SDG Accord Report 2025

A summary of progress towards the Global Goals in the university and college sector

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SUSTAINABLE DEVELOPMENT SOLUTIONS NETWORK
A GLOBAL INITIATIVE FOR THE UNITED NATIONS

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The 2025 SDG Accord Annual Progress Report highlights the critical role that universities and colleges play in advancing the United Nations' 17 Sustainable Development Goals (SDGs). The United Nations Sustainable Development Goals Report 2025 makes clear that with just five years to the 2030 deadline, the world stands at a pivotal crossroads. Whilst real global progress has been made, gains in areas such as access to education, electricity and internet connectivity, gains remain fragile and uneven. Amongst the six priority action areas identified for urgent acceleration, education stands out as both an area of concern and foundation for solutions. Education underpins nearly every other goal: SDG4 (Quality Education) equips learners to address health, environmental, social and economic challenges. It builds the skills, mindset and values needed to respond to climate change, reduce inequalities, foster inclusive societies, and secure sustainable livelihoods.

Our 8th Annual Progress Report is the largest yet. Our survey of **207 institutions** across **34 countries** reveals that the Higher Education and Technical and Vocational Education and Training (TVET) sectors are rising to the challenge but the path ahead demands greater urgency, investment and coordination. Most signatories are on their way to embedding sustainability at a whole organisation level: 69% ranked their **sustainability practice** as Developing or Established, and 78% reported having an **up-to-date sustainability policy or action plan** endorsed by senior leadership. However, TVET providers, in this case referring to colleges and polytechnics, generally assessed themselves as less mature than universities.

> **"**
>
> **With just five years to reach the Sustainable Development Goals, we need to shift into overdrive."**
>
> António Guterres
> Secretary-General, United Nations

Executive summary

This year we introduced a thematic spotlight on **Learning and Teaching** to better understand how institutions are embedding the Global Goals in alignment with their core mission of SDG4 (Quality Education). Here progress lags behind with 43% of institutions rating their organisational maturity as **Developing** compared to **Established** (32%). Half estimated that only a quarter or less of courses address the **environmental, social or economic pillars** of sustainability or lacked the data to say. **Staff development** is also limited, with 61% reporting that a quarter or fewer of their teaching staff have received at least basic sustainability-related training or reported that they did not know. **Assessment practices** remain underutilised as drivers of change; only 14% of institutions report that they often or consistently test students' sustainability knowledge and skills. Institutions identified a number of barriers to integrating sustainability into learning and teaching, including a **lack of time** for educators to engage in sustainability-related professional development or integrate sustainability into existing curricula. Qualitative feedback demonstrates that institutions are grappling with the challenges of delivering consistent and scalable whole organisation approaches in this area.

There is, however, cause for optimism. **Case studies** highlight how institutions are leading the way with bold and transformational approaches to **Education for Sustainable Development (ESD)**. Sharing and scaling these models will be key to accelerating progress. Greater **collaboration and peer-learning** between institutions, supported by sector bodies and support organisations is vital. At a national level, bold leadership and investment in tailored **frameworks, standards and support mechanisms** for universities and colleges will ensure that the SDGs are holistically embedded into education, not treated as a bolt-on. We see a particular opportunity for national decision-makers and support organisations to offer more **tailored support to TVET providers** in this area. With **SDG4 (Quality Education)** and **SDG13 (Climate Action)** identified by many institutions as top priorities for the year ahead, there is also an opportunity to link the two, using climate education as a timely entry point for broader transformation in Learning and Teaching.

What is the SDG Accord?

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 3,200 organisations and individuals in the Higher Education and TVET (Technical and Vocational Education and Training) sectors who are committed to embedding the SDGs in their work. The Environmental Association for Universities and Colleges (EAUC) acts 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 and 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 sectors 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?

470	69	256	2470
institutions	student unions	support organisations	individuals

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. We have paused processing of individual and student association signatory applications in advance of a review of our signatory types and migration to a new website in 2026.

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 endeavour, 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 published an annual report tracking progress towards the Sustainable Development Goals (SDGs) in the Higher Education and TVET sectors. The data collected offers valuable insights into institutional actions worldwide, showcasing achievements while also highlighting common challenges and barriers. Although each signatory's sustainability journey is unique, the shared data and experiences foster cross-sector learning and collaboration.

For the 2025 report, institutional signatories submitted responses via an online survey conducted in May and June 2025. The survey comprised 36 questions, asking institutions to reflect on progress over the past 12 months and outline priorities for the year ahead. A full list of reporting signatories is provided at the end of this report.

Several methodological updates were introduced in 2025:

- **Question refinement**: Select questions were revised based on signatory feedback and to improve data granularity. While this enabled new trend analysis, some results are not directly comparable with previous years.
- **Institution type**: A new question categorised respondents into four groups: universities, Technical and Vocational Education and Training (TVET) organisations, secondary/high schools (educating students over 16), and other. This has enabled us to compare findings between organisation type.
- **Thematic focus**: We introduced a new thematic section aimed at better examining how institutions integrate the SDGs into specific areas of operational delivery – this year's thematic spotlight is Learning and Teaching. Signatories were also invited to submit learning and teaching themed case studies to provide tangible examples of implementation in this area.

The survey relies on self-assessment, and results should be interpreted as subjective. To reduce inconsistent interpretations, several questions were revised to include clearer scoring matrices. While institutions are encouraged to consult widely when completing their report, each response is submitted by a single representative, and should be viewed as a snapshot of progress at a given point in time. Finally, SDG Accord signatories are largely a self-selecting group of institutions who already value sustainability - whilst many of the insights provided by signatories are paralleled across the sector, we should be cautious to avoid drawing conclusions about the sector as a whole from the results.

Overview of reporting signatories

2025 was the Accord's largest reporting year to date with **207 reporting institutions**, representing over **2.4 million students** worldwide. This is compared to 184 reporting signatories in 2024, and 145 in 2023.

Signatories reported from **34 countries** in total. Regional representation was very similar to previous years with 53% of reporting institutions from Europe, followed by 26% from Asia, 19% from North America and 2% from Africa (Figure 1). There was an overall bias towards institutions in the Global North within the current pool of reporting signatories.

125 (60%) of reporting signatories were **universities** and 63 (30%) were from the Technical and Vocational Education and Training (TVET) sector, often colloquially known as **colleges, community colleges and polytechnics** (Figure 2). 16 organisations (8%) classified themselves as 'other' and 3 (1%) as secondary or high schools.

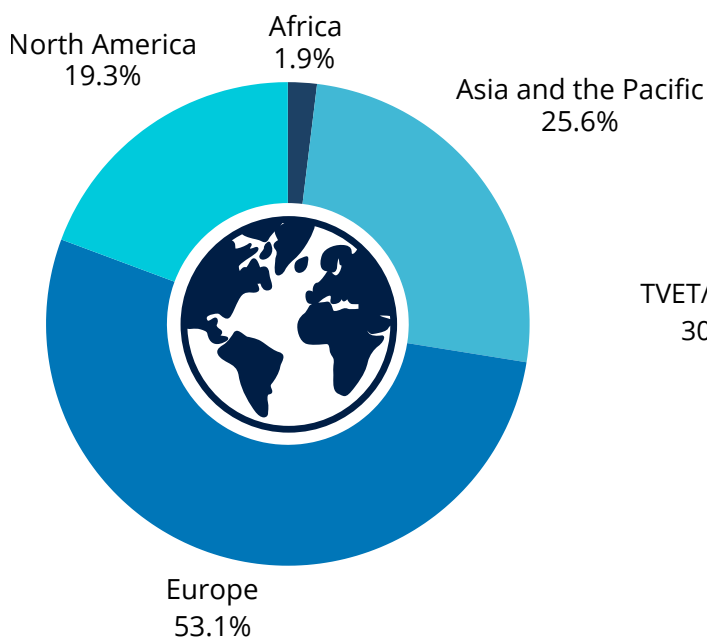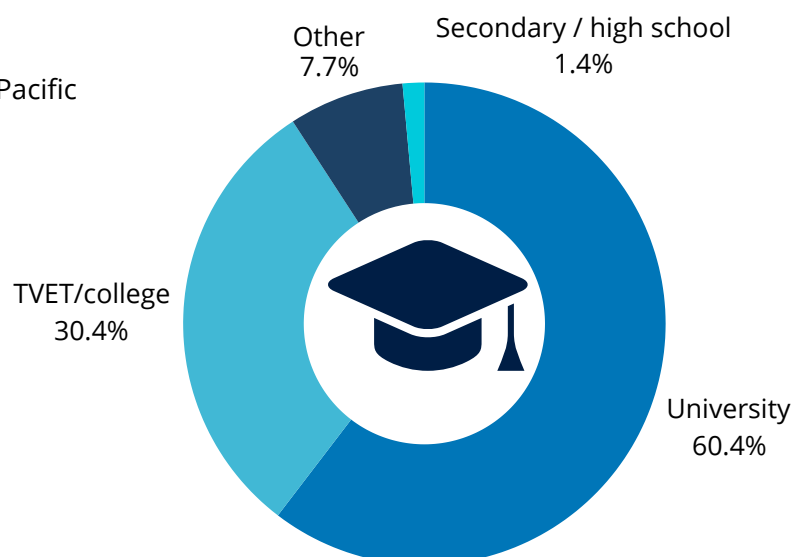Figure 1: Geographic representation by UN region

North America 19.3%
Africa 1.9%
Asia and the Pacific 25.6%
Europe 53.1%

Figure 2: Split of signatories by type of institution

Other 7.7%
Secondary / high school 1.4%
TVET/college 30.4%
University 60.4%

Strategic approach to the SDGs

Maturity levels by provider

We asked signatories to rank their current maturity* in embedding the SDGs into their organisations. 69% of signatories ranked their organisations as either **Developing** or **Established** (Figure 3).

TVET institutions were more likely to rate themselves as less mature**, with most falling into **Emerging** (19%), **Developing** (40%), or **Established** (26%). Only 9% placed themselves in the **Leading** category.

Universities more often identified as **Developing** (31%), **Established** (41%), or **Leading** (19%).

These differences may reflect the subjective nature of self-assessment, relative institutional size and resources, funding availability, and even the availability of wider sector support.
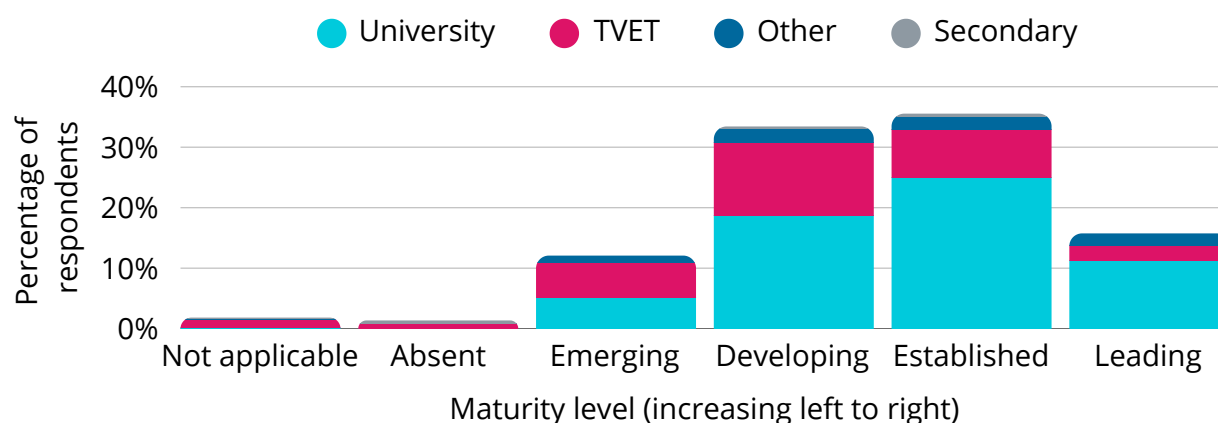

Figure 3: Overall organisational maturity split by provider

* We introduced a clearer ranking matrix with 6 options listed in maturity order - not applicable, absent, emerging, developing, established and leading. The full matrix can be viewed here.

**The percentages in this section reflect the distribution within each provider rather than overall shares across all institutions.

Strategic approach to the SDGs

Maturity levels by operational area

Maturity levels* also varied across the five operational areas (Figure 4).

Estates and Operations and **Leadership and Governance** were the most mature, with the highest proportion of signatories reporting as **Established** (41%). This aligns with the fact that sustainability work often begins in estates management, allowing practice to mature earlier than in other areas. Effective leadership and governance also play a critical role in enabling progress across all other operational areas. However, this trend may not fully reflect the wider sector, as senior leadership endorsement is required to sign the Accord, meaning some foundational work is typically in place before joining.

Partnerships and Engagement and **Research** followed similar patterns, with most signatories split between **Developing** and **Established.**
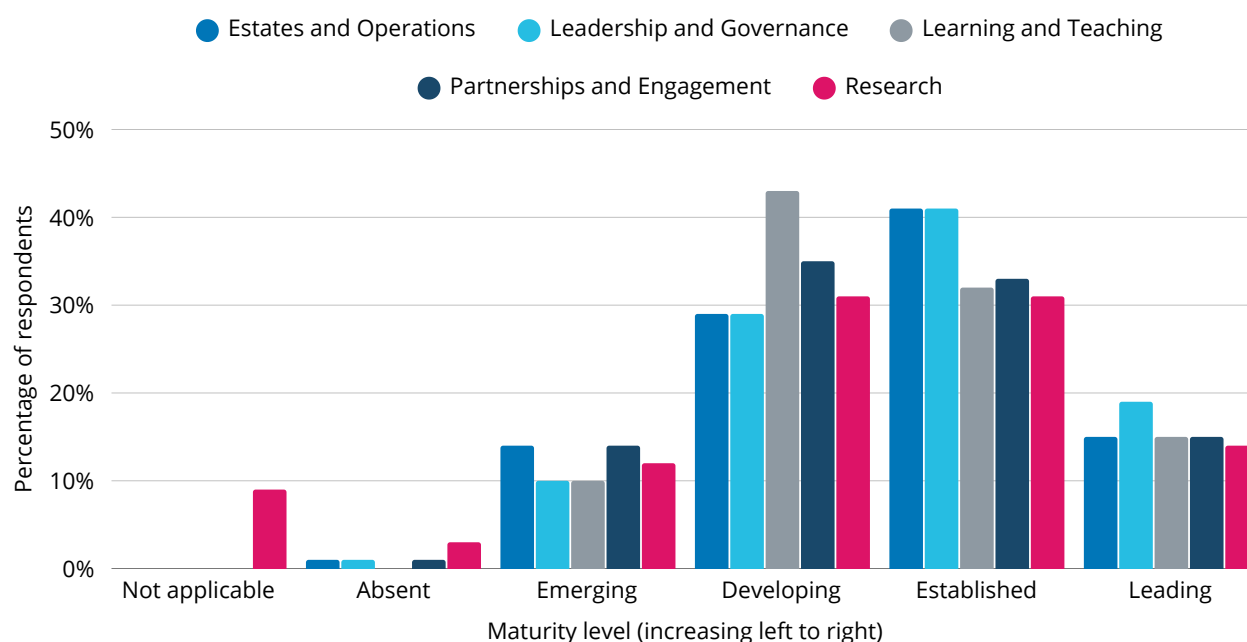

Figure 4: Organisational maturity mapped across all 5 operational areas

* We introduced a clearer ranking matrix with 6 options listed in maturity order - not applicable, absent, emerging, developing, established and leading. The full matrix can be viewed here.

Strategic approach to the SDGs

Maturity levels by operational area (continued)

Learning and Teaching was the least mature, with more signatories identifying as **Developing** (43%) than **Established** (32%). This indicates that many institutions are earlier in their sustainability journey in this area compared with other areas. Further dissection* showed that there was an equal split of universities classifying themselves as **Developing** (38%) or **Established** (38%) whereas more TVET classified themselves as **Developing** (54%) in marked contrast to scores for all other areas which all fell below 21%.

Sustainability policies, plans and frameworks

78% of all respondents had an up-to-date **sustainability policy, plan or framework** which clearly describes their objectives and priority actions as a whole organisation and is authorised by their leadership team. Of these 162 institutional strategies, 40% refer to the SDGs generally whereas 45% have fully integrated the SDGs, clearly mapping actions and objectives against individual goals.

*The percentages in this section reflect the distribution within each provider (for example, the share of TVET institutions that scored learning and teaching at a given maturity level), rather than overall shares across all institutions.

Impact on SDGs in the last year

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)** (Figure 5). These are the same as reported in previous years. Institutions reported that they had the least influence on **SDG14 (Life below Water)**, **SDG6 (Clean Water and Sanitation)**, and **SDG1 (No Poverty)** (Figure 6).

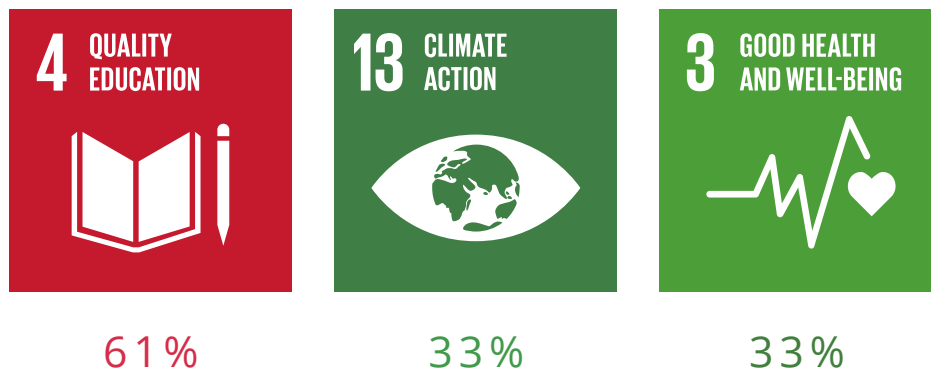**Top 3 most and least** influenced SDGs

4 QUALITY EDUCATION	13 CLIMATE ACTION	3 GOOD HEALTH AND WELL-BEING
61%	33%	33%

Figure 5: The three most influenced SDGs at reporting institutions in the last 12 months *

14 LIFE BELOW WATER	6 CLEAN WATER AND SANITATION	1 NO POVERTY
63%	36%	31%

Figure 6: 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 in 2024, the three top ranking SDGs were **SDG4 (Quality Education)**, **SDG13 (Climate Action)** and **SDG17 (Partnership for the Goals)** (Figure 7).

Top 3 **priority areas** for institutions in the next 12 months

64%   41%   29%

Figure 7: The top three priority areas for institutions.
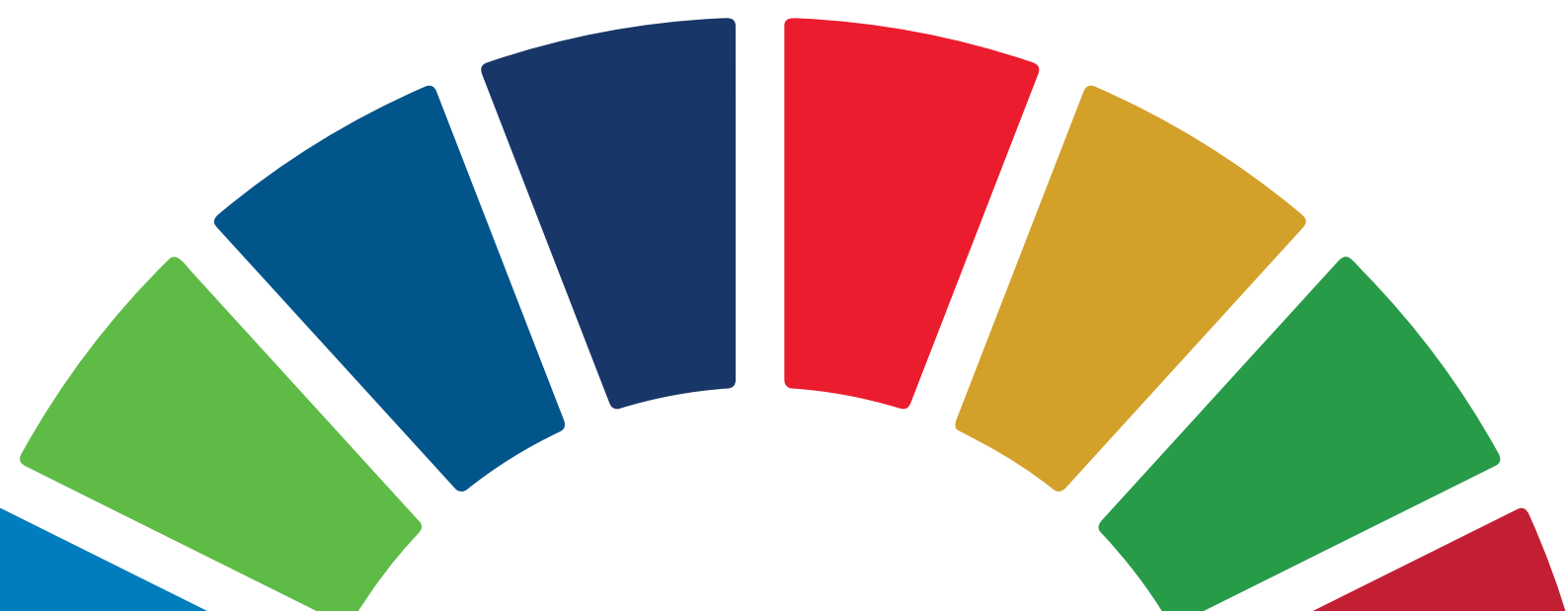
Support needs

Signatories were asked what support they require to advance their work on the SDGs in the next year. 68% of signatories reported **budget** as their greatest internal support need followed by 60% who highlighted the need for **dedicated staff capacity** to work on key sustainability initiatives and 38% who highlighted **staff training** (figure 8). Externally, the area reported as most useful to advancing the SDGs was **funding** (79%), followed by **government assistance** (57%) and **guidance** (34%) (figure 9).

Top 3 **internal** support needs reported

Budget
(68%)

Dedicated staff capacity to work on key initiatives (60%)

Staff Training
(38%)

Figure 8: The top three internal support areas identified.

Top 3 **external** support needs reported

Funding (79%)

Government assistance
(57%)

Guidance
(34%)

Figure 9: 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 (Figure 10).

BETTER DIALOGUE WITHIN THE INSTITUTION

84%

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

73%

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 AND STAFF ENGAGEMENT

66%

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

59%

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

Figure 10: Benefits of SDG alignment

Benefits of SDG alignment

NEW PARTNERSHIPS

57%
of respondents said they had built **new external partnerships** based on the SDGs.

AN EVALUATION FRAMEWORK

56%
of respondents said the SDGs provide a **framework for evaluation** and delivery of activities.

BETTER INTER-DEPARTMENTAL WORKING

50%
of respondents said the SDGs created **cohesion between institutional departments** as they work together on one or more SDG.

BEHAVIOUR CHANGE

50%
of respondents said that aligning work with the SDGs caused a **behaviour change** such as removing single-use plastics or reducing air travel.

Thematic focus on: Learning and Teaching

Learning and Teaching

Introduction

We introduced a new thematic section to this year's survey, aimed at better understanding how institutions are integrating sustainability and the SDGs within Learning and Teaching.

As defined by UNESCO, **Education for Sustainable Development (ESD)** 'empowers people with the knowledge, skills, values, attitudes and behaviours to live in a way that is good for the environment, economy and society. It encourages people to make smart, responsible choices that help create a better future for everyone.' It moves beyond knowledge alone, embracing a transformational approach that empowers learners to think critically, act responsibly and build a more sustainable future (UNESCO, 2017).

Responses were submitted primarily by **sustainability professionals or senior leaders**, who were encouraged to consult with learning and teaching staff when completing the survey. While this approach supports a whole institution perspective, it does carry limitations, as the views of teaching staff or indeed students were not gathered directly. We therefore also draw on wider sector research where possible to highlight additional insight and evidence on this topic. The survey focused specifically on **formal classroom learning**, with questions on curricula, student assessment and staff training, as well as barriers to embedding the SDGs into learning and teaching.

> **To effectively take action towards achieving the SDGs, we need professionals and citizens who have the skills, knowledge and mindsets to tackle the complex sustainable development challenges articulated by the SDGs through whichever career or life path they take."**
>
> Perspectives and Practices of Education for Sustainable Development: A Critical Guide for Higher Education (2025)

Learning and Teaching

Organisational maturity

As previously covered, **Learning and Teaching** was ranked as the least mature out of the five operational areas, with 43% of signatories selecting the **Developing** ranking (Figure 4). This indicates that sustainability is beginning to appear in strategy, policy, curricula and staff development but progress remains inconsistent and often limited to isolated initiatives rather than integrated whole organisation approaches. We also saw that **TVET institutions** were more likely to classify themselves as less mature in this area compared to universities.

It is important to acknowledge that this lower ranking may reflect both the closer scrutiny given to Learning and Teaching in this survey (other operational areas were not assessed in this detail) and the fact that respondents – primarily sustainability leads and professionals – may have less direct involvement in Learning and Teaching compared to other areas. This highlights the need for **whole organisation approaches**: education is the core mission of signatory institutions and represents their greatest potential for impact in advancing the SDGs. Regardless of these limitations, subsequent sections of this report confirm that there is significant opportunity to improve the embedding of the SDGs into Learning and Teaching within the sector.

Learning and Teaching

Programme and course curricula

We asked signatories to estimate the percentage of courses and programmes, across all subject areas, that integrate the **environmental, economic and social pillars** of sustainability. When considering all three pillars together, 50% of signatories either estimated that only **0 to 25%** of their courses included at least one sustainability dimension or reported that they **did not know**. This trend was more pronounced among TVET institutions (64%) than universities (43%).

As Figure 11 shows, the **environmental** pillar was estimated to be less integrated than the **social** or **economic** pillars. It is difficult to interpret this result without further insight. However, organisational experience at EAUC indicates that this may be due to environmental aspects often being associated with STEM subjects and there being less confidence among non-STEM subject areas to address environmental issues, despite their interconnected nature with social and economic matters. Wider research on this topic indicates that the key enablers for embedding Education for Sustainable Development within curriculum include effective support, integration within research, outreach and campus operations, and effective leadership (Weiss et al., 2021).
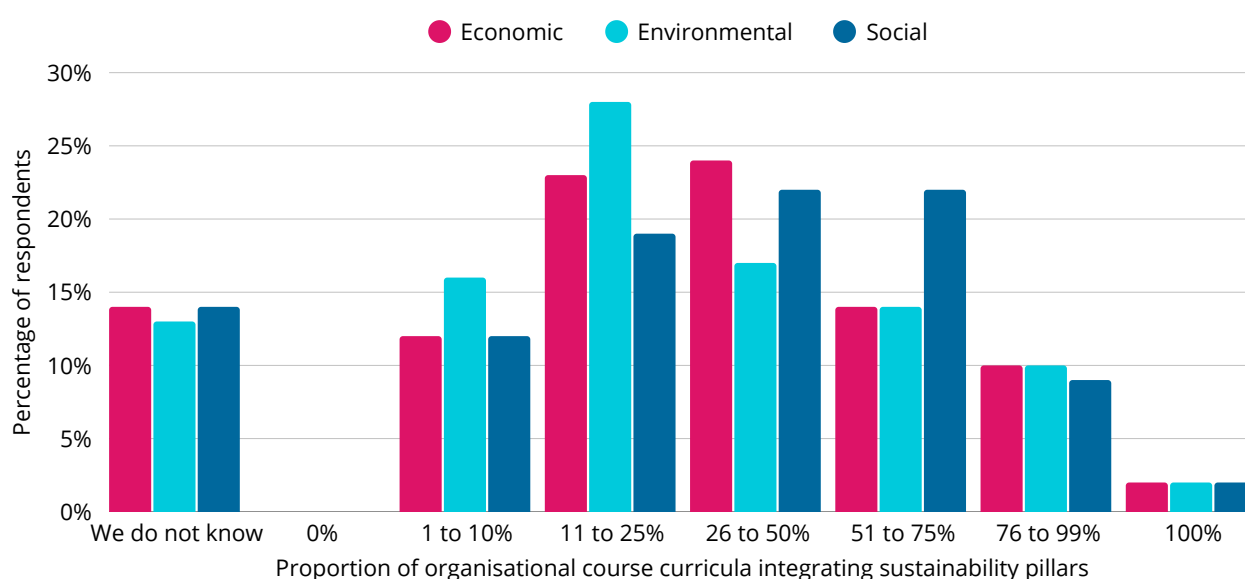
Figure 11: Estimated percentage of courses and programmes, across all subject areas, that integrate the three pillars of sustainability (environmental, social, economic)

Learning and Teaching

Student assessment

We asked signatories whether **formal assessments*** for students explicitly test sustainability knowledge and skills. As Figure 12 shows, 63% of signatories responded with **'sometimes – it depends on the course or assessment'.**

Formal assessments often act as a core driver of what is prioritised in teaching and can also strongly shape students' perceptions of what is considered important. While this question is too subjective to draw firm conclusions, the finding that only 14% of institutions assess sustainability knowledge and skills **'often'** or **'consistently'** indicates there is still significant progress to be made. This may also point to the challenges of influencing assessment at an institutional level when exams and coursework are often mandated by qualification frameworks at a national level. However, project-based work, essays, reports and dissertations typically provide opportunities to integrate sustainability, particularly when staff are equipped with the skills and knowledge to facilitate this well.

Institutions that ranked highly on this question shared examples of their approaches, which included introducing standardised surveys to assess all students' sustainability literacy and mandating sustainability-related learning outcomes and assessments across all teaching.
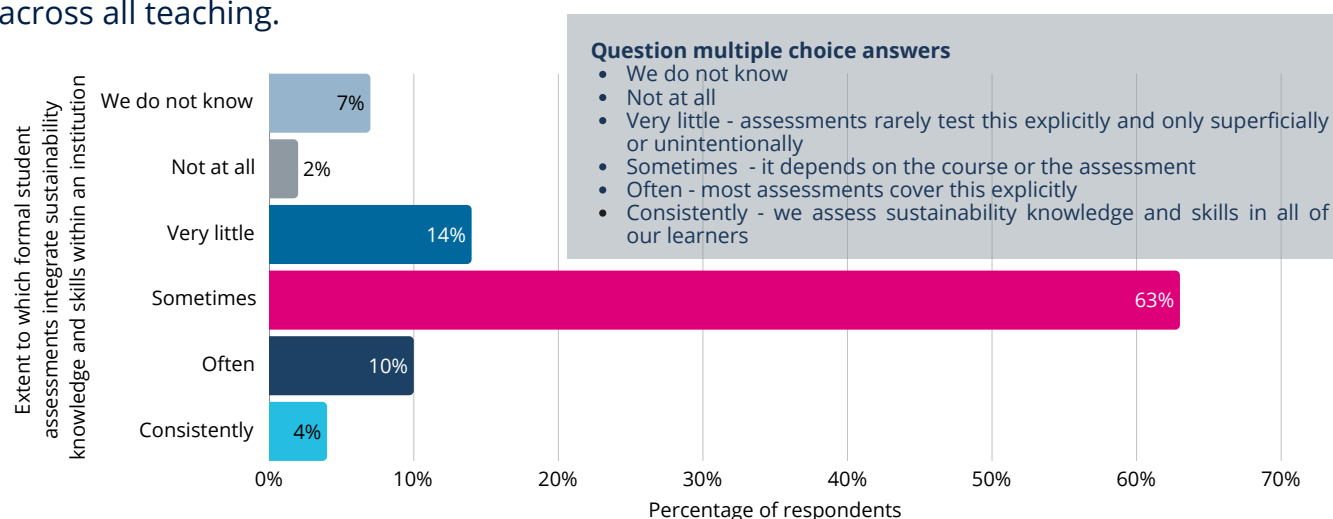

Figure 12: Integration of testing for sustainability skills and knowledge within formal student assessments

*Formal assessments were defined as including general exams or coursework completed by students as well as specific sustainability training or qualifications delivered by the organisation.

Learning and Teaching

Staff training and professional development

Institutions were asked to estimate the proportion of their teaching staff who, within the last three years, had received at least **basic training in sustainability concepts**, as well as in **innovative teaching methods** designed to help students develop sustainability knowledge and skills. For survey brevity and clarity, we omitted specific reference to the third component of ESD, often referred to as attitudes or values.

Findings show that 61% of signatories estimated that only 0 to 25% of their teaching staff had received at least **basic training in sustainability concepts** or reported that they did not know (Figure 13). This trend was even more pronounced among TVET institutions (70%) compared with universities (57%). A similar pattern emerged for training in **innovative teaching methods** such as outdoor, problem-based, or experiential learning: 61% of signatories again reported that between 0 to 25% of teaching staff had been trained, or that they did not know.
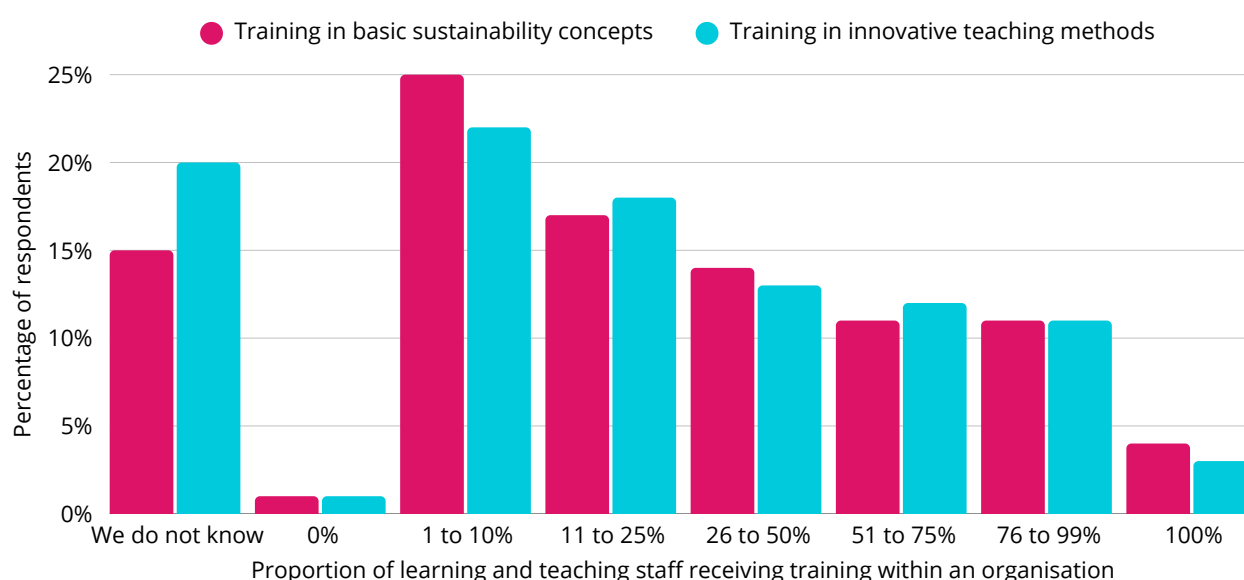

Figure 13: Estimated proportion of learning and teaching staff receiving sustainability training

Learning and Teaching

Staff training and professional development (continued)

Research shows that equipping staff with both sustainability knowledge and pedagogical skills remains a key prerequisite to support educators to embed Education for Sustainable Development. For example, Weiss et al. (2021) found that professional development opportunities were present in 90% of studied cases of **whole institution transformational curriculum re-design** in universities, as opposed to 3% where bolt-on or tokenistic approaches had been applied. Furthermore, research by EAUC (2024) in Scottish colleges found that staff training is needed to ensure accuracy of monitoring the integration of sustainability into curricula. However, a survey by the Education and Training Foundation (2021) highlighted that 74% of English college teaching staff respondents felt they had not received adequate training to embed sustainability in their work. Much of this evidence reflects experiences in the **Global North**, and there is a need for more research to understand whether similar challenges and solutions apply in other contexts.

Institutional **qualitative feedback** on this topic highlighted several themes. Even where training opportunities existed, whether offered on an ad hoc basis or more consistently, many institutions struggled to access **accurate data** on staff participation and completion at an organisational level. Institutions also described a **variety of approaches**, ranging from sustainability workshops and roadshows to integrating sustainability into online training modules such as staff inductions. The latter was often seen as particularly beneficial where time was limited, though in most cases training remained optional, leading to mixed uptake.

There is great potential for **peer learning and cross-sector collaboration** on this topic – there are many models and approaches being applied which others could learn from or transfer to their context.

Learning and Teaching

Barriers

When asked to identify the main barriers to embedding sustainability in learning and teaching, institutions most frequently cited a **lack of time**. This aligns with findings from other research on this topic (EAUC (2024), Education and Training Foundation (2021), Heba Elsharkawy, Fonseca and Sengupta, 2024; Weiss et al., 2021) where time or capacity are frequently referenced. In a more detailed breakdown of this question, 21% of respondents highlighted **insufficient time for staff to engage in professional development** on sustainability, while 18% pointed to the **limited time available to integrate sustainability into existing curricula** (Figure 14). Since those reporting on behalf of their institutions were most likely to be sustainability professionals or leaders, their responses may also reflect their own personal experiences in engaging with teaching and learning staff within their organisations and the feedback received.

Other commonly reported barriers included a lack of space for staff to think creatively and make changes (10%), and the absence of sustainability in national curricula, assessment criteria or teaching standards (10%).
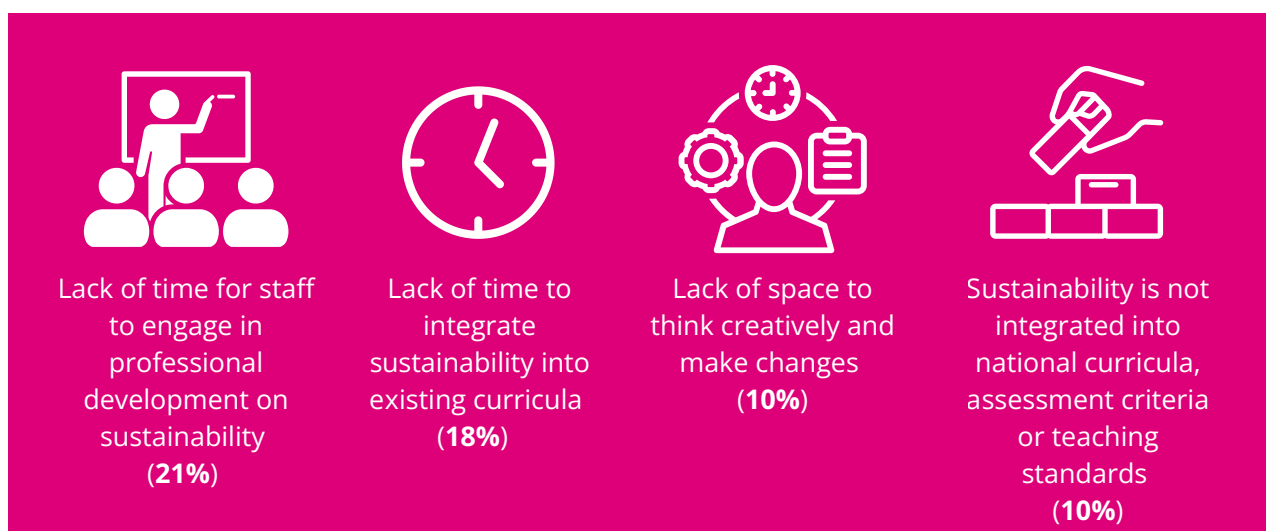

Lack of time for staff to engage in professional development on sustainability (**21%**)	Lack of time to integrate sustainability into existing curricula (**18%**)	Lack of space to think creatively and make changes (**10%**)	Sustainability is not integrated into national curricula, assessment criteria or teaching standards (**10%**)

Figure 14: Top four barriers to embedding sustainability into teaching and learning

Case studies

A number of signatories generously shared case studies highlighting practical ways they are embedding the SDGs into Learning and Teaching. You can view the full range of fantastic case studies from our signatories here.

CLIMATE PEDAGOGY SYMPOSIUM
CONESTOGA COLLEGE
CANADA

In May 2025, Conestoga College hosted a one-day Climate Pedagogy Symposium with 70+ participants, alongside several local university and research partners. The event focused on sharing innovative and interdisciplinary approaches to teaching for climate action. Faculty members, teaching and learning professionals, students and Indigenous Elders came together to exchange ideas and learn from one another. Outcomes included increased understanding of the relevance of climate to all disciplines and academic areas, and the development of further online training designed to build teaching staff's knowledge of foundational climate concepts.

> **Since I do not teach courses that focus on sustainability or environmental causes, I was not sure that I could do this. I walked away with several ideas of how to incorporate climate change-related topics and themes into my courses by way of scenarios, case studies and collaborations with community partners."**
>
> Climate Pedagogy Symposium delegate

Take a look at the 2025 case studies

bit.ly/2025casestudies

MAPPING SDGS IN THE CURRICULUM
INTERNATIONAL UNIVERSITY OF SARAJEVO
BOSNIA AND HERZEGOVINA

IUS mapped faculty and course contributions to the SDGs. AI-assisted tools were piloted to pre-screen curriculum materials for SDG keywords to minimise the requirement for manual research. An SDG section was then added to the university's existing annual performance report, gathering meaningful data whilst also prompting academics to reflect on their own contributions to the SDGs and raising awareness of sustainability. Together, this data has provided the SDG committee with a much clearer and more comprehensive understanding of how the SDGs are currently embedded within learning and teaching and has laid the groundwork for long-term improvements and progress monitoring.

EXPERIENTIAL LEARNING FOR THE SDGS
SRM TRP ENGINEERING COLLEGE
INDIA

SRM TRP Engineering College launched the Clean and Green Village campaign in five rural villages, integrating sustainability into learning and teaching by involving student and faculty in real-world sustainability challenges. Over 150 engineering and science students were supported to apply classroom knowledge to solve rural sanitation issues, integrating a range of Global Goals including SDG3 (Good Health and Wellbeing), SDG11 (Sustainable Communities) and SDG13 (Climate Action). The initiative nurtured leadership, empathy, and problem-solving skills while empowering villagers to adopt eco-friendly practices. Faculty engaged in field-based teaching, linking curriculum with grassroots sustainability challenges.

> **"Interacting with the villagers helped me see the real impact of clean water and sanitation beyond textbooks"**
>
> R. Swetha, final year civil engineering student
> SRM TRP Engineering College

ONLINE SUSTAINABILITY TRAINING
SYKLI ENVIRONMENTAL COLLEGE
FINLAND

Professional's Handprint™ is an online learning platform developed by SYKLI Environmental College to promote sustainability amongst employees, students and professionals. This includes the provision of sustainability training for professionals in sectors like food services, travel, retail and property maintenance. Over 14,600 learners have enrolled, with an 84% completion rate for the introductory course. Fifteen institutions and nine organisations use the platform to train staff and students. By first introducing basic sustainability concepts and offering practical, sector-specific modules that are relevant to everyday work, the platform empowers professionals to increase their positive sustainability "handprint."

SUSTAINABILITY EDUCATION NETWORK
LEEDS UNIVERSITY
UNITED KINGDOM

The University of Leeds launched the Leeds University Network for Sustainability in Higher Education (LUNSHE) to mainstream sustainability across disciplines through hybrid meetups, workshops and an online community. Since 2023, LUNSHE has grown to over 180 members, with contributions from 44 staff, 23 students and external speakers. Talks and discussions focus on a range of sustainability education topics such as sustainability skills, social justice, biodiversity and the role of GenAIas a tool for curriculum mapping. The approach highlights the value of inclusive, cross-disciplinary spaces that inspire collaboration.

LUNSHE has been a fantastic opportunity to meet a wide range of colleagues and students with a shared passion for sustainability. This has been invaluable to me as I've introduced a module where sustainability features heavily. I've learned so much and had a lot of enjoyment in the process.'

Professor Samantha Pugh, Professor of STEM Higher Education, University of Leeds - LUNSHE group member

Learning and Teaching

Conclusions

States and education policymakers

States and education policymakers play a pivotal role in creating the conditions to unlock effective Education for Sustainable Development at a national level. Importantly, this should involve **support via both policy and practice** - from embedding sustainability within professional teaching standards to funding support mechanisms for Higher Education and TVET providers, **national frameworks** can set the tone for transformative change. The Greening Education Partnership, a global initiative to support countries in accelerating the implementation of greening education, is a fantastic place to start. Its Greening Curriculum Guidance highlights how effective climate education should incorporate environmental, social and economic dimensions and sets out a 10 step roadmap to achieving this.

Sector bodies and education networks

Sector bodies and education networks have an essential role to play in strengthening **cross-sector collaboration and peer learning** when it comes to ESD, spotlighting effective and transferable practice. This year's results highlight **particular areas of need**, including professional development for teaching staff, tools to map and monitor SDG integration within curricula, and approaches to breakdown silos and create space for learning and teaching staff to integrate ESD. At a time when the sector is struggling for capacity and funding, peer learning plays a particularly critical role - sharing models that can be borrowed and adapted rather than invented afresh. There is also a clear case for more **tailored support for TVET institutions**, which often identify as less mature in embedding ESD. Academic research into and guidance for the TVET sector remains limited, making it especially important to find accessible routes for sharing relevant practice between colleges and polytechnics across the world.

Learning and Teaching

Universities and colleges

For universities and colleges, accelerating the integration of sustainability into learning and teaching is vital to closing the maturity gap highlighted within this report. Those at an early stage in this work can start by building a shared foundational understanding of **Education for Sustainable Development**, an approach which can be closely aligned with the SDGs. Institutions should also strengthen **whole organisation approaches** – for example, developing tools to assess progress, ensuring consistent training for teaching staff, and embedding sustainability more systematically in assessment and curriculum design. **Senior leaders** play a pivotal role in driving this agenda: breaking down silos, championing whole institution thinking, and creating the conditions for meaningful and sustained change.

Finally, the SDG Accord community offers a valuable platform for sharing effective practice. Signatories are encouraged to use **case studies and peer learning** to accelerate progress and build momentum across the sector. With 41% of institutions prioritising **SDG13 (Climate Action)** over the coming year, there is a timely opportunity to use climate action as a gateway to embedding ESD more broadly – helping institutions unlock their greatest potential to advance the SDGs through education.

"Education is the glue that can hold our societies together as we navigate unprecedented challenges and transformations. It must be valued, prioritized and transformed accordingly."

Amina Mohammed
UN Deputy Secretary-General
Summit Stocktake Event (June 2024)

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Appendix: List of Reporting Institutional Signatories

Aalto University
Abdullah Gül University
Acadia Sustainability Office
Al-Iraqia University
American International University-Bangladesh (AIUB)
Anna University
Asian Institute of Technology
Aston University
Aurora State College of Technology
B. S. Abdur Rahman Crescent Institute of Science and Technology
Bangor University
Bath Spa University
Belfast Met College
Bishop Burton College
Borders College
Bournemouth University
Bradford College
Bridgend College
British Columbia Institute of Technology (BCIT)
Brunel University of London
Buckinghamshire New University
Burgundy School of Business (BSB)
Burton and South Derbyshire College (BSDC)
Canadore College
Canterbury Christ Church University
Cardiff University
Cégep de Rosemont
Cégep de Victoriaville
Cégep du Vieux Montréal
Centennial College
Cesar Ritz Colleges Switzerland
Chelmsford College
Chennai Institute of Technology
Chettinad College of Engineering and Technology
City College Plymouth
City of Glasgow College
City St George's, University of London
Collège Ahuntsic
Collège Boréal
Collège d'Alma
Collège Montmorency
College of the North Atlantic
College of the Rockies
College of West Anglia
Conestoga College
Confederation College
Coventry University Group
Cranfield University
Daaru Salaam University
Datta Meghe Institute of Higher Education and Research
Dawson College
De La Salle Lipa
De La Salle University-Dasmarinas
De Montfort University
Dispur College
Dundee and Angus College
Durham College

Durham University
Edinburgh College
Edinburgh Napier University
École supérieure des sciences et de la technologie de Hammam Sousse (ESSTHS)
Fanshawe College
Fergana State University
Forth Valley College
Glasgow Caledonian University
Glasgow Kelvin College
Harper Adams University
Hartpury University and Hartpury College
Higher Education Institution
HIM Business School
Huachiew Chalermprakiet University
Humber Polytechnic
HVPS Ramniranjan Jhunjhunwala College of Arts, Science & Commerce (Empowered Autonomous)
Institut national de la recherche scientifique (INRS)
International University of Sarajevo (IUS)
IPB University
Jaypee University of Engineering and Technology, Guna
John Abbott College
Keele University
King's College London
Kirklees College
Kumaraguru College of Liberal Arts and Sciences, Coimbatore
Kwantlen Polytechnic University
Lambton College
Langara College
Lapland University of Applied Sciences
LCI Education
Leeds Arts University
Leeds Trinity University
Lorma Colleges
Loughborough University
Loyalist College
London South Bank University (LSBU)
Luminate Education Group
LUT university
Mapúa Malayan Colleges Mindanao
Mariano Marcos State University
Megha Institute of Engineering and Technology for Women
Middlesex University
Modern College of Business and Science (MCBS)
Mohamed Sathak A.J. College of Engineering
Mohawk College
National Cheng Kung University
Ndejje University
Nehru Institute of Technology
Newcastle University
Niagara College
North East Scotland College
North Warwickshire and South Leicestershire College
Northumbria University 5
Notre Dame Catholic Sixth Form College
Nottingham Trent University

Nova Scotia Community College
Ōtākou Whakaihu Waka - University of Otago,
Oxford Brookes University
Oxford College of Business (Pvt) Ltd
Palestine Polytechnic University
Pembrokeshire College
Pragjyotish College
Principal
Providence Women's College (Autonomous), Kerala, India
Queen's University Belfast
Quest International University
Ramco Institute of Technology
Ramnarain Ruia Autonomous College
Royal College of Surgeons in Ireland (RCSI)
Red Deer Polytechnic
Riverside College Halton and Cronton Sixth Form College
Red River College Polytech
Saint Louis University, Baguio City
Saint Mary's University of Bayombong
SBS Swiss Business School
SEGi University
Selkirk College
Seneca Polytechnic
SGH Warsaw School of Economics
Sheridan College
Shipley College
South Devon College
South Eastern Regional College
Southern Regional College
Sparsholt College
Sri Krishna College of Engineering and Technology
SRM Trichy Arts & Science College
St Helens & Knowlsey College Group
St. Dominic College of Asia
Swansea University
SYKLI Environmental College
TAFE Queensland
The Applied Research Institute - Jerusalem (ARIJ)
The Georgian College of Applied Arts and Technology
The University of Manchester
The University of Niagara Falls Canada
The University of Northampton
The Women University Multan
Thompson Rivers University
Ulster University
Unicaf University
Univ. Federico II, Dipartimento di Studi Umanistici
Universitas Islam Sultan Agung
Universitat Oberta de Catalunya (UOC)
University College Birmingham
University College Cork
University of Aberdeen
University of Baguio
University of Bradford
University of Bristol
University of Copenhagen (KU)
University of East Anglia
University of Essex
University of Exeter
University of Galway

University of Glasgow
University of Kent
University of Leeds
University of Leicester
University of Lincoln
University of Liverpool
University of Plymouth
University of Saint Joseph
University of Salford
University of Sheffield
University of Southampton
University of St Andrews
University of Stirling
University of Strathclyde
University of Surrey
University of Tasmania
University of the Built Environment (previously University College of Estate Management)
University of the Fraser Valley
University of the Immaculate Conception
University of the West of Scotland
University of Vaasa
University of Warwick
University of West Bohemia, Faculty of Economics
University of Westminster
University of Worcester
Urdaneta City University
UWE Bristol
Valaya Alongkorn Rajabhat University Under the Royal Patronage
Vancouver Island University
Vanier College
Varndean College
Virgin Milagrosa University Foundation Inc.
Vrije Universiteit Amsterdam
WCC Aeronautical and Technological College
West Lothian College

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