SDG Accord Reporting 2025

Instructions

This is a mandatory survey for institutional signatories of the SDG Accord to report their contribution towards the United Nations' 17 Sustainable Development Goals (SDGs). **The deadline is Monday 16th June (23:59 UTC)**

Please ensure that you have already read the reporting guidelines for 2025.

Remember that:

- **One person** should complete the report on behalf of the organisation. This individual must have the authority to report on behalf of the organisation, but does not need to be the designated SDG Accord senior leader contact.

- The online form does not save partial responses. Please ensure you have **all of your answers ready** before beginning the survey. A copy of this year's questions is available to help you prepare in advance.

- All responses must be submitted in **English**.

- Focus on activities from the **past 12 months**, unless a question states otherwise.

- You can **download a copy** of your completed report on the final page after you click 'Submit'.

- Your individual response is **fully confidential**. We will seek specific permission before sharing any quotes or examples from individual responses.

- Please be **open and honest**. Understanding your challenges is just as valuable as tracking progress.

- Please submit separate forms to contribute an optional case study or update your organisation's contact information.

Basic information

1. Full Name
Please provide the details of the person filling out the form - we will use this information to contact you if we have any queries about your survey response. *

[   ]

2. Email address *

[   ]

3. Job title *

[   ]

4. Organisation Name *

[   ]

5. Country *

[   ]

6. UN Region *

○ Africa

○ Asia and the Pacific

○ Europe

○ Latin America and the Caribbean

○ North America

○ Oceania

7. Number of Full Time Equivalent (FTE) students currently studying at your institution

[ ]

8. What type of education organisation are you?
Please select whichever category best fits your organisation even it is not a perfect description of what you do.

○ University - primary focus is on the provision of Bachelor's, Master's, and Doctoral Degrees.

○ Technical and Vocational Education and Training (TVET) – these organisations may be referred to as technical institutes, polytechnics, vocational schools, colleges or community colleges. TVET organisations focus on equipping learners with practical skills and knowledge related to specific trades or occupations such as construction or hospitality.

○ Secondary school / High School / Sixth Form colleges – offer education for students aged 16 to 18. These organisations provide general education for learners across a broad range of subjects, such as maths, science, languages and physical education.

○ Other

9. You selected 'other' in question 8. Please provide the term that best describes your organisation.

[ ]

SDG reporting

Please see below for a table of ranking indicators for question 10. You can also access **this document** for a larger copy of this image.

Ranking indicators
Use the table below as a guide to assess your progress in each organisational area. Select the level that best reflects your current situation - it's understood that you may not meet every single indicator within a given category.

Absent
- There are no references to sustainability in strategy, policy, or practice.
- Staff and students have very little understanding of sustainability and have no routes to learn more or put it into practice in this operational area.

Emerging
- There are minimal or little references to sustainability in strategy, policy or practice.
- Staff or departments may lead isolated sustainability initiatives but with little or no training or support.
- There are limited routes for students to understand or participate in sustainability initiatives.

Developing
- Sustainability is mentioned in some strategy and policy documents but these aren't always aligned between different areas of delivery and it's not always clear what this means in practice. Processes are being developed to start tracking sustainability.
- There is good evidence of staff and student-led sustainability initiatives which are restricted to student groups or sustainability champions but not across the whole organisation.
- Staff training and support requirements have been identified and some limited training may be in place.
- Sustainability is sometimes referenced in a student's education but this is restricted and fairly superficial.

Established
- Sustainability is included in strategic goals, policies, and action plans and integrates environmental, social and economic outcomes in line with the Sustainable Development Goals. Evaluation mechanisms are generally in place to allow tracking of progress.
- A clear staff training and support programme is already in place and is reviewed regularly.
- There is good evidence of staff and student-led initiatives across the organisation but this does not extend beyond the organisation.
- Sustainability is integrated into student's education and their overall experience, with informal and formal opportunities to participate.

Leading
- Sustainability is thoroughly embedded in organisational culture, mission, policy and practice. Targets are met and innovative practice is celebrated.
- The organisation is seen as a leader in sustainability and supports progress towards the Sustainable Development Goals both within and beyond the campus.
- There is good evidence of staff and student-led initiatives promoting the policy across the organisation and beyond the organisation.
- Cross-departmental and interdisciplinary working is expected, and a range of relevant stakeholders (such as the local community) are involved in these initiatives.
- All key staff in each organisational area have the appropriate sustainability training, knowledge and skills to act for the Sustainable Development Goals in their role and are aware of the opportunities and support routes available to them.
- Sustainability is integrated into student's education and their overall student experience, with informal and formal opportunities to participate, act and even lead.

10. How would you rank your current maturity in embedding the Sustainable Development Goals / Sustainability in the following operational areas?

Please refer to the ranking reference table image above to help you to answer this question. We recognise that your response will reflect a subjective understanding of your organisational performance and its understood that you may not meet every single indicator within a given ranking. Please select the option that **best fits** for each operational area and provide honest answers. *

Leadership & Governance (covering policies and strategies at senior management level)

- ◯ Absent
- ◯ Emerging
- ◯ Developing
- ◯ Established
- ◯ Leading
- ◯ Not applicable

Estates & Operations

- ◯ Absent

- ○ Emerging
- ○ Developing
- ○ Established
- ○ Leading
- ○ Not applicable

Partnerships & Engagement

- ○ Absent
- ○ Emerging
- ○ Developing
- ○ Established
- ○ Leading
- ○ Not applicable

Learning & Teaching

- ○ Absent
- ○ Emerging
- ○ Developing
- ○ Established
- ○ Leading
- ○ Not applicable

Research

- ○ Absent
- ○ Emerging
- ○ Developing
- ○ Established
- ○ Leading
- ○ Not applicable

11. Does your organisation have an up-to-date overview sustainability policy, plan or framework, which clearly describes your sustainability objectives and priority actions as a **whole organisation** and is authorised by your leadership team? *

- ○ Yes
- ○ No
- ○ Partially - this work is in progress

○ I do not know

12. You answered yes to question 11. Does your sustainability plan, policy or framework specifically refer to the United Nations **Sustainable Development Goals?**

○ They are fully integrated - actions or objectives are mapped against the SDGs

○ The SDGs are referenced generally but specific actions or objectives are not mapped against the SDGs

○ No

○ I do not know

13. If you wish to add a URL to your **sustainability plan, policy or framework** on your website, please to do here. This is optional.

[   ]

14. In the **last 12 months** which **three** SDGs has your organisation had the **greatest impact** on?
    Optional - Organisations with existing access to the Sustainability Leadership Scorecard (SLS) can use the SDG section of the tool to complete this question as it calculates your impact across all SDGs. *

☐ SDG1 - No Poverty

☐ SDG2 - Zero Hunger

☐ SDG3 - Good Health and Wellbeing

☐ SDG4 - Quality Education

☐ SDG5 - Gender Equality

☐ SDG6 - Clean Water and Sanitation

☐ SDG7 - Affordable and Clean Energy

☐ SDG8 - Decent Work and Economic Growth

☐ SDG9 - Industry, Innovation and Infrastructure

☐ SDG10 - Reduced Inequalities

☐ SDG11 - Sustainable Cities and Communities

☐ SDG12 - Responsible Consumption and Production

☐ SDG13 - Climate Action

☐ SDG14 - Life Below Water

☐ SDG15 - Life on Land

- [ ] SDG16 - Peace, Justice and Strong Institutions
- [ ] SDG17 - Partnerships for the Goals

15. In the last 12 months which **three** SDGs has your organisation had the **least impact** on?

Optional - Organisations with existing access to the Sustainability Leadership Scorecard (SLS) can use the SDG section of the tool to complete this question as it calculates your impact across all SDGs. *

- [ ] SDG1 - No Poverty
- [ ] SDG2 - Zero Hunger
- [ ] SDG3 - Good Health and Wellbeing
- [ ] SDG4 - Quality Education
- [ ] SDG5 - Gender Equality
- [ ] SDG6 - Clean Water and Sanitation
- [ ] SDG7 - Affordable and Clean Energy
- [ ] SDG8 - Decent Work and Economic Growth
- [ ] SDG9 - Industry, Innovation and Infrastructure
- [ ] SDG10 - Reduced Inequalities
- [ ] SDG11 - Sustainable Cities and Communities
- [ ] SDG12 - Responsible Consumption and Production
- [ ] SDG13 - Climate Action
- [ ] SDG14 - Life Below Water
- [ ] SDG15 - Life on Land
- [ ] SDG16 - Peace, Justice and Strong Institutions

☐ SDG17 - Partnerships for the Goals

16. Please share up to **three of the most impactful activities** you have delivered to contribute to the Sustainable Development Goals into your organisation over the last 12 months. These activities can be across any of the four operational areas - leadership and governance, estates and operations, learning teaching and research or partnerships and engagement. Please include a **short description** of the activity and include quantitative or qualitative evidence on its impact where available. There is a 250 word limit for this question.

For example: We delivered SDG training for 50 faculty staff members in the last year. Participant feedback showed that staff members feel X% more confident in how to embed sustainability within their work after the training. Quote from training participant – 'this training has dramatically improved my understanding of the Sustainable Development Goals and I now feel more confident in how to embed this into my work'. *

[   ]

17. Which **three** SDGs will your organisation prioritise in the **next 12 months**?
 *

☐ SDG1 - No Poverty

☐ SDG2 - Zero Hunger

☐ SDG3 - Good Health and Wellbeing

☐ SDG4 - Quality Education

☐ SDG5 - Gender Equality

☐ SDG6 - Clean Water and Sanitation

☐ SDG7 - Affordable and Clean Energy

☐ SDG8 - Decent Work and Economic Growth

☐ SDG9 - Industry, Innovation and Infrastructure

☐ SDG10 - Reduced Inequalities

☐ SDG11 - Sustainable Cities and Communities

☐ SDG12 - Responsible Consumption and Production

☐ SDG13 - Climate Action

☐ SDG14 - Life Below Water

☐ SDG15 - Life on Land

☐ SDG16 - Peace, Justice and Strong Institutions

☐ SDG17 - Partnerships for the Goals

18. What types of **internal support** (from within your organisation) are most needed to help you to advance your work on sustainability / the SDGs in the next 12 months? Please select **three**. *

☐ Strategic

☐ Budget

☐ Leader or senior management

☐ Dedicated staff capacity to work on key initiatives

☐ Cooperation from specific departments

☐ Collaboration with student bodies

☐ Staff training

☐ Guidance

☐ Other

19. You selected other in Question 18. Please provide further detail here.

[text input field]

20. What types of **external support** (from outside your organisation) are most needed to help you to advance your work on sustainability / the SDGs in the next 12 months? Please select **two.**
*

☐ Government assistance (local or national)

☐ Guidance (such as from external regulatory bodies or sector specific organisations)

☐ Training

☐ Funding

☐ Other

21. You selected other in Question 20. Please provide further detail here.

[   ]

22. Please tick the benefits your institution has seen from aligning (or starting to align) with the SDGs. Tick all that apply. *

☐ Opened a more relatable and clear dialogue on sustainability within the institution.

☐ Opened a more relatable and clear dialogue on sustainability with external stakeholders.

☐ Positively influenced the image of the institution by showing its contribution to global and local wellbeing.

☐ Encouraged more students to choose the institution on the basis of their commitment to sustainable development.

☐ Produced more employable graduates that have a good understanding of sustainable development and can apply this to their career.

☐ Received praise from students for their commitment to the SDGs.

☐ Captured the demand for SDG-related education and gained positive engagement from students for responding to this.

☐ Built new external partnerships based on the SDGs

☐ Created cohesion between institutional departments as they work together on 1 or more SDG.

☐ Fostered a stronger sense of social justice in students - which has seen an increase in staff and student volunteering activity.

☐ Encouraged staff and students to initiate innovative projects to support one or more of the SDGs.

☐ Caused a behaviour change such as removing single-use plastics or reducing air travel.

☐ Enabled academics to access new funding streams to deliver on the SDGs

☐ It provides a framework for evaluation and delivery of activities

☐ Other

23. You selected other in question 22. Please provide further detail here.

[   ]

Learning and Teaching

This section aims to gain a better understanding of how signatories are integrating sustainability and the Sustainable Development Goals (SDGs) into **Learning and Teaching**. In this context and for the purpose of this survey learning and teaching refers to **formal classroom learning only**.

The questions are designed to explore your **organisation-wide approach**, rather than focusing on specific teams or individuals. We're looking for a general sense of your progress and understand that experiences may vary across different areas of your organisation so **estimated responses** are acceptable.

You may find it helpful to **collaborate with colleagues** involved in learning and teaching as you complete this section. It could also serve as a valuable opportunity to reflect on and identify potential future actions. Please consider sustainability in its broadest sense, as outlined by the Sustainable Development Goals, including **environmental, social, and economic dimensions**.

We are looking for **honest answers** to help us to build a picture of the sector's work in this area and to identify common challenges and barriers.

24. **Programme and course curricula**: Across all subject areas that are currently taught at your organisation, what percentage of courses and programmes do you estimate explicitly address and integrate **environmental sustainability** topics in some way?

    Environmental sustainability topics might link to SDG 13 (Climate Action), 14 (Life Below Water) or 15 (Life on Land) and cover themes such as biodiversity, pollution or life on land. *

- ○ We do not know
- ○ 0%
- ○ 1 to 10%
- ○ 11 to 25%
- ○ 26 to 50%
- ○ 51 to 75%
- ○ 76 to 99%

○ 100%

25. **Programme and course curricula**: Across all subject areas that are currently taught at your organisation, what percentage of courses and programmes do you estimate explicitly address and integrate **social sustainability** topics in some way?

Social sustainability topics might link to a range of SDGs such as 1 (Zero Poverty), 2 (Zero Hunger), 3 (Good Health & Wellbeing), 5 (Gender Equality) and 6 (Clean Water & Sanitation). *

○ We do not know

○ 0%

○ 1 to 10%

○ 11 to 25%

○ 26 to 50%

○ 51 to 75%

○ 76 to 99%

○ 100%

26. **Programme and course curricula**: Across all subject areas that are currently taught at your organisation, what percentage of courses and programmes do you estimate explicitly address and integrate **economic sustainability** topics in some way?

Economic sustainability topics might link to a range of SDGs such as 8 (Decent Work and Economic Growth), 9 (Industry, Innovation and Infrastructure) and 12 (Responsible Consumption and Production) and cover themes such as economic growth, globalization or diverse economic models. *

○ We do not know

○ 0%

○ 1 to 10%

○ 11 to 25%

○ 26 to 50%

○ 51 to 75%

○ 76 to 99%

27. **Student knowledge:** A key aspect of sustainability education is to develop students' understanding of how social, environmental, and economic issues interconnect and affect our present and future. For example, globalisation (economic) is both affected by and has an effect on climate change (environmental) as well as poverty and inequality (social).

Would you estimate your students leave your organisation with a clear understanding of the **interconnectedness** of social, environmental, and economic sustainability issues? *

○ We do not know

○ Not at all

○ Very little - this is rarely addressed and only superficially or unintentionally

○ Sometimes - it depends on the course or the teacher

○ Often - most students have an opportunity to learn about this interconnectedness

○ Consistently - all students learn about this interconnectedness

28. If you have any further comments or examples to share in relation to **student knowledge of interconnected sustainability issues (question 27)**, please note these here:

29. **Student assessment:** Do formal assessments for your students explicitly test if they have sustainability knowledge and skills?

Formal assessments may include general exams or coursework completed by students as well as specific sustainability training that your organisation delivers. *

○ We do not know

○ Not at all

○ Very little - assessments rarely test this explicitly and only superficially or unintentionally

○ Sometimes - it depends on the course or the assessment

○ Often - most assessments cover this explicitly

○ Consistently - we assess sustainability knoweldge and skills in all of our learners

30. If you have any further comments or examples to share in relation to **student assessment (question 29)**, please note these here:

[   ]

31. **Staff training**: Within the **last 3 years**, approximately what percentage of your **teaching staff** have received at least **basic training in sustainability concepts**, including an understanding of the environmental, social and economic aspects of the UN Sustainable Development Goals? *

○ We do not know
○ 0%
○ 1 to 10%
○ 11 to 25%
○ 26 to 50%
○ 51 to 75%
○ 76 to 99%
○ 100%

32. **Staff training**: Within the **last 3 years**, approximately what percentage of your **teaching staff** have received **at least basic training in innovative teaching methods** designed to help students develop their sustainability skills?

Examples of innovative teaching methods could include outdoor learning, problem-based learning, experiential learning or development of critical thinking skills for students.
*

○ We do not know
○ 0%
○ 1 to 10%
○ 11 to 25%
○ 26 to 50%
○ 51 to 75%
○ 76 to 99%

33. If you wish to share any further detail about your **sustainability training offer for teaching staff (questions 31 & 32)**, please note this here. Maximum word limit - 150.

34. Please list the **three main barriers**, ranked in order of significance, that you have faced when trying to embed sustainability into **learning and teaching**.

Please use the scroll bar to view the full set of options. *

First (most significant)

○ Lack of time for professional development on sustainability

○ Lack of space to think creatively and make changes

○ Lack of time to integrate sustainability into existing curricula

○ Sustainability is not prioritised at a strategic level - this may be intentional or the consequence of other issues (such as financial pressures)

○ Weak sustainability culture

○ Leaders have limited time or interest in integrating sustainability

○ Limited staff interest in sustainability

○ Insufficient sustainability training or support at the organisation

○ Insufficient sustainability training and support from the wider sector

○ Sustainability is not integrated into national curricula, assessment criteria or teaching standards

○ Other

Second

○ Lack of time for professional development on sustainability

○ Lack of space to think creatively and make changes

○ Lack of time to integrate sustainability into existing curricula

○ Sustainability is not prioritised at a strategic level - this may be intentional or the consequence of other issues (such as financial pressures)

○ Weak sustainability culture

○ Leaders have limited time or interest in integrating sustainability

○ Limited staff interest in sustainability

○ Insufficient sustainability training or support at the organisation

○ Insufficient sustainability training and support from the wider sector

○ Sustainability is not integrated into national curricula, assessment criteria or teaching standards

○ Other

Third

○ Lack of time for professional development on sustainability

○ Lack of space to think creatively and make changes

○ Lack of time to integrate sustainability into existing curricula

○ Sustainability is not prioritised at a strategic level - this may be intentional or the consequence of other issues (such as financial pressures)

○ Weak sustainability culture

○ Leaders have limited time or interest in integrating sustainability

○ Limited staff interest in sustainability

○ Insufficient sustainability training or support at the organisation

○ Insufficient sustainability training and support from the wider sector

○ Sustainability is not integrated into national curricula, assessment criteria or teaching standards

○ Other

35. If you selected 'other' in question 34, please provide further detail.

[ ]

36. Do you have a **priority action or objective** related to embedding sustainability within learning and teaching in the **next 12 months**? If yes, please provide a brief description below. Maximum word limit - 100 words.

[ ]