

Green Gown Awards

International

Winners' Brochure 2019

Awarding Sustainability Excellence | Since 2004

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Delivered by



The Association
of Commonwealth
Universities





Contents

The International Green Gown Awards are supported by UN Environment and are open to any university or college across the world. In the following pages, we are delighted to announce the 2019 International Green Gown Awards Winners.

Endorsed by UN Environment, we are looking for inspirational sustainability leaders. Recognising exceptional sustainability initiatives being undertaken by the world's universities and colleges, the International Green Gown Awards set the bar and put every learning institution at the heart of delivering the UN Global Goals.

The winners were announced at the International Green Gown Awards Ceremony at the High Level Political Forum which took place in New York in July 2019.

We wish to thank the co-hosts: The Association of Commonwealth Universities (ACU), L'Agence universitaire de la Francophonie (AUF) and International Association of Universities (IAU) as well as host partner - the Institute of International Education (IIE).

The International Green Gown Awards are administered by EAUC.



GET TWEETING ABOUT THE INSPIRATIONAL WINNERS, HIGHLY COMMENDED AND FINALISTS AT [@GREENGOWNS](#)

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Sharing Best Practice
The Sustainability Exchange

sustainability exchange
Delivered by the EAUC

As the ethos of the Awards is to ensure the lessons and examples of good practice are shared within the sector and beyond, regionally, nationally and globally, we work with all our winners, finalists and regional partners to produce case studies and short videos around their projects. Our current showcase of 600+ case studies and short videos can be accessed via the Sustainability Exchange.

To find out more, visit:
www.sustainabilityexchange.ac.uk

The Green Gown Awards/International Green Gown Awards are administered by the EAUC. For more information please visit www.greengownawards.org.
Disclaimer: The information provided within this publication has been provided solely by the applicant as defined by the Awards through the application process. No member of the Green Gown Awards team or steering group will be liable for any misrepresentation.

Regional Green Gown Awards

The Green Gown Awards, recognise the exceptional sustainability initiatives being undertaken by universities and colleges. They are delivered on a regional basis in Australasia, UK and Ireland and French-speaking regions in Europe and Canada.

The winners of each region go automatically through as Finalists for the coveted International Green Gown Awards.

The Awards provide the sector with benchmarks for excellence and are respected by national Governments, funding councils, senior management, academics and students.

There will be institutions that show the below icon alongside the SDG logos. This icon shows that this finalist is a Green Gown Award Regional Winner.



**GREEN GOWN AWARD
REGIONAL WINNER**



2019 International Green Gown Award Judges

The judging panel are representatives of sector organisations and/or specialists in a particular area and represent all international regions. It is their substantial experience in the sector that truly makes the International Green Gown Awards sector owned. We thank the judges for their time, commitment and valuable contributions.





Sustainable Development Goals

On September 25th, 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years. For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you.

We asked each of our International Finalists to select up to a maximum of four goals that their application particularly delivered against. These are shown alongside their individual listings, showing the impact education has on a global scale.



Sign the SDG Accord www.sdgaccord.org



UN Environment's door is always open to new partners, ideas and suggestions.

Get in touch by dropping the team an email at unenvironment-yea@un.org



● youth & education alliance



UN Environment's newly launched Youth and Education Alliance (YEA!) aims to work with both Universities and partners in youth movements to inspire action and leadership by young people for the environment and Global Goals.

Currently, more than 850 Universities are part of the Alliance.



The Alliance is working on:

- Developing a new "Little Book of Green Nudges"
- Connecting the cogs to create more green jobs
- Building a new advocacy agenda.
- Mobilizing student groups and partners in Junior Achievement, Girl Guides and the Scout Movement to inspire millions of young people to complete the Tide Turners Plastic Challenge Badge

- Engaging the video gaming industry – which reaches 1 in 3 people on the planet – to build environmental awareness into games and to support the industry to go carbon neutral by 2025



IN ITS 100TH YEAR, IIE continues to support people and organizations in leveraging the power of international education to build a more interconnected and sustainable world.



IIE.ORG/100

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THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES

THE GLOBAL VOICE OF HIGHER EDUCATION

Created under the auspices of UNESCO in 1950 and based at its headquarters in Paris, France, the International Association of Universities (IAU) is an independent organization promoting and advancing higher education's contribution to more sustainable societies. IAU gathers over 650 Member universities and associations of higher education in 120 countries.

VISION & MISSION

IAU brings together higher education institutions from different parts of the world, sizes and contexts as a truly global community, where sharing common challenges helps grow from each other's experiences and fosters collaboration to come up with innovative solutions to transform our societies.

IAU aims to be the most representative and influential global association of diverse higher education institutions and organizations. It advocates for a dynamic leadership role of higher education in society and promotes policies that respect diversity and promote social responsibility.



OUR CONTRIBUTION TO



IAU strongly advocates for higher education's contribution to sustainable development by:

- maintaining a global portal mapping sustainable university practices around the world (iau-hesd.net);
- monitoring global trends and conducting surveys;
- animating a Global Cluster of IAU Members undertaking collaborative initiatives to achieve the UN SDGs

IAU is also proud to support the Green Gown awards, that recognizes the uniqueness and diversity of universities' engagement towards sustainable development.



OUR STRATEGIC PRIORITIES



IAU organizes global networking events, provides advisory training and capacity-building programmes, conducts research and engages in advocacy activities. IAU focuses its work on four strategic priorities:



LEADERSHIP

IAU helps universities strengthen their capacity, to develop a values-based leadership and maximize their impact on communities



INTERNATIONALIZATION

IAU supports universities in implementing internationalization processes that enhance quality of learning, research and outreach for all



SUSTAINABLE DEVELOPMENT

IAU assists higher education leaders wishing to embed sustainable practices and policies in their institutional strategic plan



TECHNOLOGY

IAU promotes technological advances that improve the quality of higher education and increase access to knowledge & education for all

INTERNATIONAL ASSOCIATION OF UNIVERSITIES
UNESCO House, Paris, FRANCE

www.iau-aiu.net

+33(0)1 45 68 48 00

membership@iau-aiu.net

[@IAU_AIU](https://twitter.com/IAU_AIU)



Benefitting Society

This category recognises the powerful and innovative ways education institutions are realising their purpose in today's society to benefit the lives of individuals, communities and wider society.

63%

of the finalist institutions in this category chose
'Quality Education' as one of their project's top 4 SDGs



Photo image: credit Alexey Pivovarov

Winner

Victoria University of Wellington

New Zealand



Community Connections Impact Change - Why the Victoria Plus Programme Drives the Difference

Making the most of the university experience often requires students to step outside their comfort zone, affect change and connect to their community. Since 2008 hundreds of students have opted in to Victoria University's extra-curricular Victoria Plus Programme to do just that.

We designed a flexible, inclusive and wide ranging extra-curricular service and leadership programme to encourage students to get involved, help others and hone their skills.

Achieving an award in recognition of volunteering and civic engagement is valuable but even more is the students' sense of purpose and willingness to continue their involvement well into future life and career.

What the judges thought...

The judges were really impressed by the wide ranging and long term nature of the Victoria Plus programme, where students engage in volunteering as well as personal and professional development, benefitting society now as students and setting a mindset of societal and environmental responsibility as they move into graduate employment.

What it means to win

"This Award recognises more than a decade of commitment to extracurricular service and leadership at Victoria University of Wellington through the Victoria Plus programme. VicPlus exemplifies our University's commitment to civic engagement, providing opportunities for our students' work to benefit society and for students to enhance their employability."

**Professor Grant Guilford, Vice-Chancellor
Victoria University of Wellington**



Top 3 learnings

1. Demonstrate the value for students and make it fun.
2. Build quality connections on campus and in the community.
3. Give it profile. Bring employers and community organisations into the programme.

Highly Commended

Grenoble Ecole de Management

France



GEM Refugee Grant Program – It Takes a Community!

Working Together for Integration and Access to Higher Education.

Since 2015, Grenoble Ecole de Management has mobilised to offer the GEM Refugee Grant Program that offers tuition remission to up to ten qualified students with refugee status in GEM programs per year.

This grant program operates in the context of a close collaboration with the local university consortium and partners of the Communauté Université Grenoble Alpes. The COMUE coordinates an ongoing working group bringing together GEM and other local higher education institutions along with student housing/social services organizations and local humanitarian associations. It takes a community to do the work of orienting, advising and integrating refugees into higher education! This cooperation takes the form of a solidarity "hub" in Grenoble that is unique in France.

What the judges thought...

Any steps to reduce inequality and balance opportunity are positive ones for sustainability. The judges commend Grenoble Ecole de Management for their Refugee Grant Program offering tuition remission for a number of students with refugee status each year, enhancing education levels and societal integration within these communities.

What it means to win

"It is an honor to be recognized as a part of local consortium that welcomes migrants and engages fully with global challenges through access to higher education. We hope that this encourages other schools and universities to do the same. The Refugee Grant Program embodies our school's values and mission to have a positive impact on society through partnerships and commitment to inclusivity, social justice and economic peace. It truly exemplifies our ambition to be a School for Business for Society."

Dr. Loick Roche, Director, Grenoble Ecole de Management

Top 3 learnings

1. Welcoming migrant students contributes to an inclusive and diverse educational environment.
2. Collaborating creates cohesion among students, staff and faculty and connects everyone to the local community.
3. It takes a community of empowered actors to create positive impact and solutions to global social challenges.

Highly Commended Ivey Business School

Canada



Innovating for Sustainability

In partnership with Université du Québec à Montréal, University of Alberta and University of New Mexico.

Our team is working closely with 5 companies, 5 universities and 7 government bodies and non-profits to understand the inhibitors and facilitators to sustainability-oriented innovation in business. Our ambition is to move Canada's innovation agenda, so that all corporate innovations create shared value – value for business and society simultaneously. In Canada, US\$27.6B is spent each year on research and development. Imagine if all innovations created value for business and society, not just for business.

The project involves 3 streams: (1) engaged scholarship on sustainability-oriented innovation; (2) large-scale capacity building for sustainability-oriented innovation; (3) international leadership on engaged scholarship.



What the judges thought...

Ivey Business School and its partners have sought to deliver an ambitious program linking industries, governments and NGOs in delivering sustainability-oriented innovation. By creating such a network, the impact of such an initiative on practical solutions for sustainability has been enhanced and the judges commend this multi-stakeholder approach.

What it means to win

"In an age when disruptions are broader, deeper and arriving faster than we have previously experienced, it is more important than ever for business to innovate to the benefit of society. This International Green Gown Award celebrates the importance of creating shared value through corporate innovation."

Mark Vandenbosch, Acting Dean, Ivey Business School

Top 3 learnings

1. Collaboration with unlikely bedfellows is key. These require unique skills and new models.
2. Accelerating sustainable innovations for large infrastructure projects is difficult.
3. Conventional innovation processes aim to do 'less harm'; innovations need to encourage 'doing more good'.

Highly Commended UCSI University

Malaysia



Aquatic Science Student Association: Towards Zero Waste – Feel and Heal

"Towards Zero Waste – Feel and Heal" project is designed to create awareness on the food scraps created from consumers' daily eating habit. Instead of labelling it as waste, it can be repurposed into compost.

Composting food scraps systematically for fertilising plants for personal consumption and commercial purpose is a possible lifestyle for every world citizen. However, the underserved rural communities are often deprived from this cutting-edge know-how.

This project believes in quality education for all. For that reason, its mission is to create awareness, share knowledge and transfer skills in food composting and aquaponic to those who have the heart to protect the environment.

TOGETHER we care for one mother earth!



What the judges thought...

For a small institution, UCSI has brought great benefit to student and societal knowledge in the implementation of its 'Towards Zero Waste – Feel and Heal' project, applying the principles of the circular economy in practice within the University and applying it at community level.

What it means to win

"Bringing education to the community and bringing community to educational institutions to meet the pressing needs of our local and global community is foundational to transformative education. Partnerships in healing and protecting our environment is the common goal we thrive for together! Support Zero Waste!"

UCSI SDG Office, Executive Director , UCSI University

Top 3 learnings

1. Giving back to mother nature for the benefits that she has given us.
2. Everything deserves a second chance and life especially after they have exceeded their original function or life.
3. Patience and perseverance will bring the best out of one's work and personal characters.

FINALISTS

Daffodil International University



Top 3 learnings

- Initially we faced some problems like frequent irrigation/ watering. Pest control by organic method works slowly.
- Labour cost exceeds our budget due to high labour wages/day.
- Due to organic farming we got unexpected yield in sandy land.



Bangladesh

Daffodil Eco-friendly Agro Support Centre

Vehicle exhaust is a major source of anthropogenic carbon dioxide (CO₂) and the main emission sources of air pollution in metropolitan cities of Bangladesh. Daffodil Eco-friendly Agro Support Centre was established to target clean environment, conservation of nature, biodiversity, research, extension and development of different kinds of fruits, vegetables and medicinal plants by using inexpensive sandy fallow land. To support the efforts for a cleaner environment, most of the fruit plants are broad leaved and evergreen which sink more CO₂ and release more O₂ for a consequently cleaner and healthier environment. Moreover, it also produces safe fruits and vegetables giving rise to the availability of nutritionally rich high value crops for fulfilling the nutritional food deficiency (hidden hunger) of poor and ultra-poor people. The centre also serves as a germplasm facility for education, research and training. The current activities include fruit saplings production and distribution, germplasm collection and conservation, and technical service to farmers.

Stockport Continuing Education Service

Turnaround – 360 Degrees Different

A collaboration between Adult Learning and a Third Sector organisation with specialist skills and experience to support individuals in recovery from addiction dependency. Individuals taking part came from a wide range of backgrounds both socially and economically with addiction as the common factor. The course broadly addressed for learners boundaries, the effects of self-defeating behaviours and being resilient, emotional awareness and self-esteem and personal responsibility and empathy.

Many of those completing the course progress to further learning including Peer Mentoring and Counselling at level 3 which is self-funding. A number also take up volunteering opportunities, maintain or are able to secure employment. Impactful benefits include an increased sense of well-being and purpose gained by learners. This in turn makes them less reliant on health services and supports a commitment to continue to manage their condition and in many instances addresses offending behaviour and the effect of their behaviours on families.



Top 3 learnings

- We recognised the value and long-term benefits learning provides to those recovering from addiction dependency.
- By bringing together a range of partners to collaborate on the future design and delivery of a foundation programme.
- The partnership will develop further opportunities for learners to explore careers in Social Care and Education sectors.

London College of Fashion, University of the Arts London UK

Rethinking Rehabilitation - Connecting Communities Through Craft

An inspiring collaboration which introduced LCF menswear design students to the convergent themes of the environment and social inclusion within two rehabilitation facilities, in the UK and Italy.

San Patrignano - the largest residential drug rehabilitation community in Europe, providing non-pharmacological treatment to young people who engage in their own recovery through learning specialist craft skills.

Making for Change - a fashion training and manufacturing unit located at a women's prison to increase well-being and reduce reoffending amongst women prisoners through education and professional skills development.

LCF alumna and menswear designer Bethany Williams worked with weavers, using industrial waste materials to create innovative textiles which inspired LCF students. Winning designs were manufactured by Making for Change using fabric woven on the handlooms in San Patrignano.

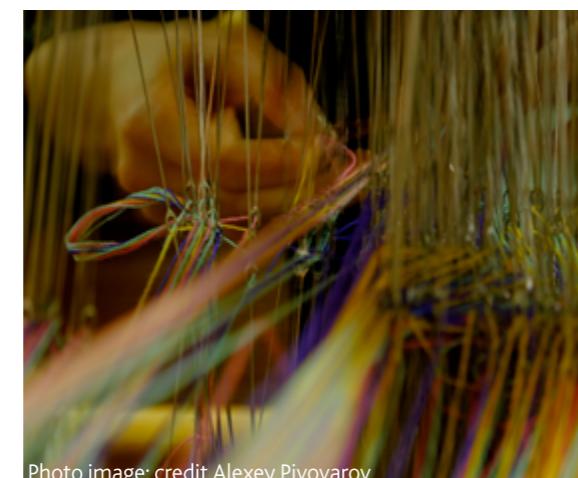


Photo image: credit Alexey Pivovarov

Top 3 learnings

- We have developed new innovative approaches to enterprise models and curriculum building.
- We recognise the impact of craft and how it can connect, heal, and empower communities.
- We see the value of skills-sharing rather than a top-down educational model.



FINALISTS

UK

Universidad Autónoma de Querétaro Mexico

Intensive Summer: Strengthening University Commitment

The main objective of the "Intensive Summer" project is to generate an impact on social intervention with interdisciplinary work and the application of knowledge in real contexts that allow the University community to strengthen the social responsibility of the UAQ with the society. Hence, this programme is mainly aimed at rural and indigenous areas.

It is an intensive intervention programme, where through 'help brigades' integrated by students and teachers, it seeks to support rural and indigenous communities solving problems that are presented through sustainable solutions in themselves that allow their future reproduction.

In addition to this, students benefit by receiving the opportunity to enrich their professional training through the use of knowledge acquired during their academic training, allowing them to be applied in real situations, while strengthening values of social responsibility.



Top 3 learnings

- We promote University Social Responsibility.
- We raise awareness including awareness regarding social needs.
- We promote the application of knowledge obtained in the University stay.



AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE - AUF

ASSOCIATION D'ÉTABLISSEMENTS D'ENSEIGNEMENT SUPÉRIEUR ET DE RECHERCHE OPÉRATEUR DE LA FRANCOPHONIE UNIVERSITAIRES

L'AUF regroupe 944 universités, grandes écoles, réseaux universitaires et centres de recherche scientifique utilisant la langue française dans 116 pays. Elle est également l'opérateur pour l'enseignement supérieur et la recherche du Sommet de la Francophonie. Crée il y a près de 60 ans, l'AUF favorise la solidarité entre les établissements d'enseignement supérieur et de recherche pour la mise en place de projets qui transforment concrètement le système universitaire.

L'AUF, l'IAU/AIU et l'ACU se sont associées pour défendre et promouvoir le rôle des universités et leur contribution pour l'agenda 2030

ASSOCIATION OF FRANCOPHONE HIGHER EDUCATION AND RESEARCH INSTITUTIONS, OFFICIAL COORDINATOR OF FRENCH-SPEAKING ACADEMIC BODIES

The Agence Universitaire de la Francophonie (AUF) brings together 944 French-speaking universities and grandes écoles, academic networks and scientific research centres in 116 countries.

The AUF is also the higher education and research agency for the Sommet de la Francophonie. The AUF was established almost 60 years ago, and fosters active solidarity between higher education and research institutions, in order to implement projects that transform the university system.

AUF, IAU/AIU and ACU have joined forces to promote the role of higher education and its contribution to the 2030 agenda

Examples of projects

Action pour l'Innovation Francophone (ACTIF) – SDG 17

An international and multi-partner collaborative system for social and solidarity innovation.



- Collaborative intelligence workshops between universities
- Development of a label for responsible innovation in Francophone universities.
- Creation of an academic network and a think tank on responsible innovation.
- Creation of a fund to support responsible and inclusive innovation projects with a positive impact.

Annual international meetings on major societal issues

These conferences gather academic, professional and public stakeholders from all five continents.

Past and ongoing events are :

- SDG 8: The University-Business Relationship, 2016, Montreal, Canada
- SDG 4: QA in higher education and research, 2017, Beirut, Lebanon
- SDG 3: Public health, 2017, Brussels, Belgium
- SDG 11: Sustainable cities and urban mobility, 2019, Dakar, Senegal

www.auf.org



The Association
of Commonwealth
Universities



BUILDING A BETTER WORLD THROUGH HIGHER EDUCATION

The ACU is an international organisation dedicated to building a better world through higher education.

We believe that international collaboration is central to this ambition. By bringing universities together from around the world – and crucially the people who study and work within them – we help to advance knowledge, promote understanding, broaden minds, and improve lives.

We champion higher education as a cornerstone of stronger societies, supporting our members, partners, and stakeholders as they adapt to a changing world.

For the lives we can lead

@The_ACU
info@acu.ac.uk
www.acu.ac.uk



Sustainability Institution of the Year

This category recognises sustained, whole-institution commitment and impact to becoming a sustainable organisation. Four main areas must be achieved: Leadership and Governance; Estates and Operations; Learning, Teaching and Research and Partnership and Engagement.



86%

of the finalist institutions in this category chose
'Climate Change' as one of their project's top 4 SDGs



Winner McGill University

Canada



Vision 2020 Sustainability Strategy

Vision 2020 is McGill University's Sustainability Strategy. It encompasses one vision, five categories and broad goals, set with the intention of creating a more resilient campus as the University leads the way towards a sustainable future.

The strategy is spread across two Action Plans (2014-2016 and 2017-2020). The 30+ Priority Actions contained within each plan are grounded in one of five areas that comprise the main spheres of climate and sustainability action at McGill: Research; Education; Connectivity; Operations; Governance & Administration.

These actions guide the University to its two long-term targets of achieving carbon neutrality by 2040 and attaining a STARS Platinum sustainability rating by 2030.

At McGill, we strive to be one of the best universities in the world by doing our best for the world.



What the judges thought...

The collective action and achievements at McGill over the long and short term are truly impressive and its Vision 2020 strategy has delivered substantial sustainability benefit and impact within and beyond the University. Its desire to 'strive to be one of the best universities in the world by doing our best for the world' is very ambitious but being delivered.

What it means to win

"McGill students, in collaboration with staff and faculty, have all been catalysts of change and innovation on our campuses. Winning an International Green Gown Award is testament to what is possible when we encourage these partnerships and harness their potential to make a more sustainable world."

Professor Suzanne Fortier, Principal and Vice-Chancellor

Top 3 learnings

1. Engaging stakeholders from across our institution was integral to the success of the project.
2. Embracing ambitious realism enabled us to think and act big.
3. Clear implementation, monitoring and reporting mechanisms allowed us to earn our leaders' trust.

Highly Commended ISA Lille

France



ISO 14001 Program and Green Grow Campus : 8th Year ISO14001 Certification and V-2015 Update for ISA Lille

Green Grow Campus: all together, students, staff and stakeholders for a better environmental footprint of our campus.

In 2011, ISA became the third French College to obtain ISO 14001 Certification for the full scope of our activities. Seen by the whole economic world as international recognition of environmental engagement, ISO 14001 consists of a frame of references for our environmental actions. Certified since 2011 for ISO 14001 version 2004, ISA has transitioned to the 2015 version of the standard in July 2018.

The results of our environmental management system are visible: It has reduced our electricity consumption by 37%, our gas consumption by 26,5% and our water consumption by 28% on our main building between 2011 and 2018.



What the judges thought...

As a relatively small institution, ISA Lille has leveraged its collective sustainability mindset to great effect, concentrating on ISO 14001 accreditation and seeking tangible environmental improvements in its environmental management systems. Staff and students work collectively towards common sustainability understanding and improvements, showing that small changes can make big differences.

What it means to win

"For the 10 last years, we have already won 20 awards for our environmental or sustainable commitment. They were all on a regional or national scale. To win an International Green Gown Award for our Green Grow Campus, means that we have achieved an additional step: the international recognition level."

Christophe Fachon, Head of Quality and CSR Dpt for Yncrea, ISA Lille

Top 3 learnings

1. Our project is really a unifying institution project which includes both administrators, staff and students.
2. Our environmental engagements and results are visible, understood by the whole economic world.
3. Our experimented environmental program allows us to evolve towards global sustainable approaches.

Highly Commended

RMIT University

Australia



Ready for Life and Work – An Evolution of Sustainability at RMIT

2017 marked the 130-year anniversary of the founding of RMIT University. This provided a great opportunity to reflect on the transformational impact we have had on our students, staff and community both then and now.

RMIT understands that sustainability is key to ensuring this legacy not only survives but thrives into the future. With this in mind it is important to recognise that the University has not only worked for the past ten years to embed sustainability throughout its operations, but has revelled in creating impact through practical and meaningful change.

The past three years detailed in this submission, guided by the latest Strategic Plan 'Ready for Life and Work', outlines how RMIT has delivered on its sustainable infrastructure commitment, developed more meaningful sustainability activities to engage its community and provided genuine support to embrace its diverse and dynamic population of staff and students.

What the judges thought...

As a large institution with substantial reach, RMIT showed evidence of significant impact on the sustainability mindset of staff, students and stakeholders, delivering changed mindsets and action in the community, within Australia and through its global reach.

What it means to win

"RMIT is proud to be the recipient of an International Green Gown Award. This category Award is unique in recognising a whole of institution approach to sustainability and is an acknowledgement that striving for the best sustainable outcomes and practices is, and always will be, integral to RMIT."

**Martin Bean CBE, Vice-Chancellor and President,
RMIT University**

Top 3 learnings

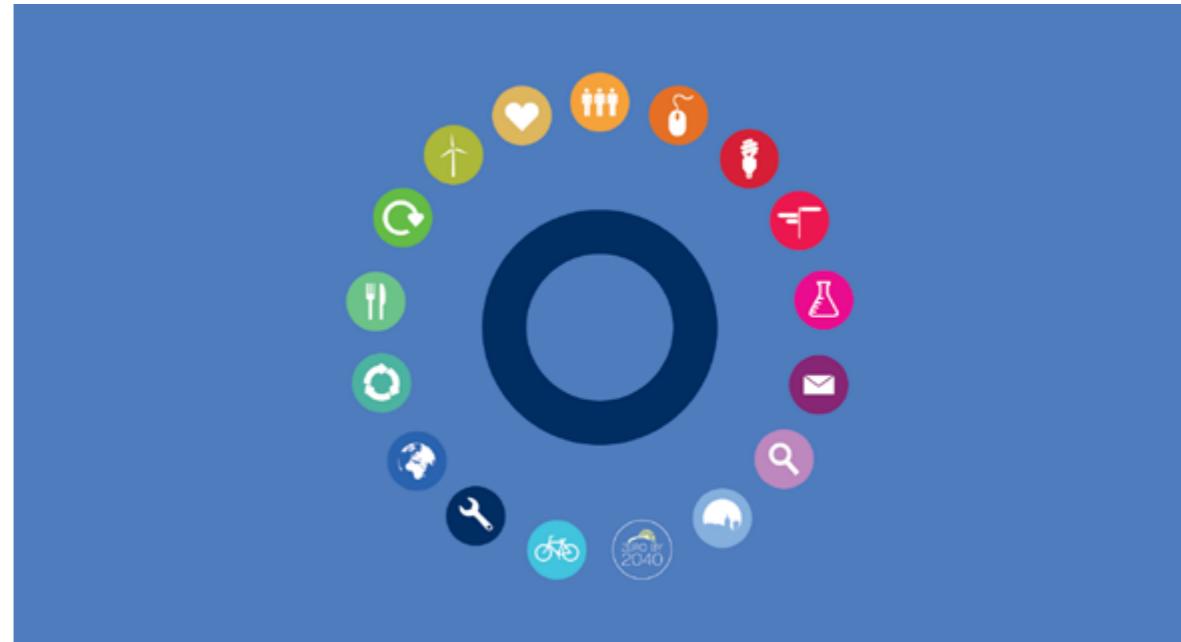
1. Each new strategic plan presents an opportunity to reshape and strengthen the sustainability agenda.
2. Regardless of the maturity of an institution, there is always work to be done to reduce risk and exposure to issues.
3. That celebrating successes can become an addiction which captures imaginations and drives passion for further action.



Highly Commended

University of Edinburgh

UK



Delivering Positive Impact for Society

The launch of the University of Edinburgh's Strategic Plan in 2016, signalled its intention to increase its positive impact on society through its learning and teaching, research, operations, investments and outreach.

Along with the establishment of the Department for Social Responsibility and Sustainability in 2014, the University has made significant progress in adopting a whole institution approach to becoming a more socially responsible and sustainable university.

Recent achievements include: Commitment to become a net zero carbon university by 2040; Commitment to complete its transition out of fossil fuel investments by 2021; 1st University to adopt a formal Conflict Minerals Policy; Launched 'Edinburgh Local' community engagement strategy; Moved £60 million of its endowment funds to support the transition to a low carbon economy; £1.5 million investment in Big Issue Invest, the largest financial investment in social enterprise ever made by a UK university; Communicated with 15,000 staff and students in 2017/18 through online or face-to-face engagement.

What the judges thought...

The University of Edinburgh has shown how it is possible to turn around the mindset of an institution through dedication, senior support and creativity, seeking novel means and policies to successfully support and deliver for sustainability.

What it means to win

"The efforts of our staff, students and partnership working are essential to deliver the programmes that will ensure we achieve our vision of being a socially responsible and sustainable university. Public recognition provides us with an opportunity to celebrate their enthusiasm and hard work."

Professor Lesley McAra, Assistant Principal Community Relations, University of Edinburgh

Top 3 learnings

1. Social responsibility and sustainability are key components of both the staff and student experience.
2. Accessible communication are essential to ensuring support and participation from key stakeholders.
3. The importance of promoting the university as a living laboratory for learning and testing ideas and technologies.



FINALISTS

Benemérita Universidad Autónoma de Puebla



Top 3 learnings

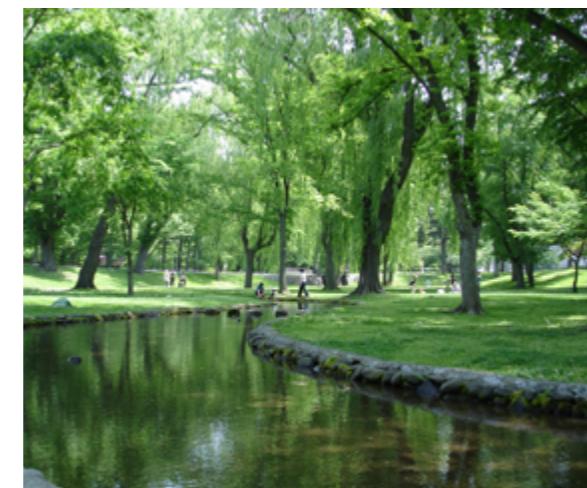
1. We are fulfilling goals that pay for the fulfilment of the UN from our University.
2. The University continues to grow in maintaining the vanguard of quality education with innovation and social responsibility to grow hand in hand with society.
3. We are proud to be part of one of the best universities.



Hokkaido University

Co-Creating Sustainability on Campus: Collaborative Scheme of Faculty, Staff And Students Through Actions Triggered by Sustainable Campus Assessment System

We have been taking an initiative toward sustainable campus since 2010. There are 2 key elements in the initiative, which are the development of "Assessment System for Sustainable Campus" (ASSC) and collaborative management scheme between faculty, staff and students. As ASCS is a holistic assessment system, it has become a trigger for various actions and achievements on campus. Primary energy consumption per area was reduced by 7%, revealing that the application for energy efficient campus buildings was effective. The ratio of floor area increased from 0.8% to 14.8%. Along with these achievements, the office made efforts to improve the communication between faculty, staff, and students to enhance the awareness of sustainable campus issues. This effort paid off and the office has been transformed into a new collaborative scheme of those campus stakeholders.



Top 3 learnings

1. How to reach the diverse campus issues by using the collaborative scheme.
2. The findings in campus management can provide opportunities for students education.
3. The potential of our campus to be an interactive space with visitors.



Mexico

Meritorious Blue (Benemérita Azul) on the Way to Sustainable University

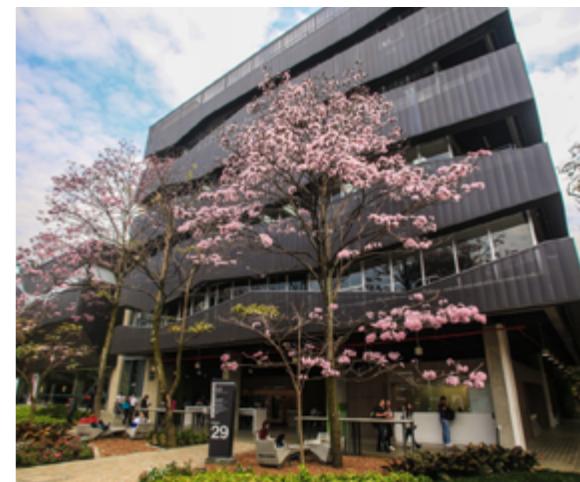
The BUAP has a building in an area called Valsequillo - Puebla where it was institutionalised that was called ECOCAMPUS as a high-level scientific space, while promoting a model of environmental restoration and sustainable actions. The Rector, Alfonso Esparza Ortiz, inaugurated a double solar tracker axis, the first of its kind in Latin America, which will capture more solar radiation to produce electricity and supply two buildings of this university headquarters: There is a reforestation area; Analysis and learning of the engineers in renewable energies is done as a laboratory; Activities are carried out with botanical gardens; It was built with rainwater collection with which the first buildings have to continue with the reduction of orientations and materials friendly to the environment; 3,287 university students provided community service; 10,500 trees planted; 4 million transport services with a monitoring system that takes out of route the trucks that do not have as much affluence and increases when they are hours of affluence; The recycling of different wastes, 52 tons of carbon dioxide were no longer emitted into the atmosphere.

Universidad EAFIT

Eafit Campus: A Park in the City Transforming our Learning and Working Environment

The "University Park" project emerged in EAFIT in 2004 as part of the master plan for the development of EAFIT's facilities by 2024. EAFIT had many "non-places" that did not motivate students to stay. It was realised that nature could play a key role to create better learning and working environments that inspire students, and positively influence the memory of the graduates and the dynamics of the city. Moreover, because EAFIT is incorporated in the city it should be highly compromised to be environmental responsible. Thus, the need to incorporate native flora and fauna into the campus concept was determined.

Thereof, EAFIT campus started a transformation into an inclusive place in equilibrium with nature and culture. Different ecosystems have been designed artistically to invite people staying and learning, where people meet pleasantly in the middle of nature, like in a park.



Top 3 learnings

1. The "University Park" project is like a rhizome, many sustainability initiatives have emerged from it.
2. Campus transformation requires architectural improvement as well as deep organizational and cultural changes.
3. A park is a place to be and must be designed considering the needs of those who inhabit it.



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FINALISTS

Columbia

Student Engagement

This category reflects that students and staff must work together to achieve goals using “top-down” and “bottom-up grass roots” methods to achieve maximum understanding and engagement across an institution. It must be clear that initiatives include both staff and students (not just one party) working in partnership.

50%

of the finalist institutions in this category chose '**Sustainable Cities and Communities**' as one of their project's top 4 SDGs



Winner Ndeje University

Uganda



Universities and Entrepreneurial Models of Students Engagement in Municipal Bio-Waste Recycling in Uganda

Growing population and urbanisation impact on municipal sanitation, water safety, energy access, food security and livelihoods. Given the inadequacy of public financing, for bridging service delivery loops, it was premised that; 1) private resources could replace government resources; 2) private sector could be incentivised by participating in service delivery via demonstration of business models. The project focused on recycling municipal bio-waste into briquettes, biocides and fertilisers; via developing capacity of youths in technical, entrepreneurial and managerial operations of bio-waste recycling. This was enabled through; a) training; b) linking education institutions with communities, public and private sector agencies; Factory-scale bio-waste recycling saves trees, reduces respiratory complications and provides organic soil nutrients. This circular economy promotes cost savings, cost recovery and resource recovery across the food, energy, water and eco-system nexus.



What the judges thought...

The judges were incredibly impressed with the extent of student engagement with staff in the municipal bio-waste recycling project in Uganda, bringing their education to bear on making substantial positive change to the environment in tandem with understanding societal and economic dynamics and benefits of doing so.

What it means to win

"The Award; 1) consolidates our position as a key player in sustainable development solutions initiatives; 2) strengthens networks that our university have created with local (Ugandan) and global partners in the field of renewable energy research and development and; 3) has boosted confidence among our students and staff."

**Frederick Kakembo, Deputy Vice Chancellor,
Ndeje University**

Top 3 learnings

1. Our constructive innovations benefited very much from big risk; from thinking outside the box.
2. Experimentations that were non-conventional and which first appeared trivial succeeded due to our endurance.
3. The greatest feedstock to our innovations were small ideas generated by very simple people.

Highly Commended Glasgow Kelvin College

UK



Integrating Sustainable Inclusive Social Practice

Gender based violence in the East End of Glasgow is a never ending problem, but Glasgow Kelvin College has committed itself to tackling this societal challenge. The White Ribbon campaign is a global movement, working to engage men in tackling Violence Against Women, through raising awareness, promoting dialogue and providing resources to support individual and collective action amongst men and boys.

By becoming an active supporting member of the local Scotland campaign, the College has supported the training of members of its staff and Student Association; linked the campaign with College departments to help develop and tailor resources; and raised awareness amongst its teaching staff and learning community through organised workshops and events.

Identifying effective approaches to engage with non-perpetrating men has been a key aspect of the College's work and success to date. By continuing to adapt to issues arising in this process, it is hoped that the College can sustain the powerful and positive impact of the campaign.



What the judges thought...

The judges noted that Glasgow Kelvin College has been working for many years on initiatives to highlight and reduce gender-based violence in the area, and commended how, in recent years, it has leveraged its White Ribbon status to great effect by embedding the campaign objectives across the curriculum, enhancing student engagement and understanding in this important area for the city.

What it means to win

"Gaining recognition for our Student Association's role in the White Ribbon Scotland campaign is extremely satisfying. Their dedication, leadership and hard work has helped put Scotland at the forefront of a global movement encouraging young men to voice their opposition to male violence against women, in all its forms."

Alan Sherry, Principal, Glasgow Kelvin College

Top 3 learnings

1. We would encourage others to become more involved in both national and international campaigns.
2. Our approach prepared us to both hear and challenge different perceptions.
3. We emphasise the importance of being adaptable and flexible to meet everyone's needs.

Highly Commended

The Chiba University Student Committee for Environmental Management Systems

Japan



Sustainability Activities Conducted by Students in Cooperation with Companies

The Chiba University Student Committee for Environmental Management Systems was established in 2003 and is responsible for operating the university's EMS. In recent years, they have succeeded in greatly expanding the scope of activities outside the University by cooperating with companies.

There are four projects: "Eco project with a local bank", "Environmental event project", "Satoyama preservation project", and "Utilisation of used paper project". In these projects, they carry out environmental awareness and environmental education activities for citizens, children, students, business owners, etc. on themes including energy, resources, recycling, green consumerism, and sea and mountain conservation. The collaboration between students and companies has allowed activities involving a wide range of stakeholders.

What the judges thought...

The students at Chiba work impressively across a wide range of initiatives incubated through its Student Committee for Environmental Management Systems. The judges were impressed by the scale and level of commitment shown by this committee as well as its impact across a range of areas.

What it means to win

"Winning gives us great confidence. By improving social assessment and gaining the trust of companies, we can collaborate with more companies to expand projects. By encouraging our activities to students in other universities, we also think there will be more universities carrying out sustainability activities in partnership with companies."

Luna Henmi, Chairman, Chiba University

Top 3 learnings

1. Importance of human relationships including communication and connections with colleagues.
2. Skills including presentation, negotiation and adjustment of schedule and importance of funds and its fundraising.
3. Companies' attitudes towards handling environmental issues and sustainability.



Highly Commended

Universidad Nacional de Jujuy

Argentina



Learning Sustainability with Vicuñas in the Andes

This project began in 2011. Vicuñas (*Vicugna vicugna*) are wild camelids that live in the altiplano of the Andes, in areas of indigenous communities that have subsistence economies. The vicuñas have one of the finest fibres in the world which condemned them to risk of extinction by hunting in the middle of the 20th century. With vicuña populations recovered after decades of conservation, this project rescues the prehispanic way of using them with Chakus. The chaku is an ancestral vicuña capture technique for shearing their fibre and releasing them back to nature. To perform Chakus, a fluent transcultural knowledge dialogues between scientists, students and local indigenous people is needed to reach success, by experiencing in intercultural learning and wildlife management. This also helps them as future biologists and agronomists to feel the reality of the work with animals in this particular biocultural landscape.



What the judges thought...

The judges commend the student engagement at Jujuy whereby the students are learning and practically engaging, often with their home communities, about sustainable practices and resilient strategies for vicuña husbandry, helping to conserve important Andean ecosystems and human cultures.

What it means to win

"The National University of Jujuy, is located territorially in an Andean province with a great cultural diversity. The students experience the vicuña conservation and management within the framework of environmental science and this is a way in which the University prepares professionals rooted in their own environmental and cultural reality."

Lic Rodolfo Tecchi, Rector, Universidad Nacional de Jujuy

Top 3 learnings

1. We conserve vicuñas through sustainable use.
2. We involve students in working with native animals with ancestral techniques.
3. We teach students the importance of intercultural knowledge dialogue for working with local communities.

FINALISTS

Bow Valley College



Top 3 learnings

- Find language that suits your audience. "Sustainability" did not resonate as much as "global citizenship".
- Take the time to collaborate with partners on and off campus.
- Invest in sustainable skills not just knowledge. People act when they feel confident.



Canada

Global Citizenship: Fostering Inclusion and Self-Efficacy

The Intercultural Centre, run by the School of Global Access, provides training, workshops, community volunteerism, intercultural competency training, and College-wide events that promote diversity and inclusivity. Since 2017, this Centre has prioritised the cultivation of global citizenship by empowering learners and staff to consider their actions beyond the walls of the College. By hosting events on environmental justice, anti-racism, circular economy, mental health and well-being, food security and conservation, as well as opportunities to practice these skills, the Intercultural Centre gives participants the opportunity to grow as sustainable citizens.

This work is done by showcasing the talents of our learners, who come from all over the world. Our approach focuses on fostering self-confidence in our students by sharing the various ways positive environmental behaviour and ethics exist in practice. Global citizenship is the active role an individual embodies, concerning matters of social justice, advocacy, and advancing one's knowledge of global issues.

E.N.S.T.I.B, Universite De Lorraine

Towards a Healthy and Well-Thought Consumption for Life

Our proposal is based on the motivation and the will of students to be more eco-responsible, and their wish of saving our planet by reducing their environmental impact. A local farm provides students with local and seasonal vegetables. Our bike park has been renewed this year and bikes have been rented out. A compost bin makes students aware of waste repurposing and a vegetable garden teaches them basics about gardening. Waste sorting is a value which is more and more respected. Step by step, those habits have become simple life rules for the young generation, leading to a goal of good health and well-being, exchanges and sharing of good habits, while promoting social links between the youths. Thus, raising awareness of the necessity of sustainable actions is now a reality at the heart of student communities; those youths who will become the leaders of tomorrow, making theirs this quotation from Antoine de Saint-Exupéry : "Nous n'héritons pas de la terre de nos parents, nous l'empruntons à nos enfants (We do not inherit our parents' earth, but borrow it from our children)".



FINALISTS

France



Top 3 learnings

- Health education.
- Make students aware that food wastage shouldn't be an option.
- Buy local and seasonal products directly from the distributor.

Cavendish University

Girls Paint Africa Green

Girls Paint Africa Green (GPAG) is a non-profit African Hub of young girls.

Females in general with male support, united primarily to embark on actions against climate change, environmental protection and conservation, and is an umbrella of inspiration, motivation and empowerment around Africa.

So far it is established in 8 states in Africa. Our target population around Africa is students and we believe if we engage them in planting trees, use of renewable energy, among others with an aim of engaging almost 65% youth population in Africa, we can greatly solve the climate change problem around the globe.

Uganda



Top 3 learnings

- Increasing the awareness on actions against climate change in Africa and the world.
- We are able to transform Africa from climate change to environmental sustainability.
- We are able to fight hunger, poverty in Africa and increase the youth participation in actions against climate change.



Kenyatta University

Kenya

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Top 3 learnings

- Merge theoretical knowledge with practical application initiatives.
- The throw away culture has hugely infiltrated our society.
- Intense awareness creation on the immeasurable value and significance of these resources.



The Students' Union at UWE



Top 3 learnings

1. We harnessed the power of partnerships to build mutually shared goals for successful outcomes.
2. We confirmed that free food is a useful tool to drive student engagement!
3. A campaign needs maximum three key messages/actions for greatest impact/behaviour change.



UK

Bring Your Own Bowl (BYOB)

Bring Your Own Bowl (BYOB) is a food waste behaviour change and student community building intervention. Primarily for students based in University accommodation, BYOB focuses on creating social networks through the shared enjoyment of free tasty surplus food.

The events engage students on key food waste messages and provide ideas for personal action. The name symbolises the fact that all students have to do is bring their own bowl; we take care of the rest. BYOB is run collaboratively between The Students' Union at UWE's Green Team and HallsLife programmes. The aim of the Green Team is to create and empower student-led sustainability change.

HallsLife is a partnership between The Students' Union at UWE and UWE Accommodation to build a grassroots sense of community amongst UWE students and foster a sense of belonging within University managed accommodation and within the student community.

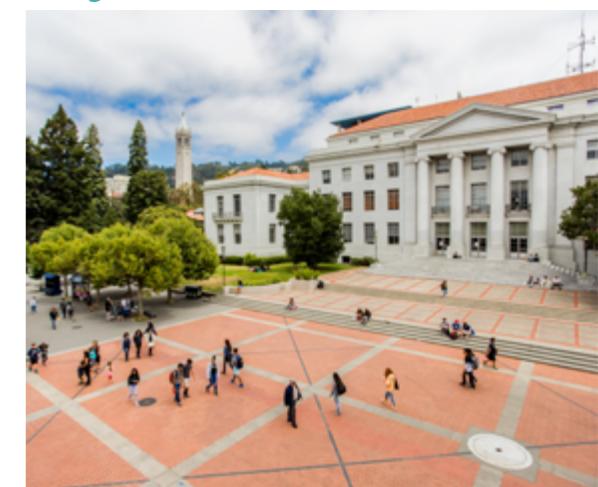
University of California, Berkeley

#Thankgoodnessit'sfunded: The Green Initiative Fund (TGIF) at UC Berkeley

The Green Initiative Fund, also known as TGIF, is UC Berkeley's campus green fund. TGIF provides funding, via grants, for projects that improve and support UC Berkeley's campus sustainability efforts. TGIF allocates funds to projects that promote sustainable modes of transportation, increase energy and water efficiency, restore habitat, promote environmental and food justice, and reduce the amount of waste created by UC Berkeley.

Portions of the fund also support education and behaviour change initiatives, student financial aid (via return to aid), and student internships. Students, faculty, and staff may submit project proposals, which are selected for funding by the annually-appointed TGIF Committee, consisting of students, faculty, and staff, on which the students have the majority vote.

Since its inception in 2007, TGIF has funded close to \$3 million in grants to over 215 projects and over 360 student internships.



Top 3 learnings

1. We learned the power of student voices, engagement, and ideas in shaping campus sustainability culture.
2. We recognise the importance of investing in green practices, education, and behaviour change initiatives.
3. The challenge of and exciting attempts to address institutionalizing environmental justice principles.

Centro Universitário Facens

Eco Ginc – An Ecological Group Activity Applied in Brazilian Public Schools

Pupils from public schools in Brazil often face issues such as bullying, lack of life perspective and poor environmental education. Aiming to address these problems ECO GINC was created, in 2017, addressing them through hands-on activities to raise environmental awareness. The project is developed in public high schools in Sorocaba and its surroundings. The group activities are carried out by volunteer students from Centro Universitário Facens, a philanthropic university also located in Sorocaba, during three days. The content taught in the schools are learnt by the volunteers in a training given by University staff, where the importance of stimulating creativity and empowerment are highlighted. The employees are also responsible to train the high school teachers and principals so that the technique can be applied in others subjects and the cultural change becomes perennial. In total, 104 kg of waste have been collected during the activities, which address circular economy and correct waste disposal in a fun and creative way.



Top 3 learnings

1. We realised how important it is that all teachers are engaged and aware of the project.
2. We need to offer more training to students to understand and implement the activities accordingly.
3. We need to understand the profile of pupils to better adapt the activities proposed.



Brazil

New Zealand

Victoria University of Wellington

Vuw Sustainability Week: Learn to Live Sustainably

In May, students at Victoria University of Wellington hosted the University's first ever 'Sustainability Week' of environmental action and events. Campus was abuzz with thirteen events, daily action station activities, eco-giveaways, an art competition, a dedicated 'Sustainability Special' of our student magazine and opportunities galore to learn about today's most pressing environmental issues and take action.

The result was incredible student engagement, with over 1,000 people attending events and more than 30,000 reached via Facebook.

The organising committee, comprised of six student clubs, has since established a formal Sustainability Committee within our Student Association to work on long-term sustainability initiatives.



Top 3 learnings

1. Inspiring young people to lead and engage their peers to raise awareness.
2. Collaboration is key; building a network of student clubs and individuals enabled us to achieve large-scale impact.
3. Deeper engagement between staff, students and institutions helps to develop space for democratic and collaborative action.





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