GIRLS

Generation for INNOVATION, RESILIENCE,
LEADERSHIP and SUSTAINABILITY

THE GAME IS ON!

SUSTAINABILITY REPORT

from our institutions and our countries

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1.1	29-09-2023	UTCB	Updated version
1.1	10-01-2024	UVAQ	First version (UVAQ sustainability report)
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1.0	25-07-2023	UFV	First version (UFV sustainability report)
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1. INTRODUCTION

Sustainable Development Goals (SDGs) are a set of 17 global goals adopted by the United Nations General Assembly in 2015 as part of the 2030 Agenda for Sustainable Development. The SDGs aim to end poverty, protect the planet, and ensure peace and prosperity for all by 2030. The goals cover a wide range of issues, including poverty, hunger, health, education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and strong institutions, and partnerships for the goals.

The SDGs are based on the principle of leaving no one behind, meaning that all individuals and communities, including the most vulnerable and marginalized, must be included in efforts to achieve the goals. The goals are interconnected, and progress in one area can support progress in others. For example, promoting sustainable cities and communities can lead to improved health and well-being, reduced inequalities, and climate action.

The SDGs provide a framework for global action on sustainable development, and they have been adopted by governments, businesses, civil society organizations, and individuals around the world. The SDGs also serve as a guide for measuring progress and identifying areas where more work needs to be done.

In order to achieve the SDGs, it will require collaboration and partnerships across sectors and stakeholders. Educational institutions can play a critical role in supporting the SDGs through sustainability education, research, and community engagement. By integrating the SDGs into their curricula and campus operations, educational institutions can help prepare students to become responsible and active global citizens who can contribute to achieving the goals.

This report will examine the SDGs in detail, including their history, objectives, progress, challenges, and future outlook.

- History: The SDGs build upon the Millennium Development Goals (MDGs), which were adopted by the UN in 2000 and expired in 2015. While the MDGs focused primarily on poverty reduction and basic needs such as health and education, the SDGs are broader in scope, covering a wide range of issues related to sustainable development.
- Objectives: The 17 SDGs are interconnected and address a wide range of issues related to sustainable development, including poverty, hunger, health, education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and strong institutions, and partnerships for the goals.
- Progress: Since the adoption of the SDGs in 2015, there has been some progress made towards achieving the goals, but much work remains to be done. For example, the proportion of people living in extreme poverty has decreased, but progress has been slow in reducing inequality, and climate change continues to be a major challenge.
- Challenges: Achieving the SDGs will require significant investment and cooperation among governments, businesses, civil society organizations, and individuals. Some of the major challenges to achieving the goals include lack of funding, political instability, and insufficient data to measure progress.
- Future Outlook: Despite the challenges, there is reason for optimism. Many countries and organizations have made commitments to achieving the SDGs, and progress has been made in some areas. In order to achieve the goals by 2030, however, it will be necessary to scale up efforts and ensure that progress is made across all areas.

The SDGs represent a global commitment to sustainable development and provide a framework for action on some of the world's most pressing challenges. While progress has been made, much work remains to be done, and achieving the goals will require cooperation and collaboration across sectors and stakeholders. By working together, we can build a more equitable, sustainable, and peaceful world for all.

2. SUSTAINABLE DEVELOPMENT IN THE COUNTRIES (PARTICIPATING IN THE GIRLS PROJECT)

2.1. Sustainable development in Spain

Spain has developed during the last years many activities aiming to reach the sustainable development goals. The Sustainable Development Report 2022 (Sach et al., 2022) analyzes and outlines how the SDGs can be used as a roadmap for more sustainable societies by 2030 and beyond. The following graph shows the Governments' Commitments and Efforst for the SDGs Score versus SDG Index Score:
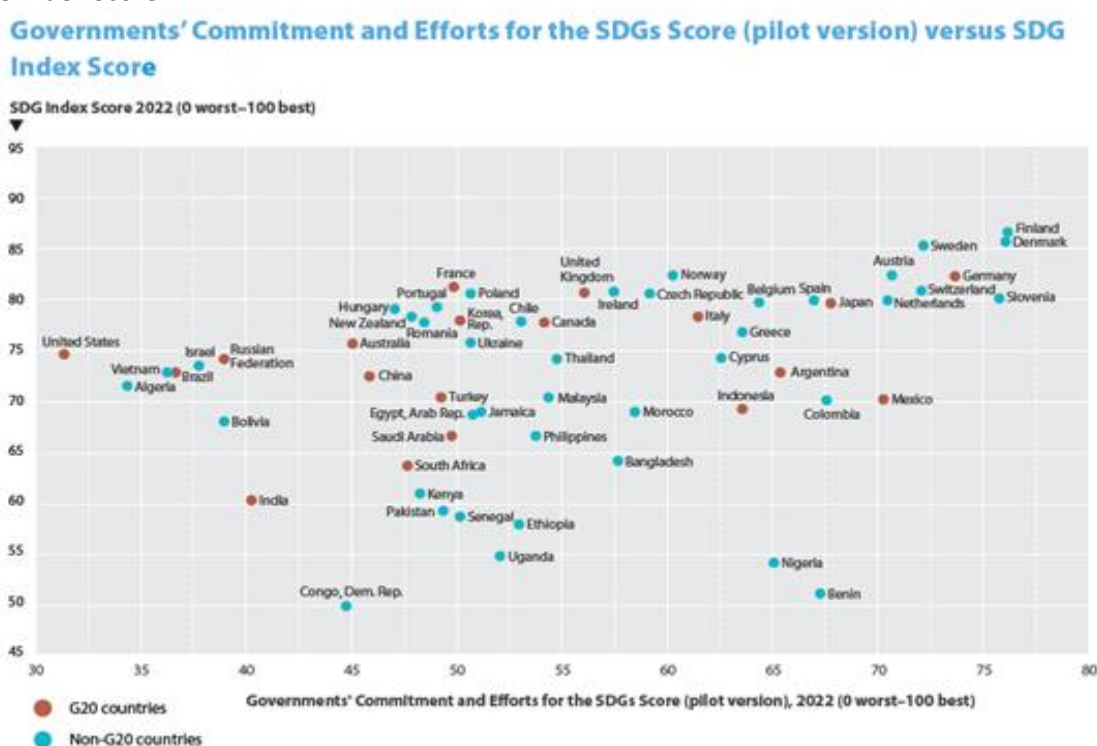
The used SDG Index is an assessment of each country's overall performance on the 17 SDGs, giving equal weight to each Goal. The score signifies a country's position between the worst possible outcome (score of 0) and the target (score of 100). The dashboard and trend arrows help identify priorities for further actions and indicate whether countries are on-track or offtrack based on latest trend data to achieve the goals and targets by 2030. Two-thirds of the data come from official statistics (typically UN custodian agencies) and one third from non-traditional statistics, including research centres, universities, and non-governmental organizations. Published since 2015, the SDG Index and Dashboards has been peer-reviewed (Schmidt-Traub et al., 2017) and statistically audited by the European Commission (Papadimitriou et al., 2019). More detailed information is available in the Annex (*Method's Summary and Data Tables*) and also on www.sdgindex.org.

The last part of the report tracks progress and trends on achieving the Sustainable Development Goals for all 193 UN Member States. In the following, the profile of Spain is reproduced (see also https://dashboards.sdgindex.org/profiles/spain):

SPAIN

Performance by Indicator

SDG1 – No Poverty

	Value	Year	Rating	Trend
Poverty headcount ratio at $1.90/day (%)	0.7	2022	●	↑
Poverty headcount ratio at $3.20/day (%)	1.0	2022	●	↑
Poverty rate after taxes and transfers (%)	14.7	2019	●	→

SDG2 – Zero Hunger

	Value	Year	Rating	Trend
Prevalence of undernourishment (%)	2.5	2019	●	↑
Prevalence of stunting in children under 5 years of age (%) *	2.6	2019	●	↑
Prevalence of wasting in children under 5 years of age (%) *	0.7	2019	●	↑
Prevalence of obesity, BMI ≥ 30 (% of adult population)	23.8	2016	●	↓
Human Trophic Level (best 2–3 worst)	2.4	2017	●	↓
Cereal yield (tonnes per hectare of harvested land)	4.1	2018	●	↑
Sustainable Nitrogen Management Index (best 0–1.41 worst)	0.8	2015	●	↓
Yield gap closure (% of potential yield)	45.7	2018	●	●
Exports of hazardous pesticides (tonnes per million population)	20.0	2019	●	●

SDG3 – Good Health and Well-Being

	Value	Year	Rating	Trend
Maternal mortality rate (per 100,000 live births)	4	2017	●	↑
Neonatal mortality rate (per 1,000 live births)	1.7	2020	●	↑
Mortality rate, under-5 (per 1,000 live births)	3.2	2020	●	↑
Incidence of tuberculosis (per 100,000 population)	7.3	2020	●	↑
New HIV infections (per 1,000 uninfected population)	0.1	2020	●	↑
Age-standardized death rate due to cardiovascular disease, cancer, diabetes, or chronic respiratory disease in adults aged 30–70 years (%)	9.6	2019	●	↑
Age-standardized death rate attributable to household air pollution and ambient air pollution (per 100,000 population)	10	2016	●	●
Traffic deaths (per 100,000 population)	3.9	2019	●	↑
Life expectancy at birth (years)	83.2	2019	●	↑
Adolescent fertility rate (births per 1,000 females aged 15 to 19)	6.2	2018	●	↑
Births attended by skilled health personnel (%)	NA	NA	●	●
Surviving infants who received 2 WHO-recommended vaccines (%)	98	2020	●	↑
Universal health coverage (UHC) index of service coverage (worst 0–100 best)	86	2019	●	↑
Subjective well-being (average ladder score, worst 0–10 best)	6.5	2021	●	↑
Gap in life expectancy at birth among regions (years)	5.3	2019	●	↓
Gap in self-reported health status by income (percentage points)	13.4	2019	●	↑
Daily smokers (% of population aged 15 and over)	19.8	2020	●	↑

SDG4 – Quality Education

	Value	Year	Rating	Trend
Participation rate in pre-primary organized learning (% of children aged 4 to 6)	94.9	2019	●	↑
Net primary enrollment rate (%)	97.2	2019	●	↑
Lower secondary completion rate (%)	97.6	2019	●	↑
Literacy rate (% of population aged 15 to 24)	99.6	2020	●	↑
Tertiary educational attainment (% of population aged 25 to 34)	47.4	2020	●	↑
PISA score (worst 0–600 best)	486.7	2018	●	↓
Variation in science performance explained by socio-economic status (%)	10.0	2018	●	↑
Underachievers in science (% of 15-year-olds)	21.3	2018	●	↓

SDG5 – Gender Equality

	Value	Year	Rating	Trend
Demand for family planning satisfied by modern methods (% of females aged 15 to 49) *	85.4	2022	●	↑
Ratio of female-to-male mean years of education received (%)	99.0	2019	●	↑
Ratio of female-to-male labor force participation rate (%)	83.2	2020	●	↑
Seats held by women in national parliament (%)	44.0	2020	●	↑
Gender wage gap (% of male median wage)	8.6	2018	●	↑

SDG6 – Clean Water and Sanitation

	Value	Year	Rating	Trend
Population using at least basic drinking water services (%)	99.9	2020	●	↑
Population using at least basic sanitation services (%)	99.9	2020	●	↑
Freshwater withdrawal (% of available freshwater resources)	42.6	2018	●	●
Anthropogenic wastewater that receives treatment (%)	91.5	2018	●	●
Scarce water consumption embodied in imports (m³ H₂O eq/capita)	2384.5	2018	●	●
Population using safely managed water services (%)	99.6	2020	●	↑
Population using safely managed sanitation services (%)	95.7	2020	●	↑

SDG7 – Affordable and Clean Energy

	Value	Year	Rating	Trend
Population with access to electricity (%)	100.0	2019	●	↑
Population with access to clean fuels and technology for cooking (%)	100.0	2019	●	↑
CO₂ emissions from fuel combustion per total electricity output (MtCO₂/TWh)	0.9	2019	●	↑
Share of renewable energy in total primary energy supply (%)	14.8	2019	●	→

SDG8 – Decent Work and Economic Growth

	Value	Year	Rating	Trend
Adjusted GDP growth (%)	-4.0	2020	●	●
Victims of modern slavery (per 1,000 population)	2.3	2018	●	●
Adults with an account at a bank or other financial institution or with a mobile-money-service provider (% of population aged 15 or over)	93.8	2017	●	↑
Fundamental labor rights are effectively guaranteed (worst 0–1 best)	0.8	2020	●	↑
Fatal work-related accidents embodied in imports (per 100,000 population)	1.4	2015	●	↑
Employment-to-population ratio (%)	61.0	2020	●	↑
Youth not in employment, education or training (NEET) (% of population aged 15 to 29)	18.5	2020	●	↑

SDG9 – Industry, Innovation and Infrastructure

	Value	Year	Rating	Trend
Population using the internet (%)	93.2	2020	●	↑
Mobile broadband subscriptions (per 100 population)	102.9	2019	●	↑
Logistics Performance Index: Quality of trade and transport-related infrastructure (worst 1–5 best)	3.8	2018	●	↑
The Times Higher Education Universities Ranking: Average score of top 3 universities (worst 0–100 best)	55.8	2022	●	●
Articles published in academic journals (per 1,000 population)	2.2	2020	●	↑
Expenditure on research and development (% of GDP)	1.2	2018	●	→
Researchers (per 1,000 employed population)	7.1	2019	●	↑
Triadic patent families filed (per million population)	7.3	2019	●	→
Gap in internet access by income (percentage points)	14.0	2020	●	↑
Female share of graduates from STEM fields at the tertiary level (%)	29.6	2017	●	↑

SDG10 – Reduced Inequalities

	Value	Year	Rating	Trend
Gini coefficient	34.7	2018	●	↑
Palma ratio	1.2	2019	●	↑
Elderly poverty rate (% of population aged 66 or over)	11.6	2019	●	↓

SDG11 – Sustainable Cities and Communities

	Value	Year	Rating	Trend
Proportion of urban population living in slums (%)	0.0	2018	●	↑
Annual mean concentration of particulate matter of less than 2.5 microns in diameter (PM2.5) (μg/m³)	9.4	2019	●	↑
Access to improved water source, piped (% of urban population)	99.9	2020	●	↑
Satisfaction with public transport (%)	68.0	2021	●	→
Population with rent overburden (%)	11.1	2019	●	↑

SDG12 – Responsible Consumption and Production

	Value	Year	Rating	Trend
Electronic waste (kg/capita)	19.0	2019	●	●
Production-based SO₂ emissions (kg/capita)	10.1	2018	●	●
SO₂ emissions embodied in imports (kg/capita)	5.0	2018	●	●
Production-based nitrogen emissions (kg/capita)	15.2	2015	●	↑
Nitrogen emissions embodied in imports (kg/capita)	9.8	2015	●	↓
Exports of plastic waste (kg/capita)	3.0	2021	●	●
Non-recycled municipal solid waste (kg/capita/day)	0.9	2019	●	↗

SDG13 – Climate Action

	Value	Year	Rating	Trend
CO₂ emissions from fossil fuel combustion and cement production (tCO₂/capita)	4.5	2020	●	↑
CO₂ emissions embodied in imports (tCO₂/capita)	1.6	2018	●	↓
CO₂ emissions embodied in fossil fuel exports (kg/capita)	105.1	2021	●	●
Carbon Pricing Score at EUR60/tCO₂ (%, worst 0–100 best)	45.9	2018	●	↑

SDG14 – Life Below Water

	Value	Year	Rating	Trend
Mean area that is protected in marine sites important to biodiversity (%)	85.7	2020	●	↑
Ocean Health Index: Clean Waters score (worst 0–100 best)	48.7	2020	●	↓
Fish caught from overexploited or collapsed stocks (% of total catch)	32.1	2018	●	↗
Fish caught by trawling or dredging (%)	42.8	2018	●	↗
Fish caught that are then discarded (%)	10.8	2018	●	↑
Marine biodiversity threats embodied in imports (per million population)	0.6	2018	●	●

SDG15 – Life on Land

	Value	Year	Rating	Trend
Mean area that is protected in terrestrial sites important to biodiversity (%)	57.6	2020	●	→
Mean area that is protected in freshwater sites important to biodiversity (%)	51.3	2020	●	→
Red List Index of species survival (worst 0–1 best)	0.8	2021	●	↓
Permanent deforestation (% of forest area, 5-year average)	0.0	2020	●	↑
Terrestrial and freshwater biodiversity threats embodied in imports (per million population)	3.6	2018	●	●

SDG16 – Peace, Justice and Strong Institutions

	Value	Year	Rating	Trend
Homicides (per 100,000 population)	0.6	2020	●	↑
Unsentenced detainees (% of prison population)	16.2	2019	●	↑
Population who feel safe walking alone at night in the city or area where they live (%)	81	2021	●	↑
Property Rights (worst 1–7 best)	5.2	2020	●	↑
Birth registrations with civil authority (% of children under age 5)	100.0	2020	●	●
Corruption Perception Index (worst 0–100 best)	61	2021	●	↑
Children involved in child labor (% of population aged 5 to 14) *	0.0	2019	●	●
Exports of major conventional weapons (TIV constant million USD per 100,000 population)	1.9	2020	●	●
Press Freedom Index (best 0–100 worst)	20.4	2021	●	↑
Access to and affordability of justice (worst 0–1 best)	0.7	2020	●	↑
Persons held in prison (per 100,000 population)	125.2	2019	●	↗

SDG17 – Partnerships for the Goals

	Value	Year	Rating	Trend
Government spending on health and education (% of GDP)	10.6	2019	●	↑
For high-income and all OECD DAC countries: International concessional public finance, including official development assistance (% of GNI)	0.3	2021	●	↗
Other countries: Government revenue excluding grants (% of GDP)	NA	NA	●	●
Corporate Tax Haven Score (best 0–100 worst)	54.5	2019	●	●
Financial Secrecy Score (best 0–100 worst)	44.0	2020	●	●
Shifted profits of multinationals (US$ billion)	23.1	2018	●	↑
Statistical Performance Index (worst 0–100 best)	88.9	2019	●	↑

* Imputed data point

2.2. Sustainable development in Portugal

Portugal remains committed with the implementation of the 2030 Agenda and the 17 Sustainable Development Goals and dedicated to eradicating poverty, fighting inequalities, promoting a fair, inclusive, and equitable global sustainable development based on human rights and dignity and the 'build back better' and 'leave no one behind' (LNOB) principles.

2.2.1. A new governance model

To reinforce the national approach, the Portuguese Government adopted a new inter-institutional mechanism. The coordination of the Agenda, at national level, was repositioned at the centre of the Government, the Presidency of the Council of Ministers, while on an external level remained the responsibility of Foreign Affairs. A High-Level Monitoring Committee was also created, including representatives from these two Government areas, Regional Governments, Local Authorities, the Economic and Social Council, and prominent members of civil society.

2.2.2. An inclusive voluntary national review

To ensure a broader and inclusive participation in this Voluntary National Review (VNR), several stakeholders, including civil society, were involved in ex ante consultation procedures, such as Town Halls and workshops. Later on, the VNR was subject to public consultation.

On a domestic level, nationally and regionally, the planning of public policies has gradually incorporated the 2030 Agenda. In 2022, significant steps were taken towards aligning high-level planning instruments, e.g., the Portugal 2030 Strategy, the 2022 National Reform Programme, the Major Options Plan for 2022-2026 and the Portuguese Cooperation Strategy 2030.

Furthermore, the LNOB principle stands out in the different planning instruments and policies, where economic conditions, human rights, and gender equality are transversal in its implementation.

The 2030 Agenda is also present on public policies on a regional/local level, in scientific research and production, and in strategic business plans. This is shown in the increase of platforms to present and monitor initiatives and encourage partnerships to accomplish the SDG.

On the external dimension and with its international development cooperation, Portuguese foreign policy has continually supported the 2030 Agenda, particularly through active participation in international forums. The commitments undertaken in the UN Climate Change Conferences, its active role in the Global Pact for Migration as a 'Champion Country', and its commitment in the UN Ocean Conference are an example of this.

The Portuguese Cooperation Strategy 2030 pursues three key commitments on an international level: the 2030 Agenda, the Addis Ababa Action Agenda for financing sustainable development, and the Paris Agreement. This Strategy's priorities are Cooperation for Development, Education for Development, and Emergency and Humanitarian Action.

Portuguese priorities in cooperation for development are also aligned with the Agenda's Ps – People, Planet, Prosperity, Peace, and especially Partnership – fundamental for accomplishing the SDG, but also the LNOB principle, reflected in the priority given to least developed countries, Small Island Developing States, fragile countries and in the process of graduation.

2.2.3. Progress in the implementation of the agenda

The Instituto Nacional de Estadistica (National Institute of Statistics) – through its annual statistics publication on the SDG – particularly endeavoured in socio-demographic and spatial disaggregation providing a clearer view of the progresses.

The national indicators currently cover 69% of the Agenda, having increased 17pp since 2018. In comparison to 2015, 59% of indicators show a positive trend, 17% with an opposite trend, and no change in 2%.

2.2.4. Challenges and future steps

The VNR is an opportunity for an interim evaluation of the implementation of the 2030 Agenda making it possible to analyse progress, identify gaps, and define future actions.

Public policies have sought to respond to challenges like climate change and demographic dynamics; however, due to emerging crises – the COVID-19 pandemic and the war in Ukraine –extraordinary measures were necessary to protect families and the most vulnerable, as well as businesses. In this context, systemic challenges related to the consistency between public policies and the analysis of trade-offs and spillover effects remain.

The conclusions of this VNR will be incorporated in a 'National Roadmap for Sustainable Development 2030', in response to the challenge of the UN Secretary-General for the SDG Summit in 2023. This Roadmap will focus on four areas: i) consistency and alignment between public policies, ii) engagement and participation of stakeholders; iii) a common communication strategy on SDGs; and iv) awareness and capacity building of the relevant stakeholders.
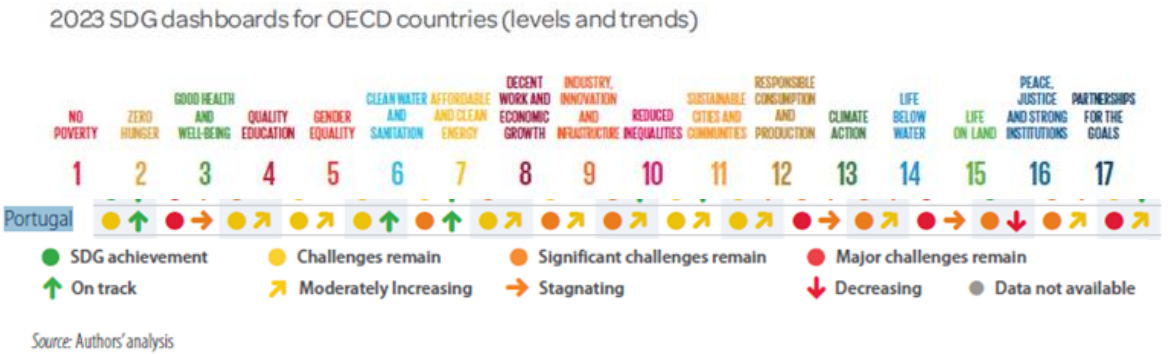
Complete VNR report regarding detailed sustainability developments in Portugal is available at https://hlpf.un.org/sites/default/files/vnrs/2023/Portugal_VNR_Report.pdf .

The 2023 SDG Index score and rank presented inside the sustainable development report available at SUSTAINABLE DEVELOPMENT REPORT2023 states Portugal within the 18th countries' position

The 2023 SDG Index: score and rank

Rank	Country	Score
1	Finland	86.8
2	Sweden	86.0
3	Denmark	85.7
4	Germany	83.4
5	Austria	82.3
6	France	82.0
7	Norway	82.0
8	Czechia	81.9
9	Poland	81.8
10	Estonia	81.7
11	United Kingdom	81.7
12	Croatia	81.5
13	Slovenia	81.0
14	Latvia	80.7
15	Switzerland	80.5
16	Spain	80.4
17	Ireland	80.1
18	Portugal	80.0

2023 SDG dashboards for OECD countries (levels and trends)

	NO POVERTY	ZERO HUNGER	GOOD HEALTH AND WELL-BEING	QUALITY EDUCATION	GENDER EQUALITY	CLEAN WATER AND SANITATION	AFFORDABLE AND CLEAN ENERGY	DECENT WORK AND ECONOMIC GROWTH	INDUSTRY, INNOVATION AND INFRASTRUCTURE	REDUCED INEQUALITIES	SUSTAINABLE CITIES AND COMMUNITIES	RESPONSIBLE CONSUMPTION AND PRODUCTION	CLIMATE ACTION	LIFE BELOW WATER	LIFE ON LAND	PEACE, JUSTICE AND STRONG INSTITUTIONS	PARTNERSHIPS FOR THE GOALS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Portugal	● ↑	● →	● ↗	● ↗	● ↑	● ↑	● ↗	● ↗	● ↗	● ↗	● ↗	● →	● ↗	● →	● ↓	● ↗	● ↗

● SDG achievement　　● Challenges remain　　● Significant challenges remain　　● Major challenges remain

↑ On track　　↗ Moderately Increasing　　→ Stagnating　　↓ Decreasing　　● Data not available

Source: Authors' analysis

According to the same report Portuguese National Government efforts to implement SDGs, survey results are

		VNR	High-level statements	SDG strategy/ SDGs into sectoral action plans	SDGs in national budget			National SDG monitoring		Central government coordination of SDGs		Spillovers mentioned in VNR
WB Income group	Year submitted	yes/no	yes/no	yes/no	Overarching narrative/section or budget line	DI/IC*	yes/no	no. of indicators	yes/no	Location of coordinating unit	yes, as a central pillar (5 mentions or more) yes, in the general narrative (1 to 4 mentions) no
Portugal	HIC	2017, 2023	yes	yes	yes	overarching narrative	DI and IC	yes	163	yes	center of government	yes, in the general narrative

Note: * DI = Domestic implementation; IC = International cooperation. Data from Jamaica, except questions about VNRs, are from the 2022 SDSN survey of government efforts. Responses for Ukraine reflect the situation as of February 2022. Spillovers in VNRs mean the use of terms "spillovers", "international spillovers", "transboundary effects" and "policy coherence" (in the context of trade or official development assistance). More details about questions and results are online at wwww.sdgindex.org and www.sdgtransformationcenter.org).
Source: SDSN 2023 Survey of Government Efforts for the SDGs (February 2023).

The number of UN treaties ratified by Portugal between 1946 and 2022 are, in percentage, above 60%
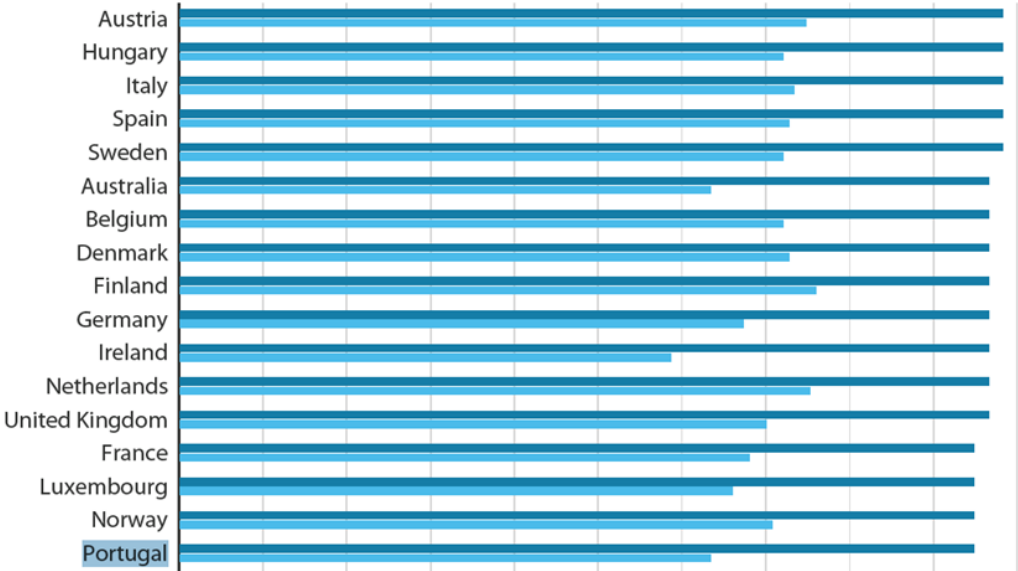

and the use of unilateral coercive measures, (UCMs), number – between 1950 and 2021 – is similar to all European countries
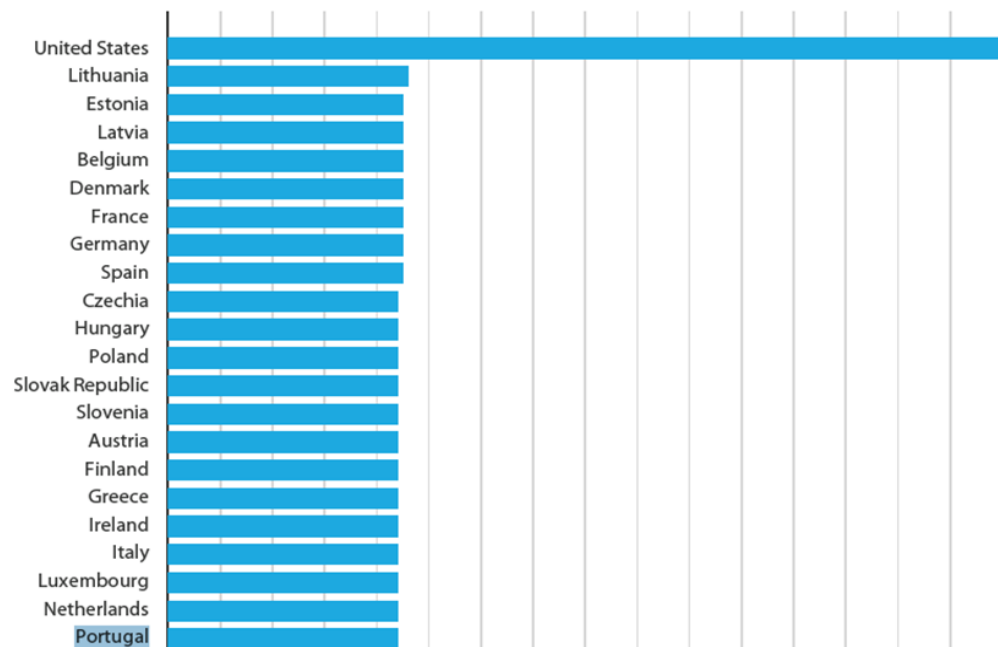
Militarization and participation in conflicts: This indicator aims to capture countries' efforts to promote and preserve peace. It identifies countries' level of military build-up and access to weapons, as well as their participation in ongoing domestic and military conflicts. It builds on data provided in the Global Peace Index 2022 (compiled by the Institute for Economics and Peace). The Ongoing Conflict Score builds on six indicators to investigate the extent to which countries are involved in internal and external conflicts, as well as their role and the duration of their Involvement. The Militarization Score reflects countries' level of military build-up and access to weapons, as well as their level of peacefulness, both domestically and internationally. Comparable data on military expenditure as a percentage of GDP and the number of armed service officers per capita are gauged, as are financial contributions to United Nations peacekeeping missions. Overall, among G20, OECD and large countries, Czechia, Iceland, Ireland, Malaysia, New Zealand, and Portugal obtain the highest (best) scores, whereas Israel and the Russian Federation obtain the lowest (worst) scores. Portuguese participation in conflicts and militarization, 2022, was

and the Official Development Assistance (ODA) as a share of GNI (2018-2022) was
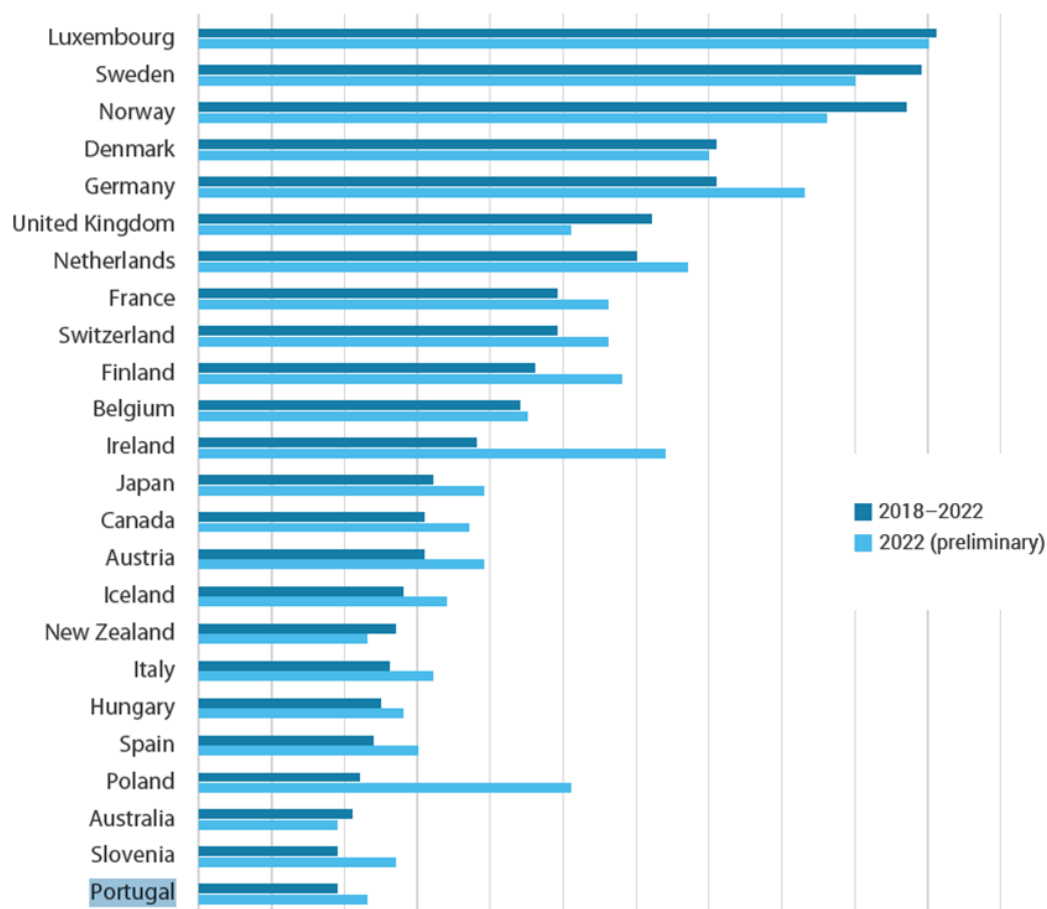
The result of measuring government SDG efforts and commitments: scores, ranks and performance by pillar classifies Portugal on the 12th place

SDG Effort Rank	Country	SDG Effort Score	SDG Effort Rating	SDG Coordination Rating	SDG Pathways Rating	Multilateralism Rating
1	Sweden	81.9	🟢	🟢	🟢	🟢
2	Switzerland	81.4	🟢	🟢	🟢	🟢
3	Netherlands	80.5	🟢	🟢	🟢	🟢
4	Finland	80.4	🟢	🟢	🟢	🟢
5	Benin	78.7	🟢	🟢	🟡	🟢
6	Norway	77.7	🟢	🟢	🟢	🟢
7	Indonesia	77.3	🟢	🟢	🟡	🟢
8	Austria	77.1	🟢	🟢	🟢	🟢
9	Denmark	76.6	🟢	🟢	🟢	🟢
10	Italy	76.2	🟢	🟢	🟢	🟢
11	Chile	75.8	🟢	🟢	🟡	🟢
12	Portugal	74.9	🟢	🟢	🟢	🟢

In resume Portuguese overall performance may be observed at the tables below
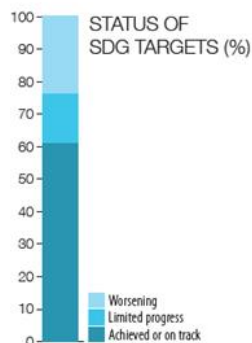
PORTUGAL

OECD Countries

▼ OVERALL PERFORMANCE

COUNTRY RANKING **18**/166

COUNTRY SCORE **80.0**

REGIONAL AVERAGE: 77.8

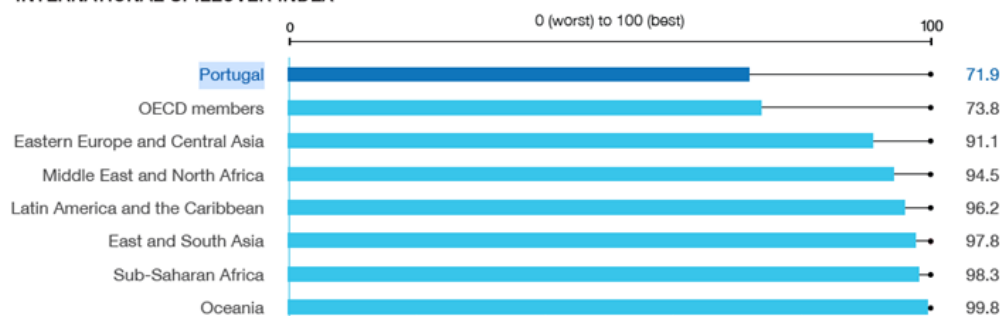### STATUS OF SDG TARGETS (%)

- Worsening
- Limited progress
- Achieved or on track

▼ AVERAGE PERFORMANCE BY SDG

Portugal

SDG 1, SDG 2, SDG 3, SDG 4, SDG 5, SDG 6, SDG 7, SDG 8, SDG 9, SDG 10, SDG 11, SDG 12, SDG 13, SDG 14, SDG 15, SDG 16, SDG 17

▼ SDG DASHBOARDS AND TRENDS

1 NO POVERTY ↑	2 ZERO HUNGER →	3 GOOD HEALTH AND WELL-BEING ↗	4 QUALITY EDUCATION ↗	5 GENDER EQUALITY ↑	6 CLEAN WATER AND SANITATION ↑
7 AFFORDABLE AND CLEAN ENERGY ↗	8 DECENT WORK AND ECONOMIC GROWTH ↗	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE ↗	10 REDUCED INEQUALITIES ↗	11 SUSTAINABLE CITIES AND COMMUNITIES ↗	12 RESPONSIBLE CONSUMPTION AND PRODUCTION →
13 CLIMATE ACTION ↗	14 LIFE BELOW WATER →	15 LIFE ON LAND ↓	16 PEACE, JUSTICE AND STRONG INSTITUTIONS ↗	17 PARTNERSHIPS FOR THE GOALS ↗	

- ■ Major challenges
- ■ Significant challenges
- ■ Challenges remain
- ■ SDG achieved
- ■ Information unavailable
- ↓ Decreasing
- → Stagnating
- ↗ Moderately improving
- ↑ On track or maintaining SDG achievement
- ● Information unavailable

Note: The full title of each SDG is available here: https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals

▼ INTERNATIONAL SPILLOVER INDEX

0 (worst) to 100 (best)   0 ... 100

Portugal	71.9
OECD members	73.8
Eastern Europe and Central Asia	91.1
Middle East and North Africa	94.5
Latin America and the Caribbean	96.2
East and South Asia	97.8
Sub-Saharan Africa	98.3
Oceania	99.8

▼ STATISTICAL PERFORMANCE INDEX

0 (worst) to 100 (best)   0 ... 100

↑ 89.3

▼ MISSING DATA IN SDG INDEX

0%

PORTUGAL

Performance by Indicator

SDG1 – No Poverty

Indicator	Value	Year
Poverty headcount ratio at $2.15/day (2017 PPP, %)	0.0	2023
Poverty headcount ratio at $3.65/day (2017 PPP, %)	0.1	2023
Poverty rate after taxes and transfers (%)	10.6	2019

SDG2 – Zero Hunger

Indicator	Value	Year
Prevalence of undernourishment (%)	2.5	2020
Prevalence of stunting in children under 5 years of age (%)	3.1	2022
Prevalence of wasting in children under 5 years of age (%)	1.1	2016
Prevalence of obesity, BMI ≥ 30 (% of adult population)	20.8	2016
Human Trophic Level (best 2–3 worst)	2.4	2017
Cereal yield (tonnes per hectare of harvested land)	5.4	2021
Sustainable Nitrogen Management Index (best 0–1.41 worst)	1.1	2018
Yield gap closure (% of potential yield)	NA	NA
Exports of hazardous pesticides (tonnes per million population)	1.0	2020

SDG3 – Good Health and Well-Being

Indicator	Value	Year
Maternal mortality rate (per 100,000 live births)	11.8	2020
Neonatal mortality rate (per 1,000 live births)	1.7	2021
Mortality rate, under-5 (per 1,000 live births)	3.1	2021
Incidence of tuberculosis (per 100,000 population)	16.0	2021
New HIV infections (per 1,000 uninfected population)	0.1	2021
Age-standardized death rate due to cardiovascular disease, cancer, diabetes, or chronic respiratory disease in adults aged 30–70 years (%)	11.0	2019
Age-standardized death rate attributable to household air pollution and ambient air pollution (per 100,000 population)	10.0	2019
Traffic deaths (per 100,000 population)	8.2	2019
Life expectancy at birth (years)	81.6	2019
Adolescent fertility rate (births per 1,000 females aged 15 to 19)	7.6	2019
Births attended by skilled health personnel (%)	98.6	2020
Surviving infants who received 2 WHO-recommended vaccines (%)	98	2021
Universal health coverage (UHC) index of service coverage (worst 0–100 best)	84	2019
Subjective well-being (average ladder score, worst 0–10 best)	6.0	2022
Gap in life expectancy at birth among regions (years)	4.2	2020
Gap in self-reported health status by income (percentage points)	26.4	2020
Daily smokers (% of population aged 15 and over)	14.2	2019

SDG4 – Quality Education

Indicator	Value	Year
Participation rate in pre-primary organized learning (% of children aged 4 to 6)	97.3	2020
Net primary enrollment rate (%)	100.0	2020
Lower secondary completion rate (%)	99.3	2020
Literacy rate (% of population aged 15 to 24)	99.7	2021
Tertiary educational attainment (% of population aged 25 to 34)	47.5	2021
PISA score (worst 0–600 best)	492.0	2018
Variation in science performance explained by socio-economic status (%)	15.9	2018
Underachievers in science (% of 15-year-olds)	19.6	2018

SDG5 – Gender Equality

Indicator	Value	Year
Demand for family planning satisfied by modern methods (% of females aged 15 to 49)	79.1	2023
Ratio of female-to-male mean years of education received (%)	100.7	2021
Ratio of female-to-male labor force participation rate (%)	86.4	2022
Seats held by women in national parliament (%)	40.0	2021
Gender wage gap (% of male median wage)	11.7	2020

SDG6 – Clean Water and Sanitation

Indicator	Value	Year
Population using at least basic drinking water services (%)	99.9	2020
Population using at least basic sanitation services (%)	99.6	2020
Freshwater withdrawal (% of available freshwater resources)	12.3	2019
Anthropogenic wastewater that receives treatment (%)	59.2	2020
Scarce water consumption embodied in imports (m³ H₂O eq/capita)	5,551.76	2018
Population using safely managed water services (%)	95.4	2020
Population using safely managed sanitation services (%)	85.1	2020

SDG7 – Affordable and Clean Energy

Indicator	Value	Year
Population with access to electricity (%)	100.0	2020
Population with access to clean fuels and technology for cooking (%)	100.0	2020
CO₂ emissions from fuel combustion per total electricity output (MtCO₂/TWh)	0.9	2019
Renewable energy share in total final energy consumption (%)	28.2	2019

SDG8 – Decent Work and Economic Growth

Indicator	Value	Year
Adjusted GDP growth (%)	-2.3	2021
Victims of modern slavery (per 1,000 population)	2.5	2018
Adults with an account at a bank or other financial institution or with a mobile-money-service provider (% of population aged 15 or over)	92.7	2021
Fundamental labor rights are effectively guaranteed (worst 0–1 best)	0.7	2021
Fatal work-related accidents embodied in imports (per 100,000 population)	0.2	2018
Victims of modern slavery embodied in imports (per 100,000 population)	49.8	2018
Employment-to-population ratio (%)	70.2	2021
Youth not in employment, education or training (NEET) (% of population aged 15 to 29)	14.0	2021

SDG9 – Industry, Innovation and Infrastructure

Indicator	Value	Year
Rural population with access to all-season roads (%)	99.8	2022
Population using the internet (%)	82.3	2021
Mobile broadband subscriptions (per 100 population)	88.6	2021
Logistics Performance Index: Quality of trade and transport-related infrastructure (worst 1–5 best)	3.2	2018
The Times Higher Education Universities Ranking: Average score of top 3 universities (worst 0–100 best)	43.3	2022
Articles published in academic journals (per 1,000 population)	3.2	2021
Expenditure on research and development (% of GDP)	1.6	2020
Researchers (per 1,000 employed population)	10.9	2020
Triadic patent families filed (per million population)	4.9	2020
Gap in internet access by income (percentage points)	35.3	2020
Female share of graduates from STEM fields at the tertiary level (%)	37.8	2017

SDG10 – Reduced Inequalities

Indicator	Value	Year
Gini coefficient	32.8	2019
Palma ratio	1.2	2019
Elderly poverty rate (% of population aged 66 or over)	10.7	2019

SDG11 – Sustainable Cities and Communities

Indicator	Value	Year
Proportion of urban population living in slums (%)	0.0	2020
Annual mean concentration of particulate matter of less than 2.5 microns in diameter (PM2.5) (µg/m³)	7.5	2019
Access to improved water source, piped (% of urban population)	100.0	2020
Satisfaction with public transport (%)	54.0	2022
Population with rent overburden (%)	5.7	2019
Proportion of population with access to points of interest within a 15min walk (%)	97.1	2022

SDG12 – Responsible Consumption and Production

Indicator	Value	Year
Electronic waste (kg/capita)	16.6	2019
Production-based SO₂ emissions (kg/capita)	8.3	2018
SO₂ emissions embodied in imports (kg/capita)	3.2	2018
Production-based nitrogen emissions (kg/capita)	30.0	2018
Nitrogen emissions embodied in imports (kg/capita)	25.6	2018
Exports of plastic waste (kg/capita)	5.3	2021
Non-recycled municipal solid waste (kg/capita/day)	1.0	2021

SDG13 – Climate Action

Indicator	Value	Year
CO₂ emissions from fossil fuel combustion and cement production (tCO₂/capita)	4.0	2021
CO₂ emissions embodied in imports (tCO₂/capita)	1.3	2018
CO₂ emissions embodied in fossil fuel exports (kg/capita)	0.0	2021
Carbon Pricing Score at EUR60/tCO₂ (%, worst 0–100 best)	43.8	2018

SDG14 – Life Below Water

Indicator	Value	Year
Mean area that is protected in marine sites important to biodiversity (%)	70.8	2022
Ocean Health Index: Clean Waters score (worst 0–100 best)	72.0	2022
Fish caught from overexploited or collapsed stocks (% of total catch)	68.9	2018
Fish caught by trawling or dredging (%)	27.9	2019
Fish caught that are then discarded (%)	25.7	2019
Marine biodiversity threats embodied in imports (per million population)	0.6	2018

SDG15 – Life on Land

Indicator	Value	Year
Mean area that is protected in terrestrial sites important to biodiversity (%)	77.3	2022
Mean area that is protected in freshwater sites important to biodiversity (%)	68.6	2022
Red List Index of species survival (worst 0–1 best)	0.86	2023
Permanent deforestation (% of forest area, 3-year average)	0.0	2021
Terrestrial and freshwater biodiversity threats embodied in imports (per million population)	4.0	2018

SDG16 – Peace, Justice and Strong Institutions

Indicator	Value	Year
Homicides (per 100,000 population)	0.8	2021
Unsentenced detainees (% of prison population)	19.8	2020
Population who feel safe walking alone at night in the city/area where they live (%)	80	2022
Birth registrations with civil authority (% of children under age 5)	100.0	2022
Corruption Perceptions Index (worst 0–100 best)	62	2022
Children involved in child labor (% of population aged 5 to 14)	0.0	2022
Exports of major conventional weapons (TIV constant million USD per 100,000 population)	0.2	2021
Press Freedom Index (worst 0–100 best)	84.6	2023
Access to and affordability of justice (worst 0–1 best)	0.7	2021
Timeliness of administrative proceedings (worst 0–1 best)	0.4	2021
Expropriations are lawful and adequately compensated (worst 0–1 best)	0.7	2021
Persons held in prison (per 100,000 population)	112.8	2020

SDG17 – Partnerships for the Goals

Indicator	Value	Year
Government spending on health and education (% of GDP)	11.8	2020
For high-income and all OECD DAC countries: International concessional public finance, including official development assistance (% of GNI)	0.2	2022
Other countries: Government revenue excluding grants (% of GDP)	NA	NA
Corporate Tax Haven Score (best 0–100 worst)	49	2021
Financial Secrecy Score (best 0–100 worst)	56.9	2022
Shifted profits of multinationals (US$ billion)	3.5	2019
Statistical Performance Index (worst 0–100 best)	89.3	2022

2.3. Sustainable development in Romania

The goal of Romania's first sustainable development strategy from 1999 was to promote the continuous improvement and preservation of the well-being of the population in correlation with the requirements of a sensible use of natural resources and the conservation of the ecosystem. This

strategy was based on the premise that the benefits of economic development should outweigh its costs, including those relating to the conservation and the improvement of the environment.

The country's accession to the European Union in 2007 led to a change of Romania's national priorities, which resulted in the National Sustainable Development Strategy of Romania – Horizons 2013-2020-2030. Adopted by the Romanian Government on 12 November 2008, the Strategy sought to reduce the socio-economic gap vis-à-vis the member states of the European Union.

To achieve sustainable development in Romania, and, by extension, to meet the goals of the 2030 Agenda, together with the European Union's commitments regarding the 2030 Agenda, this Strategy is built around the citizen and the needs of future generations.

Romania's Sustainable Development Strategy is based on the premise that sustainable development requires a mind-set which, once adopted by the citizen, will help create a more equitable society defined by balance and solidarity, and the ability to cope with the changes brought about by current global, regional and national challenges, including a declining population. The state's concern for its citizens, and the citizens' respect for public institutions, for their peers, for moral values, and for cultural and ethnic diversity will lead to a sustainable society.

In economic terms, it is necessary to ensure long-term economic growth that benefits the country's citizens. The economy of a country is often measured in figures that do not take into account the potential of each citizen. The transformation of the economy into a sustainable and competitive one requires a new approach, based on innovation, optimism, and citizen resilience. This approach should create an entrepreneurial culture in which each citizen is able to fulfil his/ her potential in both material and aspirational terms.

In social terms, it is necessary to create a cohesive society able to benefit from improvements in education and health care systems, a reduction in gender inequality, and the urban-rural divide. This will result in the promotion of a more open society, in which citizens feel appreciated and supported. To achieve this, it is necessary to develop the resilience of the public to enable citizens to realise their dreams within an equitable institutional framework. To ensure the sustainable development at the community level, the state needs to provide an enabling environment to boost the potential of each citizen by addressing issues of health care, education, and labour fairness. The aim is to achieve the highest possible standards of living for all citizens. Boosting social capital – the fostering of a civic spirit based on trust between citizens – will unlock the potential of Romania's citizens, enabling them to realise their potential.

Environmental awareness has risen significantly in recent years. Protecting our environment, be it natural or human-made, is the responsibility of everyone, given the reciprocal impacts between humans and the environment. This recognition presents an opportunity for citizens to come together in a noble pursuit by raising awareness of this responsibility. The creation of a sustainable human-made environment can only be achieved by cultivating a sense of belonging and community. This will help diminish feelings of loneliness – a risk factor which limits the individual's potential and, by extension, the functioning of one's community.

As a member of the international community and the European Union, it is in Romania's interest to implement the principles of sustainable development on a national level. By 2030, this Strategy hopes to see Romania as a member of a strong and stable European Union in which the differences between countries have diminished and its citizens live in a country in which the state serves the needs of each citizen equitably and efficiently, while showing increased and constant concern for a clean environment.

The first decade of implementing the National Sustainable Development Strategy of Romania – Horizons 2013-2020-2030, adopted in 2008, has, to a large extent, overlapped with the period in which Romania became a member state of the European Union, with all the rights and obligations

this entails. From the very beginning, there has been a high degree of conceptual and operational convergence between the goals of sustainable development and European integration.

During Romania's transition period towards democracy, the concept of sustainable development was adopted through the ratification of UN conventions in this field. With the beginning of EU accession negotiations in 2000, Sustainable Development become an integral part of Romania's legislative and institutional framework, being reflected in the main directions of public policy.

It could be said that the main driver behind Romania's accelerated alignment to the principles and practices of sustainable development was the incorporation of the Acquis Communautaire and the implementation of the working instruments at EU level.

The first two years of EU membership were marked by the dynamic growth of the Romanian economy. This justified the adoption of ambitious strategic goals and intermediary targets for the following period. However, the country was severely affected by the economic and financial crash of 2008, with gross domestic product (GDP) and individual income levels falling drastically as a result, the effects of which were felt until 2010-2011.

The crisis brought to light several persistent structural and functional vulnerabilities that necessitated a rethinking of priorities involving the mobilisation of Romania's budgetary resources and the sensible use of solidarity, cohesion, agricultural, and rural development funds allocated to Romania through the current and future multiannual financial framework of the EU.

Despite the difficulties encountered, the assessment of the first decade of implementation of the NSSD is positive. This demonstrates the resilience and sustainability of Romanian society's strategic choices and EU membership. This is proven by the fact that Romania's gross domestic product at purchasing power parity rose from 39% of the EU average in 2006 to 63% in 2017 and, according to the Convergence Programme, could realistically reach 80% by 2020.

According to the Eurobarometer survey con-ducted in the spring of 2018, 65% of Romanian citizens are optimistic about the future of the European Union, compared with the average of 58% for all EU member states combined. This creates the conditions for the realisation of the goals and targets of the Strategy in keeping with the 2030 Agenda for Sustainable Development and the relevant EU provisions.

Romania's shortcomings in terms of implementing the 2008 Strategy, and the specific areas in which additional effort and resources are necessary to achieve the convergence goals and move significantly closer to the EU average, are described in the following pages.

A successful implementation requires a consolidated legislative and institutional framework with functional mechanisms and clearly defined roles. As stipulated in the Strategy adopted in 2008, it is necessary to establish an Interdepartmental Committee for Sustainable Development, to be chaired by the prime minister or, in the absence of the latter, a designated deputy prime minister.

The Interdepartmental Committee is com- prised of members of the government. The drawing up of legislation and representation at national and international level is the responsibility of each central public authority represented on the Interdepartmental Committee for Sustainable Development within its field of competence and in connection with the field of sustainable development.

The Interdepartmental Committee for Sustainable Development will be established by a Government Decision, in keeping with Art. 12, para. 2 of Law 90/2001, and will produce Annual Reports and approve the Action Plan in keeping with the law. The permanent secretariat of the Interdepartmental Committee for Sustainable Development will be ensured by the Department of Sustainable Development as part of the machinery of government. The Interdepartmental Committee for Sustainable Development will submit its Yearly Report to the Romanian Parliament.

Table 18. Achieving the sustainable development goals in Romania.

Sustainable Development Goals	No. of Analyzed Indicators	No. of Indicators Forecast to Reach the EU Average Value in 2030	Percentage of Achievement
SDG 1—No poverty	10	5	50%
SDG 2—Zero hunger	5	3	60%
SDG 3—Good health and well-being	9	4	44.4%
SDG 4—Quality education	7	0	0%
SDG 5—Gender equality	8	1	12.5%
SDG 6—Clean water and sanitation	3	1	33.3%
SDG 7—Affordable and clean energy	7	5	71.4%
SDG 8—Decent work and economic growth	9	1	11.1%
SDG 9—Industry, innovation, and infrastructure	7	2	26.8%
SDG 10—Reduced inequalities	8	1	12.5%
SDG 11—Sustainable cities and communities	8	4	50%
SDG 12—Responsible consumption and production	8	3	37.5%
SDG 13—Climate action	6	3	50%
SDG 14—Life below water	1	1	100%
SDG 15—Life on land	3	1	33.3%
SDG 16—Peace, justice, and strong institutions	4	2	50%
SDG 17—Partnerships for the goals	4	3	75%
TOTAL	**107**	**40**	**37.38%**

The inter-ministerial committee, which is in charge of coordinating the integration of the measures of environmental protection into sectoral policies and strategies at a national level and which operates under the central public authority for environmental protection, pursuant to GD 741/2011, will continue to coordinate the environmental protection component.

In order to coordinate implementation of the Strategy in an efficient manner, the existing institutional framework will be consolidated by supplementing the number of staff at the Department of Sustainable Development.

At the level of central public authorities and with competency in the field of sustainable development, where they do not already exist, Sustainable Development Hubs will be established at the level of central public authorities with competency in the field of sustainable development. These hubs will be formed by existing staff who will pursue the implementation of the goals of sustainable development relating to the field of activity specific to their institution while also acting as liaisons between their institutions and the Department of Sustainable Development on the one hand, and the National Institute of Statistics, on the other.

In order to grow the administrative capacity of the public institutions involved, the Department of Sustainable Development will facilitate the provision of training courses given by experts in sustainable development for staff involved in the implementation of the Strategy.

In the spirit of the 2030 Agenda, to implement the Strategy in an efficient manner, it is necessary to enjoy the support and involvement of all actors. Young people, non-governmental organisations, the private sector, local authorities, unions, employers' associations, research, development and innovation institutions, the academic community, mass media, the religious denominations, farmers, the elderly and families should all be involved in activities relating to the implementation of the Strategy. In order to ensure a constant dialogue, the establishment of a Coalition for Sustainable Development, made up of representatives of civil society, will therefore be facilitated.

In order to ensure the continuous involvement of the academic community, the research community and civil society, and the tracking of the effects of policies in the field of sustainable development, an Advisory Council on Sustainable Development is to be set up, by Government Decision, in keeping with Art. 12, para. 2 of Law 90/2001, and at the initiative of the Department of Sustainable Development, comprising members of the scientific and academic community, as well as representatives of the business community, of social partners and of civil society. The Advisory

Council on Sustainable Development will have the role of offering advice and scientific and technical support, and of initiating and drawing up policy documents and methodologies for the implementation of the 2030 Agenda for Sustainable Development.

Moreover, the Advisory Council on Sustainable Development will also have the role of sup- porting and encouraging the implementation of good practices relevant to Romania that have produced good results on a European and international level, as part of the mechanisms available to the public authorities involved in the process of sustainable development.

Besides a working institutional framework, the existence of concrete action plans and policy coherence in the field of sustainable development are essential to meeting the goals of this Strategy. Consequently, it is proposed that an Action Plan for the achievement of the goals of the Strategy be drawn up, by the end of 2019 at the latest, considering the proposals put forward by all organisations involved during the stage of public consultation and debate, by involving all actors participating in the implementation.

The Strategy contains the main directions for development and comprises the basis for the future sectoral, regional, and local strategies. Sustainable development, adapted to the Romanian context by this Strategy, provides a conceptual framework within which to harmonise the sectoral strategies. The Department of Sustainable Development will ensure policy coherence in the field of sustainable development and will be consulted in the case of draft laws to be adopted by the Romanian Government with direct application to the goals defined in the Strategy.

In order to ensure efficiency and transparency during implementation of the Strategy, the Department of Sustainable Development, together with the other structures involved in the implementation and monitoring, will run communication, information, and awareness programmes involving all relevant institutions and citizens.

The National Institute of Statistics will update in two years from the approval of this Strategy, the National set of indicators based on the new priority goals established in the Strategy and taking into account the set of indicators established at UN and EU level for the implementation of the 2030 Agenda for Sustainable Development in order to measure the implementation of the SDGs.

The central and local public authorities shall support the National Institute of Statistics by supplying data and information with a view to measuring the implementation of the Sustainable Development Goals. The Department of Sustainable Development will support the National Institute of Statistics in this endeavour by streamlining this process.

The Department of Sustainable Development will submit periodic reports to the EU on the progress made by Romania in terms of the implementation of the 2030 Agenda for Sustainable Development as well as the country's active participation in the new European and global consensus on development. This is due to the fact that this ambitious project, which the EU has committed itself to spearheading its implementation, addresses our planet's challenges which, for the first time, have become universally accepted by, and applicable, to all nations.

As part of the follow-up and review mechanism established by the 2030 Agenda at UN level, the member states are encouraged to conduct periodic progress assessments. By 2018, 102 countries had presented voluntary reports to the High-level Political Forum (HLPF) on Sustainable Development, including Romania. By 2030, Romania aims to present at least two more reports.

2.4. Sustainable development in Mexico

Sustainability in Mexico has become a pivotal aspect of the country's agenda, aligning with the global movement towards achieving the Sustainable Development Goals outlined in the United Nations' 2030 Agenda (Gobierno de México, 2024). This ambitious plan encompasses a wide range

of objectives designed to address the world's most pressing challenges, including poverty, inequality, climate change, environmental degradation, peace, and justice.

Mexico has made commendable progress in several areas towards fulfilling these goals, demonstrating a commitment to sustainable development through various policies and initiatives. The country's approach to sustainability is multifaceted, focusing on social, economic, and environmental dimensions to ensure a balanced and inclusive growth (Comisión de Relaciones Exteriores del Senado Mexicano, 2018).

2.4.1. How the SDGs operate in Mexico

In addressing the challenge of aligning the Sustainable Development Goals (SDGs) with its national budget, Mexico employs a strategic approach characterized by three fundamental components: National Planning, Programmatic Structure based on Budgetary Programs, and a Performance Evaluation System (SHCP, 2021). This multifaceted strategy ensures that the country's efforts towards achieving the SDGs are both effective and measurable, despite the indirect link between the goals and the budget allocation.

The first element, National Planning, lays the groundwork for sustainable development by establishing a long-term vision that guides government action. This involves setting clear objectives and priorities that are in harmony with the SDGs, ensuring that every aspect of governmental planning contributes towards these global goals. Through comprehensive planning, Mexico identifies key areas for investment and policy intervention, aligning its development strategies with the targets set by the 2030 Agenda.

The second component, the Programmatic Structure based on Budgetary Programs, is critical for translating national plans into actionable projects and programs. This structure allows for a systematic approach to budget allocation, ensuring that funds are directed towards initiatives that support the achievement of the SDGs. By organizing the budget around specific programs, Mexico can more effectively monitor and manage its resources, ensuring that investments are aligned with its sustainable development objectives.

Lastly, the Performance Evaluation System plays a vital role in ensuring accountability and transparency in the pursuit of the SDGs. This system assesses the impact and effectiveness of various programs and initiatives, providing valuable feedback that informs future planning and budgeting processes. Through regular monitoring and evaluation, Mexico can identify areas of success and opportunities for improvement, making necessary adjustments to its strategies and resource allocation to better meet the SDGs.

Basic elements for bonding budgeting with the SDGS (SHCP, 2021: 3)

Together, these three components form a comprehensive framework that enables Mexico to navigate the complexities of integrating the SDGs into its national budget. By focusing on planning,

programmatic structuring, and performance evaluation, Mexico ensures that its development efforts are both strategic and adaptable, paving the way for sustainable growth and progress towards the 2030 Agenda.

2.4.2. Programme-Linked SDG Targets Budget

In terms of social sustainability, Mexico has undertaken initiatives to reduce poverty and inequality. Programs aimed at improving access to education, healthcare, and social services are crucial in this endeavour. The government has also focused on enhancing financial inclusion and supporting small and medium-sized enterprises (SMEs) as a means to stimulate economic growth and create employment opportunities.

Environmental conservation is another critical component of Mexico's sustainability strategy. Efforts to protect biodiversity, manage water resources, and combat deforestation are underway. The country is home to a rich variety of ecosystems, and preserving these natural assets is essential for maintaining ecological balance and supporting sustainable tourism, which is a significant source of revenue.

The Imagine a radial (figure 2) chart, a circular graph where each axis emanates from the center, representing a different Sustainable Development Goal (SDG) from 1 to 17. Each axis is labeled with its respective SDG number and extends outwards with values ranging from 0% at the center to 100% at the perimeter, illustrating the extent to which each SDG is linked to budgetary programs in a visual manner.

- For SDGs 1 (No Poverty) and 2 (Zero Hunger), the lines reach out towards the perimeter, marking 86% and 88% respectively, indicating a strong but not complete linkage to budgetary programs.
- Remarkably, the chart shows a series of axes—SDGs 3 (Good Health and Well-being), 4 (Quality Education), 5 (Gender Equality), 6 (Clean Water and Sanitation), 7 (Affordable and Clean Energy), 9 (Industry, Innovation, and Infrastructure), 11 (Sustainable Cities and Communities), 13 (Climate Action), 15 (Life on Land), and 17 (Partnerships for the Goals)—where the linkage to budgetary programs reaches the outermost edge, each at 100%, signifying a full integration of these goals into the budget.
- SDG 8 (Decent Work and Economic Growth) and SDG 16 (Peace, Justice, and Strong Institutions) show notable connections at 92%, reflecting significant but slightly less comprehensive budgetary program alignment.
- SDG 10 (Reduced Inequalities) and SDG 12 (Responsible Consumption and Production) also demonstrate high integration with budgetary programs, marked at 90% and 91% respectively, suggesting robust efforts to address these areas through budget allocations.
- The chart illustrates a dip at SDG 14 (Life Below Water) with a 60% linkage, indicating a relatively lower integration of this goal compared to others, suggesting areas for potential focus and improvement in linking budgetary programs to marine conservation efforts.

☐ % of SDG linked to a budget program

This radial chart effectively visualizes the degree of alignment between Mexico's budgetary programs and the SDGs, highlighting strengths in most areas while identifying specific goals—like Life Below Water (SDG 14)—where increased budgetary alignment could further support sustainable development objectives.

2.4.3. Number of Budget Programmes Linked to each of the SDGs

The radial chart visualizes the number of budgetary programs linked to each SDG, from SDG 1 through SDG 17. This type of chart places each SDG on a separate axis that radiates from the center, allowing for a direct comparison of the number of programs associated with each goal.

- At the heart of the chart, the center represents zero programs, with the outer edges indicating the highest number of linked programs among the SDGs for scale. The distribution of values around the chart highlights the variance in focus and resources allocated to each SDG.
- SDG 8 (Decent Work and Economic Growth) stands out significantly, with the highest number of linked programs, totaling 120. This is visually represented by a spike extending toward the chart's outer limits, indicating a strong emphasis on promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.
- Following closely, SDG 9 (Industry, Innovation, and Infrastructure) has 98 linked programs, showcasing a substantial commitment to building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation.
- SDG 17 (Partnerships for the Goals) also shows a high number of linked programs, with 90, reflecting the importance placed on strengthening the means of implementation and revitalizing the global partnership for sustainable development.
- SDG 11 (Sustainable Cities and Communities) with 86 linked programs, highlights the focus on making cities and human settlements inclusive, safe, resilient, and sustainable.
- At the other end of the spectrum, SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action) are among the goals with the fewest linked programs, 19 and 21 respectively, indicating areas where there might be room for increased focus and resource allocation.
- The remaining SDGs show a varied number of linked programs, illustrating the diverse approach Mexico is taking towards achieving the 2030 Agenda for Sustainable Development. For example, SDG 1 (No Poverty) has 64 linked programs, SDG 16 (Peace, Justice, and Strong Institutions) has 68, and the numbers for others like SDG 3 (Good Health and Well-being) at 50, and SDG 4 (Quality Education) at 51 indicate a balanced effort across several key areas.

Number Of **Budget Programmes** Linked to Each of the **SDGS**

This radial chart serves as a visual representation of Mexico's commitment to the SDGs through its allocation of budgetary programs, highlighting areas of strong focus and identifying goals that may require additional support or reevaluation of strategies to ensure balanced and comprehensive progress towards the 2030 Agenda.

Moreover, Mexico has actively engaged in international collaborations to address global sustainability challenges. Participation in forums such as the United Nations Framework Convention on Climate Change (UNFCCC) and partnerships with other countries and international organizations underscore Mexico's commitment to contributing to the global sustainability agenda.

However, challenges remain in fully realizing the SDGs. Issues such as ensuring equitable access to sustainable development benefits, addressing the impacts of urbanization, and managing natural resource use sustainably require ongoing attention and action (INAFED, 2023). The success of Mexico's sustainability efforts will depend on continued collaboration between the government, private sector, civil society, and communities.

Mexico's journey towards sustainability and the achievement of the SDGs is a work in progress, marked by significant achievements and ongoing challenges. The country's dedication to integrating sustainability into its development framework reflects a promising path forward, not just for Mexico but as an example for other nations striving to meet the ambitious goals of the 2030 Agenda.

3. THE ACTIVITIES OF THE PARTNERS (PARTICIPATING IN THE GIRLS PROJECT) RELATED TO SDGS

3.1. Universidad de Salamanca (USAL), Salamanca/Spain

The "El Español" newspaper published the following news in October 2022:

The 2023 QS Sustainability Ranking positions the University of Salamanca among the top ten in Spain, and, in addition, it is between 241-260, out of 700, in the world ranking. This report has been produced by Quacquarelli Symonds, a pioneering British company.

This study by the British company analyzes the impact of each institution on the environment and also socially, with eight indicators such as global collaboration in the environmental sector, as well as the objectives set in terms of sustainable development policies, as well as research production in this area.

As for Spain, USAL is in eighth place, a podium that has the universities of Barcelona UB and UAB and the Complutense University of Madrid at the top.

Institutions such as the University of California Berkeley, British Columbia or Toronto, both in Canada, stand out in the world ranking. (link)

The University, as an institution alive and immersed in society, dedicated to the academic and ethical training of its students to turn them into future professionals, to advanced research and the generation of a critical and constructive conscience, must also assume the responsibility and leading role that corresponds to it to apply sustainability in its operation.

The Universidad de Salamanca includes in the third point of article 102 of its statutes: "The University will adopt policies and develop programs aimed at guaranteeing and ensuring environmental quality and waste management, in all its activities." Accepting this commitment, it has been linked to various international and Spanish university organizations, such as the International Organization of Universities for Sustainable Development and the Environment. It is also a signatory of the COPERNICUS university charter for Sustainable Development, a document promoted by the European Conference of Rectors and actively participates in the Working Group of Environmental Quality and Sustainable Development of the Conference of Rectors of Spanish Universities (CRUE).

Consistent with these ideas, the USAL assumes the ethical and economic need to incorporate models more in line with sustainable management into all its activities, as well as promoting the generation of science, technology, and information under sustainable criteria, fostering in the entire university community a sense of responsibility for the conservation and improvement of the environment.

To develop its environmental policy, USAL created in April 2007 the figure of the coordinator of the "Environmental Management and Sustainability Plan" (*Plan de Gestión ambiental y Sostenibilidad*, PGAS-USAL). The implementation of that plan was a decision of the government team. The Vice-rector for Strategic Planning and Quality is responsible for its preparation and implementation, in coordination with the rest of the government bodies and vice-rectors of the USAL. To begin its development, the figure of coordinator of the Plan has been created. Likewise, the creation of an administrative unit for environmental management that supports and coordinates the development of the PGAS-USAL was proposed.

A "USAL Environmental Commission" has also been created, made up of professors, students and staff, and whose function is to advise on the design of the Plan, the preparation of projects, reports and lines of action in aspects related to environmental management and sustainability of USAL. The coordinator of the Plan also relies on the environmental commissions of the centers, as well as on any USAL technical office that has responsibilities in environmental management.

3.1.1. Objectives

Once the foundations on which the whole plan is based have been laid, the study of the direction in which we intend to work allows us to glimpse the situation in which the complete development of the plan should leave the University. The aim is to ensure that the University is as attuned as possible to the environment that technology, the media and today's society allow.

The medium-term objective of the PGAS is to obtain environmental accreditation of the ISO 14000 or EMAS type. However, the long-term goal is for the university to be a driving force for environmental awareness and an example of sustainable development for the rest of society. To this end, the following objectives have been promoted:

1. To establish measures that contribute to minimize the impacts derived from the university activity and always agree with the current legislation.

2. Enable the channels that allow the University to interact with its environment and contribute to the establishment of development models that respect the environment.
3. To create and promote collective behaviors within its social mass, which contribute to the development of an activity in harmony with the environment.
4. Creation of an organization and mechanics within the University that will allow to move in the direction of a sustainable development beyond the scope of the present plan.

The Universidad de Salamanca presented as part of the Environmental Management and Sustainability Plan its "Environmental Policy Statement", where it seeks the commitment to Sustainability, developed in 10 fundamental principles.

3.1.2. Environmental Policy Statement

1) Ensure compliance with current regulations and legislation on environmental matters, adopting stricter and more restrictive measures than the laws when possible.
2) Assume the education and awareness of the university community, promoting a behavior oriented to the respect and conservation of the environment.
3) Promote lines of research that contemplate sustainable development and the creation of new technologies, promoting scientific knowledge and its transfer and application in society.
4) Greening the degrees and curricula, providing teachers and future professionals with the necessary knowledge and awareness to face the commitments of sustainable development.
5) Obtain the specific environmental certifications for the University as a whole and for all its Campuses and Centers, establishing the objectives, human and technical resources and financing necessary for their fulfillment, and evaluating their progress in a continuous and dynamic manner.
6) Implement adequate environmental management systems that guarantee the minimum environmental impact derived from its activities, reducing the production of waste, optimizing the consumption of resources and promoting energy savings and efficiency, as well as committing to clean and renewable energy.
7) Adopt the necessary criteria in the construction and adaptation of spaces and buildings, contemplating the minimization of environmental impact, energy efficiency and increased functionality.
8) Promote the use of transport systems that are respectful of the environment, promoting their use by the university community and demanding and supporting the construction of the necessary infrastructures.
9) Include environmental commitment and compliance clauses in procurement and contract tenders, selecting those suppliers and services that demonstrate a high level of environmental quality.
10) Promote the participation and awareness of the surrounding society in the change towards sustainability, favoring communication channels and facing environmental projects and common actions.

To carry out this declaration of principles, the Universidad de Salamanca develops its "Environmental Management and Sustainability Plan" where the specific objectives and the methodology, schedule, technical means and financing necessary to carry them out are specified.

Finally, the USAL assumes the responsibility of complying with and making public this Environmental Policy between the university community and the rest of the society involved, and always guaranteeing, the transparency of information regarding its compliance.

3.1.3. Strategic Lines of Action

The USAL Environmental Management and Sustainability Plan must address all the aspects that an environmentally appropriate attitude implies. To this end, various lines of action will be proposed.

To achieve the sustainability objectives and the involvement of the entire university community in their development, several specific lines of action are proposed, which form the structure of the

main objectives, around which projects and proposals are articulated that deploy the actions to be fulfilled. These main lines are constituted in:

1) Environmental Planning and Management: search for practices aimed at maximizing the benefits and reducing the environmental risks of university activity. The actions are initially aimed at waste management, responsible consumption of resources, green purchasing, mobility and conservation of the biodiversity.

   a. Consumption management.
   b. Waste management.
   c. Savings and energy efficiency.
   d. Sustainable mobility.

2) Generation of Training and Environmental Education: inclusion of the training of the entire university community in respect for the environment and sustainability. The actions cover the significant increase in the range of studies in environmental matters, the promotion of research aimed at solving problems generated by human activity on the environment and the promotion of good environmental practices in all sectors of the University. It uses tools such as Curricular Greening, Environmental Education and Environmental Volunteering.

   a. Education, and environmental research.

3) Environmental Awareness and Participation: essential to achieve the involvement of the entire university community that reflects a true ecological awareness. The actions and projects must be known and supported to ensure their success. It uses information, publicity and participation campaigns parallel to the development of the actions of the plan.

   a. Volunteering, awareness and environmental participation

Consequently, the benefits derived from the Plan are not focused solely on the university community itself but are extended to all the organizations that maintain a direct relationship with it, such as Administrations (local, autonomous), institutions, companies or other universities. In this sense, it is essential to establish information and collaboration networks that allow the exchange and dissemination of experiences regarding the Plan itself and related actions.

3.1.4. The Green Office

The Green Office is the service, under the Vice-rector for Students and Sustainability, in charge of developing the institutional environmental policy of the USAL. The mission of the USAL Green Office is focused on the design of strategies, the implementation of programs and the execution of actions aimed at eliminating or reducing the environmental impacts generated in the development of its activities, as well as to promote and increase the sustainability of university life. It is, therefore, the unit dedicated to ensuring compliance with the commitments made by the Universidad de Salamanca in terms of environment and sustainable development, through the fulfillment of its basic functions and attributed competencies, in a context of continuous improvement.

The Green Office aims to position itself as the essential and indispensable service that ensures the sustainability of the activities carried out by the USAL, based on the achievement of the commitments made, compliance with current regulations and the continuous improvement of its environmental performance.

Some of the recent activities promoted by the USAL Green Office are the following:

World Environment Day - Inauguration of a new eco-classroom in the Anayita building
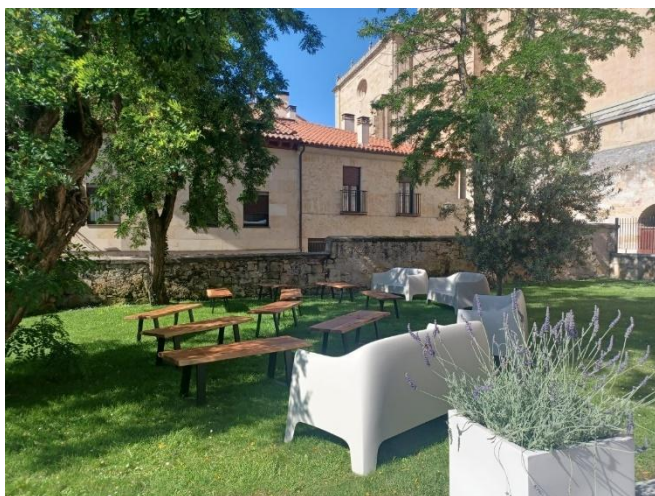
The Faculty of Philology of the Universidad de Salamanca and the Vice-rectorate for Students, through the Green Office, have promoted the creation of a new eco-classroom, whose opening coincides with the celebration of World Environment Day, promoted by the United Nations.

The project, consisted of the installation of an outdoor classroom in the inner courtyard of the Anayita building, with seating for students and gardens with different shrub species that favor the biodiversity of the space. This classroom will be used as a multipurpose space, both for teaching activities and for cultural activities, such as poetry recitals, contests, meetings, etc.

Green infrastructures are good solutions in the global climate emergency in which we are immersed. To keep global warming below 1.5 °C this century, we must reduce our emissions and reduce our carbon footprint.

Course 'Resource Backpack for Environmental Education' (CNEAM, 10-13 July 2023)

This was an on-site course aimed at undergraduate and/or graduate students interested in acquiring basic skills and knowledge to design and develop environmental education actions. Especially recommended for those with studies related to the environment and education (Environmental Sciences, Biology, Geology, Teacher in Primary Education or Early Childhood, Pedagogy, Social Education, Geography, Tourism, etc.).

The objectives of this course were: To approach the concept of Environmental Education, its purpose and the field in which it is developed; to acquire knowledge about methodological resources to carry out activities as environmental educators; to learn participatory environmental management techniques for effective environmental education; to know and value the environments and natural heritage from environmental interpretation, as well as to acquire basic skills and tools for its implementation; and to experience different environmental education activities focused on the main challenges such as climate change, biodiversity, responsible consumption and waste management, energy efficiency and transition, etc.

USAL's Green Office awarded at Savia Day

The City Council of Salamanca has recognized the work of the Green Office of the USAL in environmental matters on the Savia Day. The Councilor for the Environment, Miryam Rodríguez, was in charge of presenting the award, in a ceremony in which the Tormes Foundation, CEA Milani, Asprodes and the neighborhood associations of Huerta Otea and Garrido Contigo also received awards. The Vice Rector for Students, Celia Aramburu, was in charge of receiving the award.

Savia is the municipal strategy through which we work on the development of joint actions of culture and nature, oriented to the defense of the environment and sustainable urban development.

Plantation International Day of Forests (March 21, 2023)

From the USAL, we join the celebration of the International Day of Forests, proclaimed by the United Nations. The day, open to the entire university community, will be held on March 21 at 12:00h, and more than twenty species of trees and shrubs will be planted, including walnut trees, alders, fruit trees, cedars, gall oaks, holm oaks, maples and "durillos".

The theme for 2023 of the International Day was: "Forests and Health". With this initiative, USAL calls for taking care of forests and improving green spaces, because if we have healthy forests, we will have a healthy population. In addition, forests provide nutritious food, medicines, fuel, among other ecosystem services.

Asilvestra Project Presentation (May 20)
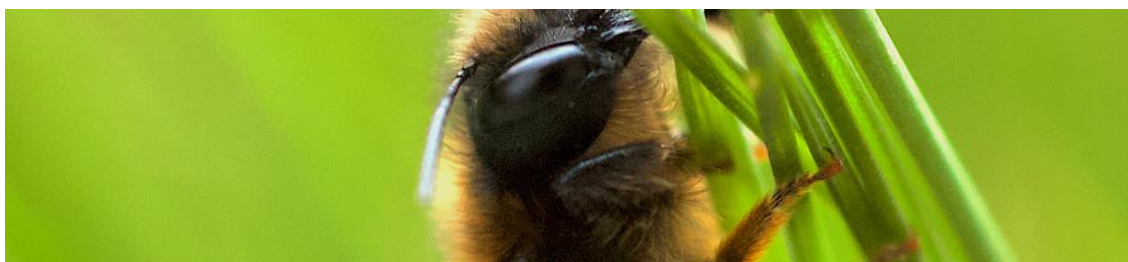
The University of Salamanca presented the Asilvestra project. The actions framed in the project have been announced coinciding with the World Bee Day, in an event in which participated the Vice Rector for Students, accompanied by several professors and technicians of the Green Office.

Green Nudges at Universities

The USAL participated in the "Green Nudges at Universities" project, promoted by the United Nations Environment Programme, which is adopting nudges as a strategy for achieving the SDGs and protecting the global environment, with the support of the Behavioural Insights Team.

"The Little Book of Green Nudges" shows stimulating, empirically based examples of nudges that have mostly achieved results on university campuses and training centers. More importantly, it provides the information needed to create and test new nudges tailored to each student community.

You can download The Little Book of Green Nudges here.

Apart from these and other activities, the USAL Green office participate in several project such as:

Project	Description
Youth Volunteer Program	Its objective is to promote youth volunteering through the development of environmental awareness projects in different municipalities of the province of Salamanca.
Reconnect USAL	The objective of this project is to promote the recycling of WEEE or, in other words, of electrical and electronic devices and all those components, subassemblies and consumables that are part of the product at the time it is discarded.
#SmartFarmUsal	It is a multidisciplinary project born from the collaboration between the Green Office and different research groups of the USAL. The management and maintenance of all our gardens is carried out following the principles of organic agriculture, taking into account the efficient use of water, the use of natural fertilizers and amendments, as well as the use of environmentally friendly products, which allows us to grow horticultural species and varieties throughout the year.
Sustainable Students	This project tries to answer the following question: How can we live in a more sustainable way? Starting from this question, the objective is to carry out different activities in the classrooms to combine cultural aspects and the learning of foreign languages with the care and protection of the environment.
USALaBici	It is the Bicycle Loan Service of the USAL. It is a service launched in 2006, aimed at the entire university community, and is part of the various initiatives that the University of Salamanca carries out around the sustainable management of mobility.

HecoUSAL	Network of Community School Eco-gardens, launched by professors of the USAL in the 2013-2014 academic year, in collaboration with its Green Office and two foundations expert in environmental education and ecological agriculture, the Tormes-EB Foundation and ASPRODES-Inclusion.

3.2. Instituto Politécnico de Coimbra (IPC (ISEC)), Coimbra/Portugal

3.2.1. Environmental policy

Environment, a key factor

The Polytechnic of Coimbra (IPC) believes that environmental sustainability is a key factor in promoting a better quality of life for the population. As a teaching and research institution, it assumes a fundamental role and an increased responsibility in the construction of an increasingly environmentally sustainable planet. It is responsible for training individuals who will be future decision-makers, professionals and opinion leaders, and for enabling them, within the scope of their activities, to act in favour of a more ecological development. Its ambition is, therefore, to be a role model of environmental sustainability, thus assuming the implementation and transmission of good practices to the entire academic and surrounding community as a clear priority. To this end, the Polytechnic of Coimbra has made the following commitments

1. To preserve Human Life, the Environment and its Heritage;
2. To promote a culture of environmental protection and sustainable development, through the prevention of pollution, the reduction of waste production and the adequate disposal of those that cannot be avoided, the conservation of nature and the sustainable use of resources;
3. To promote a circular economy;
4. To comply with all the applicable legal requirements, as well as those of the other obligations resulting from the dialogue with stakeholders, with respect to the environment;
5. To promote the coordination of the provision of the Occupational and Environmental Health Service with teaching and research
6. To promote the continuous improvement of the environmental performance of the Institution's activities;
7. To involve the whole community of the Polytechnic of Coimbra in the responsibility of continuously improving its environmental performance, as well as in the dissemination of good practices beyond the IPC premises.

3.2.2. Goals

The urgency of fostering good practices

We are in a climate emergency situation. It is urgent to promote good practices for a more sustainable development and, naturally, for a consequent improvement in the population's quality of life. Therefore, the Polytechnic of Coimbra created the "+Sustentável" project, which aims to encourage behavioural change by reducing consumption and waste, as well as promoting a circular economy, electric mobility and training for the school community. It is developed by the Institution's Occupational and Environmental Health Service (sSOA) and covers all buildings of the Polytechnic of Coimbra, from the Central Services to the various Teaching Organic Units (UOE), Social Action Services and Research Organic Unit, covering all inherent activities and workers. The implementation of this project is intended to:

1) Promote good environmental sustainability practices;
2) To have a sustainability tool that complements management;
3) Promote the rational and efficient use of natural resources;
4) Improve the environmental performance of the Institution;
5) Prevent/mitigate the effects of adverse environmental impacts on IPC;

6) To involve the whole Polytechnic of Coimbra community in the responsibility of continuously improving its environmental performance, as well as in the dissemination of good practices beyond the IPC space, providing adequate information and training for this purpose;

7) To promote the participation of young people in decision-making, through the implementation of the Eco-Schools Programme in all the Institution's UOE;

8) To promote an environmental culture that favours the prevention of events with a negative impact on the planet and human life and that promotes the protection and preservation of the environment and people's quality of life.

To achieve this objectives IPC has an Occupational and Environmental Health service team whose leader is the actual Vice-President Professor Doctor Ana Ferreira.

Eco-Schools Program

The biggest Eco-Polytechnic in the country

The Eco-Schools Award was, for the first time, awarded to all the Organic Teaching Units (UOE) of the Polytechnic of Coimbra (IPC) in the academic year 2018/2019. It is the largest Eco-Polytechnic in the country and the creation of synergies between the UOE was fundamental for this achievement, which was only possible due to the commitment of all the UOE Presidents, the Eco-Schools Coordinators and the entire community.

The Eco-Schools Programme assumes a very important role in the application of concepts and ideas

of environmental education and management in the daily life of the school. Above all, because it involves the participation of young people, who will be the future decision-makers, involving them in the construction of a more sustainable school and community. It is an international programme of the Foundation for Environmental Education developed in Portugal since 1996 by the European Blue Flag Association (ABAE), which works on the three aspects of sustainability – environmental, economic and social -, encourages and recognises actions of environmental education for

sustainability, rewarding them, and reinforces the importance of everyone's involvement in this journey.

To be an Eco-School is to be integrative and to assume the responsibility and commitment, even if shared, for a future that is inclusive, healthy and sustainable. At the Polytechnic of Coimbra, to be an Eco-School is to be nonconformist and to always aim for better results that are reflected in less waste, more healthy and sustainable food, less energy, more biodiversity, less water and more forest.

Being Eco-School is making a difference and believing that Higher Education Institutions play a key role in environmental education for sustainability. The Polytechnic of Coimbra has carried out a set of actions aimed at implementing more sustainable behaviours by the academic community of the IPC, among which we highlight:

1) Establishing partnerships with Ecopilhas, Geração Depositrão and ValorMed for the collection of associated hazardous waste and raising awareness for this purpose, through the sharing and dissemination of information about them;

2) Participation in the 10th Collection of Used Batteries for the Portuguese Institute of Oncology (IPO), with the various UOE, through which around 120kg of waste were collected;

3) Delivery of ecopoints, made from ream paper boxes, to the employees of IPC's Central Services, for the disposal of used paper/cardboard, with an awareness-raising action on the 3 R's policy;

4) Stimulation of awareness campaigns and workshops on the correct waste management and its separation, in all the IPC's residences;

5) Provision of ecopoints in the residences, canteens and cafeterias, the Cultural Centre Penedo da Saudade and the Central Services of IPC;

6) Delivery of reusable bottles, through a partnership with Águas de Coimbra, to all new IPC students in the academic year 2018/2019, at the Opening Ceremony of Classes (October 2nd, 2018), with awareness raising on tap water consumption;

7) Delivery of glass bottles to the presidencies of the various IPC UOE, as well as to the other IPC management bodies, including the Students' Associations, to be made available in the meeting rooms, congresses and seminars held;

8) Delivery of glass bottles to IPC workers and new students for the 2019/2020 academic year, with awareness raising on tap water consumption;

9) Establishment of a Partnership with Re-Food, in order to combat food waste that cannot be avoided at all, since the Social Services (SAS) of IPC have already implemented and are implementing waste prevention measures, such as the reuse of lunch surpluses for dinner, when all the food quality and safety conditions are guaranteed, which at the weekend, for example, it is not possible to ensure;

10) Placing stickers with messages about saving and preserving water in all bathrooms and in the canteen of IPC's Central Services, with associated awareness-raising, office by office;

11) Distribution of stickers to the various UOE with messages about saving and preserving water to be made available at their water points, as a way of raising awareness;

12) Delivery of stickers to the various UOE with messages appealing to turn off the lights, air conditioners and datashow, to be displayed outside the offices and/or classrooms, as a way of raising awareness;

13) Participation in the Earth Hour, with the various IPC UOE;

14) Provision of 7 electric vehicle charging stations – 1 in each UOE and 1 in the Central Services – which became operational in August 2019 and are part of the MOBI.E network (campaign funded by the Environmental Fund of the Ministry of the Environment).

Novo Verde – Packaging Universities Award

In December 2018, the Polytechnic of Coimbra was distinguished with an honourable mention by Novo Verde – Packaging Waste Management Company, as a result of an application to the Novo Verde Packaging Universities Award Project, with the theme "Politécnico de Coimbra +Sustainable". The award resulted in the delivery of 11 ecopoints, 1 water dispenser and 1000 glass bottles, for a total value of 2,500 euros. This project consisted in carrying out an Environmental Audit to the location defined by each participating entity, in which the aspects/problems to be solved would be determined through the implementation of an action plan, focused on the management of packaging waste, to be defined.

This was an initiative by Novo Verde – Sociedade Gestora de Resíduos de Embalagens, as part of its Prevention, Awareness, Communication and Education Plan (PSC&E), aimed at waste with recycling potential. With citizen education playing a key role in this process, educational establishments are excellent vehicles for transmitting and learning the message and motivating the adoption of these practices, so the target audience was the Higher Education Institutions enrolled in the Eco-Schools Programme or wishing to join it. Values such as "reduce", "reuse" and "recycle" have already been in the lexicon of the Portuguese for some years, but it is necessary to appeal to them in a circular economy perspective, in which waste gains new life and a more rational and considered philosophy is required in the consumption of materials, energy and resources. The Association Bandeira Azul da Europa (ABAE)/Programa Eco-Escolas (Eco-Schools Programme) was a partner, following the environmental education initiatives already developed within the strategy of the management entity, in which the training of citizens is the driving force of this responsibility.

<u>Sustainable Campus Network</u>

Environmental sustainability has been a goal of the presidency of the Polytechnic of Coimbra, which wants to continue to increase and enhance this area. In this sense, on 27 November 2018, it joined the Sustainable Campus Network, being one of its 28 public Higher Education Institutions (HEIs) component institutions in Portugal. This Network resulted in a Commitment Charter for HEIs regarding the principles and practice of sustainable development in all its aspects – environmental, social and economic – thus contributing to a more environmentally aware school community.

The Polytechnic of Coimbra had already been implementing some sustainable measures – abolition of plastic cups and paper towels on trays, among others -, but with the participation in the Network this work is intensified. Besides changing behaviours, it is also expected to adjust the training offer of the courses to incorporate some environmental efficiency and management contents.

<u>Green Deal – Circular Economy</u>

The Polytechnic of Coimbra is part of the Centro Green Deal pilot project that aims to increase circularity in public procurement and is promoted by the Commission for Coordination of the Central Regional Development (CCDRC), whose protocol was signed by 14 regional entities on April 10th, 2019.

Circular public procurement is a process that allows public entities to acquire products, goods and services with a reduced environmental impact, seeking to reduce energy and material consumption, avoiding negative impacts and the production of waste throughout the life cycle.

This is a project inspired by the Green Deals developed in the Netherlands, integrated in the Regional Agenda for Circular Economy in the Centre of Portugal. The project has the support of a team of experts in circular public procurement belonging to the Ministry of Infrastructure and Water Management of the Dutch Government and will be treated with special attention by consultants from the Organisation for Economic Cooperation and Development (OECD), in the context of a pilot action on Strategic Public Procurement promoted by the European Commission.

The protocol signed provides for the selection of two public procurement processes by each entity, to be launched in accordance with the principles of circular economy, integrating a network made up of the other signatory entities of the agreement, with the aim of sharing experiences and learning on a collaborative basis.

The first pilot project of the Polytechnic of Coimbra was the acquisition of 100% Reusable and Recyclable glass bottles for the institution's new students, without any plastic packaging, transported in a single vehicle and delivered only once, to avoid unnecessary emissions, as well as produced with materials and articles intended to come into contact with food, taking into account the Declaration of Conformity of Regulation (EC) No. 1935/2004 of the European Parliament and Council of October 27th, 2004.

The second was "O Jornal Politécnico de Coimbra", printed in double-sided format, on paper with Forest Stewardship Council (FSC) certification which guarantees its provenance from a responsibly managed forest, using inks that take into account compliance with the certification of the European standard EN71/3 of the European Economic Community. In addition, the newspapers are bound with paper with the same characteristics as the newspaper, instead of being packaged using plastic wrapping, and each edition is delivered to CTT and to the Central Services of the Polytechnic of Coimbra in a single journey, thus reducing the pollutant emissions associated with its transportation.

Meanwhile, more projects are being prepared.

For a country with good air

On June 4th, 2019, the Polytechnic of Coimbra (IPC) joined the "For a country with good air" Campaign, promoted by the Portuguese Environment Agency (APA), becoming the only Higher Education Institution in the Centre region to join the initiative.

This action follows the National Air Day, celebrated on April 12th, where Portugal was the first country in Europe to adopt this commemoration. The aim of this campaign is to gradually achieve as good an air as possible at national level.

APA is responsible for making campaign contents and materials available, for awarding the "good air entity" seal, as well as for updating contents and evaluating new ways of disclosure. The entities are responsible for disseminating the contents, participating in public actions of the National Air Day celebrations and proposing updates of contents or means of dissemination.

Although good practices already exist within the IPC, the ambition is for continuous improvement and an increasingly significant contribution to a healthier planet. At this moment several studies are being developed within the scope of the indoor air quality of the Polytechnic of Coimbra and the intention is to extend them to the outside environment. With the signing of the cooperation protocol with APA, formalized on June 4th, 2019, a work directed towards acting in behavioural change will be enhanced, namely through the dissemination of the campaign by various means and participation in initiatives related to the theme.

The Polytechnic of Coimbra intends to ensure, more than the future of the institution, the future of future generations and, therefore, it is also the IPC's intention to increase the energy efficiency of the various buildings making up the facilities. There are already seven charging stations for electric vehicles and, in the short term, it is expected to acquire a fleet of vehicles with those characteristics. There was also an awareness action with the workers, in the scope of which stickers appealing to the sustainable use of the available energy resources were placed and/or distributed.

Global Climate Letter

The Polytechnic of Coimbra (IPC) is a signatory of the Global Climate Letter, a letter whose aim is to bring together as many networks and institutions as possible in order to show commitments to achieving the Sustainable Development Goals (SDGs), especially number 4, concerning Quality Education, and number 13, concerning Climate Action.

This charter is supported by networks from around the world, including the Higher Education Sustainability Initiative (HESI), Global Alliance, EAUC – Alliance for Sustainability Leadership in Education and Second Nature.

At the moment, 247 Higher Education Institutions are represented, corresponding to about 4,559,515 students, 8 Students' Unions, 57 networks representing approximately 16,696 institutions.

As higher education institutions and networks from around the world, they have collectively declared a Climate Emergency in recognition of the need for drastic societal change by combating the growing threat of climate change.

Coimbra Polytechnic considers it crucial that the young minds shaped by its institutions are equipped with the knowledge, skills and capacity to respond to the growing challenges of climate change. It also considers it urgent to work together towards a habitable planet for future generations, playing their part in building a greener and cleaner future for all.

IPC is therefore committed to collectively addressing the challenge by supporting a plan that includes:

1) Mobilise more resources for action-oriented climate change research and capacity building;
2) Commit to becoming carbon neutral by 2030 or 2050 at the latest;
3) Increase the provision of environmental and sustainability education in curriculum, campus and community programmes.

Conferences – ODS

Sustainable Development Goals

Our planet is facing numerous economic, social and environmental challenges. In this regard came the resolution A/RES/70/1 Transforming our world: 2030 Agenda for Sustainable Development, adopted at the United Nations Summit on September 25th, 2015, in force since 2016, consisting of 17 Sustainable Development Goals (SDGs) and 169 targets to be achieved by 2030 by 193 member countries.

This resolution, the result of the joint work of governments and citizens from all over the world to create a new global model to end poverty, promote prosperity and well-being for all, protect the environment and combat climate change, is anchored on a set of more than 200 indicators that allow its progress to be monitored and underpin the annual reports, and it is possible to follow this monitoring at national, European and international level.

The 17 Sustainable Development Goals and their targets are global in nature, are interconnected and should be applied universally, with responsibility for achieving them shared by all countries, not just developing countries.

As an active part in the construction of a more sustainable Planet, also the Polytechnic of Coimbra will develop several actions of scientific and pedagogical nature in this context. In 2020 the IPC will start a series of conferences, in collaboration with the Coimbra Region Intermunicipal Community (CIM), involving the 19 municipalities that make up the Coimbra Region CIM. The focus of these conferences will be the approach of an SDG in each municipality, inviting several personalities to discuss the SDGs and the region.

Sustainable Development Goals
   1) Eradicate poverty in all its forms, everywhere;
   2) Eradicate hunger, achieve food security, improve nutrition and promote sustainable agriculture;
   3) Ensure access to quality health care and promote well-being for all at all ages;
   4) Ensure access to inclusive, quality and equitable education and promote lifelong learning opportunities for all;
   5) Achieve gender equality and empower all women and girls;
   6) Ensure availability and sustainable management of safe drinking water and sanitation for all;
   7) Ensure access to reliable, sustainable and modern energy sources for all;
   8) Promote inclusive and sustainable economic growth, full and productive employment and decent work for all;
   9) Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation;
   10) Reduce inequalities within and between countries;
   11) Make cities and communities inclusive, safe, secure, resilient and sustainable;
   12) Ensure sustainable consumption and production patterns;
   13) Take urgent action to combat climate change and its impacts;
   14) Conserve and sustainably use the oceans, seas and marine resources for sustainable development;
   15) Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss;
   16) Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels;
   17) Strengthen the means of implementation and revitalise the global partnership for sustainable development.

IPC pedalling

The "IPC pedalling" project was created with the aim of promoting active and healthy lifestyles and implementing more environmentally friendly behaviours among the IPC community, in favour of a better quality of life and environmental health.

The IPC intends to promote smooth mobility, with a focus on bicycles, contributing to the reduction of carbon dioxide emissions into the atmosphere. This measure is associated with a change in lifestyle with significant gains in physical condition, but also in terms of overall improvement in individual health.

Through the Environmental Fund, the IPC, acquired 85 bicycles for use by the academic community (35 electric and 50 conventional). The name selected through an Ideas Contest launched to the entire Academic Community of the Institution was BAIP – Academic Bicycles of the Polytechnic Institute.

Applications for the attribution of a BAIP are currently closed.

The provisional results will be released on March 10, 2023 on the institutional portal and communicated via email.

The application presupposes knowledge and full and unreserved acceptance of the terms and rules contained in the IPC Regulation for Cycling: Assignment, Assignment, Use and Return of BAIP – Academic Bicycle of the Polytechnic Institute and in Dispatch SC/25/2023 – Norms for application of the Assignment, Assignment, Use and Return Regulations of the BAIP – Academic Bicycle of the Polytechnic Institute.

Good Environmental Practices

| Water | Energy | Waste | Mobility |

Water

Sustainable water consumption

Water is a vital but increasingly scarce resource. In this sense, the Polytechnic of Coimbra is committed to the responsibility of protecting it, having already implemented a series of sustainability measures related to water consumption:

1) Gradual replacement of washbasin taps with others with flow reduction capacity (with sensor and/or pre-set timer) in some of the Institution's premises;
2) Placing stickers next to taps in some of the Institution's premises, appealing to the adoption of good water saving practices and reinforcing the impact that these small gestures can have on the life of the Planet;
3) Rationalisation of consumption associated with irrigation, by reprogramming watering times, duration and frequency;
4) Awareness-raising, information and training actions.

Environmental impact of the implemented measures

1) Reduction of drinking water consumption, supplied by the network.
2) Adoption of good water saving practices.

Energy

Sustainable energy consumption

Energy is part of everyone's everyday life. Whether at work, at home, or even on the street, their presence is almost constant and essential. Therefore, it is important to use it consciously and, therefore, the Polytechnic of Coimbra has been developing a series of actions with a view to the continuous improvement of its energy performance.

Energy Efficiency Projects funded by applications to the Operational Program for Sustainability and Efficiency in the Use of Resources (PO SEUR):
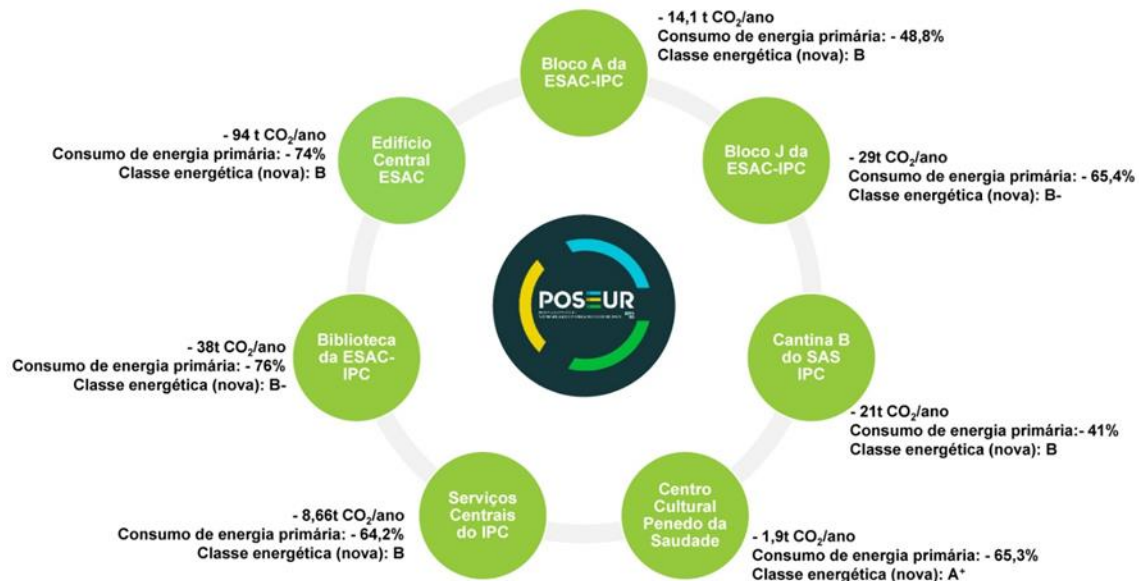
1) Awareness/information/training actions on energy saving and promotion of energy efficiency, for example, by placing stickers alluding to the topic at various strategic points in the Institution.

Environmental impact of the measures implemented

1) Increased energy efficiency;
2) Increased durability of equipment;
3) Improvement of the infrastructural conditions of buildings;
4) Improvement of indoor air quality and thermal comfort of buildings;
5) Reduction of energy consumption;
6) Reduction of CO2 emissions into the atmosphere.

Waste

Waste Prevention and Management

In recent years, the world population has increased and the society in which we live has become a consumer society, where more is produced, more is consumed and, consequently, more waste is generated. This serious situation has contributed to the degradation of the environment and, for this reason, the correct management of municipal waste plays an important role from an environmental and public health point of view. In order to actively contribute to solving this problem, the Polytechnic of Coimbra has been carrying out a series of measures promoting the prevention and correct separation of waste:

1) Establishment of a partnership with Re-Food, in order to prevent food waste, through the collection of surplus food in the canteens and cafeterias of the Social Services (SAS) of IPC;
2) Distribution of electronic points for small Waste Electrical and Electronic Equipment (WEEE), bins for batteries and accumulators and ecopoints at various strategic points in its facilities;
3) Availability of mains water dispensers in the canteens and cafeterias serving the various Teaching Organic Units (UOE) of the Polytechnic of Coimbra;
4) Delivery of glass bottles to the presidency of the UOE and Student Associations, the Cultural Director and the President of the General Council, as well as to other employees and new students of IPC, in order to abolish plastic and promote good practices of reduction and reuse, both in events and in daily life;
5) Programming the printers to print, by default, in double-sided, black and white;
6) Awareness/information/training actions on waste prevention and the correct separation of those that cannot be avoided or reused.

Regarding food waste, between March (start of the partnership) and June (end of the school year) 2019, Re-Food collected 408.00 kg of surplus food from the IPC, which were subsequently forwarded by the same to needy families and institutions, as identified by it. Otherwise, this amount of surplus would have been sent as waste to landfill. As for differentiated (blue, yellow and green ecopoints) and undifferentiated waste, in an initial phase, it started by monitoring its production in the Institution's Central Services building, with the intention of extending this measure to the other Organic Units. It should be noted that, until then, no separation of waste was carried out in that same building, i.e., everything that started to be separated represents progress.

The data collected is as shown in the following chart, by waste typology, with the data collection period having started on June 13th, 2019.
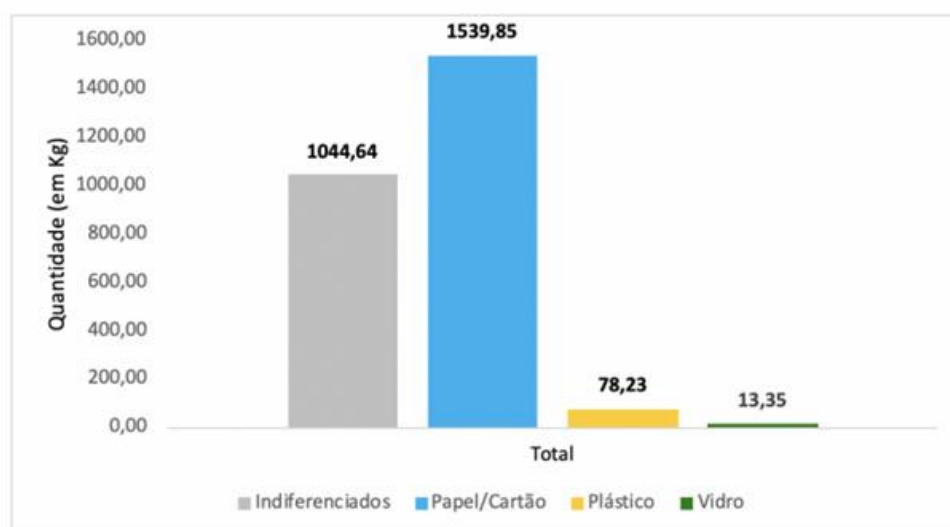
Gráfico 1: Quantidade de resíduos produzidos nos Serviços Centrais do IPC, por tipologia, entre 13 junho e 17 de janeiro de 2020.

In the months of November and December 2019, the IPC has joined the "Paper for Food" campaign, having donated, in this context, to the Food Bank Against Hunger, of Coimbra, 579 kg of wastepaper produced.

As for WEEE, batteries and accumulators, there was no need to collect them yet, so there is only data regarding the 10th Collection of Used Batteries and Batteries for IPO, promoted by Ecopilhas and the Portuguese Institute of Oncology (IPO), in which IPC contributed with about 120 kilos, with the collaboration of its UOE, Residences and Central Services.

Environmental impact of the measures implemented

1) Reduction of waste production;
2) Increased reuse of consumables;
3) Reduction in consumption/exploitation of natural resources.

Mobility
Sustainable Mobility

Mobility needs have grown a lot. Mobility continues to be a fundamental requirement for improving people's quality of life and is also a factor in progress and economic development. This era has been marked by the use of individual motorised transport and the non-use of public transport. The atmospheric consequences have been serious. In terms of pollution, the transport sector is the one with the highest growth rate in terms of carbon dioxide emissions and fossil fuel consumption. In this sense, if we can move in a sustainable way, so much the better, and, therefore, the Polytechnic of Coimbra has been developing a series of measures promoting sustainable mobility:

1) Provision of seven electric vehicle charging stations, one in each Organic Teaching Unit and another in the Central Services, which became operational in August 2019 and are part of the MOBI.E network, in an action financed by the Environmental Fund of the Ministry of Environment;
2) Awareness/information/training actions, through a partnership with the Portuguese Environment Agency (APA), within the scope of the "For a country with good air" campaign, encouraging people to travel by soft means (walking or cycling) or more environmentally friendly means of transport: public transport and low-emission vehicles.

Environmental impact of the measures implemented

1) Reducing fossil fuel consumption;
2) Reduction of greenhouse gas emissions and other pollutants;
3) Improvement of air quality.

IPC at the official launch of UNIgreen – The Green European University

The Polytechnic of Coimbra signed on 2023, March 6th, in Modena, Italy, the declaration of creation of UNIgreen – the Green European University, at the launch event of the UNIgreen alliance.

UNIgreen is the first European University in the field of Sustainable Agriculture, Biotechnology and Environmental and Life Sciences, which involves seven other European higher education institutions together with the Polytechnic of Coimbra: the University of Almería (Spain) – network coordinator, the University of Modena and Reggio Emilia (Italy), Haute Ecole de la Province de Liege (Belgium), Warsaw University of Life Sciences (Poland), Plovdiv University (Bulgaria), Agricultural University of Iceland (Iceland) and the Sup'Bioptech School of Biotechnology Engineering (France).

For the president of the Polytechnic of Coimbra, Jorge Conde, UNIgreen this declaration creation signing moment "is particularly special given that we are involved in another one of the many

networks that we have created, or the one that we have simply acquired. It is a sign of our value, recognized in this case by another 7 European educational institutions", he says. According to the official, at a time when alliances are "increasingly decisive", the Polytechnic of Coimbra continues to show its willingness to "create knowledge in partnership". "Unigreen is yet another sign of this and can be a fundamental vehicle for the creation of training, namely doctorates within it. On the other hand, we strengthened the ability to investigate, develop and innovate", he concludes.

UNIgreen aims to be the leading European university in these areas, where students and the academic community will develop values, attitudes, knowledge and skills to become active agents in the transition to an economy neutral in climate terms and, at the same time, efficient in use of resources. UNIgreen is based on building an ecosystem that will link education, innovation, and research to society and the territory to promote sustainable development.

The UNIgreen – The Green European University consortium, which has an implementation period of four years, has funding of seven million euros from the European Executive Agency for Education and Culture (EACEA).

3.3. Universidad Francisco de Vitoria (UFV), Madrid/Spain

Since 2021, UFV has assumed sustainability as the strategic focus of its mission and of all actions carried out on and off campus, thus manifesting its commitment to care for our common home. The logo designed for this path has been the following:

In 2020, the Sustainable UFV Department was created within the Vice-Rectorate for Research and Postgraduate Studies and the UFV Strategic Sustainability Plan (2020-2023) was designed. This has been designed taking into account the three dimensions of sustainable development (social, economic and environmental). As additional references, the Encyclical Laudato Si, the 2030 Agenda and the Sustainable Development Goals (SDGs), both documents published in 2015 and all the legislative action of the European Green Pact (EGP), which is being progressively transposed into Spanish positive law and which will affect the work activity of our graduates, and the UFV must train and prepare them for it, have also been taken into account.

The plan's 11 areas of action cover the three dimensions of sustainable development and impact all 17 SDGs. Research, partnership building, awareness raising and communication are cross-cutting in all areas.

The social dimension integrates 4 areas: Social action, educational action and equality, health and well-being and peace justice, good governance and interculturality.

The structure from which the social actions of the UFV are carried out is composed of: The Department of Social Action, the Santander Chair of Corporate Responsibility, the Chair of Immigration, the Department of Development and Mission and the Altius Foundation.

Some of the social impact projects that are currently underway are:
- **"Habita Tierra"**, a rural repopulation program, coordinated between the Altius Foundation and the Immigration Chair.

- 1 kilo of Help Market is operating all year round from the Foundation. Altius.
- Management of two Immigrant Integration Centers of the Community of Madrid.
- Management of the ENTI employment training center to facilitate the labor insertion of people in situations of social and economic vulnerability.

A high percentage of the volunteers of the Altius Foundation are students and employees of the UFV. Throughout the year, various activities are carried out on the UFV campus in favor of the Altius Foundation (1 kilo of help, solidarity payroll, golf winch...).

Each year the number of UFV mission destinations and the number of students who wish to participate in this experience increases.

Through social action volunteering and social internships, every year, more than 3,000 UFV students carry out social action in approximately 350 projects of different NGOs with which the UFV has a collaboration agreement throughout the Community of Madrid and surrounding areas, dedicating between all students around 100,000 hours and impacting approximately 12,000 people a year. UFV dedicates 7,000 hours per year to the social training of students. See UFV social footprint study and on the social impact of the humanities at UFV.

In addition, UFV has a corporate volunteering program, each employee has 20 hours a year to perform corporate social volunteering in social organizations with which UFV has agreements.

This academic year, the subject of social responsibility has been taught in 61 undergraduate and double degree programs, with the participation of 2,024 students, who then carried out social internships in 199 institutions. Since 2020, a progressive process of integration of content on SDGs in this subject has been initiated. Every year, the Social TFG award and the PAS-PROF Social Day are organized. In December 2022, Fundación Igualar, La Fundación Juan XXIII and the students of the avanza program for people with disabilities participated in this event. In addition, 11 other institutions came to our Christmas market. Approximately 130 people from the university staff participated. This year we have carried out 7 routes of accompaniment to homeless people in which approximately 80 students have participated.

Another of the actions developed from the social action is the Support Services for People with Disabilities (SAPNE). In addition, different resources have been designed to facilitate the integration of UFV students with disabilities. This year the UFV has received for the first time the "Unidiversity" camp for people with disabilities organized by the Once Foundation.

One of the SDGs most impacted by UFV's research area is SDG 3 (Well-being and Health).

The UFV has led the creation of the guide "How to align the activities of the Prevention Services to the SDGs in the CRUE Sustainability sector".

Since the beginning of the COVID-19 pandemic, the campaign "If you take care of yourself, you take care of me" was activated and in 2022 the "smoke-free campus" protocol was implemented through an agreement between the Spanish Association Against Cancer (Asociación Española Contra el Cáncer).

On the other hand, UFV has been the 2nd private university and the 5th nationally (public and private) Higher Education Impact Ranking 2022.

=88	Universidades CEU ♀España	79,9	-
=92	universidad complutense de madrid ♀España	79.6	72,7–76,7
101–200	Universidad Autónoma de Barcelona ♀España	73,5–78,9	72,7–76,7
101–200	Universidad de Barcelona ♀España	73,5–78,9	82,2–88,2
101–200	universidad francisco de vitoria ♀España	73,5–78,9	53,9–59,6

Within the environmental dimension, we seek to impact 6 areas: Urban planning, biodiversity, protection of marine and terrestrial ecosystems; procurement, contracting and responsible consumption; sustainable energy, water and sanitation; sustainable mobility and sustainable waste reduction and management.

One of the areas in which most progress has been made is sustainable mobility. Since 2020, the UFV has had a Sustainable Mobility Plan.

Some of the achievements are:

- Application of a Mobility Survey to 3011 people from the university community (2022).
- Creation of the UFV-Avanza Sustainable Mobility Chair (2022). A researcher has been hired to coordinate the Chair. A study on the impact of fare reduction on public transport demand has been carried out (2023).
- Students are offered a free bus service throughout the year, through the company Ozáez, which connects the Pozuelo de Alarcón campus with Aluche, Plaza de Castilla, Principio Pio, Avenida de América, Las Rosas and MSI. During the 2022-2023 academic year.

Through this service, approximately 280,000 students have been mobilized from the different routes.

Avanza bus lines No. 659 and 565 connect the campus with the Moncloa Interchange. Approximately 3,500 students and workers are mobilized daily.

- We promote the "**Share your car**" initiative, for which we have developed our own APP (SharingCar UFV) that allows the entire university community to share a car.
- The campus has secure parking spaces for bicycles. A consensus has been reached with the City Council of Pozuelo to close the bike lane that passes through the UFV, and that will soon enter directly to the campus, 6 posts of custody and recharging of electric skates; and 6 free electric car charging posts for the university community. Watch videos: Video: https://youtu.be/qMPkQjtPuYA
- There are **3 hybrid cars in the corporate fleet**.

In 2022 the UFV was part of the organization team of the 1st Route. inter-university cycling (University City/UFV)

Thirty-four real-time information monitors have been installed on the campus to provide information about the transportation services available at the Pozuelo de Alarcón campus.

- The UFV has received the 2023 "Award for the Promotion of Public Transport and Mobility Sustainable", awarded by the Community of Madrid.
- The first diagnosis on the impact of the tariff reduction on the increase in public transportation in the Community of Madrid.

Sustainable energy

A campus-wide energy saving campaign is being carried out on an ongoing basis.

Installation of a Smartflower

- Report on the "Campus Carbon Footprint" UFV in scope 1 and 2.
- **All energy consumed at the University comes from renewable sources**.

Every year, the Sustainable UFV department carries out various training and awareness-raising activities on topics related to the environment, aimed at UFV students and teachers. During the 2021-2022 academic year, 10 activities were carried out, 463 people participated of which 68% were women and 32% men, as we can see women double men in these events. Approximately 90% of the participants were students.

Actividades realizadas	Total	Mujeres	Hombre
Cuidado de la Casa Común	45	30	15
La realidad de la economía circular	10	7	3
La salud pública y el cambio climático	45	30	15
Energía y sostenibilidad	60	35	25
Educación y medioambiente	35	25	10
Ruta de la biodiversidad	66	46	20
El carbono y el cambio climático	28	23	5
Reforestación	57	38	19
Testimonio agua y vida en Etiopía	44	21	23
Jornada de moda sostenible	32	27	5
Tu granito de arena sí cuenta	41	31	10
Total	463	313	150

During the 2022-2023 academic year, 18 activities were carried out, involving the participation of 664 people, of which 68% were women and 32% men.

Actividades realizadas	Total participantes	Mujeres	Hombres
Etiopía: pobreza y esperanza	64	54	10
¿Deseo o necesidad?	46	41	5
Ruta de la biodiversidad	21	13	8
Limpieza del Río Jarama	47	33	14
Temperatura y salud	64	44	20
Informe IPCC 2022	50	15	35
Informe IPCC 2022 2da edición.	70	53	17
Naturaleza y Bienestar Psicológico	5	4	1
Retirada de Ailanto	31	20	11
¿Qué me aporta la sostenibilidad?	38	26	12
Taller de Compostaje	22	14	8
El origen de la ternura	47	35	12
Laudato Si	49	33	16
Actividad de reutilización del agua	11	7	4
Ruta de la biodiversidad	19	13	6
Inmigración climática	28	16	12
Redeia	24	17	7
No BOOKS, Study Nature	28	14	14
Total	664	452	212

Another of the projects underway in favor of the environment is the reforestation to create a carbon sink in the Monte de Utilidad Pública de la provincia de Ávila nº 13 "El Pinar", owned by the Mijares Town Council, in alliance with Bosques Sostenibles.

S.L. Approximately 3,000 trees will be planted through this project.

Another area in which progress has been made is **waste management**.

- Design of a hazardous waste management plan (2019).
- Each year a report is prepared on the waste produced on campus. UFV has a collaboration agreement with different companies for waste management.
- The Laudato Si team of the Colegio Mayor Francisco de Vitoria organizes two clothing exchanges every year.

The elimination of 100% of water in plastic bottles in all campus cafeterias and the installation of 30 free drinking fountains in the central cafeteria.

- A sustainable events protocol has been developed.
- On campus, we continue to make progress in waste segmentation with differentiated waste garbage cans in all areas.
- Design of a hazardous waste management plan (2019).
- Each year a report is prepared on the waste produced on campus.
- On campus, we continue to make progress in waste segmentation with differentiated waste garbage cans in all areas.

Creation and implementation of the Extraordinary Chair of Circular Economy in the Management of Public Markets (CECiM), this initiative is the result of a collaboration agreement between the UFV and the Madrid City Council, signed in December 2021 after the signature of the Rector of the UFV, D. Some actions are: Design of the Sustainability Guide for municipal markets, creation of the digital platform inmercado; Vallehermoso Circular project, among others.

Women's participation at UFV

Article 33 of the UFV Statutes establishes that: "The University will adapt to the specific needs of people with disabilities, in order to guarantee equal opportunities and the full integration of all students at the University; it will pay special attention to students who suffer from any type of disability and will adopt the necessary measures for the full integration of these people into university life" (33.b). Article 40 (On university extension and volunteering), on the other hand, establishes that "the University will have equality units among its structures for the development of functions related to the principle of equality between women and men" (33.b).

One of the issues addressed in the area of educational action and equality is equal opportunities between men and women. The UFV has an equality plan 2022-2026. At the UFV, women represent 55% of the total number of staff hired and the number of men and women in the UFV is men 45%. Ninety-two percent of the women hired have a permanent contract and 8% have a temporary contract.

Approximately 65% of UFV students are women. In the international mobility program Outgoing UFV (who carry out international stays outside the UFV) this year 457 students participated, of which 66% (302) are women and 34% (155) are men.

In 2022 the UFV signed an agreement with WSI, a movement that promotes sports practiced by women, through which the first **Observatory of women's sports in Spain** has been created. In addition, it has 2 stable research groups focused on women: Engineering and Women in ICT from a humanistic perspective.

At this moment the project "Hopper: women, society, technology and education" and the research project PREVAL: Screening of pre-eclampsia, which has a Fis grant and a Leonardo Grant (BBVA Foundation), are being developed. In addition, the research group Social Responsibility, Migrations and Human Development is working on a line of action entitled "Women and Human Development". Some studies related to women

- Study on the prevalence of lesions and hormonal status in women.
- elite soccer players. Principal Investigator: Esther Morencos Martínez (Enlace)
- Menstrual cycle and sports training. Principal Investigator: Esther Morencos Martínez.
- Impact of the pandemic on tourism in Spain: implications for women's employment in a female sector. Principal Investigators: Águeda Gil López and Gloria Claudio Quiroga. Funder: Supera COVID-19 Fund (Banco Santander).
- The Degree in CAFYD conducts research on fat oxidation with caffeine and p-synephrine in women.

The UFV has a collaboration agreement with different entities that support women in vulnerable situations (Fundación Madrina, Fundación María Ayuda, Asociación Pro- Libertad, Red Madre, among others).

Every year on the UFV campus, different awareness actions are carried out for International Women's Day and Girls in Science (Link), Breast Cancer Day and the International Day for the Elimination of Violence against Women (Link), among others.

In order to account for the actions carried out, 4 sustainability reports have been designed since 2018.

Summary Videos Report: 2021-2022: https://youtu.be/bOFtzsFJUQM
Web: UFV SOSTENIBLE | UFV
Instagram: @sostenibilidad_ufv)
Twitter: @UFVSostenible

3.4. Consejo Superior de Investigaciones Científicas (CSIC), Madrid/Spain

CSIC carries out different kind of activities with the SDGs in mind. In the following, some of those activities are outlined.

3.4.1. Campaigns

As it is well known, in 2015, the UN approved the 2030 Agenda on Sustainable Development, an opportunity for countries and their societies to embark on a new path to improve everyone's life, leaving no one behind. The High Commissioner for the 2030 Agenda for Sustainable Development of the United Nations launched the #ODSéate campaign on the 4th Anniversary of the Agenda that was held on September 25. This is a collaborative digital campaign which the CSIC joined and was

developed mainly between September 16 and 27, 2019. The objective of this campaign was to accelerate the pace of the transformations that have already begun and achieve that, in the year 2030, the 17 Sustainable Development Goals that were set will be met.

In the 2020 European Sustainable Development Week an online campaign was developed to raise awareness on sustainability through the promotion of European programmes projects that the CSIC coordinates or in which participates as beneficiary:

Recently, CSIC joined, through the *Casa de la Ciencia* museum in Seville and research centers in Extremadura, a campaign to disseminate the SDGs
(see https://odsandaluciaextremadura.csic.es/):

THE CASA DE LA CIENCIA IN SEVILLE WITH THE SUSTAINABLE DEVELOPMENT GOALS

Home » Exhibition

The Casa de la Ciencia Museum in Seville joins the campaign to disseminate the Sustainable Development Goals (SDG) with the installation of an information module that explains what each of them consists of and how the institutes and institutes work to achieve them. CSIC research centers in Andalusia and Extremadura. Thus, our Museum highlights an SDG every month, giving it prominence and seeking the participation of you, the visiting public. We are waiting for you to contribute your grain of sand!

The Sustainable Development Goals (SDGs) represent basic principles related to the environmental, political and economic challenges facing our world. They were launched in January 2016 and will guide the policies and funding of the United Nations Development Program (UNDP) for the next 15 years. There are 17 Sustainable Development Goals highlighted in this program, all of them aimed at focusing efforts to achieve positive changes for the benefit of people and the planet.

Visit the website to learn more about the project https://odsandaluciaextremadura.csic.es

Although only in Spanish, the https://odsandaluciaextremadura.csic.es/ website explains each month a SDG trying to link it to a celebration during that month. As an example, last Mach'2023 was devoted to SDG 7 – AFFORDABLE AND CLEAN ENERGY because of the fact that, since 1998, every March 5 marks the 2023 World Energy Efficiency Day.

3.4.2. Interdisciplinary Thematic Platforms

Being scientific research the main objective of the Institution, climate change/ecologic transition is identified as a fundamental research challenge of our society. As fundamental tools created to address that challenge the Interdisciplinary Thematic Platforms (PTI, Spanish acronym of Plataforma Temática Interdisciplinar), aim to bring together different actors (administration, companies, research institutions).

Based on the concept of mission, several groups of different CSIC centres and diverse specialization areas have joined with research groups from universities and other institutions and companies to address well defined challenges with the objective to contribute towards the SDGs. As an example, we can mention the SUSPLAST PTI, where 8 CSIC's groups and 9 companies develop actions to improve the design and lifecycle of plastics, thus reducing the environmental impact of plastics (SDG 12 - Responsible Consumption and Production, and SDG 14 – Life below water).

There are more than 30 similar ongoing initiatives, involving more than 400 research groups:

#CSIC

1 FIN DE LA POBREZA	2 HAMBRE CERO	3 SALUD Y BIENESTAR	4 EDUCACIÓN DE CALIDAD	5 IGUALDAD DE GÉNERO	6 AGUA LIMPIA Y SANEAMIENTO
Poner fin a la pobreza en todas sus formas y en todo el mundo	Poner fin al hambre, lograr la seguridad alimentaria y la mejora de la nutrición y promover la agricultura sostenible	Garantizar una vida sana y promover el bienestar de todos a todas las edades	Garantizar una educación inclusiva y equitativa de calidad y promover oportunidades de aprendizaje permanente para todos	Lograr la igualdad de género y empoderar a todas las mujeres y las niñas	Garantizar la disponibilidad y la gestión sostenible del agua y el saneamiento para todos
	PLATAFORMA SOILBIO	PLATAFORMA ALWAYS-UP PLATAFORMA PICAP	PLATAFORMA ES-CIENCIA	MUJERES Y CIENCIA	PLATAFORMA AG2BIO

#CSIC

7 ENERGÍA ASEQUIBLE Y NO CONTAMINANTE	8 TRABAJO DECENTE Y CRECIMIENTO ECONÓMICO	9 INDUSTRIA, INNOVACIÓN E INFRAESTRUCTURA	10 REDUCCIÓN DE LAS DESIGUALDADES	11 CIUDADES Y COMUNIDADES SOSTENIBLES	12 PRODUCCIÓN Y CONSUMO RESPONSABLES
Garantizar el acceso a una energía asequible, fiable, sostenible y moderna para todos.	Promover el crecimiento económico sostenido, inclusivo y sostenible, el empleo pleno y productivo y el trabajo decente para todos	Construir infraestructuras resilientes, promover la industrialización inclusiva y sostenible y fomentar la innovación	Reducir la desigualdad en los países y entre ellos	Lograr que las ciudades y los asentamientos humanos sean inclusivos, seguros, resilientes y sostenibles	Garantizar modalidades de consumo y producción sostenibles
PLATAFORMA FLOWBAT-2021	PLATAFORMA TELEDETECT	PLATAFORMA NEUROPERCEP PLATAFORMA QTEP		PLATAFORMA MOBIL2030 PLATAFORMA PAIS	PLATAFORMA SOSECOCIR

#CSIC

13 ACCIÓN POR EL CLIMA	14 VIDA SUBMARINA	15 VIDA DE ECOSISTEMAS TERRESTRES	16 PAZ, JUSTICIA E INSTITUCIONES SÓLIDAS	17 ALIANZAS PARA LOGRAR LOS OBJETIVOS	OBJETIVOS DE DESARROLLO SOSTENIBLE
Adoptar medidas urgentes para combatir el cambio climático y sus efectos	Conservar y utilizar sosteniblemente los océanos, los mares y los recursos marinos para el desarrollo sostenible	Proteger, restablecer y promover el uso sostenible de los ecosistemas terrestres, gestionar sosteniblemente los bosques, luchar contra la desertificación, detener e invertir la degradación de las tierras y detener la pérdida de biodiversidad	Promover sociedades pacíficas e inclusivas para el desarrollo sostenible, facilitar el acceso a la justicia para todos y construir a todos los niveles instituciones eficaces e inclusivas que rindan cuentas	Fortalecer los medios de implementación y revitalizar la Alianza Mundial para el Desarrollo Sostenible	
PLATAFORMA CLIMA PLATAFORMA CSICPOLAR	PLATAFORMA SUSPLAST PLATAFORMA PESCA SOSTENIBLE	PLATAFORMA ECOBIODIV PLATAFORMA XYLELLA	PLATAFORMA MEDHIS		

3.4.3. CSIC's publications related to SDGs

In 2021, CSIC published a collection of 14 White Books, trying to answer to the following questions: What are the main scientific challenges of the first half of the 21st century? Can we establish priorities for the future? How should the scientific community address them? These books present the reflections of the Spanish National Research Council on 14 strategic themes established according to their scientific impact and social importance. Almost 1,200 researchers from over 115

CSIC centers and other institutions (public research organizations, universities, etc.) participated in this analysis.

In that follows, the main white books related to SDG are presented and the considered challenges for each book are listed.

[Moyano and García, 2021]: This volume is focused on the axis "New foundations for a sustainable global society", and refers to the important process of global change that affects all dimensions of society, disrupting the context in which scientific work has been developed in recent decades. It is a process of change not comparable to what happened decades ago, mainly due to its breadth, multidimensionality and interdependence, and also to the fact that this process manifests itself simultaneously in many areas, territories and social groups. Its analysis therefore requires carrying out a convergence exercise between areas and lines of research, betting on a multidisciplinary approach, since both "globalization" and "sustainability" are, concepts that affect society, as a whole.

- Challenge A: SCIENCE, INNOVATION, AND KNOWLEDGE FOR SUSTAINABLE DEVELOPMENT MODELS
- Challenge B: HUMAN SCIENCES IN TRANSITION SCENARIOS
- Challenge C: TERRITORIAL DEVELOPMENT IN NEW SCENARIOS OF RURAL-URBAN INTERACTION
- Challenge D: DEMOGRAPHIC ChallengeS IN A SOCIAL SCENARIO OF LONGEVITY AND AGING
- Challenge E: INTERNATIONAL MIGRATIONS IN A CONTEXT OF GLOBAL CHANGE
- Challenge F: FOR A HEALTHY DIET IN A GLOBAL AND SUSTAINABLE WORLD
- Challenge G: TECHNOLOGICAL CHANGE AND ITS EFFECTS ON EMPLOYMENT
- Challenge H: THIRD SECTOR, SOCIAL, AND COLLABORATIVE ECONOMY IN CONTEMPORARY SOCIETIES. THE CASE OF SPAIN
- Challenge I: DEMOCRACY, GOVERNANCE, AND PARTICIPATION IN SCENARIOS OF SOCIAL AND POLITICAL PLURALITY
- Challenge J: STRATEGIES AND POLICIES FOR SOCIAL INCLUSION IN SUSTAINABLE WELFARE SYSTEMS
- Challenge K: WHAT REMAINS OF THE FUTURE: SUSTAINABILITY THROUGH HERITAGE
- Challenge L: MOBILIZED MEMORIES. DEPLOYMENTS OF THE PAST IN THE PRESENT AND THE FUTURE
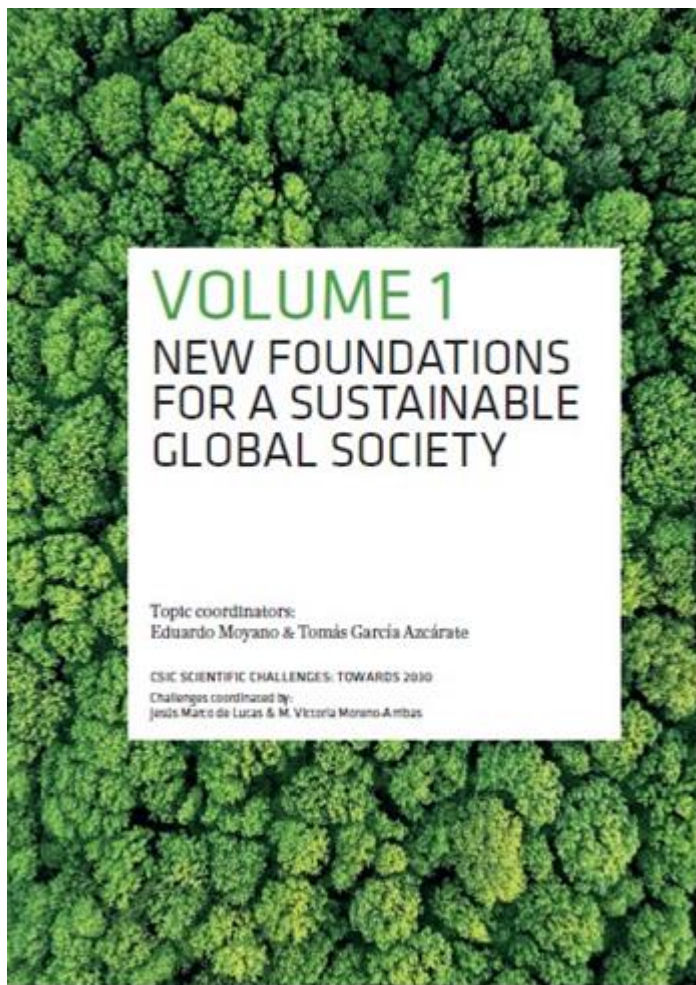
[Olmos and Venegas, 2021]: This volume illustrates the main research issues for the development of an environmental and economical sustainable primary production. An interdisciplinary collaboration between several scientific areas has allowed the study of the future evolution of agriculture, livestock and food production. The first chapters analyze the proper balance between productivity and environmental goals in agriculture and how to reduce its impact on ecosystems. Subsequently, the following chapters discuss the improvement of livestock and aquatic systems. Besides, new approaches in plant health, plant biotechnology and plant breeding are also described according to a future sustainable production. To conclude, the final chapters suggest the novel and future approaches in food production and food safety.

- Chapter 1: AGRICULTURE AND ECOSYSTEM SERVICES
- Chapter 2: AGROECOLOGY AND CIRCULAR BIOECONOMY
- Chapter 3: COMPREHENSIVE IMPROVEMENT OF LIVESTOCK AND AQUATIC SYSTEMS
- Chapter 4: PLANT HEALTH. RESISTANCE TO PESTS AND DISEASES
- Chapter 5: BIOTECHNOLOGY AND PLANT BREEDING
- Chapter 6: SUSTAINABLE PRODUCTION IN THE FOOD INDUSTRY
- Chapter 7: FOOD SAFETY
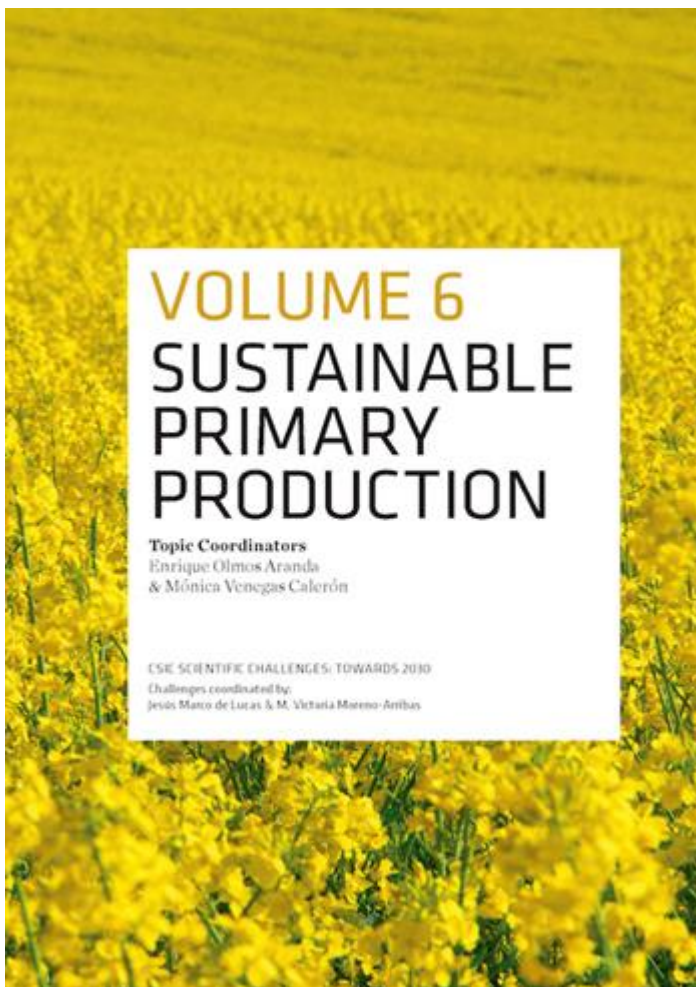
[García and Jordano, 2021]: The environmental sustainability of the Earth system is at risk, and so do human welfare because of our dependency on it. Here we present Challenges dealing with the understanding of how drivers of global change work, and how to minimize their effects on natural and human managed systems, with the aid of new concepts and edge-cutting technology. Their achievement should allow us to detect, understand, forecast and mitigate global change impacts related to climate change, the biodiversity crisis, polar regions, and managed ecosystems, and to improve the health of our planet in the coming decades.

- Challenge 1: PAST GLOBAL CHANGES: A CONTEXT TO THE ANTHROPOCENE
- Challenge 2: CLIMATE CHANGE PROCESSES, MECHANISMS AND FUTURE SCENARIOS
- Challenge 3: PRESERVING BIODIVERSITY AND ITS FUNCTIONS UNDER GLOBAL CHANGE
- Challenge 4: GLOBAL CHANGE AT THE POLAR REGIONS
- Challenge 5: IMPACT OF GLOBAL CHANGE ON MANAGED ECOSYSTEMS
- Challenge 6: HEALTHY PLANET: HAZARDS, RISK MANAGEMENT AND SOLUTIONS-ORIENTED RESEARCH

**VOLUME 7
GLOBAL CHANGE
IMPACTS**

Topic coordinators:
M.Begoña García & Pedro Jordano

CSIC SCIENTIFIC CHALLENGES: TOWARDS 2030
Challenges coordinated by:
Jesús Marco de Lucas & M. Victoria Moreno-Arribas

[Serra and Pérez, 2021]: The impact of energy production by conventional technologies on the environment and human health has promoted transition policies towards a new model for the energy sector. In this context, it is essential to identify the key Challenges which favour the global implementation of a clean, safe and efficient energy system, focused on the ways in which energy is produced and stored, and the management of existing resources and their emissions.

- Challenge 1: RENEWABLE ENERGY PRODUCTION
- Challenge 2: EFFICIENT ENERGY STORAGE
- Challenge 3: ENERGY EFFICIENCY AND HARVESTING
- Challenge 4: INDUSTRY ELECTRIFICATION AND GRID MANAGEMENT
- Challenge 5: VALORIZATION OF BIOMASS AS ENERGY SOURCE
- Challenge 6: DECARBONIZING ENERGY SECTORS ADDICTED TO CARBON: CCS AND CCU
- Challenge 7: CATALYSIS FOR INDUSTRIAL PRODUCTION AND OF ENERGY RESOURCES
- Challenge 8: HYDROGEN TECHNOLOGIES
- Challenge 9: SOCIAL AND ENVIRONMENTAL ASPECTS OF THE ENERGY TRANSITION

3.5. Universitatea Tehnica de Constructii Bucuresti (UTCB), Bucharest/Romania

3.5.1. Introduction

This report aims to provide an overview of the activities undertaken by UTCB in support of the United Nations' Sustainable Development Goals (SDGs). The university recognizes the importance of sustainable development and has made significant efforts to integrate the SDGs into its teaching, research, operations, and community engagement.

3.5.2. Background

The global community faces numerous challenges in achieving sustainable development and addressing pressing environmental, social, and economic issues. To address these challenges, the United Nations introduced the Sustainable Development Goals (SDGs) in 2015 as a comprehensive framework for global action. The SDGs consist of 17 interconnected goals and 169 targets, providing a roadmap for creating a more sustainable and inclusive world by 2030.

3.5.3. Rationale for the Report

UTCB recognizes the critical role that higher education institutions play in promoting sustainable development and contributing to the achievement of the SDGs. As an institution committed to social responsibility and environmental stewardship, it has embraced the SDGs as a guiding framework to align its activities with global sustainability objectives. This report aims to provide an overview of

the university's efforts and progress in integrating the SDGs across its teaching, research, operations, and community engagement.

3.5.4. Objectives of the Report

The primary objectives of this report are as follows:

- Provide an overview: The report will offer a comprehensive overview of the initiatives undertaken by UTCB to support the SDGs, highlighting key achievements and outcomes.
- Showcase integration efforts: The report will demonstrate how the university has integrated the SDGs into its curriculum, research projects, campus operations, and community engagement initiatives.
- Highlight impact and contributions: The report will showcase the impact of the university's activities in contributing to the SDGs, emphasizing how it addresses specific goals and targets.
- Promote transparency and accountability: By reporting on its sustainability efforts, the university aims to foster transparency and accountability, ensuring that stakeholders are informed about its progress and ongoing commitment to sustainable development.
- Inspire and share best practices: The report intends to inspire other academic institutions, organizations, and individuals by sharing best practices and lessons learned from the university's experiences in integrating the SDGs.

3.5.5. Integration of SDGs in the Curriculum:

UTCB has taken proactive steps to incorporate the SDGs into its academic programs. Faculty members have been encouraged to include relevant content related to the SDGs in their courses across various disciplines. This integration ensures that students develop an understanding of the global challenges and learn how their respective fields can contribute to achieving the SDGs.

UTCB recognizes the crucial role of education in fostering sustainable development and empowering future leaders. The integration of the Sustainable Development Goals (SDGs) into the university's curriculum is a key strategy to educate students about global challenges, promote critical thinking, and equip them with the knowledge and skills necessary to contribute to sustainable solutions.

3.5.6. Curriculum Development Process

To integrate the SDGs into the curriculum, UTCB has adopted a comprehensive and inclusive approach. The process involves collaboration among faculty members, administrators, and sustainability experts to identify relevant SDGs and incorporate them across various disciplines. The curriculum development process follows these key steps.

Mapping SDGs to Disciplines: Faculty members conduct a thorough analysis to identify the SDGs that align with their respective disciplines. This mapping exercise helps determine the most relevant goals and targets that can be incorporated into their courses.

Learning Outcomes Alignment: The identified SDGs are then linked to specific learning outcomes. Faculty members revise their course learning objectives to reflect the integration of the SDGs, ensuring that students develop a deep understanding of the goals and their application in real-world contexts.

Content Integration: Faculty members integrate relevant SDG content into their course syllabi and teaching materials. This integration may involve incorporating case studies, research articles, documentaries, and projects that highlight the connections between course content and the SDGs.

Interdisciplinary Approaches: To foster a holistic understanding of sustainable development, interdisciplinary approaches are encouraged. Faculty members collaborate across disciplines to design courses and projects that address complex challenges related to the SDGs, enabling students to explore multifaceted solutions.

3.5.7. Examples of Integration Initiatives

UTCB has implemented various initiatives to integrate the SDGs into the curriculum across disciplines. Here are some examples:

- Sustainable Engineering: The engineering department has integrated SDGs related to clean energy, climate action, and sustainable infrastructure into their courses. Students work on projects that focus on designing renewable energy systems, implementing sustainable water management practices, and developing environmentally friendly construction methods.
- Social Sciences and Poverty Eradication: Social science courses incorporate SDGs related to poverty eradication, gender equality, and social justice. Students learn about socioeconomic inequalities, policy frameworks for poverty reduction, and strategies for promoting inclusive development.
- Environmental Studies: Environmental studies programs emphasize SDGs related to environmental conservation, biodiversity, and climate change. Students explore ecological restoration, sustainable land management, and climate change mitigation strategies through fieldwork, research projects, and internships.
- Business and Sustainable Supply Chains: Business programs incorporate SDGs related to responsible consumption, sustainable production, and ethical business practices. Students learn about sustainable supply chain management, circular economy principles, and corporate social responsibility.

3.5.8. Experiential Learning and Service-Learning

UTCB recognizes the value of experiential learning and service-learning in fostering a deeper understanding of the SDGs. The university encourages students to engage in practical experiences that contribute to sustainable development. Examples include:

- Internships and Fieldwork: Students have opportunities to intern with organizations working on SDG-related projects or participate in fieldwork in local communities to address specific goals. This hands-on experience allows students to apply theoretical knowledge in real-world settings and make meaningful contributions.
- Service-Learning Courses: UTCB offers service-learning courses where students work directly with community organizations to address local challenges related to the SDGs. Through these courses, students gain practical skills, develop empathy, and contribute to positive change in the community.

3.5.9. Assessment and Evaluation

To ensure the effectiveness of the SDG integration efforts, UTCB has implemented assessment and evaluation mechanisms. Faculty members assess students' understanding of the SDGs and their ability to apply sustainable development concepts in assignments, exams, and projects. Student feedback is also collected to identify areas of improvement and refine the integration process.

3.5.10. Collaboration and Partnerships

UTCB recognizes the importance of collaboration and partnerships in advancing sustainable development education. The university collaborates with other academic institutions, NGOs, and industry partners to share best practices, develop joint research projects, and create opportunities for interdisciplinary learning and innovation.

The integration of the SDGs into UTCB's curriculum reflects its commitment to equipping students with the knowledge, skills, and mindset necessary to tackle global challenges and contribute to sustainable development. By embedding the SDGs into various disciplines, the university prepares students to become responsible and engaged citizens who can drive positive change in their future careers and communities.

3.5.11. Research Initiatives:

The university has prioritized research initiatives aligned with the SDGs. Faculty and students engage in interdisciplinary research projects focused on addressing specific SDGs. This research covers a wide range of topics, including climate change mitigation and adaptation, sustainable urban development, renewable energy, biodiversity conservation, poverty eradication, and more. These research efforts contribute to generating knowledge and practical solutions to advance sustainable development.

UTCB recognizes the vital role of research in addressing global challenges and advancing sustainable development. This chapter focuses on the university's research initiatives aligned with the Sustainable Development Goals (SDGs). These initiatives aim to generate knowledge, foster innovation, and provide practical solutions to pressing environmental, social, and economic issues.

3.5.12. Research Areas and Themes

UTCB has identified several research areas and themes that align with the SDGs. These areas encompass a wide range of disciplines and interdisciplinary collaborations to address complex sustainability challenges. Some of the key research areas include:

- Climate Change and Environmental Sustainability: Research in this area focuses on understanding the impacts of climate change, developing climate adaptation and mitigation strategies, exploring renewable energy sources, analyzing ecosystem dynamics, and promoting sustainable resource management.
- Sustainable Urban Development: This research theme examines urbanization challenges, sustainable urban planning, smart cities, transportation systems, affordable housing, and the promotion of inclusive and resilient urban communities.
- Biodiversity Conservation and Ecosystem Services: Researchers in this field work to understand biodiversity loss, protect endangered species, restore ecosystems, assess the value of ecosystem services, and develop strategies for sustainable management of natural resources.
- Social Equity and Inclusion: This research area focuses on promoting social justice, gender equality, inclusive governance, human rights, and reducing inequalities in access to education, healthcare, and economic opportunities.
- Sustainable Agriculture and Food Security: Research in this domain encompasses sustainable farming practices, innovative food production technologies, food systems analysis, and strategies to ensure global food security while minimizing environmental impacts.

3.5.13. Interdisciplinary Research Projects

To address complex sustainability challenges, UTCB encourages interdisciplinary research projects that bring together experts from multiple disciplines. These projects promote collaboration and integration of diverse perspectives to find innovative and holistic solutions.

For instance, a collaborative research project may involve researchers from environmental science, engineering, social sciences, and public health working together to develop sustainable water management strategies for a specific region. By combining their expertise, these researchers can explore the technical, social, and policy dimensions of water sustainability, considering factors such as water availability, community engagement, and governance frameworks.

3.5.14. Funding and Grants

UTCB actively supports research initiatives aligned with the SDGs by providing funding opportunities and grants. The university seeks external funding through partnerships with government agencies, foundations, and research organizations to further support sustainable development research projects. Additionally, internal funding schemes are established to encourage faculty and student researchers to pursue innovative and impactful projects related to the SDGs.

3.5.15. Knowledge Dissemination and Impact

UTCB emphasizes the importance of knowledge dissemination and the impact of research. Researchers are encouraged to publish their findings in reputable journals, present at conferences, and engage in knowledge exchange platforms. The university also facilitates collaboration with policymakers, industry stakeholders, and community organizations to ensure research outcomes have real-world applications and contribute to policy formulation and decision-making processes.

3.5.16. Collaborative Networks and Partnerships

UTCB actively seeks partnerships and collaborations with other academic institutions, research centers, and international networks to enhance research efforts related to the SDGs. These partnerships facilitate knowledge exchange, joint research projects, and the sharing of best practices. The university's collaborative networks provide researchers with opportunities for cross-disciplinary collaboration, access to funding, and exposure to global sustainability initiatives.

3.5.17. Monitoring and Evaluation

UTCB establishes monitoring and evaluation mechanisms to track the progress and impact of research initiatives related to the SDGs. Key performance indicators are identified to assess the outcomes and contributions of research projects towards sustainable development goals. The findings from these evaluations guide future research directions, resource allocation, and strategic decision-making processes.

3.5.18. Conclusion

The research initiatives undertaken by UTCB demonstrate its commitment to addressing global challenges and contributing to sustainable development. By focusing on research areas aligned with the SDGs, the university aims to generate knowledge, drive innovation, and create practical solutions that can contribute to a more sustainable and equitable world. The collaborative nature of these initiatives, along with knowledge dissemination and impact assessment, ensures that the research outcomes have a meaningful and lasting effect on both local and global scales.

3.5.19. Sustainable Campus Operations

Introduction
UTCB recognizes the significance of sustainable campus operations in demonstrating its commitment to environmental stewardship and responsible resource management. This chapter focuses on the university's efforts to promote sustainability within its own operations, aiming to reduce its ecological footprint, conserve resources, and create a model for sustainable practices.

Energy Efficiency and Renewable Energy
UTCB prioritizes energy efficiency measures and the integration of renewable energy sources to reduce its carbon footprint. The university has implemented various initiatives, including:

- Energy Audits: Regular energy audits are conducted to identify areas of energy consumption and potential efficiency improvements. These audits help identify opportunities for energy conservation, such as upgrading lighting systems, optimizing HVAC systems, and implementing energy-saving technologies.
- Renewable Energy Installations: The university has invested in renewable energy installations, such as solar panels and wind turbines, to generate clean energy on campus. These installations contribute to the university's renewable energy goals and reduce reliance on fossil fuels.
- Energy Management Systems: Advanced energy management systems are implemented to monitor and optimize energy consumption in buildings. These systems track energy usage, identify inefficiencies, and provide data-driven insights to make informed decisions for energy conservation.

Waste Management and Recycling

UTCB has implemented comprehensive waste management and recycling programs to minimize waste generation and promote responsible waste disposal practices. Key initiatives include:

- Recycling Infrastructure: The university has established recycling infrastructure across campus, including clearly labeled recycling bins and collection points. These initiatives encourage students, faculty, and staff to separate recyclable materials from general waste.
- Waste Reduction Campaigns: Awareness campaigns and educational programs are conducted to promote waste reduction practices, including reducing single-use plastics, promoting composting, and encouraging responsible consumption.
- Waste Recycling: The university has implemented e-waste recycling programs to ensure the proper disposal of electronic devices. Collection points are available on campus for students and staff to recycle their electronic waste safely.

Water Conservation

UTCB is committed to water conservation practices to mitigate water scarcity and promote responsible water usage. The university has implemented the following initiatives:

- Water-Efficient Fixtures: Water-efficient fixtures, such as low-flow faucets, toilets, and showerheads, are installed across campus to minimize water consumption while maintaining functionality.
- Irrigation Systems: Smart irrigation systems are utilized to optimize water usage in landscaping and outdoor spaces. These systems monitor weather conditions, soil moisture levels, and plant needs to ensure efficient watering practices.
- Water Harvesting: The university has implemented water harvesting systems, such as rainwater collection and storage, to capture and utilize rainwater for non-potable purposes, such as irrigation or flushing toilets.

Sustainable Transportation

UTCB promotes sustainable transportation options to reduce greenhouse gas emissions and encourage alternative modes of transportation. The university's initiatives include:

- Bike Infrastructure: The university provides bike racks, repair stations, and dedicated bike lanes to support and encourage cycling as a sustainable transportation option for students and staff.
- Public Transportation Partnerships: UTCB collaborates with local public transportation authorities to provide discounted or subsidized transit passes for students and staff, encouraging the use of public transportation.
- Carpooling and Ridesharing Programs: Carpooling and ridesharing programs are promoted to reduce the number of single-occupancy vehicles on campus. The university provides designated carpool parking spots and facilitates the formation of carpooling groups among students and staff.

Sustainable Building Practices

UTCB incorporates sustainable building practices in new construction and renovation projects to minimize environmental impacts and optimize resource efficiency. Key initiatives include:

- Green Building Certifications: The university pursues green building certifications, such as LEED (Leadership in Energy and Environmental Design), for new construction projects. These certifications ensure that buildings are designed and constructed with energy efficiency, sustainable materials, and healthy indoor environments in mind.
- Energy-Efficient Building Design: Sustainable building design principles, such as efficient insulation, natural lighting, and passive cooling and heating systems, are integrated into construction projects to minimize energy consumption.
- Water-Efficient Landscaping: Water-efficient landscaping practices, such as native plant selection, drip irrigation systems, and rainwater harvesting for irrigation, are employed to reduce water usage in outdoor areas.

Sustainable Procurement

UTCB follows sustainable procurement practices to ensure that the products and services used on campus align with environmental and social sustainability criteria. Key initiatives include:

- Supplier Engagement: The university engages with suppliers and contractors to promote sustainable practices, such as reducing packaging waste, using environmentally friendly materials, and adhering to fair labor standards.
- Sustainable Product Guidelines: The university establishes guidelines for purchasing sustainable products, giving preference to environmentally friendly and socially responsible options. These guidelines cover a wide range of procurement categories, including office supplies, cleaning products, and food services.

Monitoring and Reporting

UTCB maintains a robust monitoring and reporting system to track the progress and impact of sustainable campus operations. Key performance indicators are established to assess energy consumption, waste diversion rates, water usage, greenhouse gas emissions, and other relevant metrics. Regular reports are generated to communicate the university's sustainability achievements and areas for improvement.

Conclusion

Through its sustainable campus operations, UTCB demonstrates its commitment to environmental responsibility, resource conservation, and sustainable practices. By implementing energy-efficient measures, promoting waste reduction and recycling, conserving water, encouraging sustainable transportation, adopting green building practices, and practicing sustainable procurement, the university creates a model for sustainability that inspires and engages its campus community.

3.5.20. Community Engagement

Introduction

UTCB recognizes the importance of engaging with the local and global community to foster sustainable development and address societal challenges. This chapter highlights the university's efforts to actively engage with various stakeholders, including community organizations, government agencies, non-profit organizations, and the general public, to create positive social impact and contribute to the Sustainable Development Goals (SDGs).

Collaborative Partnerships

UTCB actively seeks collaborative partnerships with community organizations and stakeholders to address shared sustainability goals. These partnerships aim to leverage the expertise and resources of both the university and the community to create meaningful change. Examples of collaborative partnerships include:

- Local Community Organizations: UTCB collaborates with local community organizations working on sustainable development initiatives. These partnerships involve joint projects, knowledge sharing, and capacity building activities to address community needs and contribute to the SDGs.
- Government Agencies: The university works closely with government agencies at local, regional, and national levels to align efforts and contribute to policy development. These collaborations aim to influence policy decisions and create an enabling environment for sustainable development.
- Non-Profit Organizations: Partnerships with non-profit organizations allow UTCB to engage in community service projects, volunteer initiatives, and advocacy campaigns. These collaborations contribute to social and environmental initiatives and provide opportunities for students, faculty, and staff to actively participate in community development.
- Industry Collaborations: Collaborations with industry partners promote sustainable business practices, innovation, and knowledge exchange. Joint research projects, internships, and mentoring programs provide opportunities for students to gain real-world experience and contribute to sustainable solutions.

Community Outreach and Education

UTCB engages in community outreach and educational programs to raise awareness, build capacity, and empower individuals and communities to actively participate in sustainable development. Key initiatives include:

- Workshops and Training: The university organizes workshops, training sessions, and capacity-building programs on various sustainability topics, such as climate change, waste management, sustainable agriculture, and renewable energy. These initiatives aim to equip community members with the knowledge and skills to address sustainability challenges.
- Public Lectures and Events: UTCB hosts public lectures, seminars, and events on sustainability-related issues, inviting experts and thought leaders to share their knowledge and engage with the community. These events create platforms for dialogue, knowledge sharing, and collaboration.
- Continuing Education Programs: The university offers continuing education programs and certificates focused on sustainability, providing opportunities for professionals and community members to enhance their knowledge and skills in sustainable development.

Community-Based Research

UTCB engages in community-based research to address local challenges and co-create knowledge with communities. This participatory approach involves collaborating with community members in identifying research priorities, conducting research, and implementing solutions. Community-based research projects aim to empower communities, address social inequalities, and contribute to sustainable development at the local level.

Volunteerism and Service-Learning

UTCB encourages students, faculty, and staff to engage in volunteerism and service-learning activities. These initiatives provide opportunities for individuals to contribute their time and skills to community projects aligned with the SDGs. Examples of volunteerism and service-learning activities include environmental clean-ups, tutoring and mentoring programs, and community service projects.

Knowledge Exchange and Dissemination

UTCB actively promotes knowledge exchange and dissemination to share research findings, best practices, and innovative solutions with the wider community. The university publishes research papers, reports, and case studies that are accessible to the public. It also organizes conferences, seminars, and webinars to facilitate dialogue and knowledge sharing among researchers, practitioners, policymakers, and the community.

Monitoring and Evaluation

UTCB establishes monitoring and evaluation mechanisms to assess the impact of community engagement initiatives. The university tracks the outcomes and effectiveness of programs, gathers feedback from community partners, and uses the findings to refine and improve future initiatives.

Conclusion

Through community engagement initiatives, UTCB demonstrates its commitment to collaborating with stakeholders, empowering communities, and contributing to sustainable development. By partnering with community organizations, conducting outreach and education programs, engaging in community-based research, promoting volunteerism and service-learning, and facilitating knowledge exchange, the university creates a positive and lasting impact on the community while addressing the SDGs

3.5.21. Partnerships and Networks

Introduction

Partnerships and networks play a crucial role in UTCB's pursuit of sustainable development. This chapter highlights the university's efforts to establish collaborations, engage in networks, and foster partnerships with diverse stakeholders to maximize its impact and achieve common sustainability goals.

Collaboration with Government Agencies

UTCB actively collaborates with government agencies at local, regional, and national levels to align its sustainability initiatives with governmental priorities and policies. Collaborative efforts include:

- Joint Projects and Research: The university engages in collaborative projects and research initiatives with government agencies to address sustainability challenges, provide evidence-based policy recommendations, and contribute to the implementation of sustainable development strategies.
- Policy Development: UTCB contributes its expertise and knowledge to the development of sustainable policies and regulations by providing insights, conducting studies, and participating in policy dialogues and working groups.
- Capacity Building: The university collaborates with government agencies to enhance capacity-building programs related to sustainability. This may involve training sessions, workshops, and knowledge-sharing activities that empower government officials and personnel with the necessary skills and knowledge for sustainable development.

Engagement with Non-Profit Organizations

UTCB actively engages with non-profit organizations (NPOs) that focus on sustainability, social justice, and community development. Partnerships with NPOs involve:

- Collaborative Initiatives: The university collaborates with NPOs on joint initiatives, projects, and campaigns that address sustainability challenges and promote social and environmental justice. These initiatives often involve community engagement, research collaborations, and knowledge sharing.
- Resource Sharing: UTCB shares its expertise, resources, and facilities with NPOs to support their activities and amplify their impact. This may include providing access to research facilities, offering pro bono consulting services, or hosting events and workshops.
- Volunteer and Service Opportunities: The university encourages its students, faculty, and staff to volunteer and engage in service opportunities with NPOs. These initiatives provide valuable experiential learning opportunities, contribute to community development, and foster a sense of social responsibility.

Industry Partnerships

UTCB recognizes the importance of collaboration with industry partners to drive sustainable innovation, promote responsible business practices, and foster knowledge exchange. Key aspects of industry partnerships include:

- Research Collaborations: The university collaborates with industry partners on research projects focused on sustainable technologies, practices, and solutions. These collaborations facilitate the transfer of academic knowledge to practical applications and support the development of sustainable industries.
- Internships and Work Placement Programs: UTCB establishes partnerships with companies and organizations to provide students with internship and work placement opportunities related to sustainability. These programs allow students to gain practical experience, apply their knowledge, and contribute to real-world sustainability projects.
- Corporate Social Responsibility (CSR) Engagement: The university collaborates with companies to promote corporate social responsibility practices and initiatives. This may involve joint projects, workshops, and seminars on topics such as ethical supply chains, sustainable business models, and stakeholder engagement.

Participation in Networks and Collaborative Platforms

UTCB actively participates in networks and collaborative platforms that focus on sustainability and sustainable development. These networks provide opportunities for knowledge exchange, sharing of best practices, and collective action. Examples include:

- Global Sustainability Networks: The university engages with global sustainability networks, such as the Sustainable Development Solutions Network (SDSN) and the Association of University Leaders for a Sustainable Future (ULSF), to collaborate with leading institutions, share experiences, and contribute to global sustainability initiatives.
- Regional and Local Networks: UTCB actively participates in regional and local networks and associations focused on sustainability. These networks facilitate collaboration with neighboring

institutions, community organizations, and governmental bodies, fostering regional sustainability efforts.

- Academic and Research Networks: The university collaborates with academic and research networks that promote interdisciplinary research, knowledge sharing, and collaborative projects related to sustainable development. These networks facilitate exchange among researchers, encourage joint funding applications, and promote publication of research findings.

Conclusion

Partnerships and networks are instrumental in UTCB's pursuit of sustainable development goals. Through collaboration with government agencies, engagement with non-profit organizations, partnerships with industry, and active participation in networks, the university leverages collective expertise, resources, and influence to drive positive change. These partnerships and networks enable the university to amplify its impact, foster innovation, and contribute to a more sustainable and equitable future.

3.5.22. Awareness and Advocacy

Introduction

UTCB recognizes the crucial role of awareness and advocacy in promoting sustainable development and creating a positive impact on society. This chapter focuses on the university's efforts to raise awareness about sustainability issues, advocate for policy changes, and mobilize the campus community and beyond to take action towards achieving the Sustainable Development Goals.

Awareness Campaigns

UTCB actively engages in awareness campaigns to educate and inform the campus community and the public about sustainability issues. These campaigns aim to increase understanding, promote behavior change, and inspire individuals to adopt sustainable practices. Key initiatives include:

- Sustainability Weeks: The university organizes annual sustainability weeks or months dedicated to raising awareness about various sustainability topics. These events include workshops, seminars, guest lectures, film screenings, and interactive activities that engage students, faculty, staff, and the wider community.
- Social Media and Digital Outreach: UTCB utilizes social media platforms, websites, and other digital channels to disseminate information, share success stories, and inspire action. Engaging content, such as infographics, videos, and articles, is created to reach a broader audience and encourage dialogue on sustainability-related issues.
- Campus-wide Awareness Campaigns: The university conducts campus-wide awareness campaigns that target specific sustainability topics, such as energy conservation, waste reduction, water conservation, sustainable transportation, and responsible consumption. These campaigns involve signage, posters, newsletters, and interactive displays to inform and motivate the campus community to adopt sustainable practices.

Policy Advocacy

UTCB actively advocates for policy changes at the local, regional, and national levels to create an enabling environment for sustainable development. The university's advocacy efforts include:

- Policy Research and Analysis: UTCB conducts policy research and analysis to understand the current landscape and identify areas for policy improvement related to sustainability. This research provides evidence-based recommendations and informs advocacy efforts.
- Policy Recommendations and Position Papers: The university develops policy recommendations and position papers on sustainability issues to influence decision-makers and policymakers. These documents highlight the importance of specific policy changes and propose actionable steps for achieving sustainability goals.
- Collaboration with Stakeholders: UTCB collaborates with government agencies, non-profit organizations, and other stakeholders to amplify advocacy efforts. Joint campaigns, consultations, and meetings are organized to create a collective voice for sustainable development and advocate for policy changes.

Student Activism and Engagement

UTCB empowers students to become sustainability advocates and change agents by providing platforms for student activism and engagement. The university supports student-led initiatives, clubs, and organizations that focus on sustainability and social justice. Examples of student-led initiatives include:

- Student Sustainability Committees: UTCB establishes student sustainability committees or councils to provide students with a platform to voice their concerns, propose sustainability initiatives, and collaborate with university administration on sustainability-related matters.
- Student-Led Campaigns: Students initiate and lead campaigns on various sustainability issues, such as divestment from fossil fuels, reducing plastic waste, promoting renewable energy on campus, and advocating for sustainable food systems. These campaigns raise awareness, mobilize the campus community, and put pressure on decision-makers to take action.
- Sustainability Leadership Programs: UTCB offers sustainability leadership programs that equip students with the knowledge, skills, and networks needed to drive sustainability initiatives. These programs provide mentorship, training, and opportunities for students to develop projects that create a positive impact.

Collaboration with External Organizations

UTCB collaborates with external organizations, including non-governmental organizations (NGOs), community groups, and industry associations, to enhance awareness and advocacy efforts. These collaborations strengthen the impact of sustainability initiatives and expand the reach of awareness campaigns. Partnerships may involve joint events, resource sharing, and coordinated advocacy efforts.

Evaluation and Impact Assessment

UTCB regularly evaluates the effectiveness of awareness and advocacy initiatives to measure their impact and identify areas for improvement. This includes gathering feedback from the campus community, tracking changes in behavior and attitudes, and assessing the outcomes of advocacy efforts. The findings inform future strategies and ensure the continuous enhancement of awareness and advocacy programs.

Conclusion

Through its awareness and advocacy efforts, UTCB strives to create a culture of sustainability, inspire behavior change, and advocate for policy changes that support the achievement of the SDGs. By raising awareness, engaging in policy advocacy, empowering students, and collaborating with external organizations, the university plays a vital role in driving sustainable development and creating a more equitable and sustainable future.

3.5.23. Monitoring and Reporting

Introduction

Monitoring and reporting are essential components of UTCB's commitment to sustainable development. This chapter outlines the university's systematic approach to monitoring its progress towards sustainability goals and reporting on its achievements, challenges, and future targets.

Sustainability Metrics and Indicators

UTCB establishes a set of sustainability metrics and indicators to track its performance across various dimensions of sustainability. These metrics may include energy consumption, greenhouse gas emissions, water usage, waste generation and recycling rates, student and staff engagement in sustainability initiatives, and integration of sustainability in the curriculum. The university ensures that the selected indicators align with relevant sustainability frameworks and guidelines, such as the Global Reporting Initiative (GRI) and the United Nations Sustainable Development Goals (SDGs).

Data Collection and Management

To effectively monitor its sustainability performance, UTCB implements robust data collection and management systems. This includes:

- Data Collection Procedures: The university establishes procedures to collect data on sustainability metrics and indicators. This may involve collaborations with relevant departments, research teams, and administrative staff to ensure accurate and comprehensive data collection.
- Data Management Systems: UTCB employs data management systems to organize and analyze sustainability data efficiently. This may involve the use of specialized software or databases to store, process, and report data in a structured manner.
- Stakeholder Engagement: The university engages relevant stakeholders, such as students, faculty, staff, and external partners, to collect data and gather insights on sustainability performance. This engagement ensures a comprehensive and inclusive approach to monitoring and reporting.

Reporting Framework

UTCB adopts a comprehensive reporting framework to communicate its sustainability performance and progress. The university's reporting framework may include:

- Sustainability Reports: The university prepares regular sustainability reports that provide an overview of its sustainability initiatives, progress towards goals, and key performance indicators. These reports often follow internationally recognized reporting standards, such as the GRI Standards, and provide a transparent account of the university's sustainability performance.
- Annual Reports: The university integrates sustainability information and achievements into its annual reports, ensuring that sustainability is embedded within the overall institutional reporting framework.
- Online Platforms: UTCB maintains online platforms, such as a sustainability website or dedicated webpages, to share up-to-date information on sustainability initiatives, progress, and achievements. These platforms serve as a central hub for stakeholders to access relevant sustainability data and reports.

Stakeholder Engagement and Communication

UTCB actively engages with stakeholders to communicate its sustainability efforts and achievements. Key approaches to stakeholder engagement and communication include:

- Stakeholder Consultations: The university conducts stakeholder consultations to gather feedback, insights, and expectations related to sustainability performance. This input helps shape the university's monitoring and reporting practices and ensures the inclusion of diverse perspectives.
- Communication Channels: UTCB utilizes various communication channels, such as newsletters, social media platforms, and public events, to share updates on sustainability initiatives and progress. These channels facilitate two-way communication with stakeholders and encourage dialogue and engagement.
- Collaboration with External Organizations: The university collaborates with external organizations, such as sustainability networks, community groups, and industry associations, to share best practices, align reporting methodologies, and enhance the credibility of its sustainability reporting.

Continuous Improvement and Target Setting

UTCB continuously strives to improve its sustainability performance by setting targets and regularly reviewing progress. The university's target-setting process involves:

- Baseline Assessment: UTCB conducts baseline assessments to establish a starting point for measuring progress. This assessment involves evaluating current sustainability performance and identifying areas for improvement.
- Target Development: The university sets ambitious but achievable targets that align with its sustainability goals and the SDGs. These targets may be time-bound and encompass various aspects of sustainability, such as energy efficiency, waste reduction, and curriculum integration.
- Progress Tracking: UTCB tracks its progress towards targets using the established sustainability metrics and indicators. This tracking allows the university to assess its performance, identify gaps, and implement corrective measures.

Through rigorous monitoring and reporting practices, UTCB ensures transparency, accountability, and continuous improvement in its sustainability journey. By collecting and analyzing data, reporting on progress, engaging stakeholders, and setting targets for the future, the university demonstrates its commitment to sustainability and drives positive change within the institution and the broader community.

3.5.24. Summary of Achievements

UTCB has made significant progress in integrating sustainable development into its core activities and contributing to the Sustainable Development Goals (SDGs). Through its commitment to sustainability, the university has achieved notable accomplishments in several key areas:

- Curriculum Integration: UTCB has successfully integrated the SDGs into its curriculum, ensuring that students receive a comprehensive education on sustainable development and are equipped with the knowledge and skills to address global challenges.
- Research Initiatives: The university has undertaken impactful research projects focused on sustainability, generating valuable knowledge, innovative solutions, and actionable insights that contribute to the advancement of sustainable development.
- Sustainable Campus Operations: UTCB has implemented sustainable practices in its operations, reducing its environmental footprint, promoting energy and resource efficiency, and creating a model sustainable campus for the community.
- Community Engagement: The university has actively engaged with the local and global community, forging partnerships, conducting outreach programs, and empowering individuals and organizations to drive sustainable development initiatives.
- Awareness and Advocacy: UTCB has raised awareness about sustainability issues, advocated for policy changes, and inspired action among its stakeholders, fostering a culture of sustainability and creating a positive impact on society.
- Monitoring and Reporting: The university has established robust monitoring and reporting systems to track its sustainability performance, assess progress, and communicate achievements and challenges transparently.

Lessons Learned

Throughout its sustainability journey, UTCB has learned valuable lessons that have shaped its approach and informed future strategies:

- Collaboration and Partnerships: Collaboration with diverse stakeholders, including community organizations, government agencies, and industry partners, is crucial for achieving sustainable development goals. Building strong partnerships enhances collective impact and fosters innovation.
- Stakeholder Engagement: Engaging stakeholders, including students, faculty, staff, and the wider community, is essential for driving sustainable change. Their active involvement and input help shape initiatives, increase ownership, and ensure relevance and effectiveness.
- Integration and Interdisciplinarity: Integrating sustainability across disciplines and departments fosters holistic understanding and solutions. Interdisciplinary approaches and collaboration enable innovative thinking and address complex sustainability challenges effectively.
- Continuous Improvement: Regular monitoring, evaluation, and reporting facilitate continuous improvement. Identifying areas for enhancement, setting targets, and implementing corrective measures are essential for advancing sustainability performance.

Future Directions

Looking ahead, UTCB is committed to further advancing its sustainability efforts and contributing to global sustainability goals. The university will focus on:

- Scaling Up Initiatives: Expanding successful initiatives and programs to reach a broader audience and maximize impact. This includes increasing the integration of sustainability in the curriculum, expanding research initiatives, and enhancing community engagement activities.
- Innovation and Technology: Embracing technological advancements and fostering innovation to develop sustainable solutions and address emerging sustainability challenges effectively.

- Collaboration and Partnerships: Strengthening collaborations with external organizations, including industry partners, non-profit organizations, and government agencies, to leverage resources, share best practices, and address sustainability challenges collectively.
- Global Engagement: Increasing engagement with the global sustainability community through participation in international conferences, networks, and partnerships to contribute to global sustainability dialogues and initiatives.

Conclusion Statement

In conclusion, UTCB is committed to promoting sustainable development through its integration of the SDGs in the curriculum, research initiatives, sustainable campus operations, community engagement, awareness and advocacy, monitoring and reporting, and its continuous commitment to improvement. By addressing sustainability challenges, collaborating with stakeholders, and inspiring action, the university strives to create a positive and lasting impact on society and contribute to a more sustainable and equitable future.

3.6. Agrupación Española de entidades de Lucha Contra la Leucemia y Enfermedades de la Sangre (AELCLÉS), Valencia/Spain

At AELCLÉS we are aware of the importance of the 2030 Agenda of the United Nations for Sustainable Development and to achieve global change together, which is why we are committed to the Sustainable Development Goals (SDGs) by preparing and developing programmes aimed at improving the quality of life of all people affected by haematological diseases and their careers, given that environmental, social and economic sustainability are vital for these people to lead a dignified, full and healthy life.

Of all the Objectives, our Association contributes to the following.

Given the social and healthcare nature of AELCLÉS, we focus primarily on SDG 3, "Health and Wellbeing". Our work is by and for people affected by a haematological disease and their caregivers, so we develop programmes of group workshops and individual sessions, which address both physical health, with a physiotherapist and haematologists, and mental health, with psychologists, so that we aim to improve their quality of life and promote their well-being, at all stages of the disease and regardless of their age. On the other hand, we develop activities to raise public awareness of the disease, so that they are aware of it and have the necessary information at their disposal to detect it in time.

In line with SDG 5, "Gender Equality", our Group has opted for positive discrimination towards women, so that our employees are women, thus ensuring that they have the fullest and most effective participation at the economic level possible. Furthermore, all our programmes have a gender perspective, thus combating multiple discrimination against women.

In order to comply with SDG 8, "Decent work and economic growth", we recognise, respect and enforce the labour rights of our workers. Moreover, the life expectancy of people with haematological diseases is increasing significantly thanks to the treatments applied, so we are promoting, together with them, different projects that allow them to continue working, obtaining decent, productive, equal employment adapted to their individual situations, since after the disease they suffer a series of physical and psychological sequelae caused by these treatments.

We continue with SDG 10, "Reducing inequalities". AELCLÉS fights for the social inclusion of people with haematological diseases, through direct contact with them by holding workshops or by raising awareness and disseminating this pathology to society and encouraging volunteering. It also promotes research and actions to request laws, policies and practices that have the ultimate aim of social, economic, employment and training inclusion for these people, working together with the associations that make up this group.

With regard to SDG 16, "Peace, justice and strong institutions", we ensure inclusive, participatory and representative decision-making at all levels that responds to the needs of people with haematological diseases, working together with the associations in our Group and with users to learn first-hand about their needs and desires and to respond to these in order to reduce and/or eliminate them.

Finally, we will discuss SDG 17 "Partnerships to achieve the goals". AELCLÉS is made up of a large number of national haematology associations with which we maintain permanent contact and whose alliances enable us to work together to improve the quality of life of patients at local, regional, national and global levels. AELCLÉS is also a member of international haematology associations such as the "Lymphoma Coalition", "The MDS Alliance", "Myeloma Patiens Europe", "European Cancer Patient Coalition" and "Cll Advocates Network".

To all this, we add the fact that we give informative talks where we emphasise the care of the planet to achieve a healthy world and to be able to have a healthy life, since for our patients, food, air free of pollution and water are of vital importance for their recovery.

A pending objective on our roadmap, which we are working on, is to improve our social media campaigns to raise awareness of the importance of embracing the SDGs.

3.7. Colegio Marista Champagnat (MARISTAS), Salamanca/Spain

Due to the environmental and social issues we face worldwide, our institution, Colegio Maristas Champagnat de Salamanca, advocates for the development of an ecological and social consciousness within its organization.

Our school is well acquainted with the concept of sustainable transformation, considering the three dimensions of sustainability: environmental, social, and economic. Additionally, we are familiar with the United Nations' Agenda 2030 for Sustainable Development. The school has a plan of action or document that encompasses its mission, values, and priorities regarding sustainability, taking into account the Agenda 2030 and the Sustainable Development Goals (SDGs).

Our school has set the following objectives:

- Regarding ZERO EMISSIONS - ENERGY, we have established targets for reducing energy consumption and have conducted energy audits or specific environmental impact assessments. However, we do not yet have renewable energy installations (solar, wind, geothermal, biomass, etc.).
- In terms of ZERO WASTE - CIRCULARITY OF PROCESSES, the center has set objectives for waste reduction and reutilization. However, circular economy practices have not been fully integrated into our daily processes (e.g., repurposing organic waste from the school cafeteria for garden fertilizer or reusing rainwater for irrigation or other specific uses).
- Concerning WATER, we have set goals for reducing its use, and we display messages and recommendations in washrooms and other areas about water conservation and scarcity.
- Regarding BIODIVERSITY, the school organizes didactic projects related to restoring green spaces and promoting biodiversity. The center's green spaces include elements of nature for educational and recreational purposes for the students (forests, gardens, aquarium, birdhouses, etc.).
- As for MOBILITY, public transportation is available near the school, but specific actions to reduce the impact of private vehicles (such as promoting carpooling, bicycle use, parking control, etc.) have not been implemented, except for a yearly Bicycle Learning and Service Project for first and second-grade primary students.
- Concerning FOOD, we promote improved food consumption by favoring local and seasonal produce in the school cafeteria. The center also encourages nutritional education and healthy lifestyle habits within the family and community.

- Regarding RE-NATURALIZATION OF SPACES, we use outdoor spaces as living scenarios for learning about sustainable transformation. Furthermore, we consider bioclimatic, biodiversity, health, and well-being aspects in the reconstruction or maintenance of buildings and green areas on the premises.
- Concerning HEALTHY LIVING - SPORTS, we encourage values related to sports, health, and well-being through actions or campaigns.
- In relation to RESPONSIBLE PURCHASING, sustainability criteria have not yet been introduced into contracts with center suppliers (cafeteria service, material supply, furniture, computer equipment, etc.). Additionally, when purchasing materials for the center, the acquisition of recyclable, reusable, or recycled products is not currently considered.
- Regarding ILLUMINATION / CLIMATE CONTROL, measures have been taken to reduce lighting consumption (e.g., LEDs, presence detectors, automatic timers) and to improve technology in climate control facilities (heating and cooling).

Moreover, the center has a person, body, or committee responsible for sustainability matters. Activities are conducted to communicate and raise awareness about sustainability issues among the school community (students, families, suppliers, etc.). Collaborations with external organizations (administrations, companies, research centers, associations, and other local organizations) are established to carry out activities and attract external resources. The team periodically evaluates and tracks sustainability actions as part of the learning process at the end of each school year. Additionally, the school participates in platforms, networks, or events related to sustainability, innovation, or circular economy, and has received awards, distinctions, or certifications for its work in sustainability.

The school has various recycling points for paper and plastic. Furthermore, the administration serves as a recycling point for batteries, light bulbs, and electronic devices that are no longer in use.

In the previous academic year, the school redesigned its educational program to incorporate SDG-related content, integrating them from Preschool to High School. There are subjects or specific learning spaces dedicated to sustainability and the SDGs.

Through multiple activities, we motivate students to acquire new skills (critical thinking, communication, networking, negotiation, problem-solving, leadership, justice, etc.) throughout the curriculum while fostering the exchange of experiences with other schools or the local community concerning sustainability. Teachers receive training and support materials to incorporate the SDGs into their subjects.

The main objectives that the school and its entire educational community aim to achieve are as follows:

- Raise awareness throughout the community about the protection of nature.
- Integrate eco2social aspects into the LOMLOE curriculum.
- Create a curriculum sheet to sequence major content areas.
- Foster continuous teacher training.
- Plan projects and project programming.
- Integrate eco2social awareness into the Tutorial Action Program.
- Implement an eco2social tutorial for each grade.
- Encourage Service-Learning Projects (APS) with an eco2social purpose.
- Create APS projects considering the SDGs.
- Provide resources to teachers through the eco2social commission.

The team plans to carry out an annual intervention with families, involving the Parent-Teacher Association (AMPA) and MarCha, where Eco-Social Delegates play a prominent role. Additionally, the Marist Methodology offers the opportunity to work on projects with a clear environmental or

social service objective, ensuring that students are aware of the issues and challenges in their surroundings.

Significant efforts are also made through various activities organized by the Solidarity Team, all of which have a social background and involve the entire school community.

For several years, the school's administration has been monitoring its carbon footprint, paper usage, electricity consumption, etc., seeking to improve these figures yearly for a positive impact on the environment.

The school offers a school camp where one of the basic principles is the care and enjoyment of the environment, specifically the Gredos National Park.

The sustainability plan commission continuously monitors, evaluates, and proposes improvements, ensuring a cycle of continuous improvement, both in general and, particularly, concerning the Sustainability Plan.

3.8. Universidad Vasco de Quiroga (UVAQ), Morelia/Mexico

At UVAQ we seek the comprehensive training of our students at all educational levels and the study programs we offer, we promote values such as honesty, trust, justice, respect, responsibility and integrity. For UVAQ, the complete and harmonious development of each human being is fundamental, in his body and in his spiritual faculties: reason, affections, memory, imagination and common sense through a correct thinking, correct doing and correct feeling, which integrates everything, which are expressed and solidified in the construction of a more dignified and just humanity considering the entire formative dimension of the human person, respecting their dignity and natural rights.

Therefore, we seek the skills and competencies to care for our common home, that is, the planet we inhabit, for which good is desired and sought, and we fight to make good become the fundamental objective of our actions. . Doing good always, and to everyone, is the fundamental means of perfecting ourselves and oriented with the integral ecology proposal of Pope Francis' Encyclical Laudato Si.

At UVAQ we understand that sustainability is the strategic guide of our mission and of all the actions that are carried out inside and outside our facilities. We walk together to make a university whose mission and culture integrate sustainability from the vision of the human being in relation to all creation (common home in the Encyclical Laudato Si), the 2030 Agenda and the Sustainable Development Goals (SDGs), for among all understand to address the impact that the wear and tear of the earth will have on humanity, and take action mainly from teaching, research and service to society and with this continue making each member of our community an agent of change committed to the common good of society.

Mexico has adopted significant measures in terms of sustainability and social and economic development, therefore at UVAQ we seek to achieve this through correct thinking, correct actions and balanced sentiments, integrating all these dimensions. These values and principles are reflected and strengthened in the construction of a more dignified and just humanity, taking into account the importance of the integral formation of the person and respect for their dignity and natural rights.

Like any Higher Education Institution, at UVAQ we are aware of the role we play in the training of professionals and citizens committed to caring for the environment, social and economic development, for this reason our concern to adopt sustainable practices that serve as a model to follow among our students so that they are agents of change in search of the common good of society, thus contributing to the construction of a more sustainable future. Promoting inclusive economic growth aimed at generating decent work (SDG 8) with gender equality (SDG 5).

Like other organizations, universities consume resources such as drinking water, electricity, among others, which is why UVAQ is concerned about making responsible use of water (SDG 6) that allows us to guarantee its future availability, achieve energy efficiency (SDG 7) making use of less polluting energy sources that allow us to reduce our environmental impact, aimed at establishing sustainable consumption and production modalities (SDG 12) that allow the rational use of natural resources, promoting the reuse of inputs, recycling and reducing waste, mitigating climate change and protecting our biodiversity.

This adoption of sustainable practices at the university level not only makes it possible to generate significant savings in the medium and long term, by reducing energy costs and establishing parameters for responsible consumption of water or other resources, but also allows establishing mechanisms to combat climate change and its effects. (SDG 13). Additionally allocating these resources to the improvement in teaching, research and university extension.

Standing out in sustainable practices becomes an imperative for universities, but also a competitive advantage that, by being more aware of sustainability as a guide for action, allows more efficient use of scarce resources and provides a space that It favors the integral development of our students and workers, thus responding to the concerns and expectations that society has of UVAQ as an HEI committed to social and environmental responsibility. Being a sustainable university also becomes a source of traction for talented students and professors who develop research projects.

Consequently, we strive to develop skills and competencies to care for our common home, that is, the planet we inhabit. We seek the good and we strive to make the good the fundamental objective of our actions. We believe that doing good always and for everyone is the main means for our own improvement, following the proposal of integral ecology presented in Pope Francis' Encyclical Laudato Si.

Through research, universities play a fundamental role in the generation of knowledge, which, together with the adoption of sustainability as a central value in the institution, allows it to be promoted in the investigations that are carried out. In the case of our academic offer, both at the undergraduate and postgraduate levels, transversal subjects are established that are oriented towards sustainability and resolution of environmental and social problems.

We are working on lines of research that link us to technological development in the field of clean and renewable energy, environmental conservation and sustainable practices in various fields. Guided by our humanist vision of the role and commitment we have in this matter.

At UVAQ, we understand that sustainability is a strategic guide of our mission and of all the actions we carry out, both inside and outside our facilities. We walk together to build a university whose mission and culture integrate sustainability, considering the vision of the human being in relation to all creation (as mentioned in the Encyclical Laudato Si), the 2030 Agenda and the Sustainable Development Goals (SDG).

All together we seek to understand and address the impact that the deterioration of the Earth will have on humanity, taking action primarily through teaching, research and service to society. In this way, each member of our community becomes an agent of change committed to the common well-being of society, building a more sustainable world and preparing our graduates to face the environmental and socioeconomic challenges of the future.

4. CONCLUSIONS AND FUTURE ACTIONS

Understanding the Global Landscape

As we delve into the intricate tapestry of the Sustainable Development Goals (SDGs) across diverse nations, it becomes evident that sustainable development is a nuanced journey with both

remarkable achievements and persistent challenges. These goals, ranging from eradicating poverty to ensuring environmental sustainability, form a comprehensive framework for a world that aspires to be more equitable, resilient, and just.

The Interconnected Web of Goals

The evaluation of progress underlines the intrinsic interconnectedness of the SDGs. Each goal is not an isolated entity but rather a vital strand in a complex web. For example, investments in quality education not only uplift societies directly but also have a cascading effect on poverty reduction, gender equality, and economic growth. This interdependence necessitates a holistic approach to development, recognizing that isolated gains in one area can lead to broader positive outcomes.

Regional Stories of Progress and Challenge

Our examination also unveils a rich tapestry of regional disparities. While some nations have made significant strides in achieving specific SDGs, others grapple with persistent challenges. This is a stark reminder that there is no one-size-fits-all solution. Tailored strategies, acknowledging the unique socio-economic, cultural, and environmental contexts of each region, are imperative to ensure that no country is left behind.

Environmental Sustainability: A Global Imperative

The report underscores the urgency of addressing environmental sustainability. The delicate balance of our ecosystems is under severe threat, and concerted efforts are needed to mitigate climate change, protect biodiversity, and ensure the responsible use of natural resources. The SDGs, when seen through an environmental lens, represent a collective call to action to preserve the planet for future generations.

Beyond Economic Growth: Tackling Inequality

Economic growth, while crucial, is not the sole metric for measuring development. The report sheds light on persistent inequalities, particularly gender disparities, across nations. Sustainable development must transcend economic metrics to address systemic inequalities, ensuring that the benefits of progress are equitably distributed among all segments of society.

Future Actions: A Blueprint for Progress

As we draw conclusions, the path forward beckons us with a blueprint for action. Strengthening global partnerships is imperative. No nation operates in isolation; collective efforts are needed to share knowledge, pool resources, and harness collective wisdom to overcome shared challenges.

Investments in data and monitoring systems are not just technical necessities; they are the bedrock of evidence-based policymaking. Accurate and timely data will guide nations in refining strategies, identifying gaps, and making informed decisions.

The integration of SDGs into national policies signals a commitment to sustainability at the highest levels of governance. It's a pledge to align economic, social, and environmental strategies with the aspirations of a sustainable future.

Empowering local communities becomes a focal point. Sustainable development is not a top-down endeavor but a collaborative effort where the voices and aspirations of communities matter. Localized solutions that resonate with the unique needs of communities are central to inclusive progress.

Education emerges as a powerful tool. Beyond the classroom, it becomes a catalyst for awareness, fostering a deep understanding of the SDGs among citizens. An informed populace is more likely to contribute to sustainable practices and advocate for change.

Addressing climate change takes center stage. This is not merely an environmental concern but a cross-cutting issue with ramifications for health, economic stability, and social well-being. Strategies for transitioning to renewable energy, implementing sustainable land-use practices, and adapting to climate impacts are paramount.

Social innovation and technology become transformative agents. Innovation is not just about technological advancements but also about finding novel solutions to age-old problems. Harnessing the power of technology for sustainable agriculture, clean energy, and healthcare can leapfrog nations toward a more sustainable future.

A Collective Responsibility

In conclusion, the journey toward sustainable development is a collective responsibility that transcends borders, ideologies, and economic paradigms. The conclusions drawn from this report form the stepping stones toward a future where the SDGs are not mere aspirations but tangible realities.

The path ahead is illuminated by a shared commitment to leaving no one behind. As nations, organizations, and individuals, we are not just witnesses to this historic journey; we are active participants shaping a future that is sustainable, equitable, and resilient.

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