

NOTES

8th UNICA GREEN Workshop Implementation of SDGs in Higher Education

21-23 March 2018, Vrije Universiteit Brussel

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Wednesday, 21 March - Notes Sofie

Welcome speech

Vice rector Snacken

Vub and Lausanne co-chair unica green

An active network of young people who organize workshop, learn from each other

Vub as an urban and social university

SDG's at the center of this workshop and at the VUB

Cathy Macharis

Head of core group sustainability

Difficult to keep the attention for sustainability --> inventive

You need special skills to work in sustainability

Activate people, need to have the feeling of belonging, need to feel that things are progressing

Carbon footprint shows where vub needs to work on, energy and mobility

Example of we are Paris project as a positive way to address climate change, students and professors together

The sustainability forum, an interview method to hear every voice

Duurzame dinsdagen: every year a state of progression with a mixed project, in several themes

Green impact project:

Starting up a research group on sustainability, working with Shift, and with ULB (neighborhood level)

Sustainable Bootcamp to put expertise together of different professors, companies and institutions

Rebecca

The struggle of universities with the SDG's

Peter Wollaert

Unitar --> Cifal

--> based in Geneva, 17 cifal's to reach out to political leaders and educate them, and leaders of society

Build capacity on agenda 2030 --> translate it into a more pragmatic approach

Agenda 2030: readable for everyone, 40 pages

The core of the text are the SDG's, the colors don't have any meaning, no logic in the numbering --> difficult to use the postcard model, not easy to find your way

Unitar structured the text in a readable way, the SDG wheel, in line with circular economies

Putting your organization in the center of the wheel and critique look at the circle

Agenda 2030: approved by all member states of the UN

Added title transforming our world, is this text strong enough to embrace transition -->no it could lead to transformation but not transition process --> limitations of the agenda

Structure we are working in today are not in place to lead to the change that is needed, need to rethink the systems, but the text is not powerful enough

The logo can be: the earth, a loading sign, diversity, harmony, a wheel, equality, an open circle not closed --> to translate it in a local reality, space for reinterpretation, dialog

The text itself: vision and principles, results and frameworks, implementation, follow-up and review

--> first part for UN is much more important than the goals itself

17 SDG's: reintroduce social justice into sustainable development, two tracks come together

Definition sustainable development Brundtland

How to solve the paradox of wellbeing and the limitations of resources

Earth summit 1992

2000-2015 millennium goals: not used so broadly, theme poverty, north-south division

SDG's are being pushed broader, built on participation, universal

Triple bottom line: 3p's, based upon limited natural resources, inside the planet are people, those two create the economy, so limits to growth

In the agenda are concrete measurable goals, more pragmatic, concrete targets --> profit becomes prosperity, a new p is added of peace, and a p of partnership which crosses all other p's --> the sdg wedding cake, **all interlinked, it is holistic**

Link 17 goals to new definition of sust develp --> 6,12,13,14,15 linked to planet

16 linked to peace

1,2,3,4,5 linked to people

7,8,9,10,11 linked to prosperity

17 linked to partnership

Every goal has measurable sub goals, and means of implementation --> goal 17 are all the means of implementation --> divided into 5: finance, technology, capacity-building, trade (procurement), systemic issues (organization, transversal) + the idea of solidarity, development corporation

Leave no one behind! A pragmatic human rights agenda!

First question: is your organization sustainable

Second question: is your organization respecting human rights

OECD: measuring distance to targets --> Belgium has a lot of work, nr 1 is Sweden

Global system that needs to be translated to a local agenda --> glocalizing

Bieke and Pieter

A discourse analysis, critical perspective on the sdg's

Proposing alternatives is difficult, so they raised questions

Anthropocentrism vs ecocentrism --> Sdg's will be different

Triple bottom line and trade-offs, a question of measuring (usually economic)

Q&A

Wednesday, 21 March - Notes Leendert

Welcome speech

Vice rector international relationships

VUB is becoming more and more international.

UNICA is forum for exchange and good practices.

Brussels and other capitals in a metropolitan context.

Sustainability and environment important in this context.

UNICA workshops to collaborate and share experiences. SDG are at the forefront of many.

What can universities do for these SDG's?

SDG this year at the center of the UNICA green workshop and also at the VUB in general.

Cathy Macharis

Keep the motivation, deal with stress.

People need a sense of belonging to be part of the sustainable story.

VUB approach wants sustainability in all aspects of the university.

VUB assessed the CO2 emission.

We are paris movement.

Sustainable Tuesdays.

Every year assess the state of progression. And get into contact with the different context.

Triggering people to get involved.

Green Impact.

Outreach

today in collaboration with the shift and ULB.

Curriculum

Sustainable bootcamp. To put expertise of professors together + companies and institutions.

All together to a more sustainable world. Not only these three days but beyond that. Don't be frustrated, support each other. Reach out with new ideas.

Peter Wollaert

Critical assessment on sustainability of your institution in the middle of the SDG's.

General assembly in New York; SDG approved by all member states.

Title above: transforming our world.

Transformation or transition??

Transformation is an important world.

Important question: is this text strong enough to lead and embrace transition. NO! it could lead to transformation and possible to transition. But in itself this text is not strong enough to lead to a transition process.

Change the socie-technical regime

When are technol... strong enough to change the regime. The structures we are working in are not in place anymore to lead this change these are made at the end on the 19th century.

This text first step but in itself not powerfull enough to lead.

This text has a logo. The wheel! Global goals for sustainable development.

- Round earth planet
- Diversity colors
- Wheel circular
- (it's a logo that says logo on the computer)
- Harmony
- Equality, 17 equal parts
- The circle is not closed but open
 - o Translating global example in local reality
 - o Space for reinterpretation. Politically and institutional
- Round table for dialogue

4 parts in the text (see triangle slide)

Silent spring 1962

First book on environmental issues 1962

Birds got poisoned by mercury, -> no noise and silent

First one to mobilize the first environmental NGO's.

Limits to growth 1972

Brundtland report our common future 1987

Sustainable development ...

Meeting the dual goals of sustainability. Wealth but within resources

Population explosion

Earth summit RIO 1992

United nations framework convention ... climate change

New SDG's more broader than the millennium development goals

John Elkington

People profit planet triple bottom line in businesses

Social awareness and environmental care

Biosphere limited natural resources

Based on club of rome limits to growth

Profit becomes prosperity (this is society not company).

People becomes peace+people

P of partnership added, transversal goes through all 4 P's

SDG wedding cake as first structure

Or presented as interlinked puzzle pieces

Holistic

Crème fraiche are the 17 goals added to the structure of the wedding cake

Non UN official linked it together

Inequality between regions

Sustainability by working together. Goal 17 locally and internationally

Each goals 1 2 3 and a b c

123 are measurable goals

Abc are the means of implementation to achieve your goals

Partnerships (goal 17) In five subtopics

Finance

Technology (use best available)

Capacity building

Trade (procurement)

Systemic issues (good structure on how to organize it)

International solidarity

We need to use this agenda holistically

Everything is connected not isolated goals.

This agenda is a pragmatic human rights agenda; same qualifications as the human rights.

Is the VUB a human rights organization?

EACH organization should respect human right

Rights and responsibilities!

Belgium is at place 12 of 157 countries to implement whole agenda.

Zweden is at #1. Amazing country

We want to be the first country in the world to reach all goals. Big statement. And they are indeed at place 1

The text is not taking into the account the world population explosion!

Is this text too much or too little antropogenic.

Biosphere or humans in centre of agenda

Global agenda introduced on local level

Agenda in practice

- **Action drive 1 year**
- **Strategy drive 2 year**
- **Transition driven (transformative) 3-5 year**

Involve economics into the SDG agenda

Foucs on ALL goals, even if you are a university for example do more than just education.

Please communicate in flanders especially!!

Bieke & Peter

Climate change is a problem, everybody says YES

From a comedian

Climate change is primarily a problem for humans, the world was here before is and will stay. Human kind is a virus and the world wants to get rid of this disease.

STORY

Contradiction sustainability does conflict human rights

The manage deer populations legalize hunting

Killing the excess of a species

What is sustaible development for this deer? Hunting trips on humans.

What's essential for the deer, it's all perspective.

Does sustainable development benefit someone?

What are needs and generations

brundtland

Needs: intergenerational variation of needs

Who is the needy-one aka greedy-one

Lack on differential understanding of needs

Assumption universal set of needs

Anthropocentric perspective

Instrumentalization of nature, nature a need of humans.

Generations

What are generations?

Humans? Or current existing species

We are heading to a 6 big extinction period.

A biologist nuanced, mankind are creating more species even. Species are evolving in the advantage of mankind. Anthropocentric perspective.

SDG are strongly anthropocentric, it's only about humans. By an economic rational.

SDG would look different from an ecocentric perspective.

Mankind is than seen as the biggest threat.

The vision is not black/white, it's more nuances. Humans also part of nature

Who favors sustainable development.

Triple bottom line

Social – economic – environment

Story

Making trade-offs in difficult

Island in Vietnam a small community

Fishing only income, but it is threatened

Improve living, not only be dependent on fish

Is this sustainable?

Fish only by men; SDG would involve women

Has high impact on such society. Because it works completely different. Philosophy is different.

Make a trade-off? Do we protect panda yes or no.

Has no economical value (it's just cute)

Use example of cockroach: what should be preserved: whale or cockroach? Whale has cultural value.

Even seclude island has a global complex issue

What is you ask nature this question?

Is sustainability selfish because of humans? Values of the human race

Human kind has everything to win by it.

We have the luxury of asking questions. And making the trade-offs. This luxury gives a duty to educate the other people.

Thursday, 22 March - Notes Sofie

Jorulf

Wrap up

Broad perspective, give people feeling of belonging,

Keynote 1:

Rector Pauwels

22/03 memorial moment

SDG should be at the centre of the university, 1, 4, 5, 10, 11

Eric Corijn sees three challenges for the cities: ecological challenge (nature in the city)

Social inequalities

Living in harmony

City is a lab for inspiration

Process of duality, clearly visible is Bxl, city is divided and sometimes segregated

In poorer areas with poor housing, renting out of economic necessity, few green areas, a lot of tacit knowledge

Our university is tailor made for children with good schooling

The vub reflects duality, 21% doesn't speak dutch at home, 40% parents don't have a higher degree, 24% scholarships

A lot of talent goes to waste before higher education, the crucial question is what a university can do that all people feel belonged at uni, together with schools push the government

Brutus project, university students act as tutors for children from a poor background, and prepare them for universities, the students also obtain good experience

Much more needs to be done, unis need also be in elementary schools

ULB has a university for children, focused on the science world

Wanke

Questionnaire: 10 questions about sustainability, 24 universities responded

Certified management plays an important role

2/3 have a designated unit for sustainability

Sustainability on campus represented but in outreach it is weakly represented

More details on unicagreen website

Where is it implemented, in student initiatives and research projects

A well connected network

Conclusion: findings show that sustainability is managed in a variety of ways

So a fruitful experience and benefit from each other

Sustenuto

Approaches: ad hoc (individual)
 Projects (team process)
 Management systems
 Strategic approach
 Transitional

Inside out perspective, put your organisation at the centre and look at the influence they have on the sdg's

How do organisations have influence on the impacts of the targets --> think at the impact level

Value chain

AFTERNOON SESSION

Delphine

Approach to establish sustainable teaching, not directly on the sdg's, but it is linked in some aspects

Context: mid 2016 new strategic objectives, new sustainable policy, 5 pillars

- Interdisciplinary academic platform, bring together teachers and research staff, create broader network, built an inventory of research and teaching on sustainability

Made a questionnaire with 12 boxes to tick

Key competences pro faculty, not really represented in impacts

Outcomes: more than 70% is interested to join the platform

Next step is to really develop the platform

Andreas

In general professional skills courses, 6 different competence areas, one of them is sustainable development

Sustainability in teaching and research: checked all the outline of the courses --> 30% was sust. Related, 14% was interrelated to sustainability

15% are targeting at least one SDG, 4% really include the sdg's

Sdg's are in the mid of the uni, but still trying to close the gap between teaching and concrete

A lecture series, to talk about sdg's in a research perspectives, interdisciplinary, to bring different communities of unis together, mandatory component in bachelors, divided in 4 modules

It will start next year, already was a pilot semester, mostly positive reaction, living lab approach

Next steps: find lecturers, creating a digital toolbox, ESD training courses for lecturers, developing courses for primary schools...

Linde

Redelijk eigenzinnig

To coach students to become social responsible students

Open to students from all disciplines, the course aims to reflect about the challenges of our time and engage in them

Course builds up around public events, with one general theme

Project weeks based on non-profit organisations located in Bxl, mixing all students

Emilie

Two approaches to integrate sustainability into teaching

Different masters that are already in sustainable direction, and also voluntary courses

Lack of visibility of these courses and masters, no real coordination between courses

The goal is that all student leaving ULB need to know about sustainability

So introduce transversal lectures, interdisciplinary applied projects, on living lab-campus

Are planning to do a survey

Project that is already going on in Solvay, at integrating sust. Into existing courses, no new courses

10-40% already integrate it, the same for mastertheses

Conclusions: need of operational definition, there is no one solution so looking for adaptable approaches

Alexandra en Wouter – interactive session

How to promote sustainability education, how to raise teachers interest?

Thursday, 22 March - Notes Leendert

Jorulf

Recap from yesterday

New perspective on sustainability

Is it our duty/luxury to be sustainable

Cathy

Introduce the rector

Caroline Pauwels

Memorial of the brussels terrorist attach

Contribution of universities to SDG

VUB commitment focusing on

- Poverty

- Quality education

- Gender equality

- Reducing inequqlity

- Sustainable cities and communities

Eric corijn city philosopher sees 3 challenges

- Treating the eco challenge, relation to nature

- Treating the social inequalities, live harmoniously

-

Advantages of urban location

Things happen (first) in the city, city is a lab, a source of inspiration. Entrepreneurs

Good environment for students to be future proofed.

Duality takes place in global cities. Clearly visible

Brussels is divided or segregated. Clearly visible. Rich VS poor areas.

High paying jobs and international companies. Those children have the best schools. Parents can afford to invest in children education. Extracurricular activities. Those kids do well in higher education.

Also people are poor that cannot buy a house, they rent, crowded, no infrastructure no green spaces. Children have less chances. Harder for them at the university.

Our university seems to be tailor-made for children coming from good schools.

Cities reflect duality but so does the university.

VUB compared to other universities.

Flanders 6% don't speak dutch at home

21 % at the VUB

Parents have studies

9

40

More scholarship at the VUB

VUB performs as good as the other Flemish universities.

A lot of talent goes to waste because of social inequality.

Migrant family children have it more difficult

What can universities do to make sure children with talents feel accepted.

Schools should be our allies

Project at the VUB : BRUTUS. Tutor project for secondary schools for disadvantage families. By VUB university students.

Benefits for student to be trained as teacher or coaches. They are not paid with credits. 650 children participate, 200 students.

But much more should be done. In kindergarten and elementary schools.

Project ULB: universite des enfants

Weekly, science events for kids

But do we cater for a public that is already catered for?

Should we more focus on the disadvantaged areas

In the USA urban university is an institution of higher learning. Improving the health of the region it is located. Of the city; in the city, for the city

We do not simply want to benefit from the city, but also be an element of our identity.

Urban environment be the context in which we function, what we study, what we teach

To the city of the city for the city

Wekonekt, students have classes in the cities, with other organisations located in the city. To make our students ambassador of the city.

Teach students to tackle city challenges. Commitment for the city.

What can uni do to attract students from disadvantage backgrounds

- Inflow and outflow of students

- Programs that facilitates these students

- Programs that give necessary support over the next hurdles

- Even more hurdles after the degree, because they don't have the network, make networks available for them

- Get involved in the city, take up responsibility with social and economic actors

Coalition on urban serving universities (USA)

Initiatives working to students success

Collaborating across universities to accelerate innovation

Students from disadvantage background BELONG at the university

But this a mutual beneficial relationship

Resource of talent leadership and innovation

Urban uni needs to address the world

Unique and central position

World class research

Shared human community

Cathy

Results from the unica green sustainability survey

ANDRES WANKE Freie Universität BERLIN

Evaluation of the unica sustainability survey

Activities of UNICA green

Topics of annual workshops

SURVEY

10 questions

50% response

73% have a mission statement

60% publish sustainability report

High relevance of management and reportance systems

2/3 have a designated unit for sustainability management

More details to see at the website

Conclusion

Unica member universities manage sustainability in a variety of ways.

Research

Key initiatives take more than one form, it's in all areas

Cathy

Interesting progress

Interactive part now, introduction

Chemical sector to NGO to company to coach

Kristof Sustenuto

Bring the SDG's closer to the core activities

Sustenuto is a small company to support organisations in implementing sustainability strategically

Urban university what does it mean? What's the role?

Corporate social responsibility

CSR is a responsibility that an organisation has for its impact ...

Different maturity levels of dealing with sustainability: (see slide)

At 7 point vote live feedback

<https://pollev.com/maarten>

vote 1: what stage is your uni at

pitfall

cherry picking in the SDG's

kameleon approach

outside perspective (society) VS inside perspective (organization)

outside in targets tend to be more ambitious

sector report of aviation industry

steps in integrating SDG

john ruggle: you can't bargain, there are lines you cannot cross.

Step 3: setting goals – sustenoto

-SDG not literally – HEI needs one umbrella-approach

*Then different types of activities

-Steps in setting goals (after finding priority areas)

1 Define targets

§Ambition level of strategy

§Top-down imposing – targets & time-frame

§Feedback/opinion of stakeholders

/Relevant for working areas – experts

/Validate strategy

/Different view

2 Determine KPI's

§Cautious use

-There is no such thing as a generic stakeholder

*different levels of influence – interest matrix → Different stakeholders, different approaches

-Approaching stakeholders is a barrier

*External, out of comfort zone → not helpful to stay in own organization

Step 4: integrating

-Step 1: Develop action plan

*Match top-down strategy with bottom-up involvement (broader group of people)

§HEI might choose an earlier bottom-up involvement

*KPI: link action – goal

-Step 2: set up appropriate governance

*Working groups, distribute responsibility, frequency of meetings, ...

-Step 3 Develop partnerships

*Triple helix – find whose interests overlap with ours

*Targeted search

*Proactively reach out in society

Step 5: Reporting

-GRI framework (external communication for sustainability) matches SDG's

Feedback break-out sessions (Maarten & Cathy)

-SDG4 most popular

*Education for everyone

*Future skills are relevant

-SDG5 gender disparities

*Priority for all the groups

*Labour protection & secure working environments

-Process-wise

- *Universities can contribute → We can do something!
- *Learning from each other-process
 - §Shared problems & research
 - §Policy transfer
- *Internal exercise as well?
 - §Abstract indicators → What does it mean for us?
 - §Work with professors & researchers
 - §Create new research avenues and on-campus activities
 - §Campus as living labs, example within cities
- *Find a structure within SDG's

Best practices abroad

Ullika – Gotenburg – Sustainability reporting as a tool for outreach

-How to use reporting

-Different reports

- *Annual report, national reporting, SDG report on outreach, on faculty level
- *Some laws regulating different reporting, not all mandatory

-Annual report

- *Lobbying for mandatory inclusion → sustainability as part of university, not parallel track
- *2 pages on sust research, 2 sust perspectives in education, 5 on sustainable development (ISO certification, climate fund, procurement, life cycles perspectives)
- *Target & effects, more than just system
 - §Example: scientific articles related to sustainability – help of bibliometrics
 - /Travels: high climate travels, but a lot of plane travel → conflicting targets (internationalization vs sustainability)
 - !No longer allowed to fly under 50km (?)

-Mandatory national reporting (all state governments)

- *Environmental management system
- *Follow-up on effects
 - §Travel, energy, procurement
- *Voluntary questions

- *Measure vis-à-vis to other agencies
 - §All material published as official ranking

- Sustainable development solutions network, northern Europe
 - *Focus on research based innovation businesses – practical solutions
 - *Solutions for low sea impact
 - *Self evaluation on all SDG's

- Mapping research and education at faculty of science
 - *Annual report – what kind of research do we do?
 - *Map research in SDG's
 - *Clear communication in internal & external websites
 - *Makes clear what kind of problems are not only for the faculty of science, but a broader demand in other research groups & faculties

Silde – Oslo – Outstandingly green – from vision to practical strategy

- Owner of university property

- Symmetry between research & education – outreach & operations
 - *Student involvement – parliament – youtube video's available (?)
 - *Working together with Oslo – climate city 2020

- Systematically working for property & operations
 - *Mapping, evaluating
 - *Detailed study on current & required level, costs, ...

- Strategy for estate operations
 - *9 lines for 2040 & 2020 goals
 - *Climate action
 - §Reduce impact greenhouse gas reduction, renewable energy use & reduced energy use
 - *Taking into account main processes sustainability
 - §Eg. Procurement → where & how you use your money as a big driver for what happens in your estate, but also change behavior within field/market
 - /Transparent, digital, demanding consumer
 - *Work on organization self, high ambitions don't come easily

-Ticking off SDG's → Where do we have relevant impact, more on general level

-Target and measures, example energy

*40% reduction in square meter use → 2040, 15% by 2020

*Very specific targets and achievable measures

-Example outdoors

*Promote biodiversity & joy/Wellbeing in nature

*Set up measures

-Strategy as a working tool for professionals, not management only

*Hire consultants & external companies, these should use strategy as a tool

*Reporting process: report progress, not status

§Goals, targets and measures

-Strategy

*Rectorate brought in green, legitimacy of high ambitions

*Then strategy → management team/campus masterplan

*Need for professional estate department

Green office model: Empowering students & changing institutions

Model: 3 assumptions

- Sustainability = purpose
- University = catalyst
- Students = change agents

Sustainability practised in disconnected islands of activity. But they should know of each other, be connected and work together. Otherwise feelings of 'unclarity', 'lone warrior' or 'left alone'. => A sustainability platform that connects & supports is needed.

Green office: sustainability hub

- Bottom up (students, staff, ..)
- Top down (funds, legitimacy, ..)
- Open source (adaptable to fit your own context)

Green Office (GO): The GO gathers ideas concerning sustainability. Everybody can come with ideas or questions. It is also a point of contact for people not connected to the university.

What is a green office? (KULeuven): https://www.youtube.com/watch?v=iO_e_C-sl3k

The GO's have 6 characteristics:

- 5 student employees
- 1 staf that coordinates student, core team
- 20 volunteers (50% of GO's work with employees)
- Office (own office 70% or shared (30%)
- Mandate
- 60000 euros funding (78%for salaries)

Examples of offices:

- In a research village they build sustainable homes, one of these went to the local green office
- Utrecht also has a very nice new office. It's more accessible, better connected thanks to it's locating as well, it looks very nice and so also facilitates inviting people/companies in. It looks more professional.

4 adaptations of GO-Model

Low => high level of integration of student and staff efforts

From low: student engagement unit => student sustainability department (25-100 k euro/ year) => student and staff collaboration => integrated sustainability department => high

The last two are both well funded and integrated sustainability platforms.

Activities & achievements

- Inform
 - Connect
 - Support
 - Initiate
-
- Little weekly (food) shop where you can buy products from local farmers. (~ 'buren en boeren' in Belgium, greenteam vub also organises such a weekly market place). This is also a place where people and students can get in contact with and can get to know the GO.
 - Support student projects/ideas
 - Dopper bottles => drinking tap water, raising awareness
 - Green teacher awards: celebrate efforts and motivate teachers to be conscious concerning sustainability and (~course material, inspire students..)
 - Creative ways to get people engaged basketball rings picture => sorting garbage via basketballhoops over the bins.
 - Living lab ~ student research consultancy
Wageningen: Students search durable solutions for a certain problem within curriculum (they get credits for it)

In relation to SDG's

- 4 Accreditation online course (concerning sustainability) (Konstanz)
- 7 Solar panels (Maastricht)
- 11 Car sharing platform for students and staff => in test phase (Hildesheim)
- 12 Boosted recycling of e-waste (old computers and such) by 190% (Maastricht)
- 10 Achieved fairtrade university status (Eindhoven)
- 15 Urban garden (Leuven)

Green office movement

Over Europe => strong in Netherlands, Belgium and Germany! But also in England, Italy..

More info on the GO movement on <http://www.greenofficemovement.org>

- Free online course to set up own office

All offices: what they have in common and how they differ.

Questions:

- GO started by students or staff member?

Both are possible, but easier by staff

- How do you stimulate volunteer engagement?

Depends on goal. Give autonomy, support their ideas, call them members (they'll feel more part of it), give them clear roles, responsibility so they don't feel unnecessary.

- Green office works with other student organisations at the university?

Wageningen: They have a whole green active network, many student organisations that engage somehow in subjects concerning sustainability. The GO is just one of them, but GO sees itself as enabler. Lots of different 'green' organisations, but these are autonomous. GO only one with direct link to staff. The others are purely student organisations f.e. garden association.

Pay GO students? => other ones aren't payed (purely student organisations, do work for free because they loved it). How deal with this?

GO direct link to university, work for university => have to implement university sustainability policy! More legitimate than student organisation => gets more done, taken more serious, greater impact. But! GO less autonomy, follow university policy => get paid.

Go does outreach in name of university. This can also be restricting. Leuven has a green 'lab' (instead of office), this is to separate them from university (GO). University itself created this, so they can be more creative, they may experiment possibly against university policy. Its funded by the university, but not a representative.

Friday, 23 March - Notes Leendert

Jorulf summarize yesterday

SDG implementation

Rector memory terrorist attack

Responsibilities of university

Outcome of the survey

Susteneto

SDG exploration, how to integrate priorities

U of Oslo

How SDG in curriculum

Delphine

Inventory of research...

Andrea franke

How sustainable development in the general skill course

Digital sustainability toolbox

Why should universities have sustainable

...

Planery interactive session


Discuss questions, teachers integrate sustainability in courses

Start a pilot to show good practice and provide training

Relate to the place; walk molenbeek or campus tour

ROOTABILITY Tim and Anne world café

How to identify stakeholders and establish partnership

 Breath and be ready for the day, come into this space

This workshop is active participation + dialogue + active listening+ presence

There is much more in the university community besides curriculum.

Community engagement to address SDG's?

The operation side, facility services

How can we collectively engage students with the SDG

Dialogue rounds in groups

1 broad question, 2 more detailed

3 integrated insights

First question round

Why do we need community engagement in order to address the SDG's ? what becomes possible through an engaged community?

- Everybody has to know why something is done people take more care when they are 'owners'.
- *Professionalism makes good communities work*
- *By connecting smaller communities to a bigger community you create more opportunities*
- *Interdisciplinary*

- *Why not?*
- *Responsibility as university, and possibility for research on it*
- *Direct community and then go further, neighbours, community, city...*
- *Make friends with people in key positions*

What actions and projects do you know that can help to engage people to address the SDG's?

- A helpdesk for informal meetings, with people that have suggestions or complaints
- App orientated bringing people together
- Bottom-up: student organisations GreenTeam green impact
- Top-down: courses, rector statement
- Communicate to inspire people
- Skill training course with SDG as content
- Rector challenge, entrepreneur competition to work with SDG's
- Trojan horse strategy to get people's attention
- Elements of competition and make it social. Be part, engaging and fun. We are social being

Second question round

How can we communicate to engage those who are not already intrinsically motivated to get involved in addressing the SDG's.

- People are not intrinsically motivated
- Keep target group in mind and stay connected
- Try to not to go too far away from your target group
- Make it experienced based, activities and games. Unconscious being sustainable
- Top down (official) and bottom-up communication (workshops)
- Social media for visible changes
- ... influencing people

Who do we need to engage more? Which collaborations are crucial?

- The university department
- Meeting people where they at, efficient
- Contact the hesitators
- Not those already convinced or the haters not worth time and energy
- Recognize the hierarchy we are working it
- Engaging the engaged even more (other group opinion)
- In every department by it someone (staff or teacher) who can take it up and be the front runner.
- Everybody is on his own island, we need collaboration between internal services

Reflect for yourself during the coffee break.

Stakeholder analyses to focus your energy well.

Pitch on next session:

Green impact as a tool for building a community inside the university.

Why has something worked or not worked?

How make it fun and social?

Green Office workshop Tim & Anselm

- What is the green office

Workshop by UCOS

- Change campaign, student driven
- Also work on non-green SDG's

Closing round