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 2020 International Green Gown Awards Finalists.

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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.

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.

2020 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.

Sharing Best Practice
The Sustainability Exchange
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

GET TWEETING ABOUT THE INSPIRATIONAL FINALISTS AT @GREENGOWNS

GREEN GOWN AWARD REGIONAL WINNER

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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.

Want to be our headline sponsor?

Join us and be a part of the global innovation and problem-solving power of students, universities and colleges.

As Headline Partner of the 2020 International Green Gown Awards, you will be a part of the solution. We want you to influence and share student, university and college global sustainability excellence in teaching and research, leadership, campuses and employability. Our partnership will show how students can benefit the quality of life for us all in our businesses and communities.

Work with us and let’s make a future fit for life.

The Awards are aligned with the United Nations Sustainable Development Goals and supported by the UN, national governments and education bodies.

For your valued partnership you will receive:

- Global profile with universities, colleges, governments and United Nations - a committed, well-connected and influential community
- EXCLUSIVE ‘in association with’ status – you will be the sole sponsor of the International Awards with your logo on all Award communications
- Present an Award and speech at the International Green Gown Awards Ceremony
- Work alongside winning students and institutions to create new placement and research opportunities
- Connect your organisation with world-leading research and practice, tell your sustainability story and have the opportunity to present in webinars relating to the finalists over the next twelve months

The exclusivity and prestige of these established Awards, combined with the commitment and connections of influential applicants make this a hugely attractive partnership opportunity. We will work with you to maximise business value through access to entrants and the wider global Green Gown Award community.

Want to be a part of the solution? We would love to hear from you.

greengown@eauc.org.uk
www.greengownawards.org/international-green-gown-awards
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.

54% of the finalist institutions in this category chose Sustainable Cities and Communities as one of their project's top 4 SDGs.
Mental Health United is an ongoing physical activity initiative that has been developed to improve the mental health and wellbeing of the students, staff and wider community within Ayrshire.

In East Ayrshire alone suicide levels have double in the last 12 months. In the town of Cumnock, with a population of 12,000, 8 young people took their own lives in a 6-month period. Many of these young people are students of or have connections with Ayrshire College via family and friends.

Using sport and physical activity as a ‘hook’ to engage with the community to highlight the issue and encourage those who might be emotional vulnerable, to seek the help that is available to them. This was done in partnership with the Kris Boyd Charity. Kris is a former Scottish international football and captain of Kilmarnock Football Club. Kris started this charity after the tragic death of his young brother.

Hectare urbain – A permaculture urban project in a Management School

Hectare urbain is a sustainable urban agriculture project, aimed at increasing awareness of conservation and social responsibility issues among its staff and student community members. The project comprises a 5388.38 m² food forest that protects and restores the plant heritage in the Mount Royal ecosystem; a vegetable garden that allows heirloom seed conservation, as well as two beehives. The project aims to provide a living lab space for students and staff in two complementary areas: agricultural permaculture, community engagement and social permaculture. From this perspective, the project engages management students in a school pairing program, which has allowed them to share their knowledge with over 1000 primary and secondary students in three years.
International Islamic University Malaysia

LIGH T: Leadership for Social Empowerment

LIG H T is a leadership programme for university students through community engagement with the theme “Leadership for Social Empowerment”. The programme is conducted through a community-project approach where students and academics from various disciplines engage with four local communities to produce cultural heritage products in Gombak, Malaysia. The uniqueness of this project is that it serves as a very dynamic learning platform for the students to structurally apply the skills and knowledge acquired in the classroom to the real world. More than that, the programme is built upon strong synergies among academics, business players and the community itself, which forms the whole co-learning ecosystem. This project’s impacts are not only for the students and communities but to shape a balanced and harmonised individual, in order for them to be responsible towards themselves, to God, to society and to all humankind. This is what the acronym of LIGHT stands for: L–Leadership, I–Intuitive, G–Giving, H–Humility, and T–Tenacity.

Top 3 learnings
1. We sharpened our leadership, management and teamwork skills through the project-based activities.
2. We improved how to communicate and solve problems together.
3. We learned about our communities and shared our ideas to help them solve their problems.

Macquarie University

Yanama budyari gumada – walking with good spirit on Darug Country, western Sydney

The Yanama budyari gumada ‘walk with good spirit’ research collective is based on Darug Country, at Yellomundee Regional Park, Western Sydney. Led by Indigenous Darug custodian Uncle Lexodious Dadd, and involving NSW National Parks & Wildlife Service and researchers and students from Newcastle and Macquarie universities, together we run the Darug Caring-as-Country project. We work hard to rekindle Indigenous ‘Caring-as-Country’ mechanisms on national parks estate, and have facilitated 17 Darug cultural camps between 2016–2019, enabling 450+ people each year through the work of our students. The Yanama budyari gumada ‘walk with good spirit’ research collective is based on Darug Country, at Yellomundee Regional Park, Western Sydney.

Top 3 learnings
1. Many hands make light work in making the environment clean for everyone.
2. A small contribution will never be negligible as it adds to the chain reaction.
3. It starts from you and it will influence others like a chain reaction.

Northumbria University

Student Law Office – facilitating access to justice in the North East

First established in 1993, Northumbria’s Student Law Office was one of the first legal clinics in the UK. Since then, its activities have grown exponentially, providing free legal advice and representation to approximately 300 people each year through the work of our students. The Student Law Office breaks down the barriers between academic study and real-world engagement to make a direct contribution to SDG 16 – providing legal representation and access to justice to those who might otherwise have none. The SLO works closely with Partners to maximise its impact as well as questioning and challenging current practice to influence law reform. The projects of the SLO not only provide Quality Education to our students through experiential learning and professional insight, but also address inequalities within education and social mobility – enabling a diverse range of students to advance their careers regardless of their own background and networks.

Top 3 learnings
1. Start small and let things grow.
2. Develop mutually beneficial partnerships to ensure project longevity and the best outcome for all.
3. Keep the project central to the School’s mission.

Quest International University Perak (QIUP)

Leadership: The Eco-Rangers student movement at Quest International University Perak (QIUP)

In April 2019, a research-oriented student workgroup (Eco-Rangers) QIUP, Malaysia was established to design, develop and implement environmentally friendly activities for the campus and QIUP communities through a student-led initiative following the ESD approaches at QIUP. The Eco-Rangers workgroup consists of pre-university, undergraduate and postgraduate students as well as academic and administrative staff from QIUP in handling both on- and off-campus projects with the other Non-Governmental Organizations (NGOs) like WWF-Malaysia and Axiata Foundation. A strong emphasis of self-volunteermism, self-motivation and leadership are observed among the participation of Eco-Rangers in a myriad of environmental related activities, e.g. Zero Straw, Waste Recycling and Upcycling, Environmental Documentary Screening and Environmental Poetry.

Top 3 learnings
1. Keep the project central to the School’s mission.
2. Develop mutually beneficial partnerships to ensure project longevity and the best outcome for all.
3. Keep the project central to the School’s mission.
Universidad Autónoma de Querétaro (UAQ)  

**Comprehensive Interventions: Community diagnosis and intervention proposals**

The project generates intervention proposals through a diagnosis that recognises the current situation of 14 communities and neighbourhoods in the city of Querétaro in needs, problems, social demands and areas of population development.

Under an interdisciplinary perspective, the consultative participation of the citizens who inhabit the localities and the work of professionals from different formations who contributed their experience and knowledge, worked on advocacy proposals appropriate to the conditions of the selected localities.

An interactive digital platform was generated to support the understanding of the data obtained and the proposals for intervention, which allows us to read the results of the project graphically, in addition to consolidating collaborative work links with localities, students and cultural activities, education and contribute to the professional world as much as possible. The actions aim to reduce the negative impact of society for the community with blindness and low vision by: awareness-raising and informative workshops, conferences, events and visual diagnostics in the University as well as rural localities.

**Top 3 learnings**

1. We promote personal and professional development of people with visual disability.
2. We foster a focus on vocational training based in social responsibility.
3. We contribute our experience and knowledge, worked on a diagnosis that recognises the current situation of the project.

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**Universidad del Norte**  

**University activism for the conservation of ecosystems**

The project stands out mainly for the reforestation activity of the mangrove forest through the social mobilization of students and teachers from Universidad del Norte. The university campus becomes a space where society can be empowered about the importance of ecosystem goods and services. During the last 6 years, Ecocampus has promoted a space in which students, teachers and citizens in general can get involved in harvesting mangrove seeds (propagulos) in the Mallorquín swamp, planting and care of the mangrove plants during the growth period in the Living Classroom of the Universidad del Norte and the subsequent phase of reforestation in the natural park: Isla Salamanca. More than 2000 people have participated in all the processes, including students, teachers and citizens in general. The students who participate are from different careers and each year they organize and look forward to the beginning of the project.

**Top 3 learnings**

1. We are a benchmark in the Caribbean and we encourage social mobilization around environmental issues.
2. Our project seeks to promote the conservation of ecosystems through student engagement and activism.
3. Recognize the importance of integrating different population groups to environmental stewardship and conservation activities.

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**Universidad Pontificia Comillas**  

**CoordiNet: Large scale campaigns to demonstrate how TSO-DSO shall act in a coordinated manner to procure reliable and efficient grid services in the most reliable and efficient way through the implementation of three large scale “TSO-DSO-Consumer” demonstrations, in cooperation with market participants and end users.**

Three complete value chains of TSO-DSO-market participants constitute the backbone of the project in three demonstration macro-areas (Spain, Sweden, Greece) with ten demonstration pilots (four in Spain, four in Sweden and two in Greece). The project will provide a pathway towards a seamless pan-European electricity market with non-discriminatory access to all market participants.

**Top 3 learnings**

1. I will demonstrate how DSOs and TSOs shall act coordinated to procure reliable and efficient grid services.
2. I will provide a pathway towards a seamless pan-European electricity market with non-discriminatory access.
3. I will define the building blocks for a future European platform.
Universidad San Ignacio de Loyola

USIL Sustainable Living Lab in Occopata, a community in Cusco at 4,000 masl

Occopata is an Andean community 40 minutes from the city of Cusco with a population of 801 people who maintain their ancestral customs. Here, history coexists with modernity. Previously, the community depended almost entirely on potato farming, which kept it extremely vulnerable to weather and market conditions. This inspired the creation of the USIL Sustainable Living Lab in Occopata, which entails integrated work by all the university’s academic programs, articulating efforts by about 23 private, public, social service and academic institutions to generate comprehensive solutions for the rural community’s sustainable development.

The goal of the program is to significantly reduce poverty in Occopata by 2022. At the same time, we seek to consolidate a university social service model that is replicable and scalable for other organizations in communities in a vulnerable situation.

Top 3 learnings
1. We show respect and willingness to listen and work together.
2. Share your plans with partners to enable to streamline processes, join efforts and find partners for the present and future.
3. Use experiences from degree programs for potential interventions.

Sector response to the Climate Crisis

Working together to nurture a habitable planet for future generations and build a greener and cleaner future for all!

TAKE ACTION!
Sign the Global Climate Emergency Letter
www.sdgaccord.org/climateletter

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 Association of Commonwealth Universities

BUILDING A BETTER WORLD THROUGH HIGHER EDUCATION

Peru
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.

78% of the finalist institutions in this category chose Quality Education as one of their project’s top 4 SDGs.
De La Salle Lipa (DLSL)

Green Energy, Green Schools
As early as May 2016, De La Salle Lipa (DLSL) anchored its mission-vision, among others, to the United Nations Sustainable Development Goals and set one of its strategic directions to Creating Sustainable Futures, its commitment to environmental sustainability and reduction of carbon emissions. This has empowered the institution to shift close to 80% of its power mix from conventional sources to renewables starting the Academic Year 2017-2018. The pivot to renewables in DLSL's power mix led to an average saving of ₱333,456.00 (approximately US$6,538) per month and a 78.5% reduction in carbon emissions. This Green Energy (shift to renewables) initiative forms part of the Power and Energy Roadmap and Smart Cities initiatives whereby DLSL hopes to share its experience, provide a working model and accompany the local government units of the province of Batangas, Philippines to adopt similar technologies that will reduce the overall impact of our urban communities on the environment and mitigate the main cause of climate change.

Charles Sturt University

Creating a world worth living in
When Charles Sturt University adopted the Learning in Future Environments Index in 2012, and embedded as a KPI in the university strategy, the path was set for an ongoing commitment towards best practice across the whole-institution. Headline achievements include: being the first certified carbon neutral tertiary institution; Graduate Learning Outcomes incorporating sustainable practices; our Research Narrative framed around ‘creating a world worth living in’; establishing in one of Australia’s largest rooftop solar energy systems by 2019; and investing $996,000 in sustainability and research grants between 2009 and 2018. Charles Sturt has demonstrated improvement each year.

International Islamic University Malaysia

WIT for HUMAN (W-hole I-nstitutional T-ransformation for H-umanising U-niversity, M-aking A N-ovelty)
The continuous change in the higher education landscape has forced universities to respond with a diverse model of university to make themselves relevant. Despite a more demanding need for a contextualised model, the predominant force of neoliberalism still significantly influences and shapes the outcome. Against this trend, IIUM has embarked on a journey to showcase a Malaysian model of university that addresses Sustainable Development issues in a holistic manner, taking the whole institutional transformation (WIT) process as its approach. This WIT model hopes to change the university ecosystem by pushing the university agenda to systemically and systematically serve the community, together with other stakeholders - government agencies and industries/business players.

NYU Abu Dhabi

startAD - Sparking startup sustainability – startAD and its environmental entrepreneurial work
startAD is an entrepreneurship accelerator, anchored at NYU Abu Dhabi and powered by its partner Tamkeen. startAD supports Abu Dhabi and the UAE’s goals of becoming a knowledge-based economy by equipping students, startups, and corporates with the necessary tools to build innovative new products that serve a global need, collaborate across organizations, and develop entrepreneurial capacity. At startAD, we have focused on not only working with start-ups and students to develop their skills, but also to broaden their thinking and ambitions to include goals in line with the United Nations’ Sustainable Development Goals. Over the course of our existence, we have worked with over twenty start-ups who are committed on providing sustainable solutions to investors.

Top 3 learnings
1. We transform our institution into a sustainable, Sejahtera and HUMAN university (humaniversity).
2. We break the silos of different disciplines and unite as IIUM community.
3. We engage, empower, bring smile to the community and learn from them.
Universidad San Ignacio de Loyola

Building a better future through USIL’s sustainable management model

USIL has been a sustainability institution since it was founded 25 years ago. Over the years, it has provided a quality education service within the framework of comprehensive sustainable management, which benefits the local and global community by shaping responsible, ethical citizens, educated with high professional, technical and human quality, who are capable of proposing sustainable and innovative solutions for Peru and the world. The process of making USIL a sustainable organization began in 1996, when a group of students did volunteer work in favour of the least advantaged. Over time, these efforts were consolidated in an official area called the Office of the Vice President of Sustainability. In 2016, within the framework of the UN 2030 Agenda, and with support from the university’s senior management, it was decided to align USIL’s policy and strategic plan with the SDGs and to implement them in three dimensions: academic management, social impact management, and environmental and governance management.

Top 3 learnings
1. The commitment of university authorities, faculty, students and administrative staff is key.
2. Integrating sustainability in the DNA of the organisation’s strategic and operational management is vital.
3. The Sustainability Plan must be aligned with the organisational strategy to achieve the objective.

¡Happy Greenniversary!
Since it was known that the decade 2000-2010 was the one with historically the most CO2 emissions, Tecmilenio decided to take action in order to reduce this impact on the environment by changing the resources that enable the proper operation of the Campus, from large scale activities e.g. the energy supplied to its buildings, to smaller ones e.g. the cleaning products the staff use for daily tasks. With this scope, the university began to look for opportunities of waste removal in every area, establish with alternatives, and share the results with its brother University, its personnel, and student body, so these groups could consider sustainable practices when developing academic or social projects, such as personal ones. Even though the University has applied several measurements and initiatives to conquer its goal of being a sustainable Campus, it is developing new strategies for reducing its emissions, and will continue to do so.

Universidad Veracruzana

To be sustainable is to live sustainability in a conscious manner: Sustainable UV
The Universidad Veracruzana’s (UV) sustainability programme is a 10-year old institutional project dedicated to integrating the human and systemic sustainability approach to the university’s core functions (teaching, research, outreach and campus management) with the broad participation of its community. It consists in 5 interwoven working themes with several projects: healthy nutrition and responsible consumption; sustainable institutional management; water, energy and waste management; sustainable urban mobility and campus spaces; and education and communication for sustainability. Under a scheme of social responsibility, the university has promoted sustainability, interculturality and gender equity practices among its community and the most vulnerable sectors of the state of Veracruz through its intercultural branch (UVI), its social service brigades and the collaboration with the productive, public and social sectors.

Top 3 learnings
1. Our community and the alliances with other sectors are two of our most valuable assets.
2. Sustainability is built mostly bottom-up, with the will and support of the head office.
3. Our achievements are the result of the dialogue, plurality and innovation of our members.

University of Oviedo

The present and future of the University of Oviedo in regard to its commitment to Sustainable Development Goals

The 2030 Agenda has given the University of Oviedo the chance to rethink its role in society and has led, for the first time, to a full awareness to manage and implement strategic actions between 2016 and 2019 linked with the Sustainable Development Goals. This focus has never been given to the University’s strategic roadmap before, or in other education settings and institutions in their geographic surroundings. With this challenge, the University of Oviedo is one of the pioneering Spanish universities in going a step further. It is making the community more responsible and calling for collective actions for the commitment of sustainable development, as well as increasing awareness that the University of Oviedo has multiple roles to play in this (in education, research and as institutions in a specific economic and social ecosystem).

Top 3 learnings
1. The 2030 Agenda: Our responsibility as a university.
2. Local community engagement.
3. SDGs - A global challenge.
Small but Mighty - University of Worcester punches above its weight

The University of Worcester may not be one of the largest universities in the UK but it was ranked first in the UK for Quality Education and Gender Equality and 33rd in the world in the recent THE University Impact Ranking. For many years it has consistently featured at the top of the People and Planet league and is known for the sustainable practices of its building (renovation and new buildings, such as The Hive), our integration of sustainability into curriculum, and notably our work with the community and with students. It is consistently innovating and collaborating, showing much can be achieved with few resources. The University is deeply committed to a democratic culture of inclusion, educational excellence and beneficial impact in society. Strong, sustained and supportive leadership, transparent reporting of challenges as well as successes, small sustained gains and taking staff with us at their pace are the features of Worcester’s approach.

Top 3 learnings
1. Include students, staff, governors and the local community in developing your vision.
2. We can’t do this on our own. Little by way of innovation occurs in isolation.
3. When it’s interwoven and inspirational more people can feel motivated.

AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE - AUF

ASSOCIATION D’ETABLISSEMENTS D’ENSEIGNEMENT SUPERIEUR ET DE RECHERCHE OPERATEUR DE LA FRANCOPHONIE UNIVERSITAIRE

L’AUF regroupe 990 universités, grandes écoles, réseaux universitaires et centres de recherche scientifique utilisant la langue française dans 118 pays. Elle est également opérateur pour l’enseignement supérieur et la recherche du Sommet de la Francophonie. Créée 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, IAU/AIU et l’ACU se sont associées pour défendre et promouvoir le rôle des universités et leur contribution pour l’agenda 2030

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
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.

64% of the finalist institutions in this category chose Climate Action as one of their project’s top 4 SDGs.
Belarus State Pedagogical University (BSPU)  

Green Volunteer School: 17 SDGs

The Green Office BSPU staff will conduct a number of master classes on each of the 17 SDGs. In cooperation with students of BSPU, classes on sustainable development will be designed and tested using effective pedagogical approaches and forms, such as business games, mini-conferences, intellectual games, discussion lessons, STEAM-classes, web-quests, design workshops, volunteer actions, open cinema shows, etc. The focus of work forms will be on youth. The Green Volunteer School (GVS) was the continuation of the successful project ‘17 days - 17 SDGs’, which was implemented among students in middle and senior classes in 2018-2019. GVS is aimed at preparing future teachers for the promotion of ideas and principles of sustainable development in their professional activities. As a result, a methodological and interactive guide will be created to promote the ideas and principles of sustainable development among young people.

De La Salle Lipa (DLSL)  

Campaigns on Creating Sustainable Futures: Bring Your Own Container

In Academic Year 2017-2018, as a practical response to the increasing of environmental degradation and risks posed to human health, De La Salle Lipa (DLSL) took a stand to reduce its generation of plastic wastes by (1) banning plastic bottled water and beverages on the campus; and (2) encouraging all stakeholders to bring their own water containers and make use of the available water hydration and drinking fountains found all over the campus. In the last three academic years, DLSL has successfully brought down plastic waste generation between 50% and 80% relative to a base of 4,066 kg per year in AY 2016-2017. Encouraged by this, the DLSL community is making improvements in its waste generation monitoring systems.

Facens University Center  

ECOGING – Empower to Change the Game

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 ECOGING was created as a game developed by university students for high-schoolers to discuss and get in touch with environmental issues in a creative and funny way. During 3 days of activities, volunteer University students play the role of mentors which allows participants to connect and promote environmental awareness, also practice teamwork and develop standards of respectful behaviour towards others, from which collaboration can follow on. The University is not doing this activity on its own and the partners for this project could not be more adequate, as they have their core business based on the practice ECOGING wishes to disseminate, such as sustainability and high impact on the life of others. This project benefits not only high school and University students but also prepares teachers and principals with techniques that can be applied in others subjects and the cultural change becomes perennial.

Lycée d’Akwa-Nord Bonamoussadi  

African Network for Sustainable Development Education (ANSDE) - Students’ action for environment and climate

It’s a project based on the struggle against pollution through education, sensitisation and training. Students are at the heart of the project; they are members of the environment club and police of their schools and they are still educating their school friends on the importance of keeping their environment clean by tackling plastic usage, especially single-use plastic. Their school environment will be plastic free before the end of the school year 2019-20. First of all they are trained by their teachers on sustainability before acting on the school field.
SAVES2 – Students Achieving Valuable Energy Savings 2
SAVES2 aims to encourage sustainable energy behaviours among 219,000 university students in seven European countries, between 2017-2020, to help them reduce their exposure to fuel poverty and install good sustainability habits. It incorporates two strands that engage students living in university accommodation and in the private-rented sector. Students living in university accommodation are encouraged to participate in inter-dormitory energy-saving competitions at their university; 38,000 students living in 14 universities participate each academic year. With the help of student ambassadors, the campaign motivates students to save energy and win prizes as a result. Social media is used to tap into student communities and raise awareness of how students can save energy in a fun way. A specifically designed energy dashboard is used to feedback to students in near-real time on the performance of their dormitory encouraging further action.

University activity for the conservation of ecosystems
The project stands out mainly for the reforestation activity of the mangrove forest through the social mobilization of students and teachers from Universidad del Norte. The university campus becomes a space where society can be empowered about the importance of ecosystem goods and services. During the last 6 years, Ecocampus has promoted a space in which students, teachers and citizens in general can get involved on harvesting mangrove seeds (propagulos) in the Mallorquin swamp, planting and care of the mangrove plants during the growth period in the Living Classroom of the Universidad del Norte and the subsequent phase of reforestation in the natural park: Isla Salamanca. More than 2000 people have participated in all the processes, including students, teachers and citizens in general. The students who participate are from different careers and each year they organize and look forward to the beginning of the project.

University of Graz
How “Greta” is our University? - Sustainability Days of the University of Graz
Since 2016, the Sustainability Days of the University of Graz has been the biggest sustainability event of the year. For this year’s topic, How “Greta” is our University?, the focus will be on creating awareness among students, employees and university stakeholders on sustainability topics with the addition of encouraging the university to become a carbon-neutral institution by 2040. The event takes place in December on campus and all activities are provided for free. The programme offers a large variety of activities including a panel debate, a poetry slam, a “sustainable campus” guided tour and workshops. An additional highlight is the Sustainability Design Thinking Challenge. The Sustainability Days were initiated five years ago by proactive students and its organization is now strongly supported by the university. The mission is to inspire other organizations to support student initiatives, empower future leaders, and be a role model for a more participatory campus life!

University Institute of Technology of Saint-Etienne
Students - actors of the eco-responsible approach at the UIT of Saint-Etienne!
For several years, the UIT has been committed to an approach in favour of sustainable development. The originality lies in the fact that this work has been carried out based on pedagogical projects. The commitment of the students through these projects has enabled the UIT to set up numerous actions on the campus and the challenge this year was to organise a sustainable development week in which the students of the Business Management and Administration department (organization, event management), and those of the Biological-Environmental Engineering Department (shared garden project) were involved.

University of Cyprus
Cyprus

Top 3 learnings
1. We must encourage social mobilization around environmental issues.
2. Our project seeks to promote the conservation of ecosystems through student engagement and activism.
3. We recognize the importance of integrating different population groups.

Top 3 learnings
1. We experienced how to communicate sustainability attractively to larger groups of students and academics.
2. We learned to transform academic capacities into applicable sustainable innovations.
3. We formed interdisciplinary teams that were able to realize their potential in creating sustainable innovation.s

Top 3 learnings
1. Young people are keen to learn and adopt new energy-saving behaviour.
2. Promoting energy saving behaviours can be an effective way to alleviate energy poverty.
3. Make the campaign fun and interactive, to be successful.
Strathclyde’s Global Student – Using Vertically Integrated Projects to make a difference through ‘useful learning’

By 2025 it is reported that the global student population in FHE will reach over 260 million. Undergraduate students represent a force that is ready and waiting to be mobilised; to apply their new-found knowledge and skills NOW; and shape a sustainable future for themselves and all of us.

This is the guiding principle for the University of Strathclyde’s credit-bearing “Vertically Integrated Projects for Sustainable Development” (VIP4SD) programme. The programme uses the “Vertically Integrated Projects” approach to Research-Based Learning that emerged from Georgia Institute of Technology, as a mechanism for embedding Research-Based ESD in our undergraduate curricula.

VIP4SD programme provides a platform for staff and students to partner with each other in setting up and running SDG-based research teams.

Desert Rose – A House for Life Demonstrating Sustainable Dementia Friendly Design

The Solar Decathlon competition challenges teams of university students to design, build and operate solar-powered houses that are innovative, energy-efficient and attractive. The University of Wollongong’s “Desert Rose” project involved students and staff from all five faculties and TAFE NSW. This team of students and staff have worked tirelessly to demonstrate the possibility of building a sustainable energy-efficient home that also meets the needs of an ageing population. Team UOW achieved second place overall in the Solar Decathlon Middle East 2018 competition, along with 8 other awards. “The Desert Rose” is the first dementia friendly home in a Solar Decathlon.

Top 3 learnings

1. Start small and build – convince those who need convincing by doing!
2. Work with like-minded people and the others will follow in time!
3. Follow the (other) 3 P’s – Be passionate, persistent and proactive!

University of Wollongong

Australia

Sustainability in Action: Using Action Plans to Empower and Inspire Yale Undergraduate Students

In 2018, Yale Sustainability launched a program to create Sustainability Action Plans for its 14 residential colleges to drive sustainable culture shifts within the undergraduate community while helping to advance progress towards Yale’s institutional sustainability ambitions. To ensure meaningful and impactful goals, over the course of one year the Office consulted with operational professionals and college leadership, and led student focus groups to identify the priorities, strengths, and challenges of each college. The insights gathered allowed Yale Sustainability to customise each of the Action Plans to the distinct culture, character, and physical context of the undergraduate residential colleges. Once the Plans were launched, the Office hired student Sustainability Liaisons in each of the colleges to implement the plans and engage their peers with campaigns and activities.

Top 3 learnings

1. One size does not fit all. Plans should reflect the unique context of different communities.
2. Fully engage and earn the trust of stakeholders. Culture change takes time.
3. Welcome change and innovation. Action plans provide a foundation, but they are evolving.

University of Strathclyde

UK

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Yale University

USA

Top 3 learnings

1. Dream Big. The power of big dreams helps give students the drive and initiative to solve complex problems.
2. Diversity. Think outside the box and ask other disciplines and cultures their thoughts.
3. Consult Early and Wide. Don’t try and solve problems without involving people as they are the solution.

HAVE YOU BEEN INSPIRED?

Apply for International Green Gown Awards 2021 and have your sustainability initiatives recognised across the world!

Find out more and apply here: greengownawards.org/international-green-gown-awards
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

The Alliance is working on:

- Developing a new “Little Book of Green Nudges”
- Connecting the cogs to create more green jobs
- Providing nature-focused educational content for students, parents and teachers around the world through Earth School.
- 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

UNEP’s 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.

The Alliance works through higher education and youth networks with the goal of reaching as many institutions as possible.
The SDG Accord

The University and College Sector's Collective Response to the Global Goals