

# Annual SDG Accord Report 2024

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



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# Contents

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03	Foreword
05	What is the SDG Accord?
06	Who can sign the SDG Accord?
07	Methodology and Approach
08	Overview of Reporting Signatories
09	Strategic Approach to the SDGs
11	Impact on SDGs in the past year
12	Priorities for the next year
13	Support needs
14	Benefits of SDG Alignment
16	Case Studies
20	<b>Call to action for all signatories</b>
23	Appendix - List of institutional signatories



# Foreword

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

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

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



# Foreword

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

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

**María Cortés-Puch**

Head of Networks

UN Sustainable Development Solutions Network



# What is the SDG Accord?

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

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



# Who can sign the SDG Accord?



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

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

- Align all major efforts with the SDG targets and indicators across the whole organisation, including in education, research, leadership, operational and engagement activities.
- Involve members from all key stakeholder groups in this endeavor, including students, academics and local communities.
- Support the collective effort to highlight the importance of sustainability within education settings.
- Report annually on progress as ongoing public declaration of their commitment to embedding the SDGs and as a means to contribute to the collective data which is shared widely and used by the UN, governments and sector bodies.



# Methodology and approach

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

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

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



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

Confederation College, Canada



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

University of Galway, Ireland



# Overview of reporting signatories

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

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

We received 41 case studies this year.

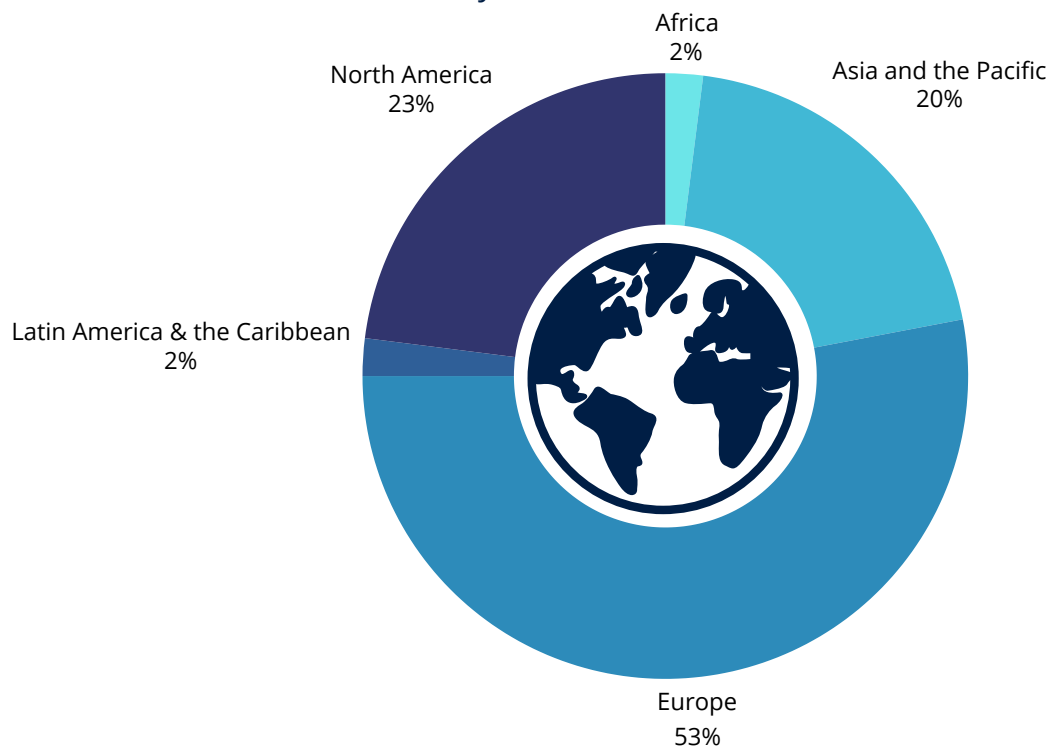


Figure 1: Geographic representation by UN region





# Strategic approach to the SDGs

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

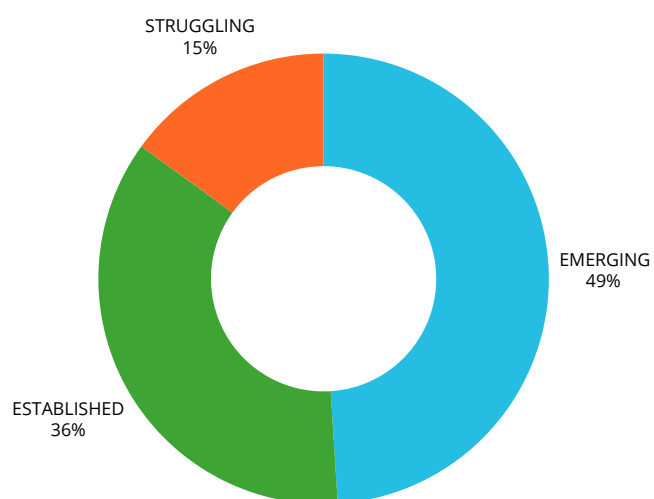
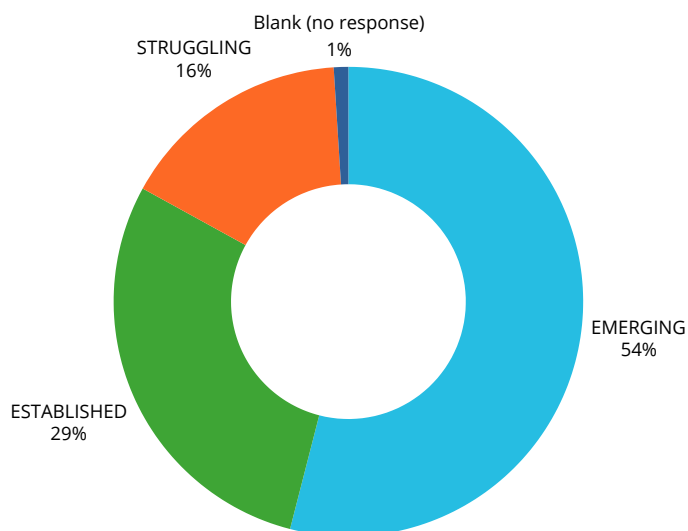
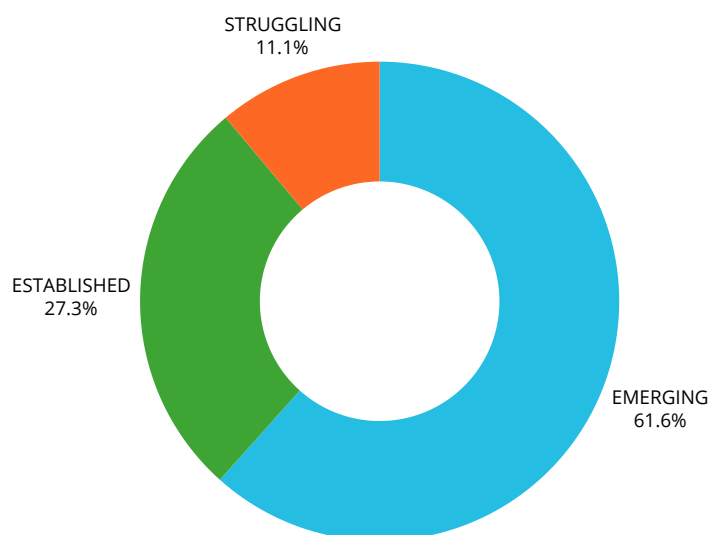
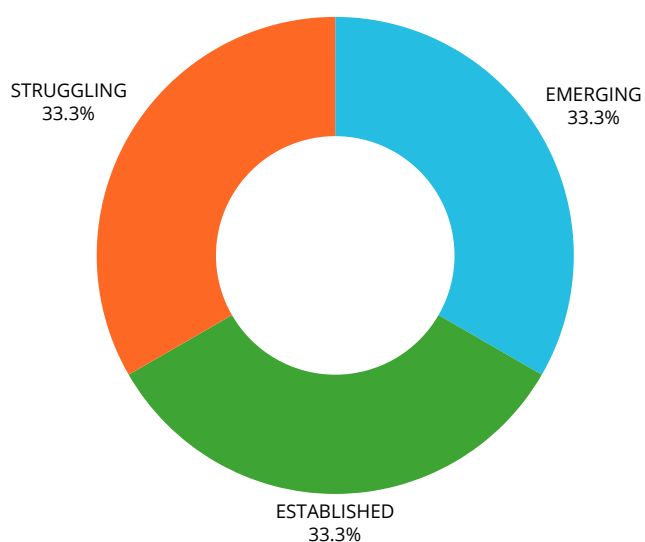
48 Institutions identified as 'struggling' in at least one category. Of those 48 institutions, budget (92%), staff capacity (69%), senior management support (44%) and Training (44%) were the areas most frequently limiting institutions from achieving beyond struggling.

49% of institutions reported having an allocated budget specifically for SDG activities, either external or internal.

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



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

**Leadership and governance****Estates & operations****Learning, teaching and research****Partnerships & engagement**

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

# Impact on SDGs in the last year

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

## Top 3 most and least influenced SDGs

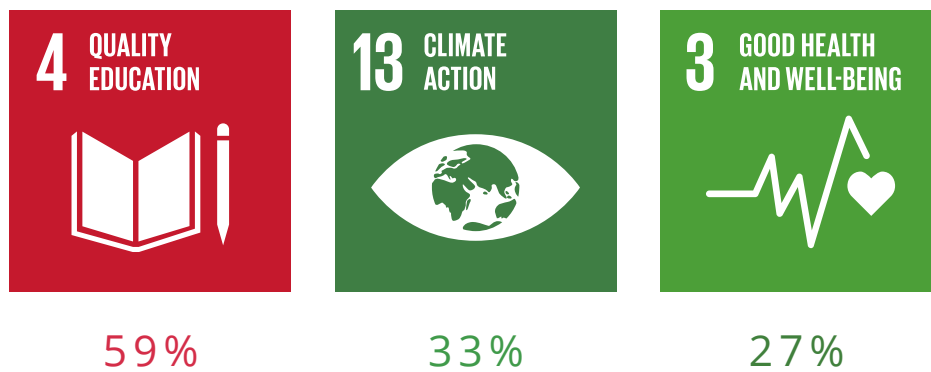


Figure 3: The three most influenced SDGs at reporting institutions in the last 12 months \*



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

\*This was a multi-answer question - signatories were allowed to select up to 3 SDGs per category

# Priorities for the next year

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

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



Figure 5: The top three priority areas for institutions.

# Support needs

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

## Top 3 **internal** support needs reported:

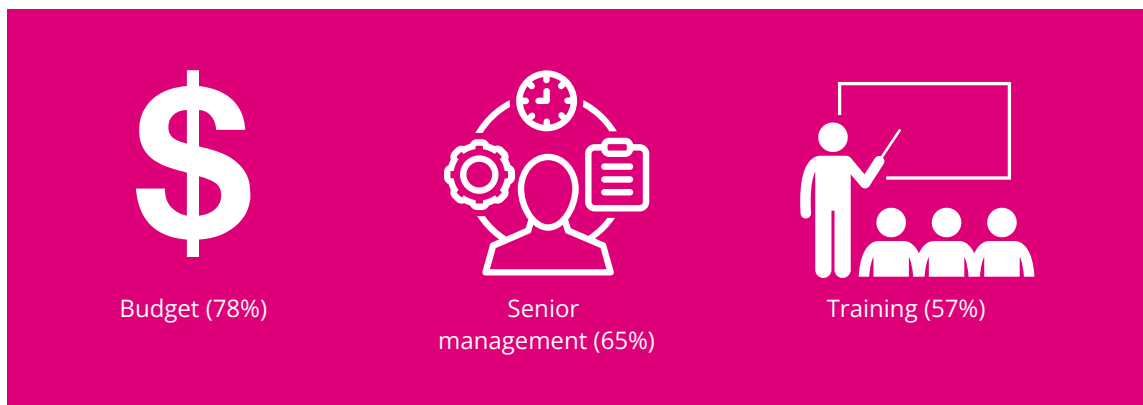


Figure 6: The top three internal support areas identified.

## Top 3 **external** supporter needs reported

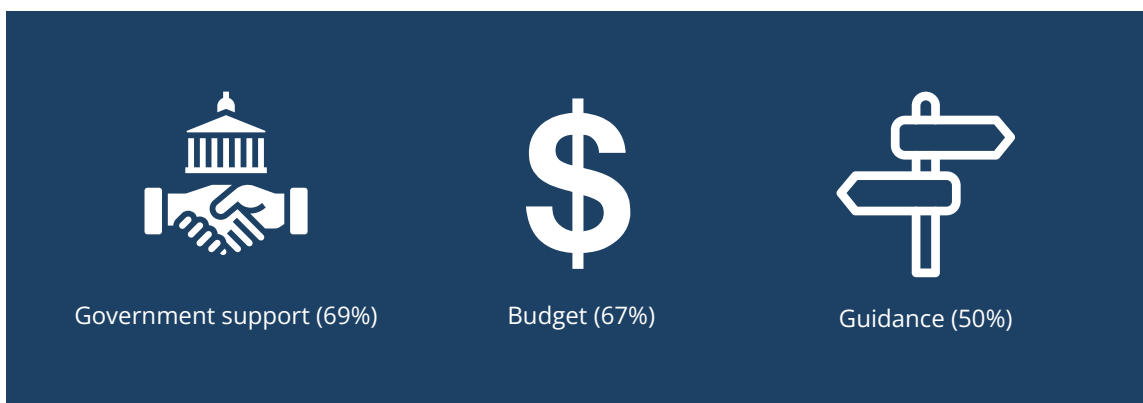


Figure 7: The top three external support areas identified.

# Benefits of SDG alignment

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

## BETTER DIALOGUE WITHIN THE INSTITUTION



**86%**

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

## CLEAR CONTRIBUTION TO SUSTAINABILITY



**78%**

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

## STUDENT & STAFF ENGAGEMENT



**67%**

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

## BETTER DIALOGUE EXTERNALLY



**65%**

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

Figure 8: Benefits of SDG alignment

# Benefits of SDG alignment

## NEW PARTNERSHIPS



**58%**

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

## AN EVALUATION FRAMEWORK



**58%**

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

## BETTER INTER-DEPARTMENTAL WORKING



**55%**

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

## BEHAVIOUR CHANGE



**51%**

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

# Case Studies

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

## A LITTLE FUNDING CAN GO A LONG WAY

NOVA SCOTIA COMMUNITY COLLEGE (CANADA)

FOCUS ON All 17 SDGs



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



**We would strongly encourage any post-secondary institutions who are considering implementing an SDG Project Fund to do so."**

Anna Jessop, Sustainability Project Manager





## ECO-FRIENDLY WASTE MANAGEMENT

ANNA UNIVERSITY, INDIA

SDG 12



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

3 GOOD HEALTH  
AND WELL-BEING



## INNOVATIVE PARTNERSHIP WORKING

RCSI INSTITUTE OF GLOBAL SURGERY, IRELAND

SDG 3

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



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

Catherine Sullivan, Data & Insights Manager

## STUDENT-LED SUSTAINABILITY SPACES

UNIVERSITY OF OTAGO, NEW ZEALAND

SDG 11



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



5 GENDER  
EQUALITY



## TACKLING PERIOD POVERTY

SHIPLEY COLLEGE, UNITED KINGDOM

SDG 5

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



## ACCESSIBILITY AND INCLUSION

SGH WARSAW SCHOOL OF ECONOMICS, POLAND

SDG 10



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

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## A highlight for the Accord

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

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



# What's next?

## As an institutional signatory:



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



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



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



## As a support organisation:



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



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



**Encourage network members** to sign up to the [SDG Accord](#) if they haven't already.



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



# Call to action for all signatories

## As an individual:



**Participate in the [Act4SDGs campaign](#)** and register your action on the [global map](#).



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



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



## As a student union:



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



**Encourage students to take part in the [Act4SDGs campaign](#)** and register your action on the [global map](#).



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



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

**Student, University of Exeter, UK**



# Appendix: List of Institutional Signatories

Aalto University*	Cégep Saint-Jean-sur-Richelieu
Abdullah Gul University*	Centennial College*
Acadia University*	Centre de Développement de la Région de Tensift
Adekunle Ajasin University	Cesar Ritz Colleges*
Afe Babalola University	Chelmsford College*
African Network for Sustainable Development Education	Chennai Institute of Technology
Agrocampus Ouest	Chiththa Advanced Psychological Studies Open Institute of Ceylon
AgroParisTech, Paris Institute of technology for life, food and environmental sciences	CHRIST (Deemed to be University)
Al Iqra Teachers Training College	CIFE Centre international de formation européenne
Al-Ahliyya Amman University	City College Plymouth*
Al-Iraqia University	City of Glasgow College*
Al-Mustaqbal University*	City, University of London
AL-Nahrain University	Collège Ahuntsic*
American Institute of Applied Sciences in Switzerland*	Collège Alma*
American International University-Bangladesh*	Collège Boréal*
Ammattiopisto Luovi Oy	Collège d'Alma*
AMYA Polytechnic College Inc.	Collège de Bois-de-Boulogne*
Anna University, Chennai*	Collège de Rosemont
Applied science private university	Collège Montmorency*
Asean Academy of Finance and Management (AAFM)	College of Southern Nevada
Asean University International	College of the North Atlantic*
Asian Institute of Technology	College of the Rockies
Assam down town University	College of West Anglia*
Assam university	Confederation College*
Assiniboine College*	Coventry University*
Aston University	Cranfield University*
Audencia	Craven College
Authentica	Crescent International School
B.S.Abdur Rahman Crescent Institute of Science and Technology*	Daffodil International University*
Bangor University*	Dawson College*
Bard College	De La Salle Lipa
Bath Spa University	De La Salle University - Dasmariñas
Belfast Metropolitan College*	De Montfort University*
Bishop Auckland College	Deraya University*
Borders College*	Dispur Collage*
Bournemouth University*	Dokus Eylül University
Bradford College*	Dundee and Angus College*
Bridgend College*	Durham College
British Columbia Institute of Technology*	Durham University*
Brunel University London*	Ecole de Management de Normandie
Buckinghamshire New University*	EDC Paris Business School
Burgundy School of Business (BSB)*	Edinburgh College
Burton and South Derbyshire College	Edinburgh Napier University*
Business School Lausanne	ESB
Canadore College*	Exeter College
Canterbury Christ Church University*	Fanshawe College*
Capital University College	Fareham College
Cardiff University*	Fergana State University*
Carlos Hilado Memorial State University	Fiji National University
Cégep Beauce-Appalaches	Fircroft College*
Cégep de la Gaspésie et des Îles*	Forth Valley College*
Cégep de St-Félicien	Foundation Fatima Zahra peace be upon her
Cégep de Trois-Rivières*	Georgian College*
Cégep de Victoriaville*	Glasgow Caledonian University*
Cégep du Vieux Montréal*	Glasgow Kelvin College
Cégep Édouard-Montpetit*	Global University of Science and Technology (GUST)

Gloucestershire College*	Kirklees College
Goa Institute of Management	Kuwait University*
GPBTC	Kwantlen Polytechnic University*
Grande Oriente Maçônico Independente do Estado de São Paulo - GOISP	Kyoto University
Grenoble Ecole de Management	Lambton College*
Gulf University	Langara College*
Gulu university*	Lapland University of Applied Sciences
Gurucharan College Silchar (Assam)	LCI Education*
HAES International	Leeds Arts University*
Hanken School of Economics*	Leeds Beckett University
Harper Adams University*	Leeds Trinity University*
Hartpury University and Hartpury College	Lethbridge College*
HER Business School	London South Bank University*
Hodmas University College	Lorma Colleges
Hong Kong Institute of Education for Sustainable Development	Loughborough University*
Huachiew Chalermprakiet University*	Lovely Professional University
Hull College	Loyalist College*
Humber College Institute of Technology & Advanced Learning*	Luminate Education Group*
HVPS Ramniranjan Jhunjhunwala College of Arts, Science and Commerce (Empowered Autonomous)*	LUT University*
ICN Business School	Mahapurush Sri Sri Manta Sankardev University, Nagaon
Imam Abdulrahman Bin Faisal University	Manav Rachna Centre for Peace and Sustainability
Imam Alkadhim University College	Mariano Marcos State University*
Imam Ja'afar Al-Sadiq University	Mazharul Haque Institutes of Medical Science
Institut Mines-Telecom Business School	Megha Institute of Engineering and Technology for Women
Institut national de la recherche scientifique*	Mehran University of Engineering & Technology
Institut Polytechnique de Grenoble	Middlesex University*
Institute for Environment and Development Sustainability -IEDS	Modern College of Business and Science*
Institute for Global Engagement and Empowerment, Yonsei University*	Mohawk College*
Institute of Aeronautical Engineering	Morley College London*
Institute of Mental Health (IMH)	Muhammad Nawaz Shareef University of Agriculture Multan*
Instituto Politécnico de Viana do Castelo	Mutah University*
International European Campus - University College	Myerscough College
International Institute of Chartered Humanitarians(IICH)	National Cheng Kung University*
International Islamic University Islamabad	National Institute of Technology, Fukushima College
International University of Sarajevo (IUS)*	National University of Sciences and Technology (NUST), Islamabad
Interregional Academy of Personnel Management	Ndejje University
IPAG Business School	New Brunswick College of Craft and Design
IPB University*	Newcastle University*
Istanbul Sabahattin Zaim University	NHRF University International (NUI)
ITS Education Asia	Niagara College*
JAIN (Deemed-to-be University)	North East Scotland College*
JKKN College of Allied Health Science	North Warwickshire and South Leicestershire College*
JKKN College of Engineering	Northern College*
JKKN College of Engineering and Technology	Notre Dame Catholic Sixth Form College*
JKKN College of Pharmacy	Nottingham Trent University*
JKKN Dental College and Hospitals	Nova Scotia Community College*
John Abbott College	Olds College
Joji Ilagan International Management School	Omega PG college - MBA
Kalinga Institute of Industrial Technology	Omsk State Technical University
Kedge Business School	Organisation SRM Trichy College of Nursing
Keele University	Oxford Brookes University*
Kemmy Business School, University of Limerick*	Oxford College of Business (Pvt) Ltd*
Khoja Akhmet Yassawi International Kazakh Turkish University	Palestine Polytechnic University*
King Abdulaziz University	Panpacific University
King's College London*	Petroc*
Kingston University*	Polytech Montpellier



Pondicherry University	Tata Institute of Social Sciences
PPG Institute of Technology	TERI School of Advanced Studies
Pragjyotish College*	The Applied Research Institute – Jerusalem Society (ARIJ)*
Prince Sultan University	The Chiththa Advanced Psychological Studies Open Institute of Sri Lanka
Professional Training Association	The Institute of Contemporary Music Performance (ICMP)
Providence Women's College*	The Rivers CoE MAT
Queen's University Belfast*	The Royal Central School of Speech and Drama*
Quest International University Bhd	The STC Group
Ramco Institute of Technology*	The University for Sustainability
Ramnarain Ruia Autonomous College*	The University of East Anglia*
RCSI University of Medicine and Health Sciences*	The University of Edinburgh
Red Científica Internacional del Campo Unificado de la Educación - REDCICUE	The University of Essex*
Red Deer Polytechnic*	The University of Faisalabad
Red River College Polytechnic*	The University of Hong Kong
Rift Valley Institute of Science and Technology	The University of Manchester*
Riverside College Halton	The University of Niagara Falls Canada*
Ryan Institute, National University of Ireland Galway	The Women University Multan*
S. B. Deorah College	Thompson Rivers University*
Saskatchewan Polytechnic*	Thuongmai University*
SBS Swiss Business School	Toulouse INP-ENSAT
School of Arts, Kathmandu Univesity	trakya university
Scottish Universities Insight Institute	Turan University, Almaty
SEGi University and Colleges	Tzu Chi University
Selkirk College*	UCLan Cyprus
Seneca Polytechnic*	UCM (University College Isle of Man)
SGH Warsaw School of Economics*	UCSI Group*
Sheriddan College*	UHI (University of the Highlands and Islands)
Shipley College*	UIN Sulthan Thaha Saifuddin Jambi
Siam University	Ulster University*
Soon Chun Hyang University	Unicaf University*
Soonchunhyang University	Universal Association of Professional Colleges and Universities (UAPCU)
South Devon College*	Universal Institute of Professional Management
South Eastern Regional College*	Universal Institute of Professional Management India
South Hampshire College Group*	Universidad Biblica de las Americas*
South Lanarkshire College	Universidad CES
Southeast College	Universidad CEU Cardenal Herrera
Southern Africa Future Institute of Innovation and Technology (SAFIIT)	Universidad Cristiana Kairos
Southern Regional College*	Universidad de Celaya*
Sparsholt College Group*	Universidad de Costa Rica
Spinnaker School of English	Universidad Francisco Gavidia
Sresakthimayeil Institute of Nursing and Research	Universidad Politecnica Cristiana
Sri Krishna College of Engineering and Technology	Universidad Politecnica de las Americas*
Sri Krishna College of Technology	Universidad Santo Tomas
SRM Institute of Hotel Management	Universidad Tecnológica de El Salvador*
SRM Institute of Science and Technology	Universidad Tecnológica de Pereira
SRM Trichy Arts and Science College*	Universidad UTE*
SRM TRP Engineering College*	universidade federal de são paulo
St. Dominic College of Asia*	Universidade Federal do Espírito Santo
Statera Research and Practice Center for Sustainability and Regional Development	Università degli Studi di Napoli Federico II
Sunway University*	Università Federico II*
SUNY College of Environmental Science and Forestry	Universitas Islam Sultan Agung
Swansea University	Universitt Innsbruck
SYKLI Environmental College*	Universitat Oberta de Catalunya (UOC)
Syndicat des professeurs.es du cégep Édouard-Montpetit (SPPCEM)	Universitat Rovira i Virgili
TAFE Queensland*	University College Birmingham*
Tampere University of Applied Sciences*	University College Cork*

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

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



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

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



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