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Making SDGs operational in the Higher Education System

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e Sistemi Agro-Forestali



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Outline

- The SDGs logical framework
- How SDGs work?
- What HEIs can do?
- Conclusion

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Outline

- **The SDGs logical framework**
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The background

After the experience of the **Millennium Development Goals** (mostly directed to developing countries, not giving much importance to environmental issues), the Rio+20 conference (the United Nations Conference on Sustainable Development) in Rio de Janeiro, June 2012), develop a new set of **Sustainable Development Goals** (SDGs)

Millennium Development Goals (MDGs) 2000-2015



Sustainable Development GOALS

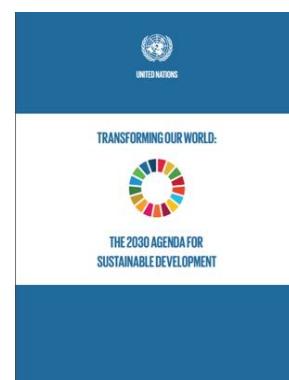


A democratic process

- A 3 years process involving all the member States of the UN
- Cooperation with major NGOs and civil society agencies
- Open forums and regional consultations around the world
- Survey of over 4.5 million people about the most important goals and how they might be achieved
- Collaborative wish for the world to create a better and more equal place to live in
- Around 5 million people involved in the process

The international proposal: 'Transforming our world'

- Approved in **2015**
- There are **similarities** regarding the format of the MDGs and the SDGs – e.g. each framed the international development agenda for a **15-year period** – but the SDGs have significantly expanded on the **scale and contents** of the MDGs
- Applicable to **all countries** of the world, removing the “developing” vs. “developed” dichotomy



The 5 Ps

The main goals focus on 5 interdependent **Ps**:

- **People**: the wellbeing of all people
- **Planet**: protection of the earth's ecosystems
- **Prosperity**: continued economic & technological growth
- **Peace**: securing peace
- **Partnership**: improving international cooperation

The focus on People (5 Goals)

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls

The focus on the Planet and on Prosperity (10 Goals)

6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable

(cont.)

12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

The focus on Peace (1 Goal)

16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

The focus on Partnerships (1 Goal)

17. Strengthen the means of implementation and revitalise the global partnership for sustainable development



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

- 17 goals
- 169 targets
- more than 230 indicators

The SDGs layers



Source: Stockholm Resilience Centre

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Interactions

GOALS SCORING

INHIBITIVE

The strongest form of positive interaction in which one objective is inextricably linked to the achievement of another. Reduction of air pollution (11.4) is indivisible from improved health and reducing non-communicable diseases (3.6).

+3

REINFORCING

One objective directly creates conditions that lead to the achievement of another objective. Increasing economic benefits from sustainable marine resources use (8.5) reinforces the creation of decent jobs and small enterprise in e.g. tourism (8.3 and 8.9).

+2

ENABLING

The pursuit of one objective enables the achievement of another objective. Developing infrastructure for transport (9.1) enables participation of women in the work force and in political life (5.5).

+1

CONSISTENT

A neutral relationship where one objective does not significantly interact with another or where interactions are deemed to be neither positive nor negative. By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution (14.2) is consistent with target 3.5 to strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.

0

CONSTRAINING

A mild form of negative interaction where the pursuit of one objective sets a condition or a constraint on the achievement of another. Concerning coastal areas (14.1) and development of safe affordable housing and basic services (11.1) may constrain each other.

-1

COUNTERACTING

The pursuit of one objective constrains another objective. Ensuring access to safe, nutritious and sufficient food can counteract sustainable water withdrawals (6.4) and reduction of chemicals releases (12.4).

-2

CANCELING

The most negative interaction in which progress in one goal makes it impossible to reach another goal and possibly leads to a deteriorating state of the second. A choice has to be made between the two. Developing infrastructure (9.1) could be counteracting the reduction of degradation of natural habitats in terrestrial ecosystems (15.1).

-3

Outdoor and indoor air pollution is responsible for 7 million deaths annually, as well as respiratory and cardiovascular diseases but also increases in particular deaths. In 2012, ambient outdoor air pollution was responsible for 3.6 million deaths, representing 3.6% of the total deaths. Worldwide, ambient air pollution is estimated to cause about 20% of the lung cancer deaths. Major urban centers in low and middle-income countries are the most exposed to this burden. (WHO, 2016).

Sustainable and diversified strategies for using the marine resource have opened up opportunities for small enterprises in fisheries or other harvesting and associated value-addition activities, as well as activities related to tourism. Many SDG and LDCs that are rich in these resources also have poor, vulnerable and marginalized coastal communities.

After debate public transport promotes social inclusion, more equal access to different parts of the city, and enabling employment for marginalized groups. In many places, women do not have access to a car and depend on public transport, walking or bicycling to get around, to work places and to social or political activities (INEC, 2016; ESDA, 2016).

There is no significant interaction between the two targets.

Establishing protection areas in the coastal zone and expanding urbanization, infrastructure or transportation spatial competition especially in densely populated areas. Integrated coastal zone management and marine spatial planning tools are readily available to mitigate spatial competition.

Increasing productivity in agriculture is a necessary but not sufficient condition to improve food security. In many places, this might entail increased and/or better irrigation as well as increased use of agro-chemical inputs.

In underdeveloped regions, developing roads, dams, and power grids might be a high priority, although it will cause some unavoidable fragmentation of habitats and compromising the integrity of the natural ecosystems, leading to risks in biodiversity as well as social risks.

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Example

15 LIFE ON LAND



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss

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12 Targets **14 Indicators**

15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements	15.1.1 Forest area as a proportion of total land area 15.1.2 Proportion of important sites for terrestrial and freshwater biodiversity that are covered by protected areas, by ecosystem type
15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally	15.2.1 Progress towards sustainable forest management
15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world	15.3.1 Proportion of land that is degraded over total land area
15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development	15.4.1 Coverage by protected areas of important sites for mountain biodiversity 15.4.2 Mountain Green Cover Index
15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species	15.5.1 Red List Index

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12 Targets	14 Indicators
15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed	15.6.1 Number of countries that have adopted legislative, administrative and policy frameworks to ensure fair and equitable sharing of benefits
15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products	15.7.1 Proportion of traded wildlife that was poached or illicitly trafficked
15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species	15.8.1 Proportion of countries adopting relevant national legislation and adequately resourcing the prevention or control of invasive alien species
15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts	15.9.1 Progress towards national targets established in accordance with Aichi Biodiversity Target 2 of the Strategic Plan for Biodiversity 2011–2020
15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems	15.a.1 Official development assistance and public expenditure on conservation and sustainable use of biodiversity and ecosystems
15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation	15.b.1 Official development assistance and public expenditure on conservation and sustainable use of biodiversity and ecosystems
15.c Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities	15.c.1 Proportion of traded wildlife that was poached or illicitly trafficked

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SDGs implementation

- Implementation of the SDGs started worldwide in **2016**. This process has been called "**Localizing the SDGs**".
- In each country, governments **translate the goals into national policies and legislation**, develop a plan of action, establish **budgets**
- At the same time governments should actively **search for partners** with the active involvement of **all kind of organizations** (public agencies, universities, NGOs, ...) to work on several goals at the same time.



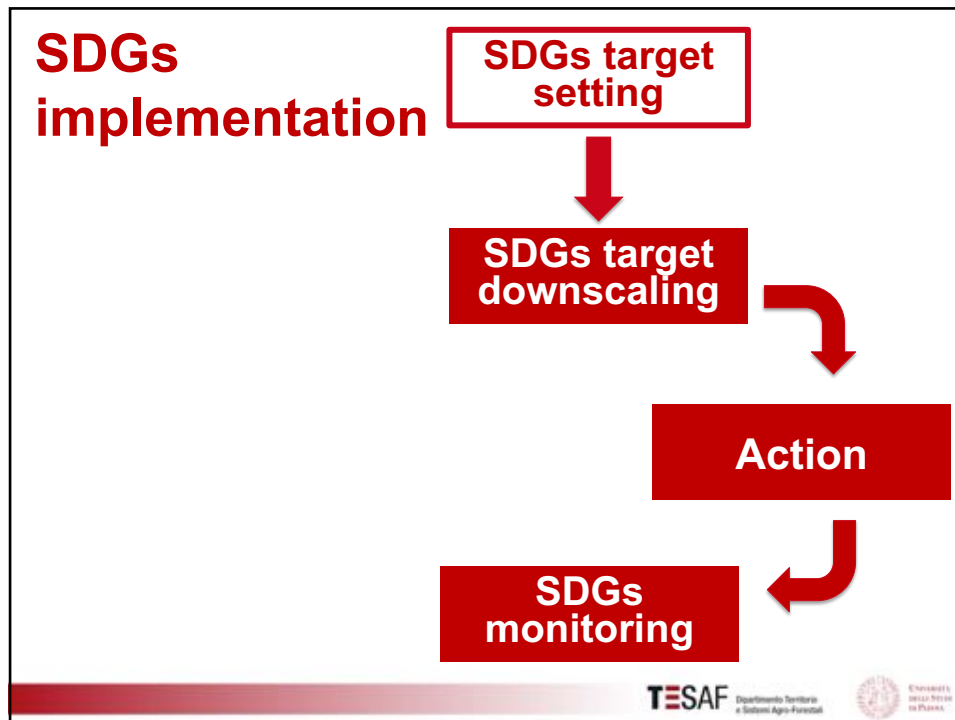
A cooperative work to coordinate UN agencies

International organization, including FAO, have supported the process. They are responsible for working with countries to report on indicators to the international monitoring framework



FAO: custodian of 21 indicators, which are under 6 goals





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Monitoring

<https://sdg-tracker.org>

- The online publication [SDG-Tracker](https://sdg-tracker.org) was launched in June 2018 and presents data across all available indicators. <https://www.sdgindex.org>
- The Global [SDG Index and Dashboards Report](https://www.sdgindex.org) track countries' performance on all 17 Sustainable Development Goals.

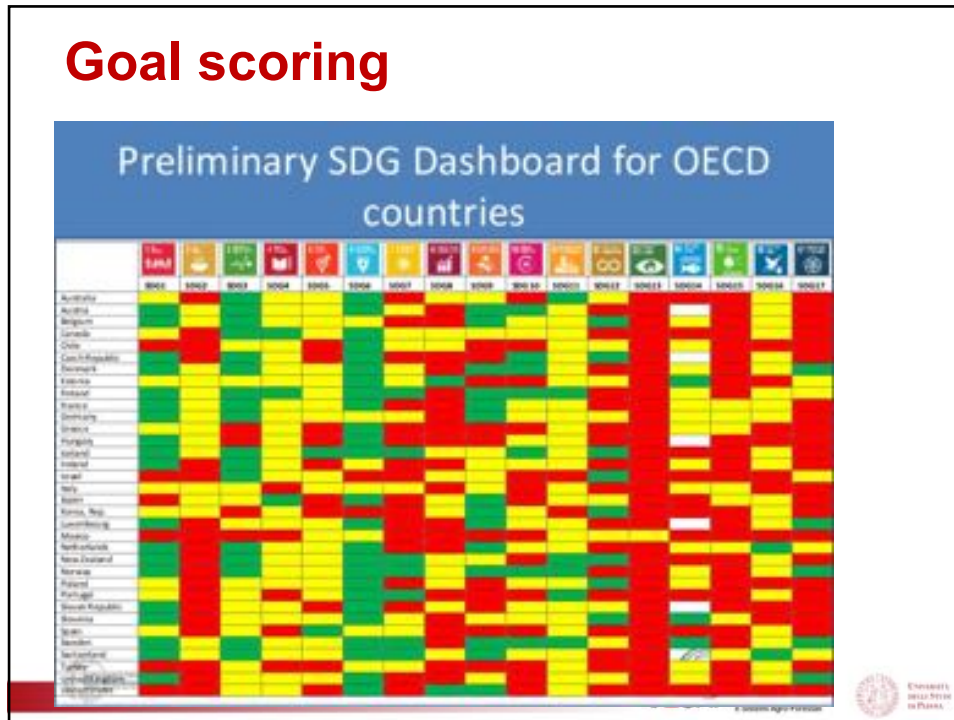
The **annual publication** is co-produced by Bertelsmann Stiftung and SDSN. It features trend analysis to show how countries performing on key SDG metrics has changed over recent years in addition to an analysis of government efforts to implement the SDGs.

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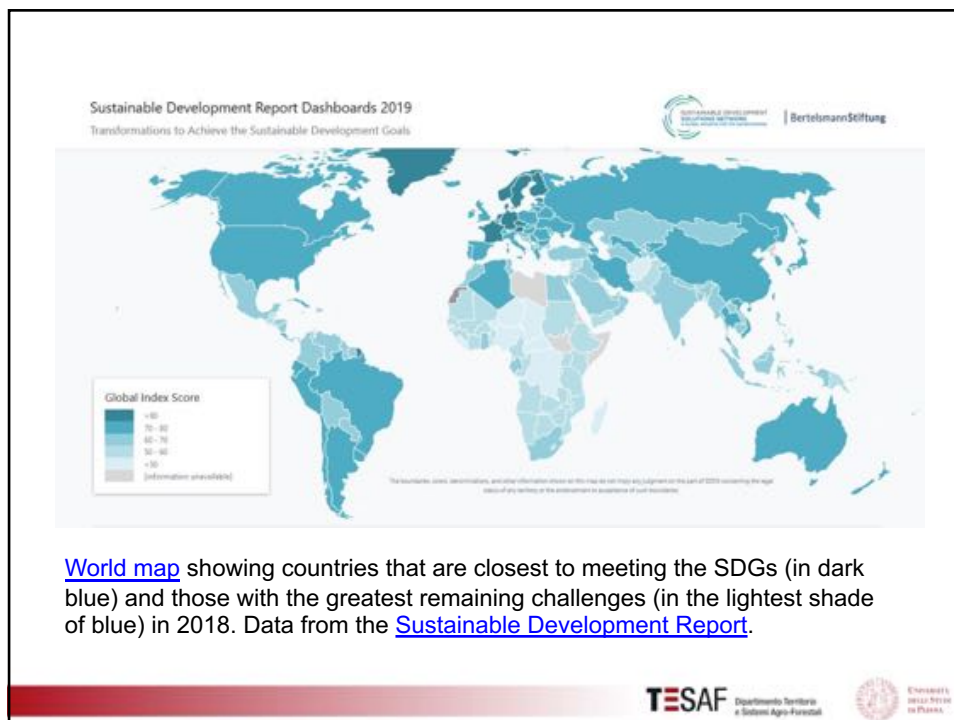
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Goal scoring

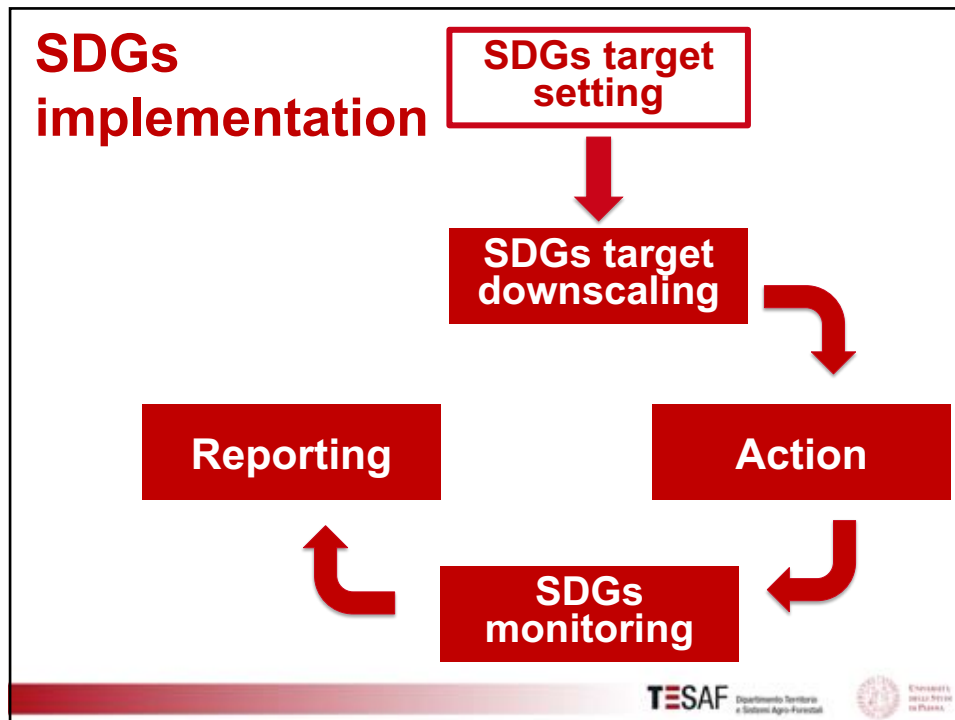


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[World map](#) showing countries that are closest to meeting the SDGs (in dark blue) and those with the greatest remaining challenges (in the lightest shade of blue) in 2018. Data from the [Sustainable Development Report](#).

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Sustainable Development Report 2020

ABOUT NEWS & INSIGHTS REPORTS

Sustainable Development Report 2020

The Sustainable Development Goals and Covid-19

Jun 30, 2020

The Sustainable Development Report 2020 presents the SDG Index and Dashboards for all UN member states and frames the implementation of the Sustainable Development Goals (SDGs) in terms of six broad transformations. It was prepared by teams of independent experts at the Sustainable Development Solutions Network (SDSN) and the Bertelsmann Stiftung.

[Download](#)

Explore the SDR 2020 Dashboards

The interactive SDR 2020 Dashboards provide a visual representation of countries' performance by SDGs to identify priorities for action.

Resources

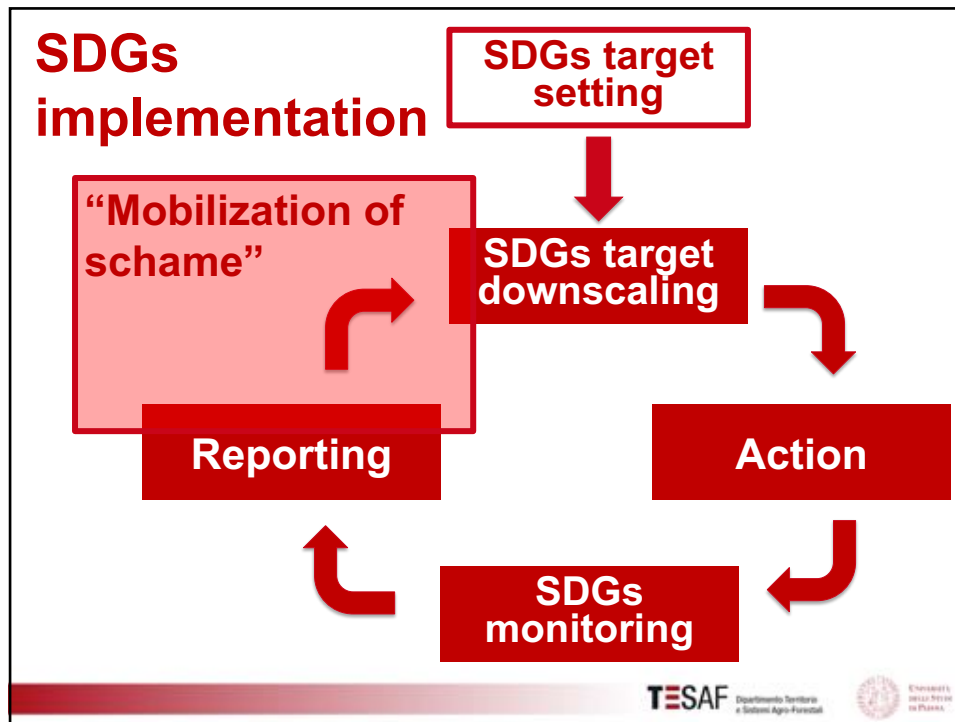
- Rankings
- Executive Summary
- Country Profiles
- About the Authors
- Press Release
- Download the Data
- GitHub

<https://www.sdgindex.org>

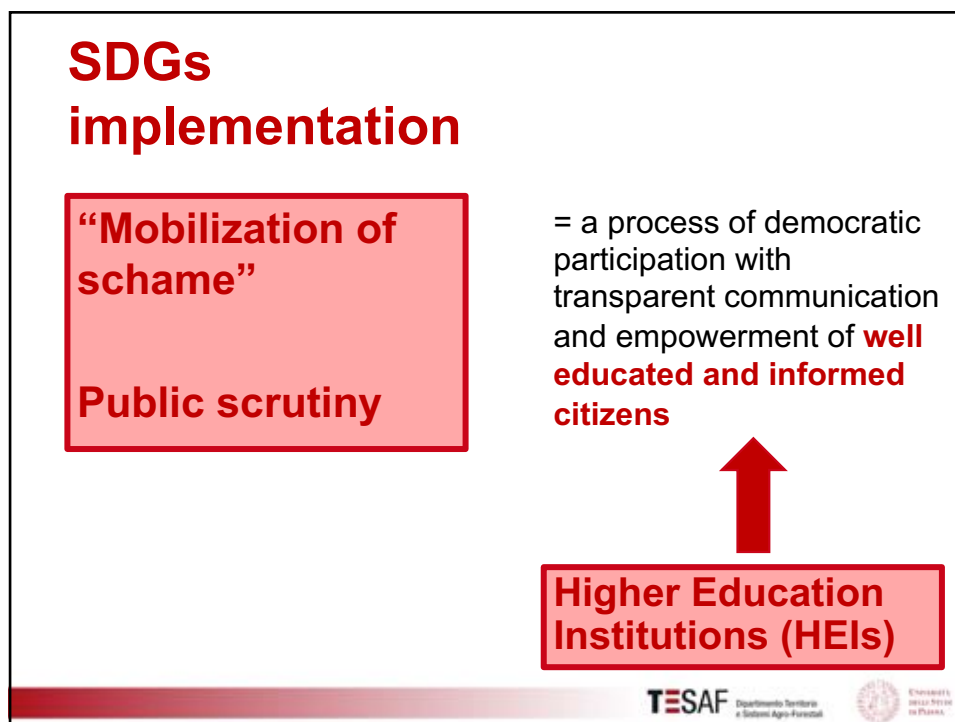
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Universities can contribute to SDGs in 4 fields



An overview of universities contributions to SDGs (Source: SDSN Australia/Pacific, 2017)

a. Education

- Education is one of the bedrocks of SDGs. The SDGs recognise the importance of education through **SDG 4**, which call for providing «***inclusive and equitable quality education and promoting lifelong learning opportunities for all***».
- SDG 4 is **implicitly present** when delivering high education courses



6 SDGs and targets recognize explicitly the importance of **new knowledge and skills** to achieving the targets

Source: Accelerating Education for the SDGs in Universities, 2020

SDG	Target
	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
	8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
	12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning 13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities
	16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime
	17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation

For the other SDGs universities have a key role because they:

- Provide **specific academic or vocational training** to implement SDG culture

This can be done through



**Specific courses on SDGs
organized by the University**

Module 1 - Sustainable Development Goals and their connection with forests

In this Module, you will have a look at the Sustainable Development Agenda of the United Nations and you will get acquainted with the Sustainable Development Goals (SDGs). You will also discover that there is a link between forests and every SDG!

- E-lesson 1.1 - The United Nations and the beginning of the Sustainable Development Agenda
- E-lesson 1.2 - The Sustainable Development Goals
- E-lesson 1.3 - SDGs: links with forests

Module 2 - Focus on forests

Do you know what is deforestation and forest degradation? Have you ever seen them? In this Module we will also understand what are the objectives of the United Nations for the forests of the future and we will investigate the vast array of ecosystem services generated by forests.

- E-lesson 2.1: Have you ever seen deforestation or forest degradation?
- E-lesson 2.2 - SDG 15: The central role of forests in sustainable development
- E-lesson 2.3 - Basics on ecosystem services

Module 3 - Forests and climate

This Module aims at introducing the analyses of the Intergovernmental Panel on Climate Change (IPCC) and to let you understand what is your carbon footprint and from what actions it mainly derives from. Then, we will discover why forests are crucial for climate.

- E-lesson 3.1 - IPCC forecast
- E-lesson 3.2 - Calculate your carbon footprint
- E-lesson 3.3 - Forests for climate mitigation and adaptation
- Keenan 2015, forests, adaptation

Module 4 - Policies and markets for climate & forests

What is the international community doing for forests/climate? In this Module we will see that forest-based adaptation and mitigation have been incorporated into global climate agreements since the United Nations Framework Convention on Climate Change (UNFCCC) was ratified in 1992. The following mechanisms and programmes are included in the framework. We will also see that the initiatives are not only defined and implemented at institutional level: there is a fervent market in which private and organizations, on a voluntary basis, make transactions of credits deriving from forestry projects.

- E-lesson 4.1 - The Kyoto Protocol and Paris Agreement
- E-lesson 4.2 - The REDD mechanism
- E-lesson 4.3 - Domestic initiatives and voluntary carbon markets

Module 5 - Forest carbon projects

Ready to go on the field? In this Module, you will see real forest carbon projects and you will get the basis to estimate carbon credits deriving from different forestry activities.

For the other SDGs universities have a key role because they:

- Provide **specific academic or vocational training** to implement SDG culture

This can be done through

Specific courses on SDGs
organized by the University

MOOC (Massive On-line
Open Sources Courses)

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sdgacademy COURSES ABOUT US GOALS FACULTY MORE CONTINUE WITH EDX

Free, open educational resources from the world's leading experts on sustainable development

The SDG Academy creates and curates free mass educational materials on sustainable development Goals.

<https://sdgacademy.org>

MOOCs

Organising for the Sustainable Development Goals (SDGs) (FutureLearn)

Aug 31st 2020 Hanken School of Economics FutureLearn English

SDG: Moving Towards Sustainable Work (edX)

Self Paced UC3Mx, Universidad Carlos III de Madrid (UC3M) EdX English English

The Sustainable Development Goals – A global, transdisciplinary vision for the future (Coursera)

Nov 2nd 2020 University of Copenhagen Coursera English English

In 2015, the UN launched the 17 Sustainable Development Goals (SDGs). Adopted by 193 member states, the goals represent an important international step in setting humanity on a trajectory towards sustainable development. Within this course, you will get a historical overview of how sustainability has been understood, as well as a thorough introduction to the SDGs – what they are, how progress can be measured, and how the SDGs are relevant for the management of the global systems supporting humanity. The course will examine how various societal actors are responding to and implementing the SDGs.

the United Nations'... ple work. The United... and improve the lives of... formal public or... rticipation from

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For the other SDGs universities have a key role because they:

- Provide **specific academic or vocational training** to implement SDG culture

This can be done through

Specific courses on SDGs organized by the University

MOOC (Massive On-line Open Sources Courses)

Modules/lessons on SDGs within normal curricular courses (which already meet SDGs with their business-as-usual activities)

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For the other SDGs universities have a key role because they:

- Provide **specific academic or vocational training** to implement SDG culture
- Provide students with **skills and motivations** to address the challenges and use the opportunities of the SDGs

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Educational offer

Search

Q

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First cycle
degree courses

Second cycle
degree courses

Single cycle
degree courses

School of Agricultural Sciences and Veterinary Medicine

FOREST SCIENCE - SCIENZE FORESTALI

Course unit
FOREST POLICY FOR A BIO-ECONOMY STRATEGY
AVP7078797, A.A. 2020/21

Information concerning the students who enrolled in A.Y. 2020/21

• Information on the course unit

<p>Degree course</p> <p>Degree course track</p> <p>Number of ECTS credits allocated</p> <p>Type of assessment</p> <p>Course unit English denomination</p> <p>Website of the academic structure</p> <p>Department of reference</p> <p>E-Learning website</p>	<p>Second cycle degree in <u>FOREST SCIENCE - SCIENZE FORESTALI</u> AVD091, Degree course structure A.Y. 2017/18, A.Y. 2020/21 <u>FOREST AND LAND MANAGEMENT (001LE)</u></p> <p>6.0</p> <p>Mark</p> <p>FOREST POLICY FOR A BIO-ECONOMY STRATEGY</p> <p>https://www.agrariamedicinaveterinaria.unipd.it/ Department of Land, Environment, Agriculture and Forestry https://elearning.unipd.it/scuolaamv/course/view.php?idnumber=2020-AV2091-001LE-2020-AVP7078797-N0</p>
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bring this page
with you

2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



6 CLEAN WATER AND SANITATION



8 DECENT WORK AND ECONOMIC GROWTH




9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



13 CLIMATE ACTION



15 LIFE ON LAND



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



4 QUALITY EDUCATION



5 RUSTIC AND URBAN SETTLEMENTS



7 AFFORDABLE AND CLEAN ENERGY



10 INDUSTRY, INNOVATION AND INFRASTRUCTURE



14 LIFE BELOW WATER



11 SUSTAINABLE CITIES AND COMMUNITIES



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How to related a course to its SDGs?

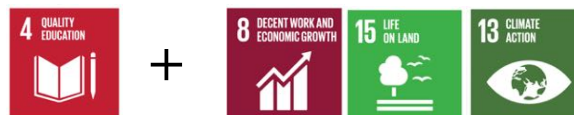
Extract from the syllabus the key words

Build a word cloud



Derive the SDGs

E.g. for a forest management course that also touches climate aspects could be:



For the other SDGs universities have a key role because they:

- Provide **specific academic or vocational training** to implement SDG culture
- Provide students with **skills and motivations** to address the challenges and use the opportunities of the SDGs
- **Empower and mobilise** young people, enhancing opportunities for capacity building of students to address challenges related to SDGs



complimentary flask for reduction of single-use plastic bottle

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Sustainable Agripolis 8 settembre · 🌍

Will Padova follow the lead of C40 cities - Rome, Milan and Venice to invest in better air quality? We need to make it a reality by continuously bringing up the topic to public debates and acting on it immediately! Clean air is a human right! #strongertogether #sustainablecampus #CleanAirForAll #TheFutureWeWant <https://www.youtube.com/watch?v=apgck5jtySL...>

Visualizza traduzione

Clean air is a human right.

YOUTUBE.COM

C40 Clean Air Cities Animation

Clean air is a human right. In #TheFutureWeWant, all people, no ...

<https://www.facebook.com/sustainable.agripolis/>

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Universities can contribute to SDGs in 4 fields



An overview of universities contributions to SDGs (Source: SDSN Australia/Pacific, 2017)

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b. Research

- A number of **targets** directly refer to the need for research related activities as key component of addressing the SDGs.

Examples:



9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending

9.b Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities

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SDGs 2.a, 3.b, 7.a, 12.a, refer to the need for scientific research and input on **sustainable agriculture, vaccines development, and sustainable consumption and production.**

SDGs 14.3, 14.4, 14.5, 14.a refer to the need for scientific input in addressing **ocean and fisheries** management

Research proposals, research reporting and dissemination can be associated to the targets

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- How to apply
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Teachers and students

- + Supervisors
- Students XXXV Cycle

Photo	Name & Surname	Supervisor(s)	Thesis title (reviewers)

Photo	Name & Surname	Supervisor(s)	Thesis title (reviewers)
	Mara Thiene Nicolas Robert (Joint Research Centre)	Viola Di C...	Quantifying the socio-economic benefits from forest ecosystem services to the European forest-based bioeconomy SDGs 2.4, 8.4, 11.4, 12.2, 12.6, 13.3, 15.1, 15.2, 15.9
	Federica Romagnoli	Mauro Masiero,	Adaptive strategies and community resilience after extreme climatic events: the case of Vaia storm in Italy SDGs 11.4, 11.5, 11.7, 11.a, 13.1, 13.2, 13.3, 15.4, 15.9, 15.a, 16.6, 16.7, 17.17
	Laura Secco Cristina Adams (USP- BRA) Robin L. Chazdon (USC-AUS)	Aurelio Padovezi	Uncovering social innovation of Brazilian forest and landscape restoration initiatives SDGs 15.1, 15.2, 15.3, 15.5, 13.2, 13.3, 6.6, 10.2, 2.4, 8.3, 17.16

<https://www.tesaf.unipd.it/en/lerh>

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Once research projects are defined in relation to the Goals, Target (Indicators) and the associated budget and human resources involvement ...

... we can define:

- the (financial) role of the HEI in contributing to the 2030 Agenda,
- the focus areas,
- the coherence with the HEI' mandate (see its Statute)

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Universities can contribute to SDGs in 4 fields



An overview of universities contributions to SDGs (Source: SDSN Australia/Pacific, 2017)

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c. Internal governance and d. External leadership

- Teaching organization (see before)
- Management structure:
 - Delegate of the Rector
 - Sustainability office with sustainability chief officer
 - Training of administrative staff and teacher (ToT)
 - Public procurement
 - Special (periodical) events (e.g., the Week of Sustainable Development)
 - Monitoring, reporting and communication

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Monitoring, reporting, communication

- General reports: Sustainability report
- Report on more specific topics:
 - Gender balance
 - Social inclusion
 - Mobility
 - Carbon footprint
 - Water footprint
 - Plastic consumption
 - ...

Global Reporting Initiative (GRI) standards, but in some cases (GHGs) specific standards for the universities are available

Monitoring and reporting are functional to **Ranking:** UI GreenMetric

2019 UI GreenMetric World University Rankings Result

Congratulations!

Top 10 Most Sustainable Universities in the World
Jakarta, 3 December 2019

1	WAGENINGEN UNIVERSITY & RESEARCH NETHERLAND	4	UNIVERSITY OF NOTTINGHAM UNITED KINGDOM
2	UNIVERSITY OF OXFORD UNITED KINGDOM	5	NOTTINGHAM TRENT UNIVERSITY UNITED KINGDOM
3	UNIVERSITY OF CALIFORNIA DAVIS UNITED STATES OF AMERICA	6	UMWELT-CAMPUS BIRKENFELD GERMANY
		7	LEIDEN UNIVERSITY NETHERLAND
		8	UNIVERSITY OF GRONINGEN NETHERLAND
		9	UNIVERSITY COLLEGE CORK IRELAND
		10	BANGOR UNIVERSITY UNITED KINGDOM

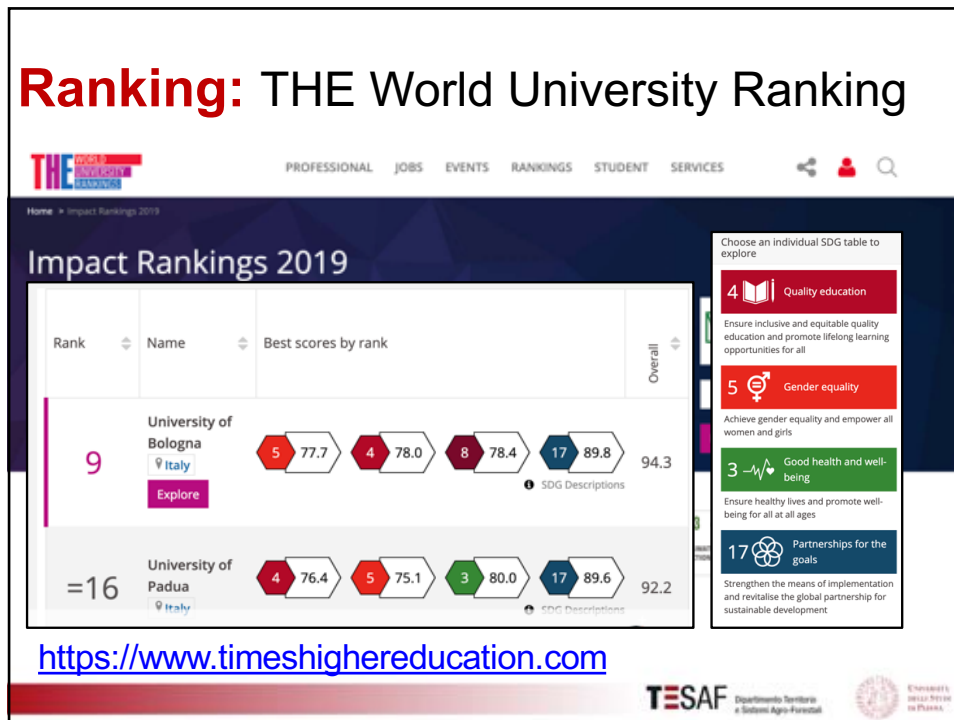
for complete world rankings
See: <http://greenmetric.ui.ac.id/overall-rankings-2019/>

For more information:
email: greenmetric@ui.ac.id

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Outline

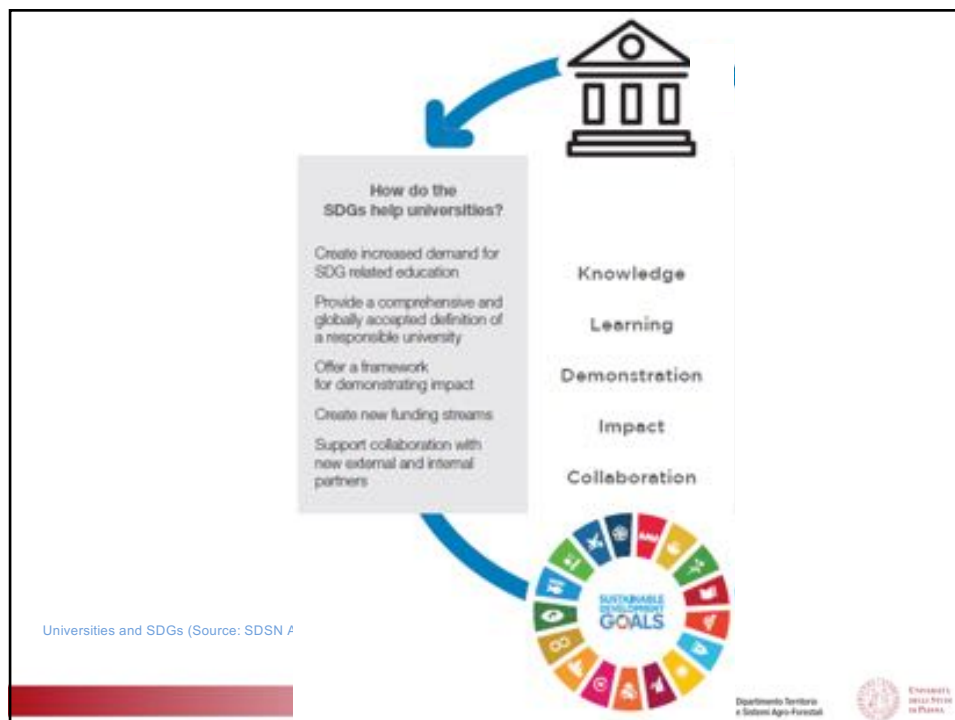
- The SDGs logical framework
- How SDGs work?
- What HEIs can do?
- **Conclusion**

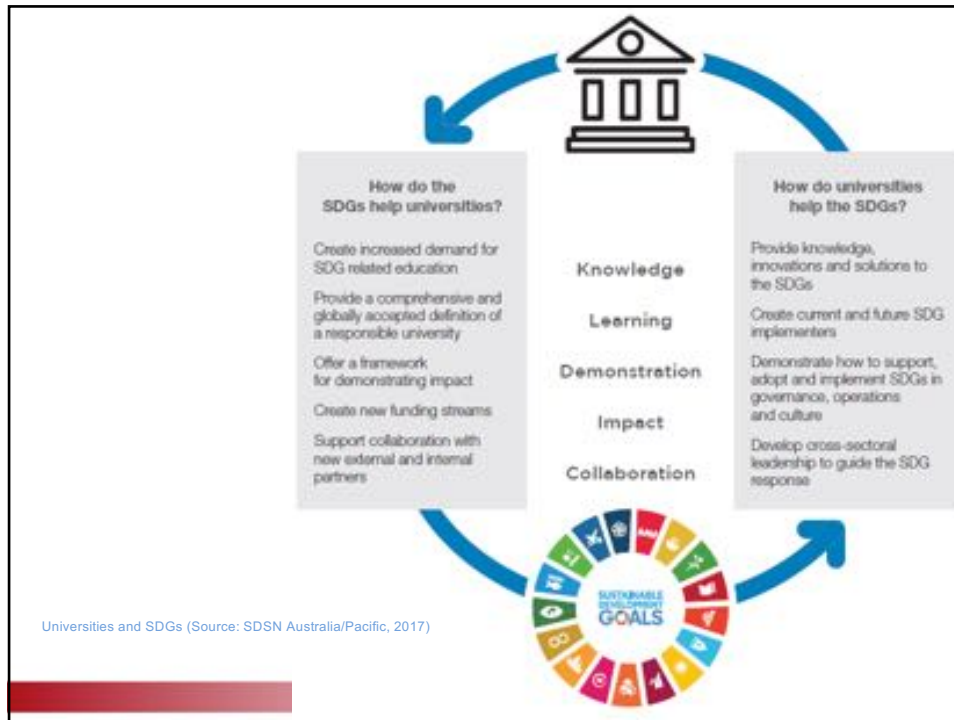
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Universities: create and disseminate knowledge (a moral mandate).

SDGs may have **2 roles**:

- A in **internal tool**: a **logical frame** for managing the organization
- An **outcome**: research and education **are powerful drivers** of global, national and local innovation, economic development and social wellbeing = reaching the sustainable goals





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To learn more:

<https://www.sdgstudent.org/universityguide>

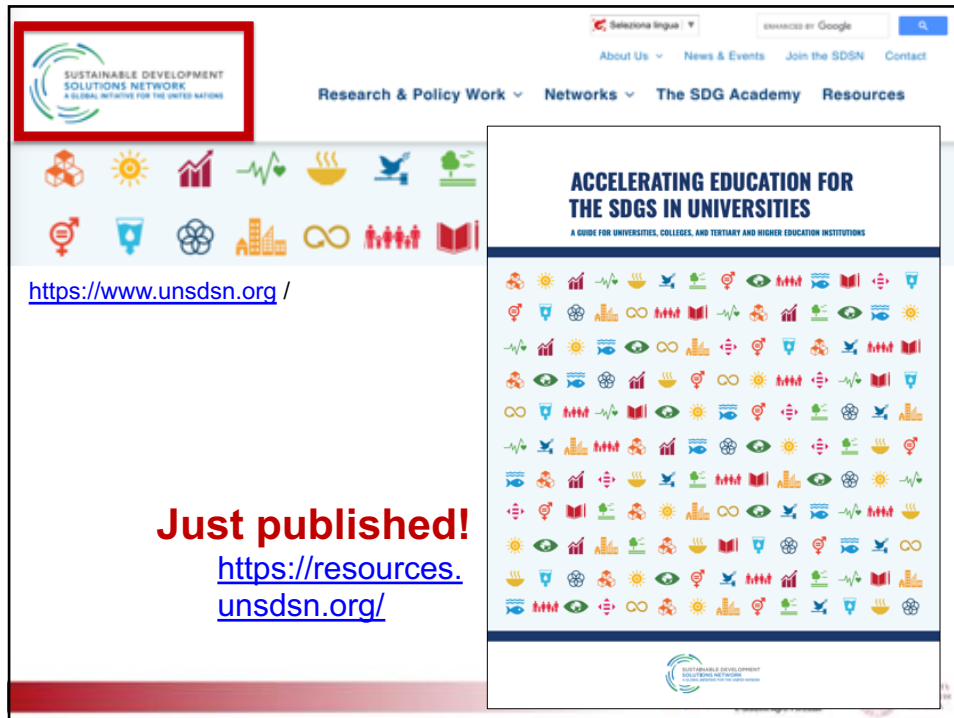
AUSTRALIA, NEW ZEALAND & PACIFIC EDITION

GETTING STARTED WITH THE SDGS IN UNIVERSITIES

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<https://resources.unsdsn.org/>

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