



# Green Gown Awards *International*

## Finalists' Brochure 2019

Awarding Sustainability Excellence | Since 2004

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Delivered by



The Association  
of Commonwealth  
Universities





## Contents

The International Green Gown Awards are supported by UN Environment and are open to any university or college across the world. In the following pages, we are delighted to announce the 2019 International Green Gown Awards 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 announce The Association of Commonwealth Universities (ACU), L'Agence universitaire de la Francophonie (AUF) and International Association of Universities (IAU) are co-hosting the International Green Gown Awards Ceremony at the High Level Political Forum in New York in July 2019. We're also excited to be working with host partner - the Institute of International Education (IIE).

The International Green Gown Awards are administered by EAUC.

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### Sharing Best Practice

#### The Sustainability Exchange



sustainability exchange

Delivered by the EAUC

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

To find out more, visit:

[www.sustainabilityexchange.ac.uk](http://www.sustainabilityexchange.ac.uk)

 GET TWEETING ABOUT THE INSPIRATIONAL FINALISTS AT [@GREENGOWNS](https://twitter.com/GREENGOWNS)

## Regional Green Gown Awards

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

The winners of each region go automatically through as Finalists for the coveted International Green Gown Awards. The Awards provide the sector with benchmarks for excellence and are respected by national Governments, funding councils, senior management, academics and students.

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



## 2019 International Green Gown Award Judges

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



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

## Sustainable Development Goals

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

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



Sign the SDG Accord [www.sdgaccord.org](http://www.sdgaccord.org)



## 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 2019 International Green Gown Awards, you will be a part of the solution. We want you to influence and share student, university and college global sustainability excellence in teaching and research, leadership, campuses and employability. Our partnership will show how students can benefit the quality of life for us all in our businesses and communities.

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

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

For your valued partnership you will receive:

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

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

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

[greengown@eauc.org.uk](mailto:greengown@eauc.org.uk)

[www.greengownawards.org/international-green-gown-awards](http://www.greengownawards.org/international-green-gown-awards)

In partnership with



Host Partner



The Association of Commonwealth Universities





# Benefitting Society

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



# 63%

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



Photo image: credit Alexey Pivovarov

# Daffodil International University

Bangladesh



## Daffodil Eco-friendly Agro Support Centre

Vehicle exhaust is a major source of anthropogenic carbon dioxide (CO<sub>2</sub>) and the main emission sources of air pollution in metropolitan cities of Bangladesh. Daffodil Eco-friendly Agro Support Centre was established to target clean environment, conservation of nature, biodiversity, research, extension and development of different kinds of fruits, vegetables and medicinal plants by using inexpensive sandy fallow land. To support the efforts for a cleaner environment, most of the fruit plants are broad leaved and evergreen which sink more CO<sub>2</sub> and release more O<sub>2</sub> for a consequently cleaner and healthier environment. Moreover, it also produces safe fruits and vegetables giving rise to the availability of nutritionally rich high value crops for fulfilling the nutritional food deficiency (hidden hunger) of poor and ultra-poor people. The centre also serves as a germplasm facility for education, research and training. The current activities include fruit saplings production and distribution, germplasm collection and conservation, and technical service to farmers.



### Top 3 learnings

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

# Grenoble Ecole de Management

France

## GEM Refugee Grant Program – It Takes a Community! Working Together for Integration and Access to Higher Education.

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

This grant program operates in the context of a close collaboration with the local university consortium and partners of the Communauté Université Grenoble Alpes.

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



### Top 3 learnings

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



# Ivey Business School

Canada

## Innovating for Sustainability

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

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

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



### Top 3 learnings

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



# London College of Fashion, University of the Arts London UK

## Rethinking Rehabilitation - Connecting Communities Through Craft

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

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

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

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



Photo image: credit Alexey Pivovarov

### Top 3 learnings

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



## Stockport Continuing Education Service

UK



### Turnaround – 360 Degrees Different

A collaboration between Adult Learning and a Third Sector organisation with specialist skills and experience to support individuals in recovery from addiction dependency. Individuals taking part came from a wide range of backgrounds both socially and economically with addiction as the common factor.

The course broadly addressed for learners boundaries, the effects of self-defeating behaviours and being resilient, emotional awareness and self-esteem and personal responsibility and empathy.

Many of those completing the course progress to further learning including Peer Mentoring and Counselling at level 3 which is self-funding. A number also take up volunteering opportunities, maintain or are able to secure employment.

Impactful benefits include an increased sense of well-being and purpose gained by learners. This in turn makes them less reliant on health services and supports a commitment to continue to manage their condition and in many instances addresses offending behaviour and the effect of their behaviours on families.



### Top 3 learnings

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

## Universidad Autónoma de Querétaro

Mexico

### Intensive Summer: Strengthening University Commitment

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

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

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



### Top 3 learnings

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



## UCSI University

Malaysia

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

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

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

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

TOGETHER we care for one mother earth!



### Top 3 learnings

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



## Victoria University of Wellington

New Zealand

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

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

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

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



### Top 3 learnings

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





# Sustainability Institution of the Year

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



# 86%

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



# Benemérita Universidad Autónoma de Puebla Mexico



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

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

### Top 3 learnings

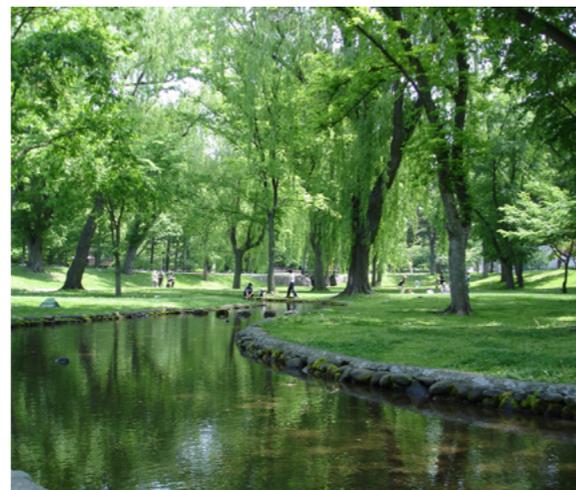
1. We are fulfilling goals that pay for the fulfilment of the UN from our University.
2. The University continues to grow in maintaining the vanguard of quality education with innovation and social responsibility to grow hand in hand with the society.
3. We are proud to be part of one of the best universities.



# Hokkaido University Japan

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

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



### Top 3 learnings

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



# ISA Lille France

## ISA 14001 Program and Green Grown Campus : 8th Year Iso14001 Certification and V-2015 Update for Isa Lille.

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

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

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



### Top 3 learnings

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



# McGill University Canada

## Vision 2020 Sustainability Strategy

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

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

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

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



### Top 3 learnings

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



## RMIT University

Australia



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

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

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

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

#### Top 3 learnings

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



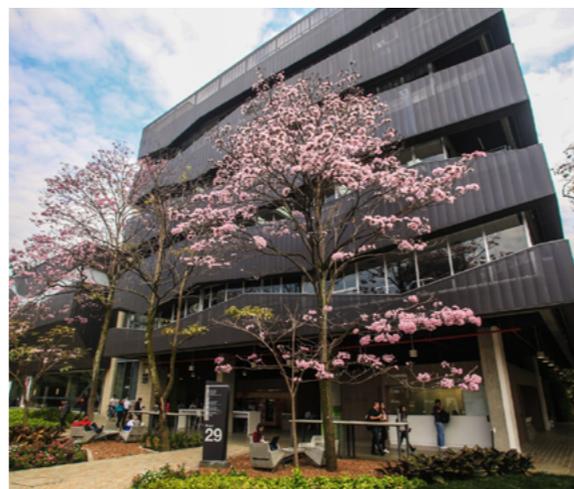
## Universidad EAFIT

Columbia

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

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

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



#### Top 3 learnings

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



## University of Edinburgh

UK

### Delivering Positive Impact for Society

The launch of the University of Edinburgh's Strategic Plan in 2016, signalled its intention to increase its positive impact on society through its learning and teaching, research, operations, investments and outreach. Along with the establishment of the Department for Social Responsibility and Sustainability in 2014, the University has made significant progress in adopting a whole institution approach to becoming a more socially responsible and sustainable university. Recent achievements include: Commitment to become a net zero carbon university by 2040; Commitment to complete its transition out of fossil fuel investments by 2021; 1st University to adopt a formal Conflict Minerals Policy; Launched 'Edinburgh Local' community engagement strategy; Moved £60 million of its endowment funds to support the transition to a low carbon economy; £1.5 million investment in Big Issue Invest, the largest financial investment in social enterprise ever made by a UK university; Communicated with 15,000 staff and students in 2017/18 through online or face-to-face engagement.



#### Top 3 learnings

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





# Awards Ceremony

## 10th July 2019

### New York

[www.greengownawards.org](http://www.greengownawards.org)

In partnership with:






Host partner:









# Student Engagement

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

# 50%

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



## Bow Valley College

Canada



### Global Citizenship: Fostering Inclusion and Self-Efficacy

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

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

#### Top 3 learnings

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



## Cavendish University

Uganda

### Girls Paint Africa Green

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

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

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



#### Top 3 learnings

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



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

France

### Towards a Healthy and Well-Thought Consumption for Life

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



#### Top 3 learnings

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



## Glasgow Kelvin College

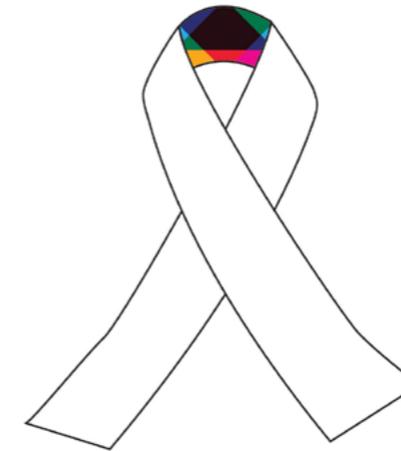
UK

### Integrating Sustainable Inclusive Social Practice

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

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

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



#### Top 3 learnings

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



# Kenyatta University

Kenya



ACKNOWLEDGED BY



## Adopt a River Initiative Project

Engaging students both at secondary and tertiary level is crucial to achieving ESD policies at all level from local to international level. This project seeks to engage students in practical implementation of the theoretical knowledge acquired in the classrooms to actual hands-on experience as a way of conservation. In this project, aquatic macro-invertebrates are used to monitor river health as they are known to be a cheap reliable bio-indicators of monitoring water and environmental conditions. The project provides a practical application of the dichotomous key to identify the key species of invertebrates used in monitoring of river health. It introduces the use of the miniSASS, a simplified version of the South African Scoring System to enhance learner's knowledge and skills.

The information gathered in this pilot project will provide a basis in guiding policy and community activities championing the restoration and conservation of rivers ecosystems.

### Top 3 learnings

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



# Ndejje University

Uganda

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

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



### Top 3 learnings

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



# The Chiba University Student Committee for Environmental Management Systems

Japan

## Sustainability Activities Conducted by Students in Cooperation with Companies

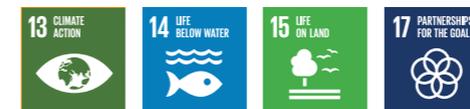
The Chiba University Student Committee for Environmental Management Systems was established in 2003 and is responsible for operating the university's EMS. In recent years, they have succeeded in greatly expanding the scope of activities outside the University by cooperating with companies.

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



### Top 3 learnings

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



# The Students' Union at UWE

UK

## Bring Your Own Bowl (BYOB)

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

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

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



### Top 3 learnings

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



# UniFacens

Brazil



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

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

### Top 3 learnings

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



# Universidad Nacional de Jujuy

Argentina

## Learning Sustainability with Vicuñas in the Andes

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



### Top 3 learnings

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



# University of California, Berkeley

USA

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

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

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

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



### Top 3 learnings

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



# Victoria University of Wellington

New Zealand

## Vuw Sustainability Week: Learn to Live Sustainably

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

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

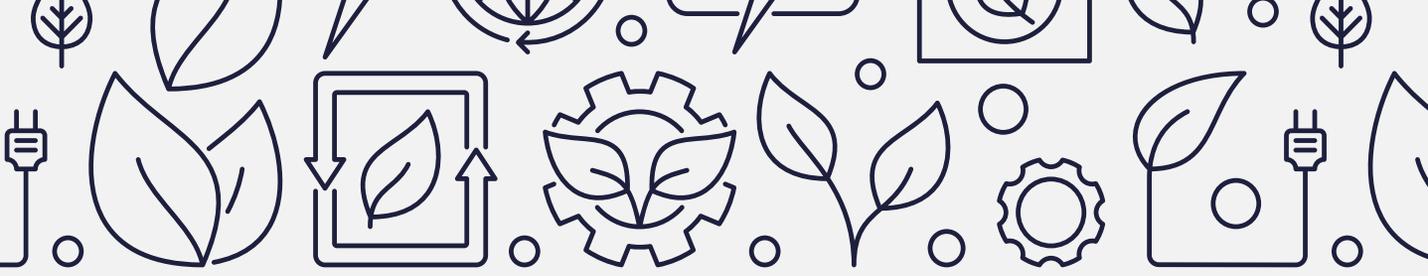
The organising committee, comprised of six student clubs, has since established a formal Sustainability Committee within our Student Association to work on long-term sustainability initiatives.



### Top 3 learnings

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





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