SUSTAINABLE
DEVELOPMENT
G🌀ALS

Annual SDG Accord Report 2024

A summary of progress towards the Global Goals in the University and College sector

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SUSTAINABLE DEVELOPMENT SOLUTIONS NETWORK
A GLOBAL INITIATIVE FOR THE UNITED NATIONS

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Foreword

The 2024 SDG Accord Annual Progress Report highlights the critical role that universities and colleges play in advancing the United Nations' 17 Sustainable Development Goals (SDGs). As we face a pivotal year for the future of the goals, I commend the signatories of the Accord for showing such strong commitment to embedding the SDGs into their work.

In this report, 86% of signatories have found the SDGs to be a valuable framework, fostering multidisciplinary dialogue on sustainable development within their institutions. The report emphasises the benefits of whole-institution alignment with the SDGs. Organisations that have committed leadership, allocated funding, dedicated staff and clear governance structures find it easier to make progress across different departments. The Sustainable Development Solutions Network (SDSN) has reached similar conclusions through our work, including our guides on Getting Started with the SDGs in Universities and Accelerating Education for the SDGs in Universities.

It is encouraging that, around the world, even those institutions that cannot yet commit to a whole-institution alignment to the SDGs are taking consistent and positive steps forward on all 17 SDGs. The breadth of case studies shown in this report illustrates that there is no single approach to embedding these goals but rather a diverse array of strategies tailored to different contexts. With the escalating climate crisis, it is positive that 53% of signatories have prioritised SDG13 (Climate Action) among their top three goals for the coming year. Still, the challenge remains in turning this prioritisation into real, measurable progress.

Foreword

This report arrives at a crucial moment, with world leaders gathering for the UN Summit of the Future in September 2024. This summit offers a unique opportunity to accelerate progress towards the SDGs, as the 2024 SDSN Sustainable Development Report and the 2024 United Nations SDG report warn that the world is off track to meet the 2030 deadline. The summit will explore ways to enhance international cooperation and consider the future of the SDGs beyond 2030. The SDSN mobilizes the world's academic and research institutes and leverages their strengths to help realize the SDGs and the Paris Agreement and has recently been working to ensure that the voice of higher education is represented at the summit. In that sense, SDSN and its members, are advocating for the extension of the SDG framework to 2050, with updated high-ambition milestones and quantified objectives.

We have five years left of the UN Decade of Action. As conversations unfold on the future of the SDGs, we must accelerate SDG-action now. This will be impossible without the active engagement of universities and colleges around the world: They must educate future leaders on sustainable development, conduct impactful research, create innovative technologies and business models, and forge transformative partnerships to tackle today's complex challenges. In this important process, this report can serve institutions from different contexts to increase their impact on sustainable development.

María Cortés-Puch
Vice President and Head of Networks
UN Sustainable Development Solutions Network

What is the SDG Accord?

The SDG Accord is the higher education sector's collective response to the Sustainable Development Goals (SDGs), also referred to as the Global Goals. They were adopted by the United Nations (UN) in 2015 as a universal call to action to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity. The Accord is a global movement of over 2800 organisations and individuals in the Higher Education and Technical & Vocational Education & Training (TVET) sector who are committed to embedding the SDGs in their work. The Environmental Association of Universities and Colleges (EAUC) act as the secretariat for the SDG Accord, as well as two other international programmes; the International Green Gown Awards and Race to Zero for Universities & Colleges. The initiative is endorsed by the United Nations, as well as many other global partners, and was launched in 2017.

The initiative enables the sector to publicly demonstrate its collective, global commitment to playing a part in meeting the Global Goals. Change is made possible when we reach beyond borders and backgrounds. The Higher Education and TVET sector are a critical part of the movement and are uniquely placed to be leaders in driving progress and mobilising wider systems change.

Who can sign the SDG Accord?

| **402** institutions | **67** student unions | **250** support organisations | **2163** individuals |
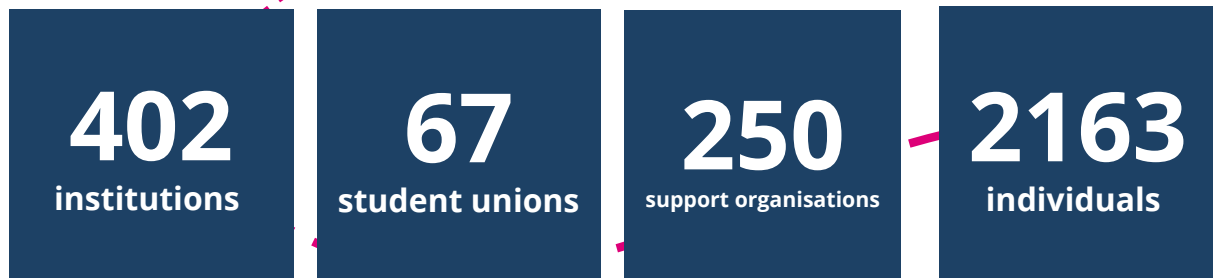
The SDG Accord is free to sign, and available to institutions worldwide, wherever they feel they are on their sustainability journey. There are four types of signatory – institutions, student unions, support organisations and individuals.

All signatories are encouraged to follow the principles outlined but only institutions (authorised by the highest authority within the organisation) are required to:

- Align all major efforts with the SDG targets and indicators across the whole organisation, including in education, research, leadership, operational and engagement activities.

- Involve members from all key stakeholder groups in this endeavour, including students, academics and local communities.

- Support the collective effort to highlight the importance of sustainability within education settings.

- Report annually on progress as ongoing public declaration of their commitment to embedding the SDGs and as a means to contribute to the collective data which is shared widely and used by the UN, governments and sector bodies.

Methodology and approach

Since 2018, the SDG Accord has released an annual report to show how much progress has been made toward achieving the Sustainable Development Goals in the Higher Education and TVET sector. The information from institutions provides valuable insights into the actions taken by institutions across the world. It highlights successes and progress made but also helps identify where there are still common challenges and obstacles for the sector. Although every signatory's sustainability journey is unique, sharing their data and experiences creates opportunity for cross-sector insight, learning and collaboration.

Institutional signatories reported their progress through an online survey during May and June 2024. Respondents answered 25 questions reflecting on their progress in the last 12 months and identifying priorities for the coming year. A full list of institutional signatories can be found at the end of this report. Signatories were also given the option to provide case studies, highlighting a particular initiative implemented by their organisation and sharing any key lessons learned.

Institutions were encouraged to work together across departments to gather comprehensive and relevant information.

We use the report and information provided in the report to guide our annual sustainability action plan."

Confederation College, Canada

We use the survey as a tool to discuss our institutional wide response to the SDGs with our University Management team and our Sustainability General Board. The survey is an opportunity to discuss and agree on those SDGs we are performing well on, where there is room for improvement and what our priority SDGs are for the coming year."

University of Galway, Ireland

Overview of reporting signatories

2024 was the Accord's largest reporting year to date with 184 reporting institutions. This is compared to 145 reporting signatories in 2023, and 102 in 2022. 65 of these were signatories who were reporting for the first time.

Signatories reported from 40 countries in total. 53% of reporting institutions were from Europe, followed by 23% from North America, 20% from Asia and the Pacific and 2% in Africa and Latin America & the Caribean respectively. There is therefore a bias towards institutions in the Global North within the current pool of reporting signatories.
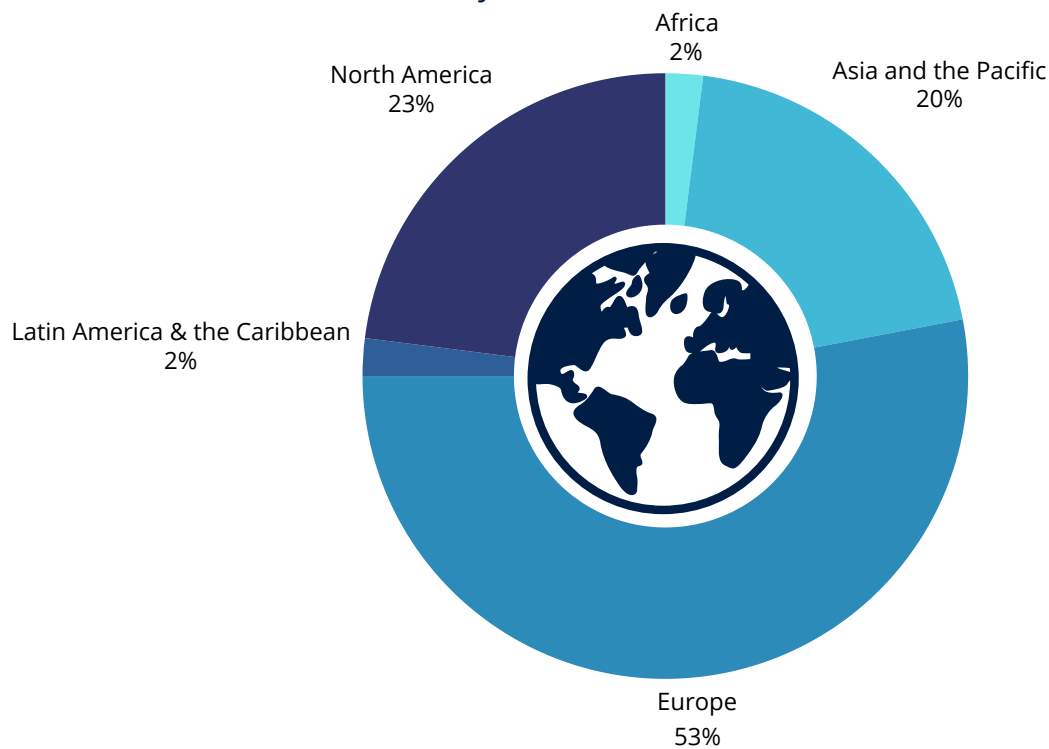
We received 41 case studies this year.

Figure 1: Geographic representation by UN region

Strategic approach to the SDGs

We asked signatories to report on their current progress status* on embedding the SDGs within different operational areas. Institutions most frequently selected 'emerging' across all four operational areas (figure 2).

48 Institutions identified as 'struggling' in at least one category. Of those 48 institutions, budget (92%), staff capacity (69%), senior management support (44%) and Training (44%) were the areas most frequently limiting institutions from achieving beyond struggling.
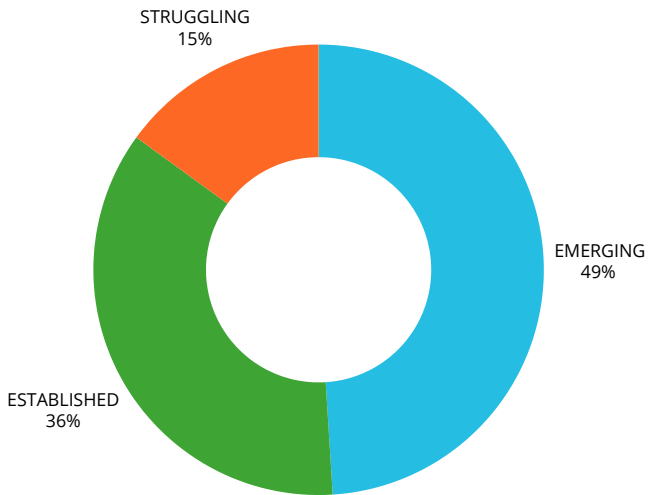
49% of institutions reported having an allocated budget specifically for SDG activities, either external or internal.

Internal budget was used to fund a range of activities, from covering staff time to focus on the SDGs, to delivering events or training to implementing capital projects.

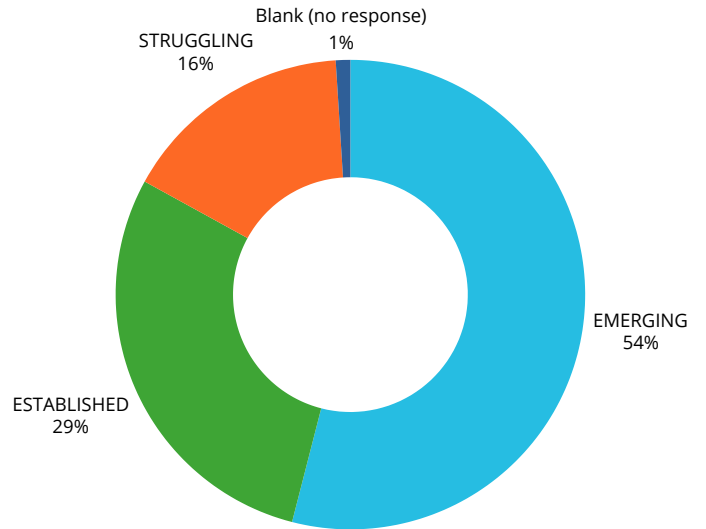*STRUGGLING (institutions just beginning to address the SDGs); EMERGING (institutions with an established approach to SDGs); ESTABLISHED (clear structures in place to embed the SDGs across the institution and consistently delivering year-on-year)

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Figure 2 - a summary of progress status* across four operational areas

Leadership and governance

STRUGGLING
15%

EMERGING
49%

ESTABLISHED
36%

Estates & operations

Blank (no response)
1%

STRUGGLING
16%

EMERGING
54%

ESTABLISHED
29%

Learning, teaching and research
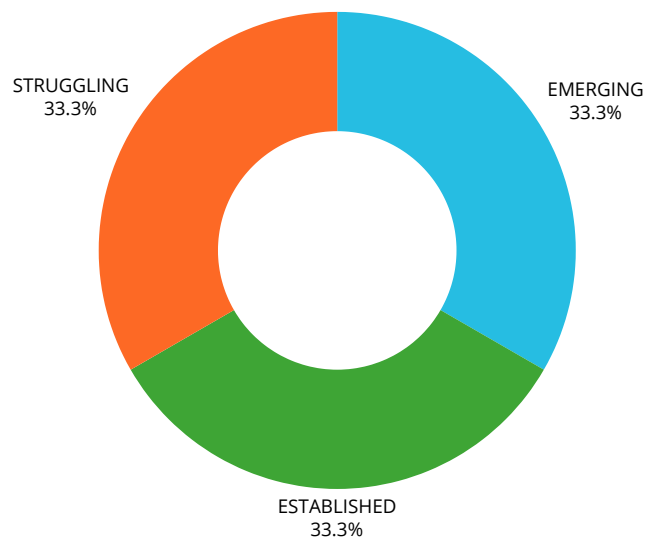
STRUGGLING
11.1%

EMERGING
61.6%

ESTABLISHED
27.3%

Partnerships & engagement

STRUGGLING
33.3%

EMERGING
33.3%

ESTABLISHED
33.3%

*STRUGGLING (institutions just beginning to address the SDGs); EMERGING (institutions with an established approach to SDGs); ESTABLISHED (clear structures in place to embed the SDGs across the institution and consistently delivering year-on-year)

Impact on SDGs in the last year

As figure 3 shows, in the last 12 months, the SDGs that institutions have most influenced are SDG4 (Quality Education), SDG13 (Climate Action), and SDG3 (Good Health and Wellbeing). These are the same as reported in previous years. Institutions continue to report that they had the least influence on SDG14 (Life below Water) and SDG6 (Clean Water and Sanitation). SDG1 (No Poverty) was the third least influenced SDG in 2023 but has been marginally replaced by SDG2 (Zero Hunger) this year.

Top 3 most and least influenced SDGs

4 QUALITY EDUCATION	13 CLIMATE ACTION	3 GOOD HEALTH AND WELL-BEING
59%	33%	27%
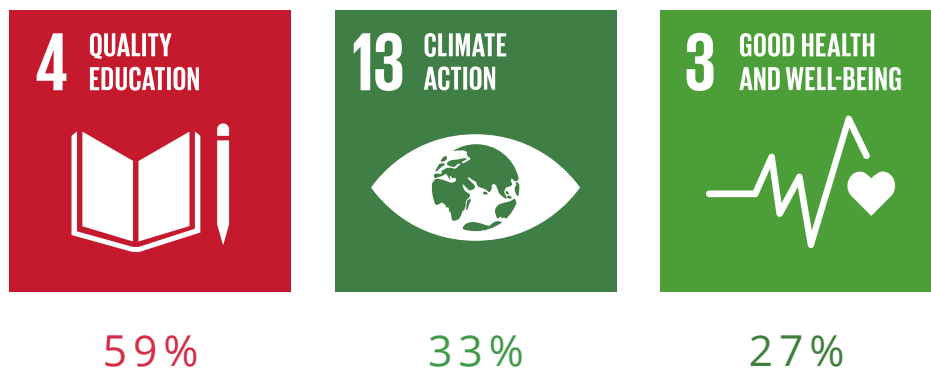
Figure 3: The three most influenced SDGs at reporting institutions in the last 12 months *

14 LIFE BELOW WATER	6 CLEAN WATER AND SANITATION	2 ZERO HUNGER
61%	42%	31%

Figure 4: The three least influenced SDGs at reporting institutions in the last 12 months *

Priorities for the next year

Institutions were asked to identify the three SDGs they plan to prioritise in the next 12 months. As we would expect, there was a greater focus on operationalising SDG4 (Quality Education) within Learning, Teaching & Research (40%), and good representation across Leadership & Governance (25%) and Partnerships & Engagement (22%) but a noticeably lower focus on Estates & Operations (13%). The operational focus for SDG13 (Climate Change) was fairly evenly split between Estates & Operations (29%), Leadership & Governance (28%), Learning, Teaching & Research (22%) and Partnerships & Engagement (21%). The majority of signatories who will be prioritising SDG13 in the next 12 months also selected more than one operational area of focus. We can infer that there is increasing recognition within the sector that SDG13 requires a cross-departmental approach and should not be resigned to just one area of the institution. However, there is much still to do to ensure tangible and meaningful progress at the pace required for this SDG.

The top three priority areas for institutions in the next 12 months:

Figure 5: The top three priority areas for institutions.

Support needs

Signatories were asked what support they require to advance their work on the SDGs in the next year. 78% of signatories reported budget as their greatest internal support need followed by 65% who need additional senior mangement support and 57% who cited training needs. Externally, the area reported as most useful to advancing the SDGs was government support (69%), followed by budget (67%) and guidance (50%).

Top 3 **internal** support needs reported:

Budget (78%)

Senior management (65%)
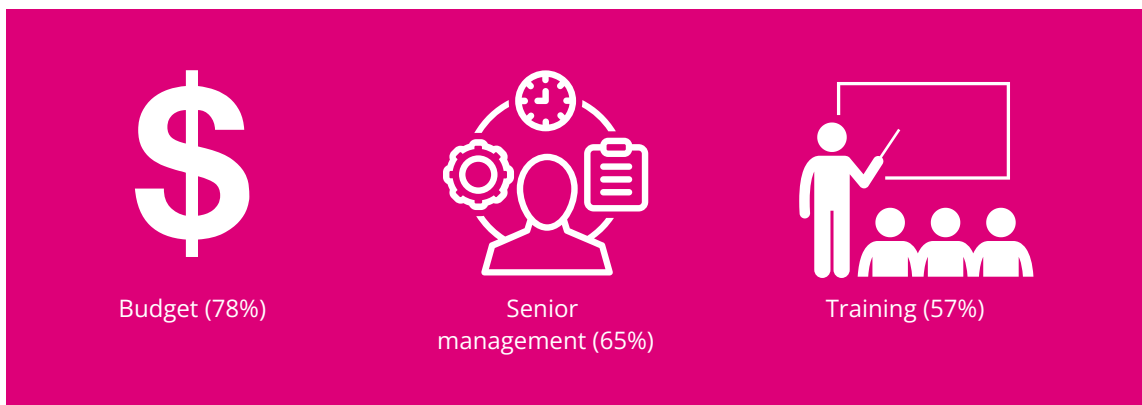
Training (57%)

Figure 6: The top three internal support areas identified.

Top 3 **external** supporter needs reported

Government support (69%)
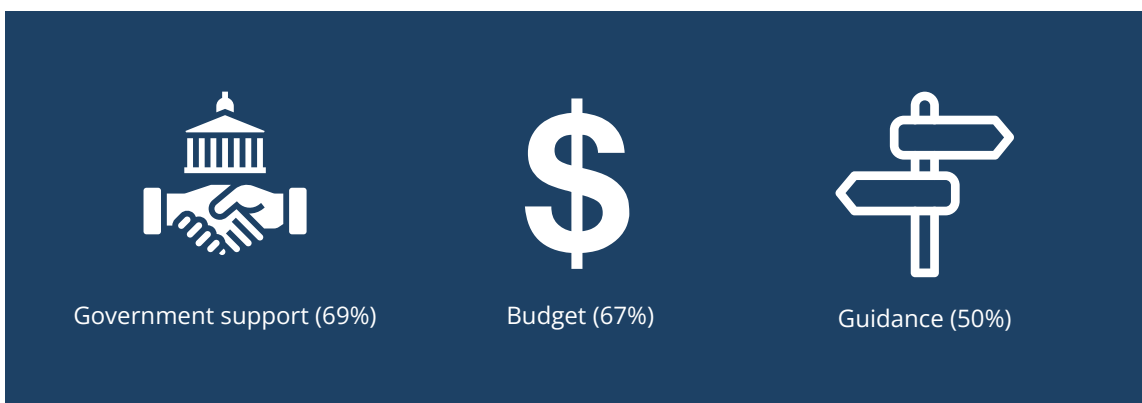
Budget (67%)

Guidance (50%)

Figure 7: The top three external support areas identified.

Benefits of SDG alignment

Signatories outlined the benefits of aligning their departmental and institutional activities with the SDGs. Results show that the SDG Accord is facilitating positive impacts in a range of areas, with the top eight being:

BETTER DIALOGUE WITHIN THE INSTITUTION

86%
of respondents said that aligning activities with the SDGs opened a **more relatable and clear dialogue on sustainability within the institution**.

CLEAR CONTRIBUTION TO SUSTAINABILITY

78%
of respondents said that aligning activities with the SDGs positively influenced the image of the institution by showing its **contribution to global and local wellbeing**.

STUDENT & STAFF ENGAGEMENT

67%
of respondents said that aligning activities with the SDGs **encouraged staff and students to initiate innovative projects** to support one or more of the SDGs.

BETTER DIALOGUE EXTERNALLY

65%
of respondents said that aligning activities with the SDGs opened a **more relatable and clear dialogue on sustainability with external stakeholders**.

Figure 8: Benefits of SDG alignment

Benefits of SDG alignment

NEW PARTNERSHIPS

58%
of respondents said they had built **new external partnerships** based on the SDGs.

AN EVALUATION FRAMEWORK

58%
of respondent said the SDGs provide a **framework for evaluation** and delivery of activities.

BETTER INTER-DEPARTMENTAL WORKING

55%
of respondents said the SDGs created **cohesion between institutional departments** as they work together on one or more SDG.

BEHAVIOUR CHANGE

51%
of respondents said that aligning work with the SDGs caused a **behaviour change** such as removing single-use plastics or reducing air travel.

Case Studies

A number of signatories generously shared case studies highlighting practical ways they are aligning with the SDGs at their institution. You can view the full range of fantastic case studies from our signatories here.

A LITTLE FUNDING CAN GO A LONG WAY

NOVA SCOTIA COMMUNITY COLLEGE (CANADA)

FOCUS ON All 17 SDGs

Nova Scotia Community College launched an SDG Project Fund to help advance the 17 Sustainable Development Goals (SDGs) and support a variety of sustainability projects across their campus. From purchasing a new gardening storage shed to launching a new bike loan program, the fund empowers students and staff to contribute to environmental sustainability and interest in the fund continues to grow year after year.

> **We would strongly encourage any post-secondary institutions who are considering implementing an SDG Project Fund to do so."**
>
> Anna Jessop, Sustainability Project Manager

Take a look at the 2024 case studies

Or click here

ECO-FRIENDLY WASTE MANAGEMENT
ANNA UNIVERSITY, INDIA
SDG 12

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Anna University houses 3,500 students across its campus with 5 canteens. This was creating roughly 1,150kg food waste every day and the canteens required 11,400 kilograms of Liquid Petroleum Gas to fuel their cooking appliances each month. The university installed a biogas plant which converts food waste into a biogas for cooking. This upfront investment has solved the institution's food waste problem as well reducing dependence on fossil fuels. Even better, the residues generated from the plant can be used as organic mature on the campus.

3 GOOD HEALTH AND WELL-BEING

INNOVATIVE PARTNERSIP WORKING
RCSI INSTITUTE OF GLOBAL SURGERY, IRELAND
SDG 3

Most people in the world cannot access safe, affordable surgical care when needed, which causes immense suffering and death. The United Nations Global Surgery Learning Hub (SURGhub) provides free access to a wide range of easily accessible and quality learning content that supports over 5000 learners in 165 countries to deliver high quality surgical care in low resource settings, including every conflict affected country in the world. This global project is supported by a collaboration between the United Nations Institute for Training and Research, the Global Surgery Foundation and the RCSI Institute of Global Surgery. The project has taken a radically participative approach to governance and decision-making. Project governance and oversight is provided by committees of volunteers from all around the world, while content reviews are similarly undertaken a global panel of subject matter experts.

A project that is global in ambition, should equally be global in governance and leadership."

Catherine Sullivan, Data & Insights Manager

STUDENT-LED SUSTAINABILITY SPACES
UNIVERSITY OF OTAGO, NEW ZEALAND
SDG 11

Te-Oraka – The Good Space, is a sustainability hub by students for students and staff at the University of Otago. The space, run largely by student volunteers, encourages a circular economy by housing a second-hand clothes and furniture shop, showcasing sustainable student businesses and selling reduced price planter boxes to encourage students to grow their own vegetables. It has also been used to host a wide range of events to encourage sustainable behaviour, from electrical repair cafes to alteration workshops. Its estimated that over 1000 students visited Te Oraka in the first two weeks of the academic year alone! In excess of 300 tonnes of waste was diverted from landfill through the scheme. All income is reinvested back into the activities hosted by the space.

TACKLING PERIOD POVERTY
SHIPLEY COLLEGE, UNITED KINGDOM
SDG 5

Period poverty is a global health issue that affects millions of people, including 36% of UK students. Shipley College (United Kingdom) is addressing period poverty and reducing the stigma around menstruation. Sanitary products are readily available in every toilet on campus. Packs of sanitary items are also provided to students who cannot afford sanitary products, both in term-time and during term breaks. Stalls and drop-in sessions are used to raise awareness of the campaign and educate students on period poverty. The scheme has proved very popular amongst students and has helped to remove barriers, ensuring that their education is not disrupted.

ACCESSIBILITY AND INCLUSION
SGH WARSAW SCHOOL OF ECONOMICS, POLAND
SDG 10

10 REDUCED INEQUALITIES

SGH Warsaw School of Economics has established a team of Accessibility Ambassadors to make as inclusive as possible learning environment for disabled students. The team is made up of a network of trained teachers and administrators who provide high level support to disabled students and candidates across every aspect of academic life ensuring that their accessibility needs are met. Importantly, some members of the team also have disabilities so were able to share their own experiences and provide meaningful feedback to the institution. The program is low cost to run and requires leadership support and cross-departmental involvement to be successful.

A highlight for the Accord

EAUC was delighted to host an event on the SDG Accord at the Global Sustainable Development Congress in Bangkok, Thailand. The panel event, held in June, highlighted key trends within the 2023 annual progress report.

We were delighted to be joined for a panel discussion by representatives of the four institutions from the South East Asia region: Huachiew Chalermprakiet University (Thailand), the Sustainability University Network Thailand, IPB University (Indonesia) and Sunway University (Malaysia). They shared more about their fantastic work on the SDGs as institutions and discussed solutions to some of the big challenges the sector faces.

What's next?

As an institutional signatory:

☐ **Use your individual institution's report** submission to the 2024 online survey as part of your Times Higher Education Impact Rankings submission. **Visit the FAQ page on our website to learn more.**

☐ **Send this Annual Summary Report** to your sustainability committee or governance body. Take the opportunity to celebrate your progress as an institution and present your plans for the coming year. Why not pick out an **inspiring case study** to discuss?

☐ **Plan out SDG activities or events** to inspire your staff, students and community to learn about and act for the SDGs in the coming year. Take a look at the **UN's SDG planning calendar** or the 'student engagement' themed **case studies**.

As a support organisation:

☑ **Share this report** and pull out an inspiring and relevant **case study** to share with your network. Use the **media kit** to support your announcements.

☑ **Plan an event** to showcase how your network members are embedding the SDGs and celebrate effective practice. Contact us if you would like speaker suggestions.

☑ **Encourage network members** to sign up to the **SDG Accord** if they haven't already.

Link to media kit

Share with the latest report and case studies with your networks on social media and tell others what the SDG Accord means to you. Remember to use the **#SDGAccord**.

Call to action for all signatories

As an individual:

☑ **Participate in the Act4SDGs campaign** and register your action on the global map.

☑ **Champion the SDGs within your department** – discuss with your team 3 actions you can take for the SDGs within the next 12 months. Take a look at the 2024 **case studies** to get inspired.

☑ **Encourage your university or college to sign up to the SDG Accord** as a sign of their whole institution commitment to the SDGs. You can check if your institution is already signed up on the **website** or **contact us**.

As a student union:

☑ **Meet with your organisation's sustainability team** to discuss ways you can embed the SDGs in your events and activities for the coming year. Get inspired with the **UN's SDG planning calendar**.

☑ **Encourage students to take part in the Act4SDGs campaign** and register your action on the global map.

☑ **Collaborate with your institution to form a sustainability hub for students.** Take a look at the University of Otago's **case study** for inspiration!

"We are the future scientists, researchers, politicians, engineers, writers, CEOs and our opinions on these topics will largely influence the future world."

Student, University of Exeter, UK

Appendix: List of Institutional Signatories

Aalto University*
Abdullah Gul University*
Acadia University*
Adekunle Ajasin University
Afe Babalola University
African Network for Sustainable Development Education
Agrocampus Ouest
AgroParisTech, Paris Institute of technology for life, food and environmental sciences
Al Iqra Teachers Training College
Al-Ahliyya Amman University
Al-Iraqia University
Al-Mustaqbal University*
AL-Nahrain University
American Institute of Applied Sciences in Switzerland*
American International University-Bangladesh*
Ammattiopisto Luovi Oy
AMYA Polytechnic College Inc.
Anna University, Chennai*
Applied science private university
Asean Academy of Finance and Management (AAFM)
Asean University International
Asian Institute of Technology
Assam down town University
Assam university
Assiniboine College*
Aston University
Audencia
Authentica
B.S.Abdur Rahman Crescent Institute of Science and Technology*
Bangor University*
Bard College
Bath Spa University
Belfast Metropolitan College*
Bishop Auckland College
Borders College*
Bournemouth University*
Bradford College*
Bridgend College*
British Columbia Institute of Technology*
Brunel University London*
Buckinghamshire New University*
Burgundy School of Business (BSB)*
Burton and South Derbyshire College
Business School Lausanne
Canadore College*
Canterbury Christ Church University*
Capital University College
Cardiff University*
Carlos Hilado Memorial State University
Cégep Beauce-Appalaches
Cégep de la Gaspésie et des Îles*
Cégep de St-Félicien
Cégep de Trois-Rivières*
Cégep de Victoriaville*
Cégep du Vieux Montréal*
Cégep Édouard-Montpetit*

Cégep Saint-Jean-sur-Richelieu
Centennial College*
Centre de Developpement de la Région de Tensift
Cesar Ritz Colleges*
Chelmsford College*
Chennai Institute of Technology
Chiththa Advanced Psychological Studies Open Institute of Ceylon
CHRIST (Deemed to be University)
CIFE Centre international de formation européenne
City College Plymouth*
City of Glasgow College*
City, University of London
Collège Ahuntsic*
Collège Alma*
Collège Boréal*
Collège d'Alma*
Collège de Bois-de-Boulogne*
Collège de Rosemont
Collège Montmorency*
College of Southern Nevada
College of the North Atlantic*
College of the Rockies
College of West Anglia*
Confederation College*
Coventry University*
Cranfield University*
Craven College
Crescent International School
Daffodil International University*
Dawson College*
De La Salle Lipa
De La Salle University - Dasmarinas
De Montfort University*
Deraya University*
Dispur Collage*
Dokus Eylül University
Dundee and Angus College*
Durham College
Durham University*
Ecole de Management de Normandie
EDC Paris Business School
Edinburgh College
Edinburgh Napier University*
ESB
Exeter College
Fanshawe College*
Fareham College
Fergana State University*
Fiji National University
Fircroft College*
Forth Valley College*
Foundation Fatima Zahra peace be upon her
Georgian College*
Glasgow Caledonian University*
Glasgow Kelvin College
Global University of Science and Technology (GUST)

Gloucestershire College*

Goa Institute of Management

GPBTC

Grande Oriente Maçônico Independente do Estado de São Paulo - GOISP

Grenoble Ecole de Management

Gulf University

Gulu university*

Gurucharan College Silchar (Assam)

HAES International

Hanken School of Economics*

Harper Adams University*

Hartpury University and Hartpury College

HER Business School

Hodmas University College

Hong Kong Institue of Education for Sustainable Development

Huachiew Chalermprakiet University*

Hull College

Humber College Institute of Technology & Advanced Learning*

HVPS Ramniranjan Jhunjhunwala College of Arts, Science and Commerce (Empowered Autonomous)*

ICN Business School

Imam Abdulrahman Bin Faisal University

Imam Alkadhim University College

Imam Ja'afar Al-Sadiq University

Institut Mines-Telecom Business School

Institut national de la recherche scientifique*

Institut Polytechnique de Grenoble

Institute for Environment and DevelopmentSustainability -IEDS

Institute for Global Engagement and Empowerment, Yonsei University*

Institute of Aeronautical Engineering

Institute of Mental Health (IMH)

Instituto Politécnico de Viana do Castelo

International European Campus - University College

International Institute of Chartered Humanitarians(IICH)

International Islamic University Islamabad

International University of Sarajevo (IUS)*

Interregional Academy of Personnel Management

IPAG Business School

IPB University*

Istanbul Sabahattin Zaim University

ITS Education Asia

JAIN (Deemed-to-be University)

JKKN College of Allied Health Science

JKKN College of Engineering

JKKN College of Engineering and Technology

JKKN College of Pharmacy

JKKN Dental College and Hospitals

John Abbott College

Joji Ilagan International Management School

Kalinga Institute of Industrial Technology

Kedge Business School

Keele University

Kemmy Business School, University of Limerick*

Khoja Akhmet Yassawi International Kazakh Turkish University

King Abdulaziz University

King's College London*

Kingston University*

Kirklees College

Kuwait University*

Kwantlen Polytechnic University*

Kyoto University

Lambton College*

Langara College*

Lapland University of Applied Sciences

LCI Education*

Leeds Arts University*

Leeds Beckett University

Leeds Trinity University*

Lethbridge College*

London South Bank University*

Lorma Colleges

Loughborough University*

Lovely Professional University

Loyalist College*

Luminate Education Group*

LUT University*

Mahapurush Sri Sri Manta Sankardev University, Nagaon

Manav Rachna Centre for Peace and Sustainability

Mariano Marcos State University*

Mazharul Haque Institutes of Medical Science

Megha Institute of Engineering and Technology for Women

Mehran University of Engineering & Technology

Middlesex University*

Modern College of Business and Science*

Mohawk College*

Morley College London*

Muhammad Nawaz Shareef University of Agriculture Multan*

Mutah University*

Myerscough College

National Cheng Kung University*

National Institute of Technology, Fukushima College

National University of Sciences and Technology (NUST), Islamabad

Ndejje University

New Brunswick College of Craft and Design

Newcastle University*

NHRF University International (NUI)

Niagara College*

North East Scotland College*

North Warwickshire and South Leicestershire College*

Northern College*

Notre Dame Catholic Sixth Form College*

Nottingham Trent University*

Nova Scotia Community College*

Olds College

Omega PG college - MBA

Omsk State Technical University

Organisation SRM Trichy College of Nursing

Oxford Brookes University*

Oxford College of Business (Pvt) Ltd*

Palestine Polytechnic University*

Panpacific University

Petroc*

Polytech Montpellier

Pondicherry University
PPG Institute of Technology
Pragjyotish College*
Prince Sultan University
Professional Training Association
Providence Women's College*
Queen's University Belfast*
Quest International University Bhd
Ramco Institute of Technology*
Ramnarain Ruia Autonomous College*
RCSI University of Medicine and Health Sciences*
Red Cientifica Internacional del Campo Unificado de la Educación - REDCICUE
Red Deer Polytechnic*
Red River College Polytechnic*
Rift Valley Institute of Science and Technology
Riverside College Halton
Ryan Institute, National University of Ireland Galway
S. B. Deorah College
Saskatchewan Polytechnic*
SBS Swiss Business School
School of Arts, Kathmandu Univesity
Scottish Universities Insight Institute
SEGi University and Colleges
Selkirk College*
Seneca Polytechnic*
SGH Warsaw School of Economics*
Sheriddan College*
Shipley College*
Siam University
Soon Chun Hyang University
Soonchunhyang University
South Devon College*
South Eastern Regional College*
South Hampshire College Group*
South Lanarkshire College
Southeast College
Southern Africa Future Institute of Innovation and Technology (SAFIIT)
Southern Regional College*
Sparsholt College Group*
Spinnaker School of English
Sresakthimayeil Institute of Nursing and Research
Sri Krishna College of Engineering and Technology
Sri Krishna College of Technology
SRM Institute of Hotel Management
SRM Institute of Science and Technology
SRM Trichy Arts and Science College*
SRM TRP Engineering College*
St. Dominic College of Asia*
Statera Research and Practice Center for Sustainability and Regional Development
Sunway University*
SUNY College of Environmental Science and Forestry
Swansea University
SYKLI Environmental College*
Syndicat des professeur.es du cégep Édouard-Montpetit (SPPCEM)
TAFE Queensland*
Tampere University of Applied Sciences*

Tata Institute of Social Sciences
TERI School of Advanced Studies
The Applied Research Institute – Jerusalem Society (ARIJ)*
The Chiththa Advanced Psychological Studies Open Institute of Sri Lanka
The Institute of Contemporary Music Performance (ICMP)
The Rivers CofE MAT
The Royal Central School of Speech and Drama*
The STC Group
The University for Sustainability
The University of East Anglia*
The University of Edinburgh
The University of Essex*
The University of Faisalabad
The University of Hong Kong
The University of Manchester*
The University of Niagara Falls Canada*
The Women University Multan*
Thompson Rivers University*
Thuongmai University*
Toulouse INP-ENSAT
trakya university
Turan University, Almaty
Tzu Chi University
UCLan Cyprus
UCM (University College Isle of Man)
UCSI Group*
UHI (University of the Highlands and Islands)
UIN Sulthan Thaha Saifuddin Jambi
Ulster University*
Unicaf University*
Universal Association of Professional Colleges and Universities (UAPCU)
Universal Institute of Professional Management
Universal Institute of Professional Management India
Universidad Biblica de las Americas*
Universidad CES
Universidad CEU Cardenal Herrera
Universidad Cristiana Kairos
Universidad de Celaya*
Universidad de Costa Rica
Universidad Francisco Gavidia
Universidad Politecnica Cristiana
Universidad Politecnica de las Americas*
Universidad Santo Tomas
Universidad Tecnológica de El Salvador*
Universidad Tecnológica de Pereira
Universidad UTE*
universidade federal de são paulo
Universidade Federal do Espírito Santo
Università degli Studi di Napoli Federico II
Università Federico II*
Universitas Islam Sultan Agung
Universität Innsbruck
Universitat Oberta de Catalunya (UOC)
Universitat Rovira i Virgili
University College Birmingham*
University College Cork*

University College of Estate Management*
University for Development Studies
University of Aberdeen*
University of Applied Sciences Nordhausen
University of Bharain
University of Bradford
University of Bristol
University of Copenhagen*
University of Duisburg-Essen
University of East Anglia*
University of Economy in Bydgoszcz
University of Edinburgh
University of Essex*
University of Exeter*
University of Galway*
University of Glasgow*
University of Gloucestershire*
University of Kent*
University of Leeds*
University of Leicester
University of Lincoln*
University of Liverpool
University of Maribor
University of Minnesota
University of Mohaghegh Ardabili
University of Northampton*
University of Northern Philippines
University of Northumbria*
University of Otago*
University of Plymouth*
University of Saint Joseph*
University of Sheffield*
University of Sialkot
University of Souk Ahras
University of Sousse*
University of Southampton*
University of St Andrews*
University of Stirling*
University of Strathclyde*
University of Surrey*
University of Tasmania*
University of Telafer
University of the Fraser Valley*
University of the Philippines Open University
University of the West of England*
University of the West of Scotland*
University of Vaasa*
University of Wales Trinity Saint David
University of Wales Trinity St David
University of Warwick*
University of West Attica
University of West Bohemia (Faculty of Economics)*
University of Westminster
University of Winchester
University of Worcester*
University of York*

University of Žilina
UST Angelicum College
Valaya Alongkorn Rajabhat Univesity Under the Royal Patronage*
Vancouver Island University*
Vanier College*
Varndean College*
Vatel Business School - Mauritius
Victor Nwankwo Leadership Academy
Vrije Universiteit Amsterdam*
West Lothian College*
West Yorkshire Consortium of Colleges
Yildiz Technical University
Youth Foundation of Bangladesh
ZADK Saudi Culinary Academy
Zurich University of the Arts

"The time for words has passed. The political declaration of the SDG Summit must be translated into actions. It is still possible to create a better, more sustainable and more inclusive world for all by 2030. But the clock is running out. We must act now, and act boldly."

Lin Junhua, Under-Secretary-General for Economic and Social Affairs

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