



# Annual SDG Accord Report 2023

## Progress towards the Global Goals in the University and College sector

Led by the Global Alliance - a united group of university and college sustainability networks



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# Foreword

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Each year, it's heartening to see the outcomes of the 2023 SDG Accord Progress Report, showing the performance of SDG Accord Signatories around the world. We all know, the tertiary education sector needs to be preparing future generations with the resilience and creativity to generate the creative solutions needed for the climate crisis. This requires a shift away from certifying students' presence at institutions, to building the skillsets and mindsets needed for the critical changes we need to shift away from a fossil fuel present to a cleaner, greener society.

The Sustainable Development Goals (SDGs) were designed as an urgent call to action and transform our planet into a safer, more equitable place in which all people have health, justice, and prosperity. Today, we are home to the largest generation of young people in history, 90% of whom live in developing countries. The SDG Accord, a united global network of universities and colleges are increasingly responding to change by committing to increasing their institutional resilience and sustainability actions that the next generation urgently require.

In this [UN Decade of Action](#), the UN Sustainable Development Goals need to shift away from new commitments and yet more pledges, to an era of results. This year's SDG Accord Progress Report captures data and case studies that indicate this is in process, from signatories worldwide, building a definitive picture of how institutions are aligning their work to the UN SDGs.

This report highlights an overall increase in action by education in supporting system wide change, with SDGs 3 (Good Health and Wellbeing), 4 (Quality Education), 13 (Climate Action) and 17 (Partnerships for the Goals) the most widely impactful among those reporting. We are also pleased to see that so many of the developments anticipated for 2022 were delivered, which is an excellent indicator of the SDG Accord's reach and the sector's capability to create a positive difference.

**Sam Barratt - Chief, Youth, Education & Advocacy**  
**UN Environment Programme, Nairobi, Kenya**



# About the SDG Accord

The SDG Accord is a high-profile international initiative for tertiary education institutions, delivered by the EAUC - the Alliance for Sustainability Leadership in Education. This 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 demonstrate its collective, global commitment to playing a part in meeting the UN Sustainable Development Goals (SDGs), by achieving and sharing best practice. With the platform, higher and further education institutions can be part of this movement, inspiring, celebrating and advancing their critical role in delivering the SDGs.

Signatories report their outcomes annually as a means to contribute to the collective data that is published in the SDG Accord Progress Reports; these are disseminated widely and used by the UN, governments, public and private sector bodies, and also impacts wider society. Whilst the sustainability journey of each institution will reflect its unique context, connecting their metrics and stories through the SDG Accord offers the opportunity for scaling of impact.



### The four types of signatory are:

- Institution
- Individual
- Supporting organisation
- Student organisation

### All signatories are encouraged to follow the principles outlined, but only institutions are required to:

- Align all major efforts with the SDG targets and indicators, including in education, research, leadership, operational and engagement activities.
- Aim to involve members from all key stakeholder groups in this endeavour, including students, academics, professional staff, local communities and other external stakeholders.
- Collaborate across cities, regions, countries and continents with other signatory institutions as part of a collective international response;
- Using unique ways to inform, share learning and account to both local and global communities the progress toward the SDGs.
- Annually report to the [UN High-level Political Forum](#) on 'how does my institution contribute to the Goals and what more can we do?'

Signatories of the SDG Accord commit to embedding the SDGs into their education, research, leadership, operations, administration, and engagement activities. The SDG Accord is a public declaration of those institutions' commitments to sharing and reporting on their progress towards the SDGs. This gives a rich insight into the actions taken across higher and further education and how these outcomes impact communities and wider society around the world.

Change is made possible when we reach beyond borders and backgrounds, and tertiary education is uniquely placed to be a leader in mobilising this.



# A Global Commitment

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**“Leave no one behind. That defining principle of the 2030 Agenda for Sustainable Development is a shared promise by every country to work together to secure the rights and well-being of everyone on a healthy, thriving planet (...) A fundamental shift is needed – in commitment, solidarity, financing and action - to put the world on a better path. And it is needed now.”**

United Nations Economic and Social Council (p.2/43, 2023)

## Signatories of the SDG Accord\*

**331** Institutions

**62** Students' Unions

**222** Support Organisations

**1895** Individuals



# Report Summary

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The 2023 report provides an overview of the current progress made by Signatories of the SDG Accord, using data from 145 Signatories worldwide which is a significant increase since 2022, which had data from 102 Signatories (SDG Accord, 2022). Institutional signatories were required to answer 18 questions and respond to opportunities to share case studies of their actions. The questions asked for quantitative and qualitative data, and provided opportunities for Signatories to address any and all of the SDGs. This year has seen an increase in the geographic spread of reporting institutions, which is reflected in the case studies at the end of the report, as well as the data showing changes to priority areas and strategic approaches to the SDGs in the last 12 months. All case studies are available [here](#).

**The multiple and interlinked global crises we are facing – recovery since the COVID-19 pandemic, the climate crisis and the impacts of the conflict in Ukraine and elsewhere – is putting the very viability of achieving the Sustainable Development Goals by 2030 at great risk (United Nations, 2022).**

In response to this statement, this year's SDG Accord Progress Report aims to represent that the SDG Accord believes in whole-institution, holistic approaches to embedding the SDGs across further and higher education, and that sharing best practice globally can deliver valuable learning opportunities, conversation and improved awareness of the intersectional links between challenges and solutions.



# Methodology and dissemination

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The SDG Accord reporting aims to demonstrate the progress made towards delivering the SDGs in tertiary education and to identify particular gaps and barriers experienced. Each year, the new data is used to learn where progress is doing well and where it is lacking, which enables the SDG Accord to guide the next steps of Signatories. An SDG Accord Progress Report has been published annually since 2018.

## Methodology

This year's data was retrieved using an online survey, between 28th March and 19th May 2023. We asked the 331 Institutional Signatories of the SDG Accord, as of 28th March 2023, to report on their work with the SDGs, of which 145 submitted data (44%). This figure is an increase of 42% in reporting institutions since 2022 and includes 48 newly reporting institutions, which is an increase of 14% since 2022.

Institutional signatories were required to submit answers to 18 questions and respond to opportunities to share case studies of their actions. The questions asked Signatories for quantitative and qualitative data, and provide opportunities for them to address any and all of the SDGs.

As reporting is mandatory for all Signatories, those that do not report data for two consecutive years are removed as a Signatory from the SDG Accord, unless a valid reason is provided. This ensures a fair system for all. For those who do report, it is a requirement that they receive the appropriate sign-off from senior executive representatives when doing so. To achieve representative insights, all Signatories were encouraged to collaborate across their institution to capture relevant, holistic information.

## Dissemination

The report will be first presented at the UN High-Level Political Forum, in July 2023, then disseminated widely, using various formats that are current and accessible. Alongside the full report is a summary, copies of the graphs, infographics with key insights, and further multi-media resources that showcase case studies from the Signatories.

# Reporting Institutions

This year's reporting includes data from institutions in 30 countries, across 5 UN Regions (Figures 1), rising from 28 countries and 4 UN Regions in 2022. The transparency of Signatories has decreased by 0.2% since 2022, with 25% not reporting publicly on SDGs, compared to 24.8% previously (Figure 2).

**145 institutions submitted reporting, over 5 UN Regions:**

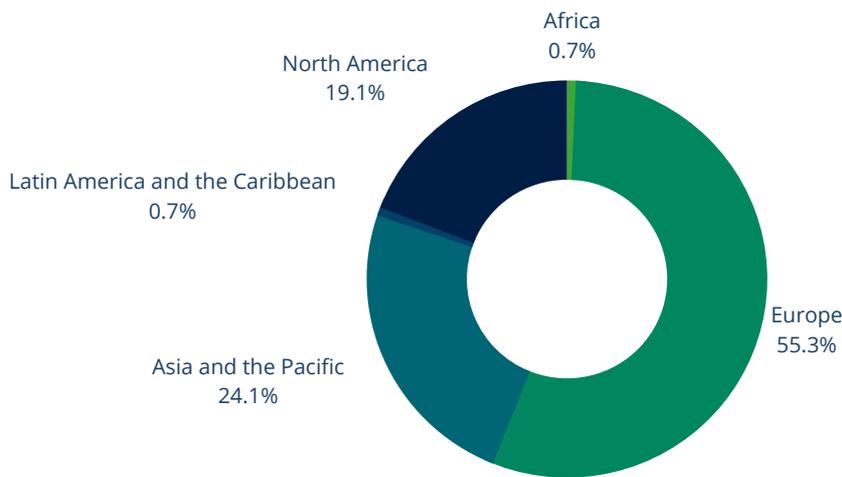


Figure 1: Geographic spread of reporting Institutional Signatories grouped by UN Region

**Countries represented:** Australia; Bangladesh; Bosnia and Herzegovina; Canada; Cyprus; Czech Republic; Finland; Germany; Hungary; India; Indonesia; Iraq; Ireland; Jordan; Kuwait; Macao; Malaysia; Mexico; Nepal; New Zealand; Pakistan; Palestine; Philippines; Sri Lanka; Switzerland; The People's Republic of China (PRC including Taiwan); Thailand; United Kingdom; Unites States of America; Vietnam

**75% publicly reported their activities on SDGs:**

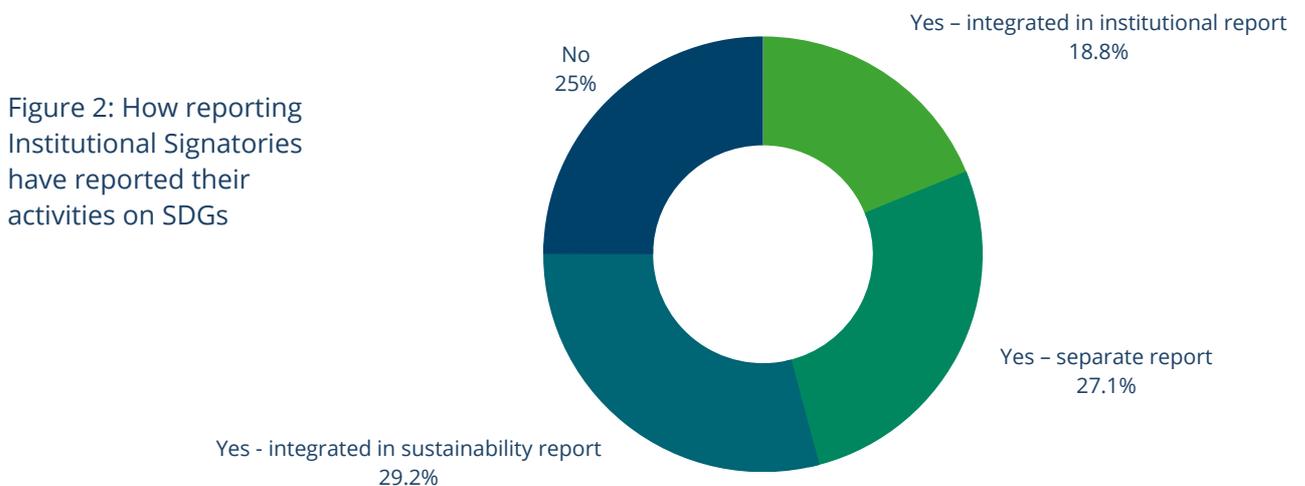


Figure 2: How reporting Institutional Signatories have reported their activities on SDGs

# Strategic Approach

Previous years have focused on the integration of the SDGs at the institutional level. As the format has since evolved to now investigate the extent and capability of strategic responses to the SDGs, we can better understand the involvement of the SDGs across all levels of operation. Since 2022, the disparity between 'Established' and 'Struggling'\* has increased in Leadership and Governance (from 18.6% to 18.7%), in Estates and Operations (from 12.9% to 16.8%), and in Learning, Teaching and Research (from 12.7% to 13.9%). It has narrowed in Partnerships and Engagement (from 8.9% to 7.8%) (Figure 3).

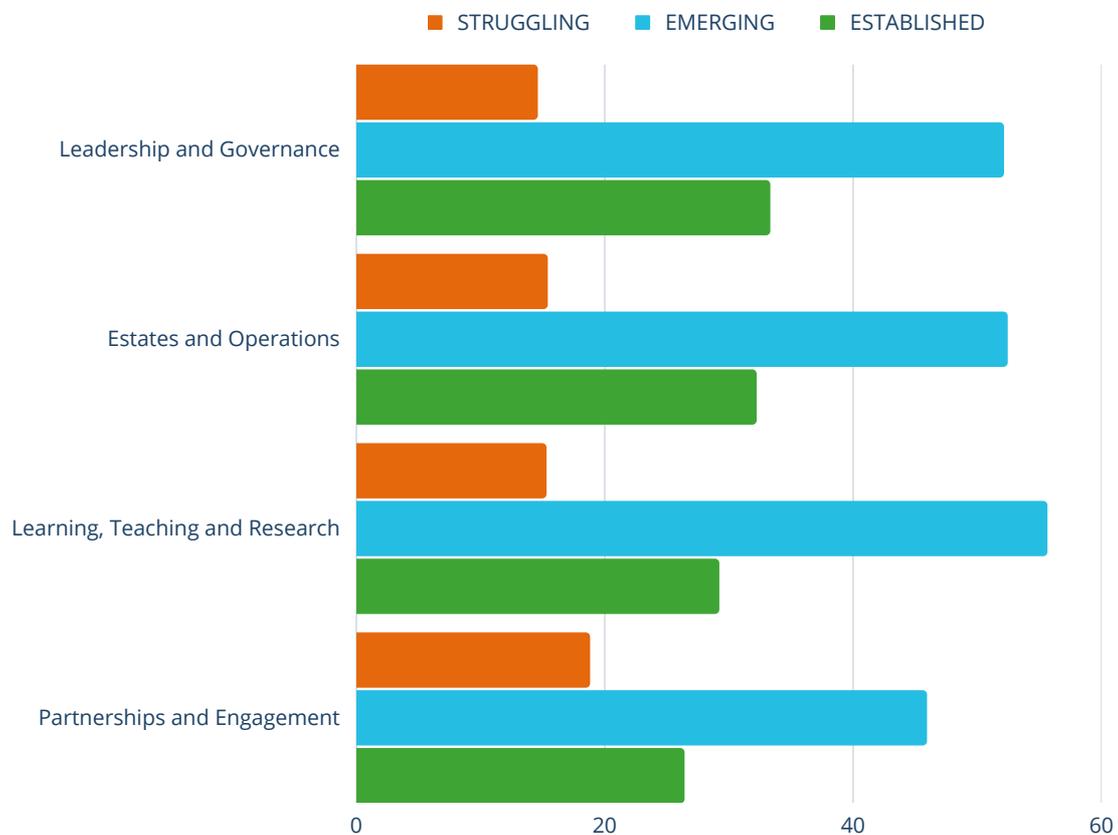


Figure 3: How reporting institutions described their overall strategic approach to the SDGs across all levels of operation. Values are represented as percentages

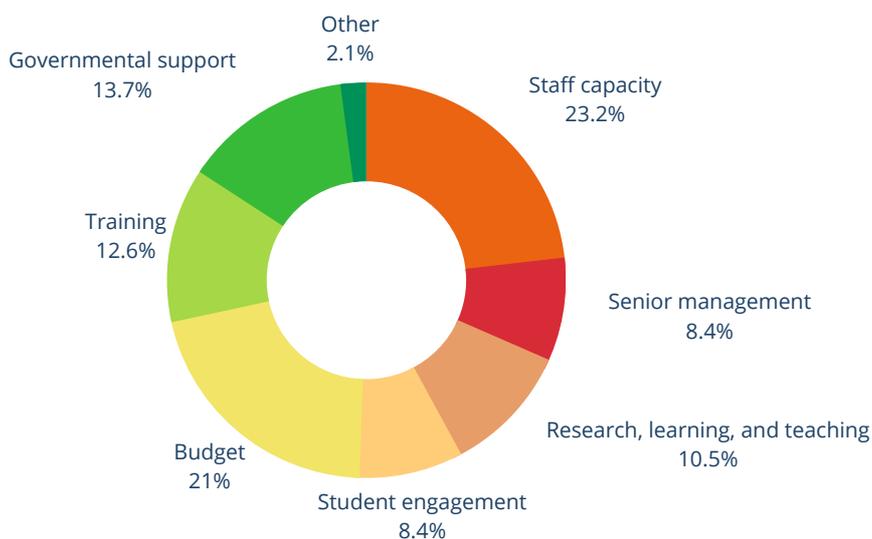
\*STRUGGLING (institutions just beginning to address the SDGs); EMERGING (institutions with an established approach to SDGs); ESTABLISHED (clear structures in place to embed the SDGs across the institution)

This disparity can be linked to various factors, internal and external to institutions, and the increase in newly reporting institutions may also play a part in this increased disparity between 'Struggling' and 'Established' over the above operational areas. Moreover, some who reported as 'Struggling' have done so to indicate strategies and projects still being in their infancy stages.

As in 2021 and 2022, funding and staff capacity remain the two highest areas of concern to institutions. Further commonly reported barriers include quality and/or quantity of government support, and limited training specific to SDG integration (Figure 4).

**Most affected areas limiting institutional performance:**

Figure 4: Displays the areas which are most significantly limiting institutions from achieving beyond 'Struggling'\*



**Other areas described include:**

- Understanding how SDGs affect partnerships and what role they play in partnerships.
- It is challenging to implement any sustainability initiatives that involved physical modifications to buildings and grounds.

**Benefits of specific SDG-integration budgets:**

45% of institutions reported having an allocated budget specifically for SDG activities, external or internal. We asked them to outline what this has allowed for that could not have occurred otherwise:

- School infrastructures.
- Working on making contributions from teaching and research to the SDGs more visible.
- Recruit staff dedicated to delivering programmes to embed SDGs / climate and sustainability into decision making processes.

\*Multi-answer response: Percentage of respondents who selected each answer option

# SDG Influence

In the last 12 months, the SDGs that institutions have most influenced are SDGs 4 (59%), 3 (35%), and 13 (31%). This shows a different scope of impact in comparison to 2022, with SDG 3 having moved from 4th to 2nd place, which shifts SDG 13 to third and SDG 17 (Partnerships for the Goals) to 4th respectively (Figure 5).

## Top 3 Most and Least Influenced SDGs since integration:



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



Figure 6: The three least influenced SDGs at reporting institutions in the last 12 months \*

\*Multi-answer response: Percentage of respondents who selected each answer option

Signatories outlined the types of support that would be of particular use to advance their work on the SDGs. Internally, institutions reported greater support with 'Budgets' as the highest need, increasing to 70% (29% in 2022). The second-most reported are was 'Senior management support', at 59% (24% in 2022). Third was 'Training', at 53% (25% in 2022) (Figure 7).

Externally, the area reported as most useful to SDG integration was 'Government support', at 67% (73% in 2022), followed by 'Budget' at 59% (52% in 2022), then 'Guidance' at 46% (50% in 2022) (Figure 8).

**Top 3 support areas reported:**

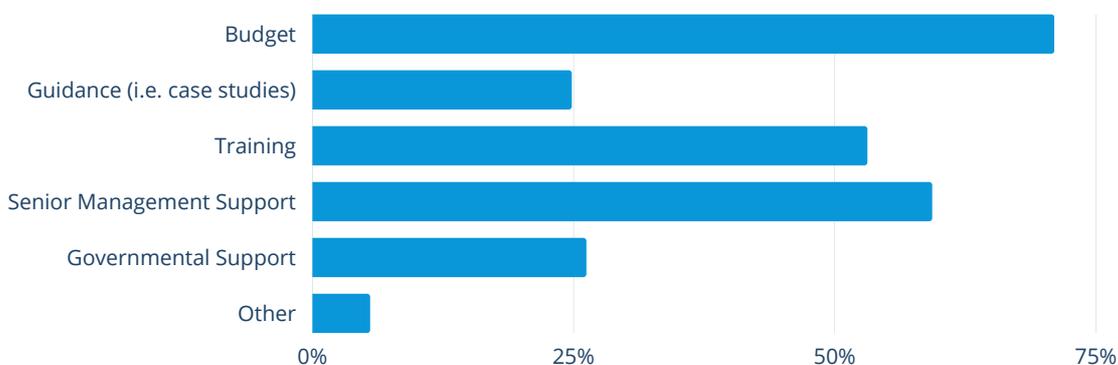


Figure 7: The top 3 internal areas reported to be most beneficially to institutions' SDG integration in the next 12 months\*

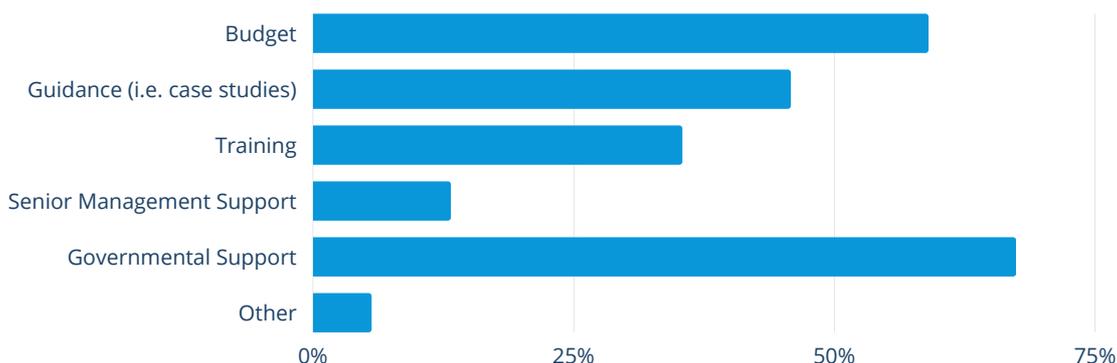


Figure 8: The top 3 external areas reported to be most beneficially to institutions' SDG integration in the next 12 months\*

For institutions to measure their impact, they are encouraged to access the [Sustainability Leadership Scorecard](#); this tool is delivered by [AUDE](#) and the [EAUC](#), and gives users a holistic view of their influence.

\*Multi-answer response: Percentage of respondents who selected each answer option

# Priorities for 2023

Institutions shared which three SDGs they aim to prioritise in the next 12 months, in line with specific operational areas. SDGs 4, 13 and 17 are the highest priority overall.

## The top three priority areas for institutions:



32%



14%



12%

Figure 9: Leadership and Governance - SDG 4 saw an 11% increase since 2022, SDG 13 a 4% decrease, and SDG 17 a 6% decrease.



35%



22%



11%

Figure 10: Estates and Operations - SDG 13 saw a 0.7% decrease since 2022, SDG 7 an 12% increase, and SDG 12 an 8% decrease.



56%



11%



6%

Figure 11: Learning, Teaching and Research - SDG 4 saw a 11% increase since 2022, SDG 3 a 5% increase, and SDG 9 a 0.6% decrease.



33%



13%



11%

Figure 12: Partnerships & Engagement - SDG 17 saw a 3% increase since 2022, SDG 11 a 7% decrease and SDG 9 a 1% increase.

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, more evenly distributed than in 2022.

### Institutional benefits of SDG integration:

Opened a more relatable and clear dialogue on sustainability within the institution.	12%
Positively influenced the institution image, showing its contribution to global and local wellbeing.	10%
Encouraged staff and students to initiate innovative projects to support one or more of the SDGs.	9%
Opened a more relatable and clear dialogue on sustainability with external stakeholders.	8%
Built new external partnerships based on the SDGs.	7%
Caused a behaviour change such as removing single-use plastics or reducing air travel.	7%
Produced more employable graduates that have a good understanding of sustainable development and can apply this to their career.	6%
Captured the demand for SDG-related education and gained positive engagement from students for responding to this.	6%
Received praise from students for their commitment to the SDGs.	5%
Encouraged more students to choose the institution on the basis of their commitment to sustainable development.	5%
Fostered a stronger sense of social justice in students - which has seen an increase in staff and student volunteering activity.	4%
Enabled academics to access new funding streams to deliver on the SDGs.	4%

**Other** - This was selected by 0.5% of reporting institutions, for reasons including: More formalised engagement with international organisations; research focus on SDGs has significantly improved quality of research output (measured by citations per paper); fosters a common language of sustainability which provides useful reference point; increased awareness among colleagues that had already worked towards the SDGs without realising.

# Signatory Case Studies

## SENECA COLLEGE, CANADA

GLOBAL LEARNING AND ENGAGEMENT  
FOCUS ON SDGs 1 - 17

**Seneca**  
POLYTECHNIC



In 2023, Seneca's Global Learning and Engagement (GLE) continued to offer the programme via two versions of the training, that could be embedded into existing courses at the college. These each allowed faculty at Seneca to be more hands-on with project deliverables and gain support from Seneca's Office of Sustainability. Over 500 students, across four Faculties, participated in the virtual training. Students completed an action planning workshop about how to develop their ideas for advancing sustainability, by learning about problem orientation, consensus-building, levers of change, impact analysis, and more. Outcomes included students later using what they learned to complete their course deliverables and gain a badge from FES to denote their action on sustainability.



**RUIA COLLEGE, INDIA**  
INSTITUTION-WIDE WASTE MANAGEMENT ACTIONS  
FOCUS ON SDGs 11 & 12

Activities at Ruia College, Mumbai, have involved the whole institution and include: a 5-day workshop for students about key sustainability concepts, such as home composting, kitchen gardening and knowledge sharing; a 4-day workshop on Aquaponics, drying flowers and Value Addition; a webinar on avoiding single-use plastics, raising awareness about the Plastic Waste Amendment Rules 2021 and 2016; the 'Zero Waste October' campaign, which involved 277 students and Faculty registrations that shared their experiences of home e-Waste recycling spaces, extending the lifetime of plastic utensils, and using the college's 'Zero Waste Outside Kit'. [Discover more here.](#)



**UNIVERSITY OF TASMANIA, AUSTRALIA**

GREEN BOND FRAMEWORK  
 FOCUS ON SDGs 11, 12 & 13



The University of Tasmania is undertaking a significant redevelopment of all four of their campuses, in an AUD\$750+ million investment. Supporting this, the University issued a 10-year and 20-year dual tranche AUD\$350m green bond in 2022, the largest green bond deal for an Australian university at the time. Strong investor support for their first green bond issue signals significant confidence in the University and its sustainability agenda. This [Green Bond Framework](#) was developed in-line with the International Capital Market Association’s Green Bond Principles 2021. The green bonds finance programs that deliver positive environmental outcomes through a partnership with like-minded investors; as of early 2023, across five projects it has avoided 13,527 tCO<sub>2</sub>-e, averaging reductions of 32% for new builds and over 60% for re-purposing existing buildings versus reference buildings.



Vaasan yliopisto  
 UNIVERSITY OF VAASA

**UNIVERSITY OF VAASA, FINLAND**  
 FINANCE AND FINANCIAL ACCOUNTING RESEARCH GROUP (FRG)  
 FOCUS ON SDGs 5, 8, 9 & 11

The [FRG](#) has recently researched female leadership in financial institutions. The research has a wide range of effects on society, especially in the financial industry. These effects are closely linked to SDG 5, which supports gender diversity and equality. The FRG considers how female executives and directors might affect bank business models and strategies, as well as systemic risks, bank level risks, and ethical behaviour and social responsibility. Outcomes of the FRG research can and have been used to help shape foreign and national public policy, extending its impact to SDGs 8, 9 and 11.



**UNIVERSITY OF EAST ANGLIA, UNITED KINGDOM**  
 DECOLONISING CREATIVE WRITING  
 FOCUS ON SDGs 4, 5, 10 & 17



This partnership project between the University of East Anglia and Instituto Superior Juan 23, Argentina, sought to address the under-representation of local minoritised voices in the language and intercultural education curriculum. The project had a strong focus on interdisciplinarity, with activities in creative writing, history, literature, drama, citizenship, intercultural education and language learning, crafting connections between geology, palaeontology, the arts and the humanities. The project was awarded status of ‘municipal interest’ by the City Hall in Bahía Blanca, ratified by their Mayor - more information about this work can be accessed [here](#). This inter-institutional project aimed to promote the development of “global-ready” graduates with intercultural competences that enable them to address global challenges and issues of global concern, such as those related to social injustice and inequalities.



**NATIONAL INSTITUTE FOR SCIENTIFIC RESEARCH, CANADA**  
 EDUCATION TO INCREASE SUSTAINABILITY LITERACY  
 FOCUS ON SDGs 1 - 17

INRS are at the beginning of their sustainability journey, as such are focused on educating its community about the UN SDGs. INRS made an asynchronous online training course to provide students, faculty, executives and staff alike with an overview of the SDGs and how, as a university, they can contribute to their achievement, through research, teaching, partnerships and operations.

Within 1 month since its launch in February 2023, more than a quarter of all managers had completed the training and 5% of the overall INRS community were enrolled to take it. The training is flexible, with participants able to choose the sections best suit their role at INRS. Those who complete the training gain a digital badge attesting to their basic knowledge of SDGs, which they are welcome to display on an email signature or in a portfolio. INRS management has committed to having 100% of its executives complete the training to maximize SDG integration into the governance of INRS.



# Conclusions

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The 2023 Progress Report on the SDG Accord is to share the developments over the past 12 months, among institutional signatories of the SDG Accord. The reported activities have revealed some interesting conclusions.

Among the Sustainable Development Goals (SDGs), it is evident that SDGs 4 (Quality Education), 3 (Good Health and Well-being), and 17 (Partnerships for the Goals) are considered the highest priority by reporting institutions. Nevertheless, progress on embedding these prioritised SDGs is reportedly facing limitations, predominantly by budget constraints which to be a major challenge to most.

Despite recognising the importance of sustainability, many institutions struggle with allocating sufficient resources to support their efforts.

In terms of impact, SDGs 4, 3, and 13 (Climate Action) have shown significant influence over the past year. This indicates that efforts towards improving education, healthcare, and addressing climate change have gained traction among reporting institutions, shown across both the formal reporting process and in case studies. Furthermore, it is worth noting that many institutions are still in the 'Emerging' stage of integrating the SDGs, which suggests that while progress is being made, there is still room for growth and improvement in fully enabling sustainable development practices to be embedded throughout institutions.

Overall, this progress report highlights both achievements and challenges in implementing the SDGs through the SDG Accord. Many new institutions have joined the SDG Accord in the past 12 months, and signatories reported SDG integration that this action positively influences the institution image and has opened a more relatable and clear dialogue on sustainability within the institution. However, budget constraints are significantly prevalent across all institutions, which limiting their ability to make a visible impact, for example few institutions reported their actions have enabled academics to access new funding streams to deliver on the SDGs.

# List of Institutional Signatories

Aalto University	College of Southern Nevada
Abdullah Gul University	College of the North Atlantic
Acadia University*	Confederation College*
Adekunle Ajasin University, Akungba Akoko, Ondo State	Coventry University*
Afe Babalola University	Cranfield University*
African Network for Sustainable Development Education (ANSDE)	Craven College
Agrocampus Ouest	Crescent International School
AgroParisTech, Paris Institute of technology for life, food and environmental sciences	Daffodil International University*
Al Iqra Teachers Training College	Dawson College
Al-Ahliyya Amman University	De La Salle Lipa
Al-Mustaqbal University College	De La Salle University - Dasmariñas
American International University-Bangladesh (AIUB)*	De Montfort University*
Applied Science Private University*	Dispur College*
ASEAN Academy of Finance and Management (AAFMM)	Dokuz Eylül University
ASEAN University International	Dundee and Angus College*
Assam University, Silchar*	Durham College*
Aston University	Durham University*
Audencia	Ecole de Management de Normandie
Authentica	EDC Paris Business School
B.S.Abdur Rahman Crescent Institute of Science and Technology*	Edinburgh College
Bangor University*	ESB
Bard College	Exeter College
Bath Spa University*	Faculty of Economics, University of West Bohemia
Belfast Metropolitan College*	Fareham College
Bishop Auckland College	Fiji National University
Borders College*	Fircroft College of Adult Education
Bournemouth University*	Forth Valley College*
Bradford College*	Foundation Fatima Zahra peace be upon her
Bridgend College*	Georgian College*
British Columbia Institute of Technology*	Glasgow Caledonian University*
Brunel University London	Glasgow Kelvin College*
Buckinghamshire New University*	Global University of Science and Technology (GUST)
Burgundy School of Business (BSB)	Gloucestershire College*
Burton and South Derbyshire College	Goa Institute of Management*
Business School Lausanne	GPBTC
Canadore College of Applied Arts and Technology*	Grande Oriente Maçônico Independente do Estado de São Paulo - GOISP
Canterbury Christ Church University*	Grenoble Ecole de Management
Capital University College	Gurucharan College, Silchar (Assam)
Cardiff University*	HAES International
Cégep Beauce-Appalaches	Hanken School of Economics
Cégep de St-Félicien	Harper Adams University*
Cégep de Trois-Rivières	Hodmas University College
Cégep du Vieux Montréal*	Hong Kong Institute of Education for Sustainable Development
Cégep Édouard-Montpetit*	Huachiew Chalermprakiet University*
Cégep Saint-Jean-sur-Richelieu*	Hull College*
Centennial College	Humber College Institute of Technology & Advanced Learning*
Centre de Développement de la Région de Tensift	ICN Business School
Chiththa Advanced Psychological Studies Open Institute of Ceylon	Imam Abdulrahman Bin Faisal University
CHRIST - Deemed to be University	Imam Ja'afar Al-Sadiq University
CIFE Centre international de formation européenne	Institut Mines-Telecom Business School
City of Glasgow College*	Institut national de la recherche scientifique (INRS)*
City, University of London*	Institut Polytechnique de Grenoble
Collège Ahuntsic*	Institute for Environment and Development Sustainability-IEDS
Collège d'Alma*	Institute of Aeronautical Engineering
Collège de Bois-de-Boulogne	Institute of Mental Health (IMH)
Collège de Rosemont	Instituto Politécnico de Viana do Castelo
Collège Montmorency*	International European Campus - University College

International Institute of Chartered Humanitarians(IICH)	Nova Scotia Community College*
International Islamic University Islamabad	NUI Galway
International University of Sarajevo (IUS)*	Olds College
IPAG Business School	Omsk State Technical University
IPB University*	Oxford Brookes University*
Istanbul Sabahattin Zaim University	Oxford College of Business (Pvt) Ltd*
ITS Education Asia	Palestine Polytechnic University*
JKK Nataraja College of Arts and Science*	PETROC*
JKK Nataraja College of Engineering and Technology*	Polytech Montpellier
JKKN College of Allied Health Sciences*	PPG Institute of Technology*
JKKN College of Engineering	Pragjyotish College
JKKN College of Pharmacy*	Prince Sultan University
JKKN Dental College and Hospitals*	Professional Training Association
Kalinga Institute of Industrial Technology	Queen's University Belfast
Kedge Business School	Quest International University Bhd
Keele University*	Ramnarain Ruia Autonomous College*
Kemmy Business School, University of Limerick, Ireland.	RCSI University of Medicine and Health Sciences
Khoja Akhmet Yassawi International Kazakh Turkish University	Red Cientifica Internacional del Campo Unificado de la Educación - REDCICUE
King Abdulaziz University	Red Deer Polytechnic*
King's College London*	Rift Valley Institute of Science and Technology
Kingston University*	Riverside College Halton*
Kirklees College*	Ryan Institute, National University of Ireland Galway
Kuwait University*	Saskatchewan Polytechnic*
Kwantlen Polytechnic University	SBS Swiss Business School*
Kyoto University	School of Arts, Kathmandu University*
Lambton College	Scottish Borders College
Langara College	Scottish Universities Insight Institute
Leeds Arts University*	Selkirk College
Leeds Beckett University*	Seneca Polytechnic*
Lethbridge College*	SGH Warsaw School of Economics
London South Bank University	Sheridan College*
Loughborough University*	Shipley College*
Lovely Professional University	Soon Chun Hyang University
Loyalist College*	Soonchunhyang University
Luminate Education Group	South Devon College*
LUT University	South Lanarkshire College
Mahapurush Sri Sri Manta Sankardev University, Nagaon	Southern Africa Future Institute of Innovation and Technology (SAFIT)
Manav Rachna Centre for Peace and Sustainability	Southern Regional College*
Mazharul Haque Institutes of Medical Science	Sparsholt College Group*
Mehran University of Engineering & Technology	Spinnaker School of English
Middlesex University*	Sresakthimayeil Institute of Nursing and Research*
Mohawk College*	SRM Institute of Science and Technology
Mutah University	Statera Research and Practice Center for Sustainability and Regional Development
Myerscough College	Sunway University*
National Cheng Kung University*	SUNY College of Environmental Science and Forestry*
National Institute of Technology, Fukushima College	Swansea University
National University of Sciences and Technology (NUST), Islamabad	Sykli Environmental College*
Ndejje University	TAFE Queensland*
New Brunswick College of Craft & Design*	Tampere University of Applied Sciences*
Newcastle University*	TERI School of Advanced Studies
Niagara College*	The Applied Research Institute -Jerusalem (ARIJ)*
North East Scotland College*	The Chiththa Advanced Psychological Studies Open Institute of Sri Lanka*
Northern College	The College of West Anglia
Northumbria University*	The Institute of Contemporary Music Performance (ICMP)
Notre Dame Catholic Sixth Form College	The Rivers CofE Multi Academy Trust
Nottingham Trent University*	The Royal Central School of Speech and Drama*

The STC Group	University of Economy in Bydgoszcz
The University for Sustainability	University of Edinburgh*
The University of East Anglia*	University of Essex
The University of Essex*	University of Exeter *
The University of Faisalabad*	University of Fraser Valley
The University of Hong Kong	University of Galway*
The University of Manchester*	University of Glasgow*
The Women University Multan	University of Gloucestershire*
Thompson Rivers University	University of Kent*
Thuongmai University	University of Leeds*
Toulouse INP-ENSAT	University of Leicester*
trakya university	University of Lincoln
Turan University, Almaty	University of Liverpool*
Tzu Chi University*	University of Maribor
UCLan Cyprus	University of Minnesota
UCSI University*	University of Mohaghegh Ardabili
UHI (University of the Highlands and Islands)	University of Northampton*
UIN Sulthan Thaha Saifuddin Jambi	University of Northumbria
UIPM University International*	University of Otago*
UIPM University International*	University of Plymouth
Unicaf University*	University of Saint Joseph*
Universal Association of Professional Colleges and Universities*	University of Sheffield
Universal Institute of Professional Management	University of Sialkot
Universal Institute of Professional Management India	University of Sopron*
Universidad Biblica de las Americas	University of Southampton*
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Universidad UTE	University of Warwick*
universidade federal de são paulo	University of West Attica
Universidade Federal do Espírito Santo	University of West Bohemia, Faculty of Economics*
Università degli Studi di Napoli Federico II	University of Westminster
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University College Cork	Universidad de Celaya*
University College of Estate Management*	UST Angelicum College
University for Development Studies	Vancouver Island University*
University of Aberdeen*	Vanier College*
University of Applied Sciences Nordhausen	Victor Nwankwo Leadership Academy
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