.pdf
	National Autonomous University of Mexico (UNAM)	https://efaidnbmnnnibpcajpcglclefindmkaj/https://cous.sdi.unam.mx/pisu/PISU.pdf
	Tecnológico de Monterrey	https://tec.mx/sites/default/files/repositorio/sentido-humano/sostenibilidad/SustainabilityPlan2025.pdf
	Universidad Anáhuac México	https://www.anahuac.mx/agenda2030/universidades
	Universidad Autónoma de Campeche	https://drive.google.com/file/d/1zX9P82czgMWYpYKhwzpBmyK79r-4K-6C/view
	Universidad Autónoma de Chiapas	http://planeacion.unach.mx/index.php/component/k2/ítem/7-pdi2030
	Universidad de Colima	https://portal.ucol.mx/pide/contextnuevo.htm
	Universidad Iberoamericana	https://sustentabilidad.ibero.mx/politica_institucional.php
Netherlands	IHE Delft Institute for Water Education	https://www.un-ihe.org/vision-mission-strategy/
Nicaragua	Universidad Nacional de Ingeniería UNI Nicaragua	https://webimg.uni.edu.ni/section/alma-mater/APROBADO%20PLAN%20ESTRATEGICO%20DE%20DESARROLLO%20%202020%202030-%20CTU%20%20300919-Sellado.pdf
Paraguay	Universidad Nacional del Este	http://www.une.edu.py/web/images/banners/Res%20AU%20N%2001-2022%20PEI-UNE.pdf
Peru	Universidad Nacional de Cañete	https://drive.google.com/file/d/1DzDV-GtRZyWjVlOY37j3qf97qZbDzsJL/viewC.O.-N%c2%b0-033-2018-UNDC-APROBAR-PLAN-ESTRATEGICO-INSTICUIONAL-2018-2020.pdf
Philippines	Ateneo de Manila University	https://www.ateneo.edu/lux-in-domino
	De La Salle University	https://www.dlsu.edu.ph/wp-content/uploads/pdf/chancellor/cso/dlsu-sustainability-report-2017-2019.pdf
Poland	Adam Mickiewicz University	https://amu.edu.pl/__data/assets/pdf_file/0036/249678/ENG_21-05-07-AMU-Strategy.pdf
South Africa	University of Pretoria	https://www.up.ac.za/media/shared/1/ZP_Files/About%20UP/strategic_plan_v11_13feb.zp168988.pdf
Spain	Universidad Carlos III de Madrid	https://www.uc3m.es/ss/Satellite/UC3MInstitucional/es/Detalle/Comunicacion_C/1371308896409/1371215537949/Nueva_Agenda_de_la_UC3M_para_el_cumplimiento_de_los_ODS
	Universidad de Cantabria	https://web.unican.es/plan-estrategico/
	Universidad de Córdoba	https://www.uco.es/aulasostenibilidad/index.php/presentacion
	Universidad de Coruña	https://www.udc.es/en/goberno/equipo_reitoral/vepes/planificacion_estratexica/
	Universidad de Granada	https://viis.ugr.es/areas/desarrollo-humano-sostenible/estrategias-de-desarrollo-humano-sostenible-ugr-2030

Country	Higher Education Institution	Strategic Plan
	Universidad de Jaén	https://www.ujaen.es/gobierno/planeuja/sites/gobierno_planeuja/files/uploads/PEUJA3-25_CG16122020.pdf
	Universidad de Málaga	https://www.uma.es/smart-campus/cms/base/ver/collection/collection/116609/i-plan-propio-de-smart-campus/
	Universidad de Navarra	https://www.unav.edu/conoce-la-universidad/estrategia-2025
	Universidad del País Vasco / Euskal Herriko Unibertsitatea (UPV/EHU)	https://www.ehu.eus/documents/4736101/11938005/EHUAgenda-2030-ES.pdf/d5090a44-9ffc-14de-284a-2956614bd442?t=1558538097000
	Universidad Nacional de Educación a Distancia (UNED)	https://www.uned.es/universidad/inicio/institucional/planestrategico
	Universidad Pontificia Comillas	https://www.comillas.edu/documentos/portal_de_transparencia/Plan_Estrategico_2019_2023.pdf
	Universidad Pública de Navarra	https://www.unavarra.es/planestrategico/plan-estrategico-2020-2023
	Universidad Rey Juan Carlos	https://www.urjc2030.es/
	Universidad San Jorge	https://www.usj.es/sites/default/files/archivos/declaracion_ambiental_anexo_vii_universidad_san_jorge_firmados.pdf
	Universidade de Vigo	https://www.uvigo.gal/es/universidad/informacion-institucional/planes-politicas/plan-estrategico
	Universitat Autònoma de Barcelona	https://www.uab.cat/doc/Campus6_Pla2018_2022
	Universitat de Barcelona	http://www.ub.edu/plasostenibilitat/
	Universitat Internacional de Catalunya	https://www.uic.es/es/universidad/campus/sostenibilidad/campus-sostenible/oficina-de-cooperacion-y-desarrollo-sostenible
	Universitat Politècnica de Catalunya	https://canviaelmon.upc.edu/ca/compromis-social/plans-i-programes
	Universitat Pompeu Fabra	https://www.upf.edu/web/plaestrategic
	Universitat Ramon Llull	https://www.url.edu/es/sala-de-prensa/noticias/institucional/2022/en-marcha-el-plan-de-accion-url-para-el-impulso-de-la-agenda-2030
	Universitat Rovira i Virgili	https://www.urv.cat/media/upload/arxius/medi-ambient/PSAAC%202021%202030%20i%20annexes%20CdG.pdf
Sweden	Linnaeus University	https://lnu.se/globalassets/dokument---gemensamma/universitetsledningens-kansli/hallbar-framtid/hallbarhetspolicy-2021.pdf
	Luleå University of Technology	https://www.ltu.se/ltu/Hallbarhet/Vart-hallbarhetsarbete/Hallbarhetspolicy-mal-och-handlingsplan
	University of Gothenburg	https://www.gu.se/en/about-the-university/vision-and-values

Country	Higher Education Institution	Strategic Plan
Switzerland	Université de Lausanne	https://www.unil.ch/files/live/sites/central/files/docs/objectifs-unil-1721.pdf
Thailand	King Mongkut's University of Technology Thonburi	https://sustainable.kmutt.ac.th/
	Mahidol University	https://sustainability.mahidol.ac.th/
Ukraine	Dnipropetrovsk State University of Internal Affairs	https://dduvs.in.ua/wp-content/uploads/files/srdduvs.pdf
United Kingdom of Great Britain and Northern Ireland	University of Gloucestershire	https://www.glos.ac.uk/information/knowledge-base/strategic-plan-2022-27/#thematicambitions
	The University of Edinburgh	https://www.ed.ac.uk/sites/default/files/atoms/files/social_civic_responsibility_delivery_plan_2020_to_2030_0.pdf
	University of Glasgow	https://www.gla.ac.uk/myglasgow/sustainability/glasgowgreen/
	University of London	https://london.ac.uk/sustainability#annual-sustainability-report
	University of the West of England, Bristol	https://www.uwe.ac.uk/about/values-vision-strategy/sustainability/strategy-leadership-and-plans/policy-and-strategy-documents
	University of Worcester	https://www.worcester.ac.uk/documents/sustainability-strategy-2030.pdf
United States of America	University of Miami	https://greenu.miami.edu/about-us/sustainability-planning/index.html
	University of Pittsburgh	https://www.sustainable.pitt.edu/what-pitt-is-doing/impact-areas/#:~:text=Established%20in%202018%2C%20the%20Pitt,into%20the%203%20themes%20below
Venezuela (Bolivarian Republic of)	Universidad Católica Andrés Bello	https://www.ucab.edu.ve/informacion-institucional/ucab-20-23/el-plan-estrategico/

ANNEX IV: IAU GLOBAL CLUSTER ON HESD

Central to IAU's vision, mission, andprimary mandate is to foster higher education cooperation globally to understand our world better. To face global and local challenges and to engage pro- actively with the UN 2030 Agenda, the IAU created the IAU Global HESD Cluster in 2018.

The Cluster promotes the role and potential HEIs have globally 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 working with the SDGs, focusing specifically on the whole-institution approach.

The Cluster brings together 16 universities as leading institutions, each bringing 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, 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. 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 guid- ance 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. The IAU advocated for HESD at the UN High-Level Political Forum, at IAU International Conferences, and events organised by the universities involved at the local/ regional and international levels.

The outcomes of the third Global Survey on HESD will help redefine the strategic planning of the work undertaken in the context of the IAU on SD and for the Cluster itself.

Learn more about the IAU HESD Cluster and its Members: https://www.iau-hesd.net/con- tenu/4648-iau-global-cluster-hesd.html

Read the latest IAU HESD Cluster Report (2021-22): https://www.iau-hesd.net/sites/default/ files/documents/iauhesdcluster_reportactivities2021_final.pdf .

https://www.iau-hesd.net/contenu/4648-iau-global-cluster-hesd.html
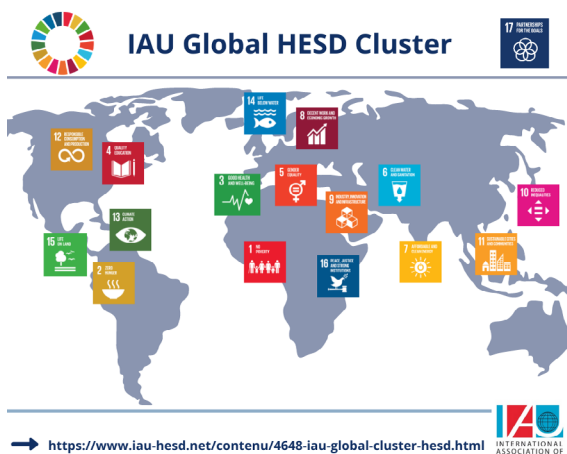
ANNEX V: IAU HESD SURVEY WORKING GROUP

IAU and the authors of this report are grateful for the precious support provided for the development of this survey and their constructive feedback on the data analysis and report.

IAU HESD Survey Working group 2022-23

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- Pam Fredman, Immediate Past President, IAU, and former Rector, Gothenburg University

- Pornchai Mongkhonvanit, President Siam University, former IAU Vice-President, IAU HESD Working Group and HESD Cluster Member

- Reka Tozsa, Director, Education Department, Asia-Europe Foundation (ASEF)

- Santiago García Granda, Former Rector, University of Oviedo, Head of Agenda 2030 Commission, CRUE Spanish Universities

- Stefanie Mallow, Communication Indicator Coordinator and Research Associate, MECCE Project

- Yhing Sawheny, Deputy Director, Siam University

IAU HESD Survey Working group 2022-23

- Hilligje van't Land, Secretary General, IAU

- Isabel Toman, Programme Officer, Sustainable Development, IAU

- Emma Furlan, Intern HESD, IAU, and PhD student in Sustainable Development and Climate Change, University of Florence

List of Abbreviations

AASHE	Association for the Advancement of Sustainability in Higher Education
ACU	Association of Commonwealth Universities
ARIUSA	Alianza de Redes Iberoamericanas de Universidades por la Sustentabilidad y el Ambiente
ASEF	Asia Europe Foundation
AUF	Agence Universitaire de la Francophonie
CA	Copernicus Alliance
CCE	Climate Change Education
CRUE	Conference of Spanish University Rectors
EAUC	The Environmental Association for Universities and Colleges
EUA	European University Association
ESD	Education for Sustainable Development
GAP	ESD Global Action Programme on ESD / UNESCO
HEI(s)	Higher Education Institution(s)
HESD	Higher Education and Research for Sustainable development
HESI	UN Higher Education Sustainability Initiative
IAU	International Association of Universities
ISC	International Science Council
ISCN	International Sustainable Campus Network
MECCE	Monitoring and Evaluation of Climate Change Education Project
NGOs	Non-Governmental Organisations
OECD	Organisation for Economic Cooperation and Development
RCE	Regional Centre of Expertise on Education for Sustainable Development
SD	Sustainable Development
SDG(s)	Sustainable Development Goal(s)
SDSN	Sustainable Development Solutions Network
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UN HLPF	UN High-Level Political Forum
WHED	World Higher Education Database
WIA	Whole-Institution Approach

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HIGHER EDUCATION AND RESEARCH FOR SUSTAINABLE DEVELOPMENT:

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Accelerating Action for the SDGs

Higher Education and Research for Sustainable Development (HESD) has been a key priority for the International Association of Universities since 1993. Over the last few years, sustainable development has become increasingly important, not only for the Association and Higher Education but for societies globally. In 2015, the United Nations adopted Transforming our World: The 2030 Agenda for Sustainable Development, including 17 Sustainable Development Goals (SDGs).

This report is the result of the analysis of the 3rd Global Survey on HESD conducted by IAU in 2022. It shows the critical role that Higher Education Institutions (HEIs) play in achieving the SDGs and where challenges persist.

The survey received 464 valid responses, from all world regions, on questions around different areas of engagement for sustainable development and how HEIs include the SDGs in their activities, following a whole-institution approach. Furthermore, the survey looked closer at partnerships, leadership and strategy for SD and the relatively new concept of Climate Change Education (CCE). This report provides data and thus shows the global commitment and responsibilities of many HEIs towards the 2030 Agenda and SD more generally. It can be used as a starting point for further research.