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 2021 International Green Gown Awards Winners, Highly Commended and Finalists.

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.

We are delighted to be working in partnership with The Association of Commonwealth Universities (ACU), L’Agence universitaire de la Francophonie (AUF), International Association of Universities (IAU) and the Higher Education Sustainability Initiative (HESI).

The International Green Gown Awards are administered by EAUC.

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 countries.

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.

2021 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

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 850+ case studies and short videos can be accessed via the Sustainability Exchange.

To find out more, visit:

www.sustainabilityexchange.ac.uk

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.
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.

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.

This is a unique opportunity to connect with the creativity and impact of the only global university, college and student sustainability leadership award.

As Headline Partner of the 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 (virtual or other)
- 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 captures 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.

Top SDGs the projects in this category deliver against

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Winner - Small Institution

Facens University Center

Brazil

What the judges thought...

Judges were very impressed by this project that is tackling a difficult situation and is a great example of economic development for small communities in an inclusive way. The volume of students this will impact is great to see! This is even more impressive due to the limited resources available. A very worthy winner!

LIS - Flourishing humanised professionals for the 21st century

The moment we are born, we are exposed to long term issues that have been established as normal, such as extreme poverty, inequality, and climate crisis. The new generations need much more than technical knowledge to face the complex challenges of the 21st century. They ought to have inner resources for self-management, resilience, compassion, and empathy.

Aiming at offering complementary skills to the technical education, Social Innovation Lab (LIS), has been developing human centered programs based on Social, Emotional, and Ethical (SEE) Learning. This methodology is fundamentally based on three dimensions, which broadly encompass the types of knowledge and competencies it seeks to foster in students: (1) Awareness, (2) Compassion, and (3) Engagement.

LIS, aims to develop opportunities for the flourishing of future humanized professionals.

What it means to win

The International Green Gown Award is an honour and it motivates The Chinese University of Hong Kong to further its commitment to sustainability. Our determination to discharge social responsibility has translated into achievements we are proud of, and set a fine example for others, both locally and globally, to follow.

Professor Rocky S. Tuan

Vice-Chancellor and President

Top 3 learnings

1. Success should not only be measured in financial terms but rather on the number of people you may impact.
2. Youth want to be the change generation.
3. Education must consider students from an integral standpoint, including cognitive, social and inner values.

What it means to win

One University One Village Initiatives

The One University One Village Rural Sustainable Development Assistance Programme (1U1V) was launched by Professor Edward NG and Dr Li WAN at The Chinese University of Hong Kong (CUHK) in 2014. It aspires to bring together the expertise, knowledge, and human resources of “a university” to improve the livelihood of “a village” and its needy villagers in a strategic, systematic, and sustainable manner. The research and projects under this programme include village improvement work, bridge building, and a new rammed-earth building system in Mainland China. In 2015, the 1U1V team conducted a post-earthquake reconstruction project in Yunnan, China, to demonstrate the use of “high-science, low-technology” strategies with the “local materials, local labour, and local technology” principle of rural construction, and to encourage endogenous development in rural China. The project and the holistic strategy behind it have creatively improved the environmental, economic, and social sustainable development of poor rural areas.

What the judges thought...

The judges felt this project provided much needed sustainable reconstruction in rural areas and empowers local citizens to continue this valuable work. They were particularly impressed by the upskilling elements. Judges felt the holistic approach taken made this a winning entry to illustrate how ethical development can lead to empowerment, especially women, and the inclusion of climate adaptation and skills transfer.

Top 3 learnings

1. Research based “high-science, low-technology” construction and knowledge transfer strategies.
2. Low embodied energy “local materials”, “villagers friendly”, “local technology”, economical capacity building “local labour”.
3. People focused, gender balanced, knowledge rich.

What it means to win

Judges were very impressed by this project that is tackling a difficult situation and is a great example of economic development for small communities in an inclusive way. The volume of students this will impact is great to see! This is even more impressive due to the limited resources available. A very worthy winner!

Top 3 learnings

1. Research based “high-science, low-technology” construction and knowledge transfer strategies.
2. Low embodied energy “local materials”, “villagers friendly”, “local technology”, economical capacity building “local labour”.
3. People focused, gender balanced, knowledge rich.
Highly Commended
Autonomous University of Querétaro

Mexico

Water scarcity, food sovereignty and housing improvement in communities of the protected Sierra Gorda Biosphere Reserve

The Coordination for Education and Community Outreach, designed in 2012, promotes the work of interdisciplinary student teams at the University to contribute to the sustainable development of the rural communities of the Sierra Gorda Querétaro México, in the context of the climate emergency. We work in collaboration with members of communities, non-profit and international organisations, governmental bodies, and individuals who want to contribute.

We have worked in the following areas developing and strengthening adaptive capabilities around climate change: water scarcity; building around 120 ferrocement cisterns for rainwater catchment with collection capacities of 15,000 litres each; produced organic food grown with little water in small spaces; household improvements, using local materials offering clay build workshops; and advising small producers.

What the judges thought...

The judges felt this was a well evidence based project with a large number of stakeholders and is a good example of how this could be replicated in other areas and look forward to seeing how this can be further developed to make more relevant for other localities. Judges would like to see further student engagement in the future.

What it means to win

By winning this Award our department projects will acquire more visibility and perhaps, we will accede to more funding. Being able to help more communities collecting rainwater, growing vegetable gardens, and improving their households with natural materials. And our research area about technology transfer will be strengthened.

Paulina Viridiana Becerril Luna
Social Outreach Director

Top 3 learnings

1. Searching for solutions towards water scarcity has broad community consensus.
2. Our methodology encourages values; inclusion, participation, solidarity, gender equity, sustainability and empowers people.
3. Welfare practices were obstacles to our work.

Highly Commended
Furman University

USA

Carbon On-Setting: Community impact through home weatherization in Greenville, South Carolina

The Community Conservation Corps (CCC), a program of the Shi Institute for Sustainable Communities at Furman University, provides free home weatherizations to low-income homeowners in the greater Greenville, South Carolina community. The CCC reduces energy consumption and carbon emissions and promotes financial stability and health of homeowners through weatherization, energy conservation, and education. Furman students help track program impacts and volunteer on weatherizations. CCC community partners include a utility company, Habitat for Humanity, and the City of Greenville. The CCC supports multiple sustainability outcomes. Students, local volunteers, and low-income homeowners all learn through home weatherization projects. Participating homeowners see a 20% reduction in their home's utility usage (and expense) on average as well as improved indoor air quality.

What the judges thought...

Judges commended this project as it was outside of the comfort zone for the university. The project shows a good example of social and economic justice. Judges look forward to seeing how this project can be replicated into other communities.

What it means to win

Winning this Green Gown Award affirms our dedication to reaching beyond the campus walls to benefit society. We are proud that the Shi Institute is home to this unique flagship program and are honored to receive international recognition for its campus and community sustainability efforts.

Weston Dripps
Executive Director

Top 3 learnings

1. Partnerships make perfect: the support of Habitat for Humanity and others has been crucial.
2. Community trust: connecting with trusted community figures builds a positive reputation for the program.
3. Co-benefits are important: benefits for the community (financial savings) and the school (carbon offsets).
Highly Commended

The University of Newcastle

**Daughters and Dads Active and Empowered** - Enhancing societal health and wellbeing by targeting father-daughter physical activity and gender equity.

Daughters and Dads Active and Empowered is a community-based, multi-award-winning education program targeting fathers/father-figures to improve their daughters’ physical activity levels and social-emotional wellbeing. Importantly, this innovative program also addresses and challenges the culture of gender prejudice existing in girls’ lives.

In 2014, the program was developed by Professor Phil Morgan and colleagues from the University of Newcastle. Using innovative collaborations with local schools and industry partners, results have been overwhelmingly positive with significant long-term health improvements achieved. The impact of the program has led to $4.1 million in research funding and seen delivery to 790 daughters and 678 fathers across NSW, in various sports and in the UK.

**What the judges thought...**

The judges felt that this was an innovative project with good education foundations. The project has good links with other stakeholders and would like to see how the project could be replicated across a wider section of countries with different cultures.

**What it means to win**

To benefit society is a goal that anchors us as an institution. Our team are a proud example of this, working collaboratively and tirelessly to develop their program to improve the lives of families across the globe. We are honoured to be recognised through this prestigious award that aligns so closely with our core values.

Professor Phil Morgan
School of Education

**Top 3 learnings**

1. The development of strong collaborative partnerships are key.
2. Quality education programs using evidence-based pedagogies, delivered by engaging facilitators are essential.
3. Targeting valued outcomes in an innovative and meaningful manner is critical.

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Highly Commended

UCSI University

**Food4Wellness + Education4Lives**

Transformative learning designed to facilitate awareness, understanding, and shaping of one’s attitude and behaviour on consuming nutritional diet for greater health and wellbeing sadly has not reached the whole world population. Food4Wellness + Education4Lives (F4W+E4L) attempts to offer these learning opportunities to refugee and asylum seeker youths who are living in Kuala Lumpur. These youths do not have access to formal education, and many are forced to work at a young age. The training includes physical or virtual classes and some hours of practical and internship experience. Throughout the training period, the youths have the opportunities to interact with Malaysian and international students, and the staff and volunteers of the project partners. With the support of the project key partner, the program integrates the use of ICT and community care activities. F4W+E4L program aspires to facilitate a holistic learning experience, and that the transformed lives and learning outcomes will impact their families as well as the refugee and local communities.

**What the judges thought...**

Judges felt that this was a great example to show the role of universities within society, particularly with refugees. The inclusion of life skills was welcomed and would like to see this further developed to show routes for refugees to be part of the wider education system. Judges would like to see further evidence on scale, impact and monitoring.

**What it means to win**

We believe that by working an extra mile together, complex problems can be resolved and the future becomes brighter for everyone.

Norani Abu Bakar
Strategic Director of UCSI Living Lab

**Top 3 learnings**

1. Partnerships among community members are key in resolving complex social challenges.
2. We model leadership by example to our students.
3. Education becomes more meaningful when we bring the community to our campus and education to the community.
UNINTER Distance Learning

Centro Universitário Internacional’s (UNINTER) distance learning is a successful project, which aims to deliver quality education throughout Brazil, thus seeking the development of the country through the democratization of higher education.

Distance learning at UNINTER began in 2003. During these 18 years of experience the UNINTER International University Center has opened more than 800 face-to-face Support Centers (PAPs) throughout Brazil accredited by the Ministry of Education and 10 more Support Centers abroad. UNINTER has trained more than 505,000 students in its more than 400 undergraduate, graduate, and extension courses based on distance learning. UNINTER seek to configure and reconfigure epistemological approaches in order to build new ways of conducting the teaching and learning process from various methodological and psychological trends, developing competencies for adult students. It is the second largest higher education institution in distance learning in Brazil.

**Top 3 learnings**

1. We learned how to democratize higher education through distance learning.
2. We learned how to realize the dream of reaching Brazilian Higher Education by expanding life opportunities.
3. We learned to take quality education to the corners of Brazil, reaching even indigenous communities.

Institut Polytechnique UniLaSalle

Guide Babine “Chops Guide”

Tiny, black, fluffy, with floppy ears, a big tail and big melting eyes, this is the first class of six flat coat Retriever puppies. Rosie, Rolly, Riddick, Rainbow, Rune and Réglisse, wearing their blue and yellow uniform, are the new students at UniLaSalle Beauvais. They will study here for 10 months with their three employees and three student foster families to get ready for their future job, being guide dogs for the blind. It is in this context that the Guide Babine project has been created. We wanted to have a project with students to create a link and break down the “adult-student” gap.

For 10 years disability and inclusion has been reflected in the presence of a disability statement which has 4 essential missions: To support students with disabilities throughout their academic career; Advocate at national level for inclusive access to higher education; Raise awareness of disability issues and establish partnerships between the school and local associations dedicated to disability support to create social and professional links.

**Top 3 learnings**

2. Professional qualities: Recruitment of students and employees, construction, and management of the project.
3. Communication skills: Interviews, articles, work with the University and association communication services.

International Islamic University Malaysia

Sejahtera Sports for all

Industrial Revolution 4.0 has caused the global state of health and wellbeing to deteriorate. Traditional knowledge is on the verge of dilution and the strike of the Covid19 pandemic has worsened the status quo. Against this trend, International Islamic University Malaysia (IIUM) embarked on a journey to promote sports towards lifelong learning, good health and well-being and unity through global partnership.

The initiative comprises of three main game-changers namely 1) Indigenous Games, 2) Para Games and 3) Sports Discourse Series. Indigenous games convey the values of solidarity, diversity, fair-play, inclusion, and cultural awareness. Para Games display great determination and courage to overcome mental and physical obstacles in the hope of creating a better life. Finally, Sports Discourse Series completes the project through capacity building. Broadcast on social media offers a great advantage to the project as visibility and impact have worldwide reach, going beyond the boundaries of the University community, hence translating into real-world impact.

**Top 3 learnings**

1. We learned the importance of preserving traditional knowledge for a sustainable society.
2. We appreciate the disabled community and the need for inclusive living.
3. We learn that the pandemic is not a factor for the world to disconnect.

Sheridan College

Sustainable Development Innovation Ecosystem

This project builds on Sheridan’s 2024 Strategic Plan: Galvanizing Education for a Complex World (GEcW) and is a call to action that builds on our strengths, our commitment, and our vision. It encompasses the on-going activities that led to our adoption of the SDG Accord as well as the significant contributions that Sheridan has made to community development through the work of our leaders in community implementation of the SDGs: Mission Zero, our framework for institution-wide sustainability initiatives; and EDGE, our social enterprise and impact entrepreneurship hub.

The work described here focuses on a pivotal time between late 2019 and end of March 2021, during which Sheridan as an institution “discovered” the SDGs and the role they can play in preparing us for action to realize our Vision as an epicentre for ground-breaking, standard-setting higher education that unleashes everyone’s full potential and empowers people to flourish in and shape an ever-changing world.

**Top 3 learnings**

1. We took a bottom up/top-down approach to change as a means to foster transformative action.
2. We leveraged global best practices to foster organizational change.
3. We recognize we are dealing with system change — patience combined with collaboration is critical.
Circular economy for more nutritious cereal grains

This project develops new complex compounds to produce higher quality, nutrient-rich cereal grains, and baked goods with reduced additives. Following the principles of circular economy, we use waste products from agriculture and industry to develop new compounds and methods of fertilization and for pesticide, carried out at different phenological phases to achieve better results.

We reuse materials previously discarded as waste from sunflower-oil factories and wineries, as well as industrial waste rich in iron, zinc, copper, manganese, etc. Our new carbohydrate-based compounds can deliver nutrients more efficiently to the plant, increasing the quality of food products. The reuse of waste materials reduces the need for exploitative, non-sustainable sourcing of fertilizer products. Additionally, these compounds also are better retained in the soil, consequently improving the quality of local water resources.

Our innovative compounds improve the health of the soil, the cereal grains, and people.

Vets in the Community - Pets need vets

In the UK around 320,000 people are homeless, with that number on the rise. Many homeless people have pets, which can be a source of support and companionship. Their pets are important to them and have been shown to improve mental health, reduce social isolation and even prevent relapse into addiction and offending. However, access to veterinary care is a significant problem.

At Vets in the Community (ViC), we provide free care for pets belonging to homeless and vulnerably housed people. Under supervision from qualified staff, veterinary students run the service, providing vaccinations, flea and worm treatment, microchipping, and general care. Clients are welcomed with a hot drink and a home-baked cake. Donations of pet food, toys and bedding are distributed alongside neuter vouchers from partner organisations.

Referrals come from homelessness services including the Big Issue, drop-in centres, drug and alcohol rehabilitation services, rape crisis, women’s aid, and the police.

The University of Nottingham

Universidad del Norte

Creating sustainable and inclusive cities in times of Covid through a photography contest

The Ecocampus of the University of the North, is the program in charge of environmental education recognizing the biodiversity of the territory. This project seeks to reconnect nature with citizens so that the latter recognize that their well-being depends on the conservation of ecosystems and that small actions have great value in terms of biodiversity. It has a high component of social awareness.

The annual photography contest is the flagship activity which has been running since 2014. Over the years, themes have included water and territory, resilience, human-nature relations, and invisible nature. Participants are invited to a field day to take pictures and talks are held on environmental milestones. Likewise, issues about disability have been included in the photography and the spaces have been adapted so that people with reduced mobility can participate in the activities.

Top 3 learnings

1. All waste can be made into a valuable resource again.
2. Science can and should put more emphasis on developing circular solutions, finding methods to utilize waste.
3. Circular economy can also improve the health of the soil, the cereal grains, and people.

Top 3 learnings

1. We are a benchmark in the Caribbean, and we must promote social mobilization around environmental issues.
2. Our initiative seeks to promote the conservation of ecosystems
3. It’s important to integrate different population groups in nature conservation and protection activities.

Top 3 learnings

1. We found that for many homeless people, their pets are their family and always come first.
2. Providing veterinary care for these pets provides huge benefits to animal and human welfare.
3. Reciprocity – we provide care, clients and animals provide their time and trust, and everyone wins.

FEELING INSPIRED?

Why not submit your own university or college’s sustainability initiative for the 2022 International Green Gown Awards and have your project recognised across the world!

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

This category recognises institutions that have achieved significant sustainability-related outcomes, on-campus or within their community, using minimal and/or limited resources.

LegacyEan

It has an area of 20,000 m², 10 floors and it is the first building in Colombia designed by the architect William McDonough, a global exponent in sustainable development.

The building seeks the highest quality standards and the implementation of circular economy, benefiting human health, improving space productivity and the environment.

It has 17 laboratories; the following stand out:
- Entrepreneurship Lab
- Prototyping Lab

Thanks to its environmental and circular economy strategy applied in its design, construction and operation, the building has been certified by the LEED program - gold category.

Why is the unique?

Maximize the use of natural light as a comfort and productivity strategy.

Take advantage of the air currents as a natural source of ventilation.

Reduce energy consumption, 95% of spaces have natural light.

Reduce greenhouse gas emissions, approximately 74 tons of CO2 per year.

The panels of the Wonderframe façade allow:
- 99% of construction and demolition waste were recycled and reused.
- Landscaping supports the Botanical Garden’s forest strategies:
  - Five eucalyptus trees were planted as an environmental control strategy.
  - Planting of azalea and papyrus.
- 1300 m² of public space, of which 467 m² correspond to the environmental control zone.

The building provides its students with sports and physical activity spaces such as:
- A 575 m² sports center
- A 225 m² gym, dance and recreational practices hall.

The Cradle to Cradle philosophy is the foundation of this project.

This building will have:
- 32% energy savings.
- 35% reduction in drinking water consumption.

Top SDGs the projects in this category deliver against

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**Winner - Small Institution**

**Universidad Tecnológica Metropolitana**

Chile

**What the judges thought...**

The judges thought this was an excellent innovative approach. The project offers a great example of how to train and engage students to equip them with relevant sustainability skills while also holding businesses accountable to their sustainability standards. The judges would like to see this widen across other subjects and also recommend you charge the larger companies for this service to ensure a sustainable funding model for the future.

**Winner - Large Institution**

**Lappeenranta-Lahti University of Technology**

Finland

**What the judges thought...**

The judges felt this was an excellent and innovative example of widening participation done well. The judges congratulate the university on the strong impact across their community. With international interest already we would welcome further dissemination and sharing of material so this can be replicated by others. This is a great example of a true leader.

**What it means to win**

Obtaining a Green Gown Award is, without a doubt, a great international endorsement of the leadership position in sustainability that our university has managed to build in the last 10 years, and, in addition, a source of great pride for our community, always identified by the commitment to our identity stamps, one of which is sustainability.

Luis Pinto Faverio

Rector

**Top 3 learnings**

1. Perseverance is key to achieving good results, each year the Award attracts more companies.
2. It is necessary to refine the initiative for each new version.
3. The broader the general outreach, the more student interest.

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**What it means to win**

The LUT community shares a certain state of mind: We do things differently. We look at things from unexpected perspectives, we search for solutions and we fight for a better world. Winning the International Green Gown Award for our Junior University activities shows that we have chosen the right path.

Juha-Matti Saksa, D.Sc. (B.A.)

Rector, LUT University

**Top 3 learnings**

1. We trust in strong collaboration between the University and the City.
2. We aim for equality in education by organising curricula-based STEM activities at schools.
3. We believe in sustainable and long-lasting resourcing instead of short-term funding.

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**Premio Sustenta (Sustenta Award)**

The Sustenta Award is an annual recognition, given to companies that demonstrate commitment and real progress in business sustainability in Chile. It is a distinguished Award because of its objective and independent character, being organized by the Universidad Tecnológica Metropolitana (UTEM) with the participation of many of the country’s ministries, and in collaboration with universities from different regions of Chile.

Companies apply for free through a web platform, and their reports are audited by specially trained final year students from participating universities. The companies are evaluated in four areas (organizational, economic, social, and environmental), through a predetermined rubric that gives points for each answer. Companies are separated both by their size (small, medium, and large), and by their activity (production or services).

Each participating company receives a recognition: Seed, Sprout or Tree, depending on the score obtained, and a report with its strengths and challenges to face.

**What it means to win**

1. Perseverance is key to achieving good results, each year the Award attracts more companies.
2. It is necessary to refine the initiative for each new version.
3. The broader the general outreach, the more student interest.
What the judges thought...

The judges welcomed the holistic approach and saw this as a great example of good practice executed well. The judges welcomed a move towards sustainability in a very unsustainable sector and look forward to seeing further review of the values and future strategy for the school.

What it means to win

To win an International Green Gown Award is international recognition of the effort and work of the activities that have been generated from the different departments of the Faculty. These activities have allowed a comprehensive development for our students and have become a reference at the local level in sustainability.

Verónica Botero Fernandez
Dean of Faculty of Mines

Top 3 learnings

1. Teamwork allowed us to explore different forms of relationships with different audiences.
2. We recognize the importance of developing holistic actions from the University.
3. Action-oriented in a sustainable framework will always have social, academic, and environmental benefits.

Centro Universitário Internacional UNINTER
Brazilian Ecos Marathon

The Brazilian Ecos Marathon was a series of online webinars hosted on September 25th, 2020. The event featured professors and experts speaking on the importance of combating wildlife smuggling and preserving the environment. Hosted online and streamed on social media, over 12 hours of lectures and roundtables were made available online for free.

The event reached over 30,000 people through social media and sought to educate the population on the importance of these themes. UNINTER is uniquely positioned to reach many students located in remote areas. Amongst them, communities deep in the Amazon, which are more directly in touch with wildlife and biodiversity than those in large urban areas.

Sustainability and biodiversity were some of the key themes, with specific lectures focusing on the critical consciousness of the audience on pertinent issues that affect Brazil and the world.

Top 3 learnings

1. Our students and general audience are interested in learning about environment and sustainability.
2. Through the Internet we can guarantee that our material reaches remote areas of our country.
3. Different topics within a specific environmental theme keep the audience participative and engaged.

International Islamic University Malaysia

Making a difference for Sejahtera, Sustainability, Spirituality, Scenario (MAD 4Ss)

As part of International Islamic University Malaysia’s (IIUM) journey of making change and creating impact for sustainability through its Whole Institution Transformation (WIT) approach, a new transdisciplinary action-oriented centre is created to mainstream and champion the transition and transformation process for the 4S - Sejahtera, Sustainability, Spirituality and Futures Scenario.

The University-wide projects focus on three areas – turning IIUM into Green Campus, creating Sejahtera Neighbourhood in the University’s vicinity and reorienting the education for sustainable development. With only two full time staff and two student interns, and almost zero operating budget and one shared room for operations, the centre had proved themselves to be MAD agents who became catalysts and made a difference through breaking the silos and unusual approaches to business.

Top 3 learnings

1. Change for sustainability requires full power of teamwork, unity, and selflessness.
2. A small number of committed, passionate, and talented, could bring a wave of change to the larger community.
3. An impactful program is the best marketing strategy and advocacy for sustainability itself.

Verónica Botero Fernandez
Dean of Faculty of Mines
International Islamic University Malaysia

2LEAD4PEACE

International Islamic University Malaysia’s (IIUM) acknowledged Regional Centre of Expertise, Greater Gombak (RECG2) on Education for Sustainable Development, provides mission statements and goals that help to facilitate 2LEAD4PEACE’s (Capacity Building for Islam, Peace and Civilizational Development: Engaging Extremism, Terrorism and Conflict through Education for Sustainability 2019-2022) quadruple helix model of partnerships.

In 2019-2021, 2LEAD4PEACE has: Empowered targeted vulnerable communities; Expanded baseline data; Collaborated with multiple Preventing Countering Violent Extremism (PCVE) stakeholders on various PCVE activities; Contributed to national security and public safety plan of action as expert consultants for the National Action Plan (NAP) for PCVE (2022-2023) and developed content for long-term PCVE and nation-building efforts by hosting the national level PCVE web portal (mycveguide.com) which is expected to be launched mid-2021.

Top 3 learnings
1. The forging of peace is possible when we build bridges across people from various divides.
2. ESD is to create balance between global citizenship and nations building towards a resilient society.
3. The project highlights the connection between vision and mission of IIUM and all its building blocks.

Universidad CES

Zero single-use plastic University

CES University, as a contribution to sustainability, became the first in the “Aburrá” Valley to say goodbye to PET bottles, disposable plates, and cutlery. All of them considered single-use plastics.

The decision was taken by recognizing scientific studies that indicate that plastic inputs such as expanded polyethylene, polyvinyl chloride (PVC), low density polyethylene (LDPE), polyethylene terephthalate (PET), are highly polluting materials. The vast majority of these elements end their life cycle in sanitary landfills or in the worst case in open-air dumps, generating negative impacts.

According to Greenpeace, micro-plastics can be ingested by marine fauna, including plankton, crustaceans, and fish. Every week a human being ingests the plastic equivalent to a credit card, through micro-plastics which are present in the water for human consumption. Since 2019, CES University has acted and joined forces with suppliers to work towards sustainability. We are eliminating the generation of plastic waste through prevention, reduction, reuse and recycling.

Top 3 learnings
1. Demystification; it is possible to find alternatives to single-use plastics.
2. 89% reduction of single-use plastics, which was generated on the University Campus.
3. Opportunities to replicate and scale the practice, which contributes to the generation of culture.
Next Generation Learning and Skills

This category recognises achievement in the development of academic courses, skills and capabilities relevant to sustainability. These can be vocational, undergraduate or postgraduate courses or related to wider purposes such as community involvement, global or environmental awareness or to support lifestyle changes.

Top SDGs the projects in this category deliver against

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A Rounder Sense of Purpose

A Rounder Sense of Purpose (RSP) is a project coordinated from the School of Education and Humanities at the University of Gloucestershire.

Through rigorous trialling and research, RSP has developed a set of 12 competences for educators working at any level who wish to facilitate learning for sustainability. The project name is a response to the tendency of education systems to focus on ever-narrower curricula and measures of success; instead it challenges us to embrace a wider range of concerns, social, economic, environmental and not least the health and wellbeing of our learners. Now in its second phase, the project has involved nine partner institutions from across Europe, has reached thousands of teachers and is currently being adopted well beyond the EU.

Recent developments include linking the RSP competences to the UN SDGs and embedding the competences in accredited learning, including within the BEd programme at the University of Gloucestershire itself.

What the judges thought...

The judges were impressed with the depth, scale, reach and impact of the Rounder Sense of Purpose submission. The judges particularly liked the collaborative, research informed Erasmus Plus basis of the project and felt the approach and competencies developed could be adopted by other institutions.

What it means to win

The University recognises that our ambitions for sustainability are dependent on finding effective ways of working with schools, teachers and pupils on awareness raising, behaviour change, and skills to achieve impact. A Rounder Sense of Purpose does just this. I am delighted that it has been recognised in this way.

Stephen Marston
Vice Chancellor, University of Gloucestershire

Top 3 learnings

1. What it takes to be an educator of sustainable development.
2. How to assess ESD competences.
3. How to trust partners, let go of a process and watch it grow!

Indigenous Capacity for Climate Action (IC4CA): Developing green skills for tackling climate change

This project is about the development of green skills for tackling climate change. It is premised on the background that students constitute an enduring source of indigenous capacity for tackling climate change. Noting the bureaucracy in the educational system with regards to curriculum upgrade, we used an innovative method for creating climate change learning spaces during the extra curriculum period, thereby achieving our project objective in spite of institutional barriers.

The activities carried out in this project included a baseline survey of students’ awareness on climate change, a field trip to Eko Atlantic City, and the development of green projects. Specific outputs derived included climate change learning manuals, climate change ambassadors Face Book page for promoting climate change action among youths, and a scientific paper to guide policies on climate change action. A major lesson learnt from this project is that youthful energy drives climate change action.

What the judges thought...

The judges welcomed this ambitious project with its challenging aims, objectives and reach. The wide range of initiatives allied to connections with schools and the Regional Centre of Excellence made this a worthy winner in the small institution category. The judges considered the approach was highly replicable and scalable.

What it means to win

Winning the International Green Gown Award positions us as a climate change leader thereby inspiring others to join the Climate Change Crusade. This Award provides the visibility needed to attract partners and funders thereby scaling up our ideas to make more impacts locally and internationally.

Dr. Patience Tunji-Olayeni
Chair, RCE Ogun, Covenant University

Top 3 learnings

1. We take climate action now; the ripple effect is sure to be endless.
2. We learnt that youthful energy is a major driver of climate change action.
3. Communities embrace climate change action when they understand that it is for a greater good.
Highly Commended
Hanken School of Economics
Finland

Open-access Learning Modules for the Sustainable Development Goals (OMG)
In 2018–19, Hanken collaborated with three fellow Principles for Responsible Management Education (PRME) Champion Schools (Audencia Business School in France, Instituto Superior de Administração e Economia/ISAE/FGV in Brazil, and La Trobe Business School in Australia) for a project, whereby all the schools co-produced open-access, creative commons, digital and free educational videos on Sustainable Development Goals (SDGs). The videos are available on YouTube on CR3plus channel and can be used as an open-source teaching material by anyone anywhere in the world. This project also formed a groundwork for our MOOC that was launched on FutureLearn in early 2020 with the title “Organising for the Sustainable Development Goals”. Since then the modules and parts of the course have been used by different universities and business schools around the world.

What the judges thought...
The judges welcomed the clear description of the process followed and outcomes achieved by the four schools co-producing open access, creative commons, digital and free educational videos on the Sustainable Development Goals (SDGs). The reach and impact of the project was impressive due to the high-quality, accessibility and versatility in different educational contexts.

What it means to win
We have been integrating sustainability for more than a decade now. To win the Green Gown Awards feels great and is an affirmation of the fact that we are doing something right. There is a long way to go and this will serve as a motivation to continue onwards.
Karen Spens
Rector

Top 3 learnings
1. Co-creation and synergies are our best friend, so invest in building long-term and impactful partnerships.
2. Everything is possible, where right and passionate people are involved.
3. Innovation in education need not be too glamorous, complicated, and expensive.

Highly Commended
International Islamic University Malaysia
Malaysia

UNGS 1201 – HyFlex (Hybrid Flexible) Transformative Learning for Edu-Action with Soul

Universities’ formal curriculum are becoming too focused on knowledge and skill that they have neglected the aspect of shaping attitude and inculcating values - KS vs. AV. To bring back the action and soul of education, IIUM has introduced a new course compulsory to all new student: UNGS 1201 - Sustainable Development: Issues, Policy and Practices. UNGS 1201 is a University-wide project that serves as a transformative platform for post-Covid sustainability education. It is an amalgamation of various pedagogical models, as it is a specialized learning science that includes delivery of content, behavioural analytics, learning psychology and assessments and delivered through a hybrid model with flexibility to fit the learners.

What the judges thought...
The judges welcomed the ambition of the project which described the introduction of a compulsory Sustainable Development: Issues, Policy and Practices module for all new students. The judges particularly liked the hybrid model with flexibility to fit the learners’ needs alongside an interdisciplinary approach incorporating research activities and community engagement.

What it means to win
This recognition illustrates the tireless effort and dedication in the commitment towards mainstreaming sustainability for a higher purpose. As winner of Sustainability Institution of The Year 2020, it will bring an even deeper meaning to the IIUM Whole-Institution Transformation approach in connecting the dots linking the overarching goals of Education 2030 and beyond.
Dzulkifli Abdul Razak, Rector

Top 3 learnings
1. Sustainability is best learnt via community engagement in the real community set up.
2. Transdisciplinary learning is very critical for impactful learning for next generation skills.
3. Action speaks loudest in sustainability education.
Highly Commended
Universidade Federal Fluminense
Brazil

PULE - universalizing foreign languages: Shaping global citizens
The Universalization Program of Foreign Languages (its Portuguese acronym is PULE) was created in 2012 at Universidade Federal Fluminense in Niterói, RJ, Brazil. Its main objective is to fight inequality of access to academic internationalization caused by socioeconomic gaps among university students when it comes to language training. Today, after eight years of work and commitment, PULE offers multiple tuition-free classes in eight languages for students in a socioeconomic vulnerability background. Throughout its 3 years program, those courses offer beginner-level students language training and classes to qualify them for international mobility and other global academic opportunities. PULE also gives back to the academic community by training students of Language majors offering them the opportunity to be instructors in the program.

What the judges thought...
The judges were impressed with the focus of this application on developing foreign language learning, using a peer-to-peer approach and fostering equal, free access in the project. However, the judges also considered that there were multiple opportunities to enhance the sustainability content within the provision and to enhance other employability outcomes. The judges considered this model can be adopted in various institutional settings.

What it means to win
I consider this prize to be an honor not only for the Program, but for the entire university. It is truly rewarding to see the recognition brought by the Green Gown Awards to the constant search for equality and inclusion, which constitutes one of our institution’s main mission and goals.”
Antonio Claudio Lucas da Nóbrega
President of Universidade Federal Fluminense

Top 3 learnings
1. Our students, with the proper tools, sought out more internationalization opportunities.
2. Socioeconomic students tend to be more dedicated when offered extracurricular learning opportunities.
3. It is possible to promote student equality, generating institutional and social benefits on a budget.

Highly Commended
University of St Gallen
Switzerland

Student Impact: Be the change - the student consultancy of a different kind
Student Impact is a student-led consultancy for sustainable business at the University of St Gallen. We pursue the goal of achieving social and ecological impact and making sustainability integral to the economy. Management Consulting is our means of success by bringing together motivated students to advise mission-driven organizations that seek to create social and ecological value on business-related mandates. Since our formation in 2012 over 100 start-ups, SMEs, NGOs and corporates have already been supported through creative ideas arising from the innovative spirit and intrinsic motivation of our members and based on the solid theoretical foundation provided by the University of St Gallen.

What the judges thought...
The judges welcomed this imaginative clearly described student consultancy project. The judges noted the longevity of the initiative and that it is student led but well supported by external stakeholders. The judges considered that the project experience will have a lasting impact on students.

What it means to win
The Green Gown Award recognizes how rethinking outdated learning and skill development practices is urgently needed to unleash the transformative potential for positive change that all students carry within them.
Johannes Tschiderer
President of Student Impact

Top 3 learnings
1. With a helping hand and some words of encouragement, everybody can become an agent of change.
2. Bring together a bunch of motivated, driven minds and transformative things are bound to happen.
3. Assuming responsibility is best done in community.
Finalists

Ashoka Trust for Research in Ecology and the Environment, India

The Academy for Conservation Science and Sustainability Studies, ATREE, prepares the next generation of environmental leaders. The Academy conducts an interdisciplinary PhD programme for students from backgrounds as diverse as economics, management, wildlife biology and sociology, among others. Faculty at the Academy also hail from interdisciplinary backgrounds. The Academy provides a wide range of resources and field stations for facilitating cutting-edge research on natural and social sciences. This pioneering approach has provided novel insights over the years such as the detrimental impact of exclusionary marine conservation on artisanal fisheries, the intensification of wildfires by invasive alien species and the devastating loss of livestock to free-ranging dogs in the Himalayas, to name a few.

It also offers certificate courses that are designed for students, professionals, practitioners, policy-makers, and advocacy groups that work in the field of environment, conservation and sustainable development.

Top 3 learnings
1. Creating interdisciplinary academics and institutionalizing a model interdisciplinary program.
2. Acquiring diverse skills for science communication, dissemination, and outreach.
3. Educating and mentoring interdisciplinary leaders in conservation, sustainability, and human well-being.

ESSEC Business School, France

iMagination Week

iMagination Week aims at enriching students culturally by taking them out of their environment. The iMagination Week confronts them with transdisciplinary experts, instilling a “visionary” spirit. Its objective is to help them become aware of the challenges of the society they are going to build and start questioning their contribution. This week is dedicated to creativity and trans disciplinarity. It takes place on 2 continents (Cergy Campus and Singapore Campus) and has reached nearly 10,000 students since its creation in 2012.

During the week, students build a project in teams about the theme “TransitionS” in a very large scale (mobility, energy, stations for facilitating cutting-edge research on natural and social sciences. This pioneering approach has provided novel insights over the years such as the detrimental impact of exclusionary marine conservation on artisanal fisheries, the intensification of wildfires by invasive alien species and the devastating loss of livestock to free-ranging dogs in the Himalayas, to name a few.

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Facens University Center, Brazil

Facens Freshman’s Week

The Facens Freshman’s Week has been providing new students with an impactful transition between high school and the new academic life through a series of innovative experiences and intense integration with veteran students, teachers, contributors, alumni, partners, that is, with the entire Facens community, especially ENLACE (Facens Socioemotional Collaboration Center). During the event, the students are encouraged to take part in hands-on activities, kickstarting the development of socio-emotional skills, like self-knowledge, social awareness, analytical thinking, creativity, sustainability, digital fluency, entrepreneurship, and the capability to face complex scenarios.

With the activities, students start to get in contact with Facens’ structure, meeting the labs, the innovation center and the departments. The activities also provide them with the opportunity to visualize the whole transformation potential offered by the graduation process. This is a moment of celebration that promotes a welcoming and belonging feeling, that lasts for the entire academic journey.

Top 3 learnings
1. It mobilizes the protagonism, associated with better indicators of well-being and academic performance.
2. Adaptation of digital tools for greater engagement in welcoming activities.
3. Engagement and transformation of society. This feeling will follow the student during all their academic journey.

Griffith University Business School, Australia

The road to Tri Hita Karana - a transformational MBA journey towards well-being

Tri Hita Karana is a Balinese philosophy denoting three ways to happiness through attaining harmonies of people with people, nature, and the spiritual. This philosophy can be applied to the United Nation’s 17 SDGs alongside three ways of happiness and well-being. The Griffith MBA is built on the same principle in the form of three values that it stands for. Our first value, ‘responsible leadership’, centres around topics of mastering harmony among people within and across organisations, communities and countries (SDG 1-10, over 300 topics taught across MBA courses). The second value, ‘sustainable business practice’, focuses on developing a deep understanding of the harmony between business and the environment (SDG 11-15, over 300 topics taught across MBA courses). The third value is about shared value across the Asia-Pacific region.

Top 3 learnings
1. Transform corporate leadership thinking and acting to value-based responsible leadership.
2. Renew traditional business practices with regenerative, circular sustainable business strategies.
3. Move towards meaningful and peaceful collaborations for shared value across the Asia-Pacific region.
Girls in Energy - A catalyst for change
North East Scotland College (NESCol) is committed to embracing opportunities in energy transition as the region focuses on an exciting low carbon future. Engineering ingenuity provides the foundation for the green revolution and collaboration with industry partners ensures the next generation is at the heart of the transformation.

The Girls in Energy programme, sponsored by Shell, encapsulates the spirit of innovation. This year 145 female pupils from S3 to S6 will take part and over the past decade more than 650 have been introduced to engineering – providing pathways to apprenticeships, college, university, and employment as well as offering placements and showcase events. Of those who have been tracked through the programme, more than 75% have pursued engineering after leaving school.

From carbon capture and hydrogen technology to the burgeoning renewables sector, Girls in Energy is giving the engineers of the future a platform to drive positive change with their skill, dedication, and imagination.

Learning by Leading: The President’s Sustainability Research Fellowship at Swarthmore College

In the President’s Sustainability Research Fellowship (PSRF), students learn by leading through taking stewardship over vital sustainability challenges. The program matches motivated students with teams of staff and faculty mentors to research, develop, and implement projects in a year-long course and associated internship. With faculty guidance, students conduct wide-ranging research and write reports, proposals, and white papers relevant to their project. Students hone skills in collaboration, gain valuable leadership and project management experience, and make meaningful contributions to advance sustainability at Swarthmore. Since the program’s founding in 2016, Fellows are doing all we could have asked for and more: They have redesigned our waste system to zero waste, launched 10-year Crum Woods Restoration and Stewardship Plan, helped launch our award-winning internal carbon pricing program, created behavioral change strategies, founded a green revolving loan fund, launched a process to create an offsite power purchase agreement, and established a system to track sustainability progress across campus.

The Chinese University of Hong Kong

Engagement with SDGs to cultivate global citizens
Using the 17 SDGs as a framework, the Office of University General Education at The Chinese University of Hong Kong (CUHK), launched a series of initiatives to help students develop a more comprehensive awareness of global challenges and to build a more purposeful pathway to work towards solutions.

The optional SDG Study Scheme lies at the heart of the project. The pilot Study Scheme was launched in the 2020–21 academic year. The aim of the Study Scheme is to enable students who aspire to be future leaders in sustainable development to integrate their academic learning with life experience and community engagement.

The three components of the Study Scheme are: (i) A short online course by the SDG Academy, named “How to achieve the SDGs”, which provides an overview of the SDGs and their significance; (ii) Three knowledge-based General Education courses; and (iii) One social-engagement course, or co-curricular volunteer activity of at least 80 hours.

Top 3 learnings
1. Faculty buy-in is essential for the smooth running of the project.
2. Encouraging students to take ownership of their learning is the key to cultivating global citizens.
3. Building collaborative partnerships with other departments and units is very important.

Finalists

North East Scotland College

Top 3 learnings
1. The goal of a bright and sustainable future can be achieved by harnessing the imagination and ingenuity of the next generation and learning from the experiences of industry.
2. Never underestimate the power of positive relationships.
3. Be open to change and do not be afraid to challenge convention.

Swarthmore College

Learning by Leading: The President’s Sustainability Research Fellowship at Swarthmore College

Top 3 learnings
1. To make tangible change, support student leadership development, and run an academically rigorous program.
2. Engaging with PSRF, hundreds of community partners become change agents for sustainability every year.
3. Our student-lead projects have real, meaningful impacts on campus sustainability.

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AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE - AUF

ASSOCIATION D’ÉTABLISSEMENTS D’ENSEIGNEMENT SUPÉRIEUR ET DE RECHERCHE, OPÉRATEUR DE LA FRANCOPHONIE UNIVERSITAIRE

L’AUF regroupe 1007 universités, grandes écoles, réseaux universitaires et centres de recherche scientifique utilisant la langue française dans 119 pays. Elle est également l’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.


Examples of projects

Action pour l’Innovation Francophone - ACTIF

An international and multi-partners collaborative program for social innovation and the achievement of SDGs.

- Collaborative intelligence workshops to bring out social innovation projects in/with Universities.
- Development of the Label for responsible innovation in Francophone universities.
- Establishment of "UniLab", a multi-partners collaborative think tank to design the sustainable University of the future.
- Worldwide “Campus 2030 solutions Challenge” for francophone researchers and students.
- Social entrepreneurship and frugal innovation “IntiCampus” projects with universities.
- Gender equality universities consortium, in collaboration with UN Women.

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

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

The Agence Universitaire de la Francophonie (AUF) brings together 1007 French-speaking universities and grandes écoles, academic networks and scientific research centres in 119 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.

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.

UNEP’s door is always open to new partners, ideas and suggestions.

Get in touch by dropping the team an email at UNEP-yea@un.org or visit unep.org/yea

UNEP is also working on:

- Implementing sustainable behaviour change on campuses around the world through the Little Book of Green Nudges
- Decarbonizing higher education by 2050 as part of the Race to Zero
- 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
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.

Top SDGs the projects in this category deliver against

- 90%
- 60%
- 50%
- 40%
Winner - Small Institution
Buxton and Leek College
UK

What the judges thought...
Buxton & Leek College (BLC) took a college-wide approach to improving our green credentials in 2019/20, embarking on a number of projects which saw students take ownership over the ways in which they wanted to improve the sustainability of our campuses and wider communities. The concept of sustainability was introduced during induction, and the theme was then carried through the whole academic year, with regular opportunities to participate in green initiatives.

Student-led projects included: The Recycle Squad, recycling electrical goods; community partnerships with Tittesworth Reservoir, removing litter, and Peak Park Rangers, completing conservation work including planting a wildflower meadow; the Cycle of Good partnership project, supporting communities in Malawi with designs using recycled materials, and the design and creation of play materials using natural and recycled materials.

The judges were highly impressed by this project. The project has achieved an impressive reach and impact on a very small budget. The numbers of students participating in the project is very impressive and the impact on these students is magnified, on wellbeing, confidence and sustainability skills.

What it means to win
Positive action on correcting and sustaining our environment is a global priority. Winning the Award for Student Engagement would demonstrate that we at Buxton & Leek College prioritise minimising our own environmental impact and take our role in informing and educating the next generation of citizens very seriously.

Len Tildsley
Principal

Top 3 learnings
1. We all need to play our part in increasing our organisations’ sustainable credentials.
2. Students will come up with exciting and innovative sustainability ideas when given the opportunity.
3. Environmental projects can have wider reaching benefits for students’ mental health and wellbeing.

Winner - Large Institution
oikos St Gallen
Switzerland

What the judges thought...
oikos St.Gallen is the leading student-driven non-profit organization for sustainability in economics and management at the University of St. Gallen (HSG). Founded in 1987, our initiative has the mission to empower student change agents, raise awareness for sustainability opportunities and challenges, and build institutional support for curriculum reform. The continuous voluntary engagement of students towards this mission is immense. We do this through tending to our community of 100 students who are actively engaged in the realisation of nine projects. The initiative has grown from the oikos Conference into nine diverse projects in different fields of sustainability. Based on the local initiative, the network has grown into oikos International consisting of 50 chapters globally. Constant exchange with the international community supports diversity, inclusion, and cross-culture collaboration. We at the vision to transform economic and management education for a sustainable world.

It is an honour for our organization to receive an International Green Gown Award to be recognized as a pioneer in student engagement at the University of St. Gallen. We are gratified to encourage our university to transform education, research and campus towards a more resilient and inclusive environment.

Anna Kurth
President

Top 3 learnings
1. Be informed - consistently involving multiple stakeholders leads to more effective outcomes!
2. Get involved - an inclusive community spirit inspires individuals to act as change agents.
3. Make a difference - inspire your community to take ownership and be aware of their effect on society.
Highly Commended
The University of Newcastle
Australia

out(fit)
out(fit) is a community engagement initiative of the University of Newcastle, through which female students from the built environment discipline volunteer their specialised skills to benefit the community of Newcastle and the Hunter Region. We do this by engaging in hands-on design and build projects, primarily for underrepresented communities, with a focus on creating spaces for disadvantaged women and children. By providing access to design services for those who would not ordinarily benefit from this professional assistance, we can have a tremendous impact on daily lives.

out(fit)'s mission is three-fold: To promote and support women who are seeking careers in built environment professions; to provide a supportive place for students to learn hands-on design and building skills; and to make a difference in the lives of women and children in need through improving their built environments.

What the judges thought...
The judges found the out(fit) project to be innovative, empowering and inspirational, focusing on specific student and community groups that will see the highest benefit. Having a project that provides positive outcomes for both students and the community is an exemplarly example of how institutions can provide wider benefits, above and beyond standard learning outcomes.

What it means to win
out(fit) truly embodies the University of Newcastle’s values of Excellence, Engagement, Equity and Sustainability. Their projects offer an outstanding student experience, creating life ready graduates and resilient, connected communities. It would be an honour to receive a Green Gown Award in recognition of this work.

D’Arcy Newberry-Dupè
Academic

Top 3 learnings
1. Allowing students to gain new skills in a supported environment.
2. Contributing to projects that benefit disadvantaged communities.
3. Students develop skills in Leadership, Communication and Self-Awareness.

Highly Commended
University of Pennsylvania & Yale University
USA

Global University Climate Forum: Empowering students to take action

Global University Climate Forum brings student activists together to share ideas, learn, connect, and act on the global imperative of addressing climate change. Launched during the week of November 9, 2020, the Forum is a one-year program that is inclusive, inspiring, and impact-oriented.

What the judges thought...
This is an impressive project with great student participation and international reach. This is an excellent example of student empowerment, global collaboration and innovative student led solutions. Thought has been focused on inclusion and creating a supportive environment. The judges are looking forward to reading the online book and finding out more about the student projects, and learning about the impact that all these have on mitigating climate change.

What it means to win
There is no single solution to the climate emergency. The Forum enables students from all disciplines and all parts of the world to connect with one another while exploring strategies for change. This Award affirms the strong commitment to innovative, interdisciplinary ideas that address our world’s most urgent challenges.

Pericles Lewis, Vice President for Global Strategy
Wendell Pritchett, Provost

Top 3 learnings
1. The global climate negotiations would benefit from better engaging Higher Education Institutions as the knowledge.
2. Student creativity has the capacity to drive societal transformation.
3. There are many programs aimed at harnessing the passion and innovation of the next generation.

What it means to win
1. Allowing students to gain new skills in a supported environment.
2. Contributing to projects that benefit disadvantaged communities.
3. Students develop skills in Leadership, Communication and Self-Awareness.
Education and Sustainability

At Centro Universitário Internacional (UNINTER), we understood the importance of sustainability and engaging students at a young age. Through the project “Education and Sustainability”, we have promoted learning activities about the environment at public schools in southern Brazil. More specifically, in the city of Carazinho in the state of Rio Grande do Sul. Here, UNINTER has promoted sustainable action in eight public schools with a focus on issues such as reducing water consumption, recycling, energy savings, social mobilization, and waste treatment in the schools. Although there are many projects and activities within this initiative, an example is the use of organic vegetable gardens planted at the schools. Children learn about fruits and vegetables by planting them with their teachers. No pesticides are used, only compost fertilizer. The children get to see the plants grow and afterwards can take home organic vegetables. A gratifying learning experience for both the students and the teachers.

Top 3 learnings
1. Students are eager to learn about sustainability, especially when putting theory into practice.
2. When given access to educational material, the local community gets involved in sustainable actions.
3. There is a great demand for environmental education in the interior of Brazil.

Grenoble École de Management

Students got the power!

Student empowerment and engagement in the co-construction and deployment of Grenoble École de Management’s (GEM) sustainability strategy and governance are key to transforming our organizational culture and our curriculum to respond, contribute and innovate for a sustainable future. Like many higher-education organizations, GEM has struggled to maintain links, the awareness of initiatives and policies which nurture and mature projects in sustainability, from one year to the next. We often found ourselves starting from scratch or "reinventing the wheel" each academic year due to the natural turnover of students. To respond to this challenge, we have developed a student engagement model and tools based on 4 pillars: Listening, Co-construction, Responsibility and Initiative. Through this innovative, holistic, and transversal model, we are able to help our students to be actors in their own education, in their own institution with faculty and staff, their future careers and in the future of GEM for a sustainable world.
Student Impact: Walk the climate action talk - together: Towards a net zero strategy jointly developed by students, faculty, and staff.

Transformative action in the face of complex global challenges like climate change can only succeed through a collaborative approach among the broadest possible set of stakeholders. With this in mind, Student Impact offered to support the University of St Gallen on its difficult path towards reaching net zero by 2030. As a student-led consultancy experienced in working with sustainable, mission-driven organizations on business-related challenges, we were keen to effectuate the positive impact in our immediate campus environment and to further our vision of making sustainability integral to the economy. Together with faculty, staff, and other students, we embarked on a collective learning journey to develop an overarching strategy as well as specific action items that would serve to harness and unleash the immense creative potential inherent in the effective and proactive cooperation between students, faculty and staff in support of the university’s drive towards decarbonisation.

Top 3 learnings
1. Collaboration is key if you want to generate truly sustainable impact.
2. Students must not underestimate the significant influence they can have on their university’s strategic direction.
3. Bring every stakeholder on board, even if it is hard and tedious – especially in decentralized organizations.
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.

Top SDGs the projects in this category deliver against

- University and a Nation... Prosperity... Sustainability
- 63%
- 50%
- 50%
- 38%
Winner - Large Institution
Keele University

Creating change through collaboration
Keele University is a small university making a big difference. We are a leading example of how to embed sustainability into every aspect of a university, from the estate, to our formal and informal curriculum, empowering our students, our research, and community and business engagement - creating change for a sustainable future that ripples well beyond our campus boundaries.

From world-leading sustainable energy transition projects that epitomise the use of a university as a living lab for sustainability, to our local business engagement projects developing the local region into a hub for a low carbon economy; supporting our students to lead the change they want to see and ensuring all our students graduate with a sustainability lens, to our cross-university sustainability research institute, and toilet doors communicating our sustainability actions and contributions to the SDGs to our community. Collaboration between professional services and estates staff, students and academics, and external partners is how we embed sustainability in everything we do.

What the judges thought...
The judges considered this to be a comprehensive, strategic and impactful application demonstrating sustained whole institutional change over a long period. It demonstrated clear outcomes and excellent fit across the categories of Leadership and Governance, Estates, Learning, Teaching and Research and Partnerships.

What it means to win
We are thrilled that Keele has been named Sustainability Institution of the Year. This Award recognises the incredible work and commitment of the whole Keele community to embed sustainability in everything we do and shows the power of genuine staff and student collaboration and partnership across and beyond our campus.

Professor Mark Ormerod
Deputy Vice Chancellor

Top 3 learnings
1. Combining expertise, passion and experience can drive projects to achieve more and reach a greater audience.
2. Working with others can enable shared learning and help avoid pitfalls.
3. Creating a culture of collaboration makes sustainability everybody’s responsibility.

Winner - Small Institution
Polytech Montpellier

ASAP: A Sustainable Approach by Polytech Montpellier

Enrolled in Sustainable Development and Social Responsibility (SDSR) since 2010, we are one of the top 10 SDSR-certified French institutions in 2016 (www.label-DDRS.org).

Our involvement is based on the National Green Plan (July 2012) with actions in the 5 axes directly correlated to the reference framework: governance, Estates, Learning, Teaching and Research and Partnerships.

The significant evolution of our pedagogical practices in relation to ecological challenges, but also the emergence of robust SDSR dynamics at the school level, have encouraged an initiative of the Polytech Engineering School network. By regrouping all the 15 schools of this national and unique network around our project, we deploy innovative pedagogical tools to address learning SDSR issues in higher education.

What the judges thought...
The judges welcomed the longevity, scale and impact of the project and particularly liked the approach taken to build and implement the Sustainable Development and Social Responsibility project. The judges liked the central involvement of students in the actions reported. The scale of the project is mostly located within the School but has great potential to be adopted much wider.

What it means to win
One famous citation of Sir Winston Churchill is “We must take change by the hand or rest assured, change will take us by the throat.” By winning the International Green Gown Award we demonstrate that Polytech Montpellier is taking the future of our students into our own hands.

Lionel Torres
Head of Polytech Montpellier Engineer School

Top 3 learnings
1. Together, we achieve clear and reachable objectives each year.
2. Our dynamic is shared by the school leadership: It is a key to success.
3. The multi-stakeholder nature of sustainable development requires working in project mode.
Highly Commended
De La Salle University-Dasmariñas

De La Salle-Dasma is still No. 1

Once again, De La Salle University-Dasmariñas has been named the Greenest University in the Philippines!

Sustainable DLSU-D: Making Green ‘Greener’
Delivering quality education, nurturing sustainable mindsets

Since 2001, De La Salle University-Dasmariñas (DLSU-D) has been adopting best practices geared towards environmental protection. Over the years, it has institutionalized its commitment to sustainability through the creation of comprehensive programs aligned with the UN’s SDGs. It is an all-encompassing approach that covers all aspects of the University’s operations which includes the Policy, Process and People approaches. From comprehensive income generating Materials Recovery Facility (MRF) and effective segregation program, curriculum integration, an award winning Project Carbon Neutral campaign, tree planting initiatives through One Million Trees and Beyond, sustainability-focused researches, technology, internal and external partnerships, effective use of green spaces, as well as biodiversity conservation, and finally with the signing of the UN SDG Accord, DLSU-D’s commitment to mould citizens of the world remains steadfast through education, policy and practice.

What the judges thought...

The judges welcomed the wide range of activities reported in the Making Green Greener project. The application demonstrated long term strategic engagement and good impact across the domains of activity under consideration in this category. The judges particularly liked the ambition to embed sustainability across the curriculum and the wide range of evidence provided for institution wide activity including that of students.

What it means to win

With or without recognition, DLSU-D will continue to do its part for the environment. Our commitment is deeply embedded in our University’s Vision-Mission, policies, and programs. In joining IGGA, we hope that we can inspire other institutions to begin their sustainable journey, just as we have. Br. Augustine Boquer, FSC, EdD

Top 3 learnings

1. We believe that collaboration among like-minded partners is essential in the success of our programs.
2. Sharing is caring. Therefore, we share best practices to our partner communities/localities.
3. Our innovative research provides the foundation for sustainable environment management policies for all.

Dumfries and Galloway College

D&G - A green region

Dumfries and Galloway College is a rural college, taking pride in its wonderful settings in the tourist heartland of Southwest Scotland.

As a regional leader, the college strives to ensure it is doing everything it can to protect the environment, promote the local workforce and educate our communities on sustainability matters.

We have been working to reduce our carbon emission since 2015 in line with the Scottish College sector. We have found the best way to do this is through practical means, traditional and innovative, as well as working with our sector peers on more collaborative approaches.

The College has moved this to the next level, taking our learnings out to community partners and helping them understand the impact they can make on climate change by taking action. We have worked with community partners and business partners on a wide range of initiatives all geared at making Dumfries and Galloway a truly green region.

Top 3 learnings

1. Selling the vision to people gets them on board.
2. Show the benefits to our institution’s users.
3. Lead from the top to get buy-in throughout.

Higher Colleges of Technology

A leading Digi-Eco-sustainable system for higher educational institutions

Higher Colleges of Technology (HCT) is determined to become an exemplary entrepreneurial higher education institution in the region and worldwide. Our strategy is one of disruption, and this is exemplified by becoming the first economic and creative free zone to enable students to launch and operate their start-ups. The Digi-Eco-Sustainable Program comprises of strategic initiatives that fall within the HCT 4.0 Institutional Strategy, aligned with UAE’s key strategies such as the UAE National Agenda, Dubai 50-year Charter, and UAE Employment Strategy. Enabled by the Future Foresight Strategy, HCT Digi-Campus include digitizing resources, using a digital pedagogy that enables the seamless mix of online and on-site teaching and learning. Our role has not just been to implement best environmental practices within the academic sector but also to engage, via a solid and supportive leadership, with the broader community in UAE by teaching, educating, informing, and demonstrating sustainability values.

Top 3 learnings

1. We realized that sustainability strategy builds the culture within the organization.
2. Our small department contributions lead to a huge impact for organization with 16 campuses.
3. Our Sustainable practices at 16 campuses supports the National Plan for UAE Smart Government Goals.
Finalists

King Faisal University

Saudi Arabia

KFU’s Institutional Identity: A Promising Ambition to
Food Security and Environmental Sustainability

King Faisal University (KFU) has launched an unparalleled institutional identity, making the contribution to achieving food security and environmental sustainability for the Kingdom of Saudi Arabia a strategic option. This identity has transformed all of the University functions to serve the goal of enhancing food security and environmental sustainability.

We have highlighted nine related domains, which are water, agriculture, environment, management, technology, health, transportation, logistics and manufacturing, showing how every faculty within the University can contribute to our goal. The distinctive aspect of our identity is the existence of a clear role for all university colleges in achieving the aspirations of this identity, and in a way that achieves a state of institutional integration and interdisciplinarity.

Through this, we found ourselves engaging in joint projects, which contribute towards solving certain challenges that are directly linked to the UN SDGs.

Top 3 learnings
1. Our institutional identity has helped in setting our strategic priorities, increasing our impact.
2. We have become the institution of academic solutions for food security and environmental sustainability issues.
3. We have focused our resources in certain directions, which led the growth of the University.

Unicaf University

Unicaf - the responsible and sustainable provider of higher education

Unicaf’s Responsible and Sustainable Business Plan 2021-2025 sets out its targets for the next 5 years. Taking its lead from six of the UN SDGs and Africa 2063 aspirations, it focuses on the areas it can have most impact on. It offers tangible and measurable targets that focus on outputs rather than inputs, looking to have the most positive impacts in the 12 counties it operates in.

The Plan is available through the Unicaf website, led by the Chair of the Unicaf Environment Social and Governance (ESG) Steering Group (an external executive), and governed by the main Board of Directors. The headlines of the Unicaf Responsible and Sustainable Business Plan 2021 – 2025 include the early work to make Unicaf net-zero carbon by 2035 and set the example for all other global HE providers and, to offer $200,000,000 worth of scholarships to students worldwide.

We had to consider which SDGs were most suited to our area of influence and expertise.

Universidad Tecmilenio

Mexico

A commitment for sustainable campuses

Since it has been known that 2000-2010 was historically the decade with the most CO2 emissions, Tecmilenio decided to take action to reduce this impact in the environment by changing the resources that enable the proper operation of our campuses. From big scale, with the energy supplied to its buildings, to smaller scale, and the cleaning products the staff use for their daily tasks.

Through this, the University began to look for cleaner ways to produce and consume energy, come up with alternatives, and share the results with its brother university, its personnel, and student body, so these groups would always take the sustainability concept into consideration when developing academic, social, or personnel projects.

Even though the University has applied several measures and initiatives to conquer its goal of being a sustainable university, it is our intention keep developing new strategies for reducing these emissions.

Top 3 learnings
1. We have strengthen our identity as a sustainable university with the current worldwide difficulties.
2. The positive impact people can make in the environment is even larger when they feel committed.
3. Our project vision of a sustainable world, can be shared with our community.

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 850+ case studies and short videos can be accessed via the Sustainability Exchange.

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

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For the lives we can lead

We are asking universities and colleges around the world to be part of the Race to Zero now!

THIS IS YOUR COMMITMENT TO:

Pledge: having a 2050 or sooner net zero target
Plan: explain what steps will be taken toward achieving net zero
Proceed: taking action towards net zero
Publish: commit to report progress annually

https://www.sdgaccord.org/race-to-zero-for-universities-and-colleges
Race to Zero for Universities & Colleges