

SDG Toolkit for Canadian Colleges and Institutes

SDG TOOLKIT FOR CANADIAN COLLEGES AND INSTITUTES

A practical guide to the United Nations Sustainable Development Goals for post-secondary institutions

CICAN



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INTRODUCTION

A practical guide to the United Nations Sustainable Development Goals in post-secondary institutions

Colleges and Institutes Canada with the support of **Employment and Social Development Canada** are assessing the level of awareness and integration of the United Nations' 2030 Agenda and [Sustainable Development Goals](#) (SDGs) in our member institutions.

The purpose of this inventory is to identify emerging practices in post-secondary settings across Canada that integrate the SDGs explicitly and to curate a selection of these into an Open Educational Resource ([OER](#)) toolkit and guide to the SDGs for Canadian colleges and institutes. Each of the practices submitted will be grouped into categories by institutional department and a representative selection will be included in the first version of the SDG Toolkit for Canadian Colleges and Institutes.

The guide will be made available on our website and available for download by any member institution staff or student. While the toolkit is intended to support our

members in taking advantage of the opportunity presented by the SDGs, it will be available to anyone who accesses our website.

We would like to acknowledge that Colleges and Institutes Canada is located on the unceded and unsurrendered territory of the Algonquin people. Traditionally known as “Anishinabe”, Algonquin people are the original inhabitants of the wide swath of territory along the Ottawa River. With this tradition in mind, Colleges and Institutes Canada respectfully thanks the Algonquin people for hosting us on their ancestral lands. Meegwetch (thank you).

FOREWORD, FROM OUR PRESIDENTS



Our country, and indeed the world, is facing unprecedented and simultaneous threats to human well-being. Many of these have emerged over years, even decades, but the global pandemic of 2020 has exposed and exacerbated them, galvanizing a new sense of urgency and unity of purpose across Canada.

In 2015, 193 members of the United Nations ratified the 2030 Agenda, long before the world had heard of Covid-19, but when it was already abundantly clear that current systems were failing both people and planet. The 17 Sustainable Development Goals (SDGs) that underpin the 2030 Agenda serve as a roadmap and a clarion call for concerted, collaborative change in the way we have ordered our world.

Today, at the beginning of the last decade in which to correct course and ensure a sustainable, just, prosperous future for all, Colleges and Institutes Canada (CICan) is pleased to release a practical guide to the SDGs that highlights

some emerging and exemplary best practices in our member institutions, to spur all of us on to do better faster.

CICan launched a new 5-year strategic plan in 2019 with an inspiring vision of Better Futures for Peoples and Communities. Colleges, institutes, polytechnics and cégeps already act as catalysts for that vision, helping individuals and local economies become prosperous and resilient and contributing to the achievement of Canada's international commitments. However, we can do much more. Our members are located coast-to-coast-to-coast, in communities very large and very small, with 96% of Canadians living within 50 kms of one of our locations. Together, with the SDGs as our inspiration and guide, we can: train and retrain a green workforce; act as incubators and accelerators for clean tech and emerging low carbon industries; support the mental and physical well-being of our students; and educate a future generation of leaders committed to sustainability in every practical field of human endeavour.

In coordination with the launch of this SDG Toolkit for Canadian Colleges and Institutes on September 23rd, 2020 CICan signed the [SDG Accord](#) and has since become part of the Endorsing Partner Network publicly stating our commitment to the SDGs as the way forward. The SDG Accord is the global university and college sector's collective response to the Sustainable Development Goals. We congratulate

our 7 members and 3 member student unions who have signed and look forward to many more.

We wish to thank and acknowledge our funding partners, the Sustainable Development Goals unit at Employment and Social Development Canada and the McConnell Foundation. We also offer our sincere appreciation to our collaborative partners: the Sustainable Development Solutions Network (Canada); the Canadian Commission for UNESCO; and the UNESCO chairs in sustainability, for their generous and unfailing contributions.

Most of all, we salute the passion and energy that faculty, staff, and students past and present, from colleges and institutes across the country, have brought to this project. Their commitment to People, Planet, Prosperity, Peace and Partnerships makes us confident that we can indeed, “build back better”.

A handwritten signature in black ink, reading "Denise Amyot". The signature is fluid and cursive, with the first name "Denise" and last name "Amyot" clearly legible.

Denise Amyot, President and CEO, CICan



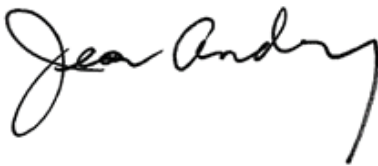
While all countries have pledged their commitment, no country is currently on track to achieve the SDGs. In fact, a majority of countries (including Canada) are moving backwards on some indicators, with inequalities rising and environmental degradation continuing. Progress is being made on others through the dedication of many individuals and institutions.

The COVID-19 pandemic has shone a light on the fragility of our global economic, social, and environmental systems. As we begin to consider life beyond the public health emergency of the pandemic, it is critical that the SDGs be used as our road map to ‘build back better’, guiding us towards creating a more sustainable, equitable, and prosperous world.

This toolkit by Colleges and Institutes Canada is an important part in finding ways to accelerate SDG action in Canada. Our post-secondary institutions are powerful drivers of innovation, economic development, and societal wellbeing. We are training a generation of global citizens, supporting innovative solutions-focused research, and demonstrating sustainability leadership within our communities and across the country. This guide provides a starting point and an opportunity to dive deeper on how Canada's colleges and institutes can engage with the SDGs.

As a post-secondary network working to mobilize members around SDG solutions, we are proud to support CICan in the creation of this guide and look forward to continuing to work together to ensure that Canada's post-secondary institutions have the tools and resources they need to be leaders in pushing for change for the SDGs.

There is no single approach to implementing the SDGs and no single institution or government can take this work on alone. Progress will depend on finding multiple pathways to achieve our goals and to create more opportunity to work together, across society. We all have a part to play.

A handwritten signature in black ink, reading "Jean Andrey". The signature is fluid and cursive, with the first name "Jean" and last name "Andrey" clearly distinguishable.

Dr. Jean Andrey

Chair, SDSN Canada

Dean, Faculty of Environment, University of Waterloo

A handwritten signature in black ink, appearing to read 'Jon Beale'. The signature is fluid and cursive, with a large initial 'J' and a long, sweeping underline.

Jon Beale

Manager, SDSN Canada

UNESCO CHAIR FOREWORD



The Global Goals – What Do They Mean?

Sustainable development – what started as a vision for the world in the 1980s is a paradigm that is well underway. While current threats to the planet, our societies and public health dominate our daily news, we do experience a time of tremendous opportunity to make a difference and to change our ways of life to ensure a better world for all. The adoption of the United Nations Sustainable Development Goals (SDGs) is a proof of the international community, willingly coming together and agreeing upon a holistic framework for nations to collectively find ways to a more sustainable and equitable future.

This publication highlights the manifold initiatives that Canadian colleges and institutes have already undertaken; designed to encourage more higher education institutions in Canada and beyond in moving towards the SDGs. It also aims at a better understanding of the potential of the SDGs as a driver of transformation when localized and implemented on

campus while enhancing services to students, employers and the community at large.

Colleges and institutes in Canada were founded to meet the need for highly skilled employees to respond to the demand of business and industry. In their design, it was intended to educate future generations of specialists in existing and emerging fields of the Canadian economy and at the same time to be socially inclusive. Colleges and Institutes Canada (CICan) has been serving its members for many years in promoting their voice for policy making and in discussions about the country's future. In addressing today's new normal (and every future next normal), CICan actively supports colleges and institutes seeking the necessary innovation through education and research as well as sharing members expertise. Embedding sustainability into all learning and throughout the institution can unlock the potential for addressing the sustainability issues of our time, educating future specialists and leaders, providing crucial practical knowledge and research and lastly, showing how to collaborate both as a network and with local communities to enhance the chances for a more sustainable future and the well-being of all.

Charles A. Hopkins,

UNESCO Chair in Reorienting Education towards
Sustainability,
York University

EXECUTIVE SUMMARY



In 2015, countries around the world, including Canada, adopted the 17 Sustainable Development Goals (SDGs), a blueprint to achieve a better and more sustainable future for all by 2030. Agenda 2030, as it is known, offers a unique opportunity for post-secondary institutions to lead transformative change.

The Towards Canada's 2030 Agenda National Strategy commits to investing resources in areas like science, innovation, technology, and partnerships to accelerate achievement toward the SDGs. In 2019, CIGan received federal funding to develop resources and to work across the sector to advance the SDGs by leveraging the creativity and ingenuity of Canadian colleges and institutes. This work aligns well with CIGan's strategic commitment to building system capacity for ***Better futures for peoples and communities*** – a commitment that is even more critical as we recover from the global pandemic. Colleges and institutes will play a critical role in transitioning to a low carbon and socially

just economic recovery, to reconciliation, and to **Build Back Better** in Canada.

“Colleges are hearing – and heeding – the call from students and employers: invest in sustainability”

-Macl
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2021
Colleges
Guidebo
ok

This guide has been developed as a resource to highlight the important work underway at colleges and institutes, by providing examples that range from student engagement to campus development, and illustrating how the system is advancing Canada’s commitment to the SDGs. There are a growing number of SDG resources being developed internationally for higher education, however, this one is specifically about Canadian colleges and institutes. It was developed with the direction of a working group comprised of members from several Canadian institutions, CICan staff and the Sustainable Development Solutions Network (SDSN) Canada. The initial examples in the guide were collected through a college survey administered to all colleges and institutes in the spring 2020 and is updated quarterly to

continue to share examples and projects happening on campuses today. The examples represent best practices of institutions under the categories of **Academic, Finance and Administration, Applied Research, Physical Infrastructure, Community and Students, Governance** and **International**. Each example provides at least one college contact where more information can be obtained and includes links to additional information.

Along with inspiring examples from across the system, the guide includes tips for implementing the SDGs in your institution which have been thoughtfully constructed by leaders from Canadian institutions. The last section of the guide provides links to resources from the around the globe. Additionally, the guide will be supported by further structural resources, such as an institution-to-institution mentorship framework and catalogue of experts who can be consulted for further advice and guidance.

This guide is for our colleges and developed by our colleges. Use it as a toolkit to get started on your institutional journey to embrace the SDGs, support your communities, and develop the next generation of leaders and change makers in our rapidly changing world.

“UNESCO’s education sector, including technical and vocational education and training (TVET), currently finds itself at a crossroads. The end of the Education for All (EFA) movement, and the adoption of the Sustainable

Development Goals (SDGs) at the United Nations Summit in September 2015, highlights the need to reconsider the role of the education sector in a more globalized world, accentuated by interlinkages between social, economic and environmental issues.”

– UNESCO (2015). UNESCO TVET Strategy
2016-2021. Bonn, Germany

STEPPING UP TO THE GLOBAL GOALS – WHY CANADIAN COLLEGES AND INSTITUTES?



The 17 SDGs are a series of interconnected and synergistic global targets for reducing inequality, ending poverty and hunger, improving health and education, protecting our planet, and enabling innovation and

meaningful work for prosperity by 2030 (SDSN Australia/Pacific, 2017). There are 169 targets for the global goals, that will need to be achieved through the strength of partnerships among governments, business, civil society, and **higher education**. The recent global pandemic, that has disproportionately affected the world's most vulnerable, has highlighted the urgent need to collectively work together to achieve these targets by 2030.

The Canadian government has embraced the universality of the 2030 Agenda and is committed to supporting the implementation of the SDGs both in Canada and internationally. Canada has developed a strategy to **leave no one behind** by moving forward with the [SDGs](#). Canadian colleges and institutes are uniquely positioned to address the sustainability and climate action goals of Agenda 2030, as we prepare our students with the skills and knowledge for a sustainable future. But we need to work together! CICan's strategic vision of *Better Futures for Peoples and Communities through Strengthening the System* directly supports Canada's international commitment to meet the challenge of the SDGs and to '**Build Back Better**'.

Around the world, colleges and universities are increasingly focusing their sustainability efforts on the SDGs. In Canada, the SDGs have broadened the perspective of sustainability, as they connect to issues relating to **people, planet, prosperity, peace, and partnerships** that encompass all institutional

priorities from climate action, to access to education, diversity, and equality.

“We all know that Canada faces many of the greatest impacts of climate change because of our northern latitudes and we know that it affects our Indigenous communities disproportionately. We know that we have to confront the energy transition. We play a role internationally when it comes to migration and resettlement, international aid and we need to continue to focus on those things. Canada has the opportunity here to rise to be the nation of the future.”

– Jean Andrey, Chair of SDSN Canada and Dean of the Faculty of Environment, University of Waterloo

The SDGs provide a guiding framework for our institutional contributions through research, curriculum, campus operations, culture and community development and are a basis for cross-institutional partnerships to tackle local and global challenges. Colleges and institutes are the incubators of new knowledge and creative approaches to solving problems through applied research, and community-based and work integrated learning. Through the strength of our social infrastructure we are also significant contributors to industry innovation and anchor institutions for our local communities.

While the SDGs are interrelated and highlight the importance of education to all sustainable development, SDG

4 (Quality Education) most specifically speaks to the responsibility of colleges and institutes (SDSN Australia/Pacific, 2017). SDG 4 calls for inclusive and equitable quality education and promoting lifelong learning opportunities for all and the targets are a call for action by higher education, which directly relate to learning and teaching activities. Specifically, targets 4.3, 4.4, 4.5 and 4.7 are the following :

- **4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university
- **4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship
- **4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- **4.6** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-

violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

The examples in this guide from across Canada illustrate how all five dimensions of colleges and institutes are being leveraged to advance SDG-4 and all of SDGs. They also demonstrate how the SDGs provide an opportunity for creating and strengthening linkages between each institutional dimension: applied research; academics; physical infrastructure; students and community, and finance and administration.

Finally, this guide highlights how many Canadian institutions are stepping up in creative and innovative ways to contribute to the SDGs – because it is the right thing to do – to globalize our education and fulfill our role in transforming the future by 'Building Back Better'. **Will you join us?**

For further information, please see the CICan ImpAct Webinar series regarding the SDGs and Canadian Colleges and Institutes:

- [Demystifying the United Nations Sustainable Development Goals](#)
- [COVID-19: A Transformative Opportunity to Advance the UN Sustainable Development Goals](#)
- [SDG 4: Implementing inclusive and equitable quality education to ensure no one gets left behind](#)

SDG ACCORD RESOURCE PAGE

Members Resource Page

An invitation to be a leader in sustainability! Join Canadian Colleges and Institutes from across the country in making a bold, urgent and collective step change towards sustainability and be part of the United Nations Decade of Action to end poverty, rescue the planet and build a more peaceful world.

The next eight years are critical! We are looking for institutions to become signatories of the SDG Accord and be part of creating *better futures for peoples and communities*.

Under the auspices of the [CICan ImpAct](#) initiative, the pan-Canadian SDG Accord Project Working group has developed this webpage as a resource for Canadian colleges and institutes to learn more about the [SDG Accord](#), what it means to make the commitment and the resources available to support your institutional journey.

Why the SDG Accord?

The SDG Accord is a worldwide partnership – representing

more than 110 institutions, 103 support organizations and 800 individuals – all spread across 85 countries. Launched in September 2017, the Accord is a public declaration of an institution's commitment to sharing and reporting on their progress towards the SDGs – giving rich insight into the actions undertaken by higher and further education and their outcomes in our communities and the world at large. There are four different types of signatories: institution, individual, supporting organization and students' organization.

The purpose of the SDG Accord is twofold; first it is to inspire, celebrate and advance the critical role that education has in delivering the SDGs and the value it brings to governments, business, and wider society. Secondly, the Accord is a commitment learning institutions are making to one another to do more to deliver the goals, to annually report on each signatory's progress, and to do so in ways which share the learning with each other both nationally and internationally. **The SDG Accord can be [signed virtually](#).**

All signatories are encouraged to follow 5 principles:

- **Align all major efforts with the Sustainable Development Goals**, targets, and indicators, including through our education, research, leadership, operational and engagement activities.
- Aim to **involve members from all key stakeholder groups** in this endeavor, including students, academics, professional staff, local communities, and other external

stakeholders.

- **Collaborate** across cities, regions, countries, and continents **with other signatory institutions** as part of a collective international response.
- Using their own unique ways, **inform, share our learning and account** to both local and global communities our progress toward the Sustainable Development Goals.
- **Annually report a progress update** to the UN High Level Political Forum.

Canadian Signatories

- [British Columbia Institute of Technology](#)
- [Canadore College](#)
- [Cégep de Saint-Félicien](#)
- [Cégep de Victoriaville](#)
- [Cégep de Trois-Rivières](#)
- [Cégep du Vieux Montréal](#)
- [Cégep Édouard-Montpetit](#)
- [Cégep Gaspésie et des Îles](#)
- [Cégep Saint-Jean-sur-Richelieu](#)
- [Centennial College](#)
- [Collège Ahuntsic](#)
- [Collège d'Alma](#)
- [Collège de Rosemont](#)
- [Collège de Bois-de-Boulogne](#)

- [Collège Montmorency](#)
- [Confederation College](#)
- [Dawson College](#)
- [Durham College](#)
- [Georgian College](#)
- [Humber College](#)
- [Kwantlen Polytechnic University](#)
- [Lambton College](#)
- [Lethbridge College](#)
- [Loyalist College](#)
- [Mohawk College](#)
- [New Brunswick College of Craft and Design](#)
- [Northern College](#)
- [Nova Scotia Community College](#)
- [Olds College](#)
- [Red Deer Polytechnic](#)
- [Saskatchewan Polytechnic](#)
- [Selkirk College](#)
- [Seneca College](#)
- [Sheridan College](#)
- [Thompson Rivers University](#)
- [Vanier College](#)
- [Vancouver Island University](#)

These institutes have joined a global coalition of higher education institutes committed to playing their part in advancing the UN SDGs, in both academics and operations,

in this important UN Decade of Action. Hear more from our member institutions about what inspired them to take this step by watching this video: [Join the SDG Accord](#).

Signing is easy and CICan has developed a robust [Community of Practice](#) to share resources, advice and member support to help each institution along their journey.



Steps to signing the Accord

Step 1: Raise awareness in your institution and with your institutional leaders about the SDG Accord.

See the Briefing Note template that you can modify for your institution.

[SDG Accord Briefing Note Template](#)

Step 2: Prepare a presentation of request CICan or an Accord Project Working Group member to help deliver a presentation

- [SDG Presentation](#)

Step 3: Institutional highest officer (President, Provost) signs the Accord online and [get your certificate](#).

Step 4: Promote your commitment through a media release and social media and learn more about the pan-Canadian SDG Accord Project [community of practice](#) (see step 7).

- [Saskatchewan Polytechnic adds voice to shared sustainable development commitment in signing SDG Accord](#)
- [Joining SDG Accord Helps Saskatchewan Polytechnic Build a Sustainable Future](#)
- [Le Cégep de la Gaspésie et des Îles signe l'Accord des Objectifs de Développement Durable des Nations Unies – Cégep de la Gaspésie et des Îles](#)
- [Confederation College – Confederation College Second Postsecondary Institution in Ontario to Sign Sustainable Development Goals Accord](#)
- [Selkirk College Takes Lead in Canada's Effort to Create a Better Planet | Selkirk College](#)
- [Le Cégep de Victoriaville s'engage à appuyer les Objectifs de développement durable des Nations Unies – Cégep de Victoriaville](#)

Step 5: Connect with the SDG Accord Community of Practice

The purpose of the SDG Accord Project Working Group, composed of CICan member institutions, is to raise awareness regarding the SDG Accord, encourage institutions to sign the Accord and provide guidance, resources, and support for signatory institutions. Find a list of names [here](#)

Check out all the great examples in this Toolkit from institutions across Canada and get inspired

Founding SDG Accord Community of Practice Members:

- **Brett Sharman:** Brett.Sharman@confederationcollege.ca
Chair; Professor & Program Coordinator, International Business Management
- **Chris Adam:** cadam@dawsoncollege.qc.ca Coordinator – Sustainability Office
- **Laura Nessman:** lnessman@selkirk.ca Sustainability Coordinator
- **Michael Chapman:** michael.chapman@nsc.ca Director of Facilities
- **John Helliker:** john.helliker@sheridancollege.ca Dean Innovation
- **Amy Spark:** aspark@bowvalleycollege.ca – Sustainability Coordinator
- **Shannon Coulter-Low:** Shannon.Coulter-Low@johnabbott.qc.ca Student Life Counsellor – Student Services Coordinator

Step 6: Set up an internal group to support the SDG Accord work (suggested best practice)

- [Draft ToR](#) from Nova Scotia Community College SDG Steering Committee

Step 7: Annual reporting is simple. It entails completing a short survey and providing at least one or more case study of your institution's work for inclusion in an annual report by completing this template (with examples of initiatives that support one or more SDGs). The annual report is presented each spring to the UN High Commission [sdg_accord_report_-_2021.pdf](#) ([sustainabilityexchange.ac.uk](#)).

Survey	Example	from	2022
sdg_accord_2022_reporting_EN.pdf			
Reporting Examples			

- Saskatchewan Polytechnic
 - [Young Africa Works](#)
 - [International Outbound Student Mobility](#)
 - [Women Veteran Reintegration](#)

Case Studies from Institutions outside of Canada

- [Cardiff_University.pdf](#) ([sustainabilityexchange.ac.uk](#))
- [SDG4-13_Durham_University.pdf](#) ([sustainabilityexchange.ac.uk](#))
- [Grenoble_Ecole_de_Management.pdf](#) ([sustainabilityexchange.ac.uk](#))
- [Sustainable-Development-Goals-SDG-Accord-2020.pdf](#) ([bridgend.ac.uk](#))

PART I

SDG RELATED PRACTICES IN OUR COLLEGES AND INSTITUTES



“There is a pent-up desire to learn from each other and share best practices in social impact activation.”¹

This guide highlights how our individual and collective institutional social infrastructure provides both anchors for our local communities and important levers in the global transformation to **Build Back Better**. The following categories are the five dimensions of our social impact:

1. **Finance and Administration**
2. **Academic**
3. **Student and Community**

4. **Physical Infrastructure**
5. **Applied Research**
6. **Governance**
7. **International**

I – Maximizing the Capacities of Advanced Education Institutions to Build Social Infrastructure for Canadian Communities ([White Paper by SFU and the McConnell Foundation, 2017](#))

1.

FINANCE AND ADMINISTRATION

The *Finance and Administration* category assesses how institutional planning, procurement, human resources, investment, communications, commercialization, risk management, as well as budgeting and capital planning at a college or institute is aligned to the SDGs.



The SDGs Audit at Confederation College

Confederation College – Thunder Bay, ON

Project Name: Confederation College SDG Audit – Case Study

SDGs: All

Project Duration: Avril 2022 – March 2023

Functional Category: All

In April 2021, Confederation College signed the Sustainable Development Goals (SDG) Accord. For over a decade, Confederation College has achieved significant progress in the area of environmental sustainability, and signing the Accord marked an important milestone to broaden this commitment beyond an environmental focus to also include the social aspects of sustainability.

As such in 2021-22, recognizing that much work had already been done in sustainability, the College embarked on a comprehensive internal audit to identify and map existing activities within the organization that were addressing one or more of the 17 UN SDGs. This work would determine their path forward to further integrate SDGs across the organization and create the basis for their first SDG report submission.

To gather the data for the audit, the college performed reviews of their website, policies, and programming. They arranged group meetings, focus groups, and interviews with staff, faculty, students, and the five third-party ancillary operations on campus. It was important to them to reach out and engage with as many groups and individuals on campus as possible.

They developed an educational presentation to help

participants understand the context of SDGs and to provide examples of existing initiatives that aligned with SDGs, since they felt knowledge and exposure was limited at this point. A set of interview questions was prepared to ensure that consistent aspects were covered in each interaction.

As a result of information gathering, they came up with 181 data points, representing an existing policy, program, activity, or committee that was already driving SDGs at the College. Empirically they summarized the audit results for each SDG goal by the volume of activities and their averaged impacts. The resulting 'Impact Effort Priority Matrix' provided the College with a clear picture of the goals with the strongest alignment, as well as those with the most opportunities for improvement.

Based on the results of the thematic review and the matrix analysis, they were able to clearly realize the significant progress made as an organization, but also to have a mechanism to track progress, focus on priority areas, and move systematically toward holistic integration of the 17 Sustainable Development Goals throughout the organization.

Stakeholders Involved: Senior Leadership, Deans, Directors, Managers, Faculty, Students

Project Lead: Robin Gould – Director, Facilities' Services
rgould@confederationcollege.ca

More info on the questions and methodology: [SDG Audit report](#)



Aligning Dalhousie Agriculture Campus' 2020 Strategic Plan with the SDGs

Dalhousie Agriculture Campus – Truro, Nova Scotia

Project: “Why Agriculture?”

SDGs: All

Project duration:
December 1, 2019 –
December 31, 2024

Functional Category:
Finance and Admin,
Student and Community



The Faculty of Agriculture asks, “Why Agriculture?” as it launches its 2020 Strategic Plan. Aligned with the United Nations (UN) Sustainable Development Goals (SDGs), the Faculty is committing its human and physical resources to address the challenges of global and local sustainability in the rapidly changing landscape of the agriculture sector. The five-year plan will also engage youth in solving these challenges. Along with students on the Agricultural Campus, 4-H senior

members from across Canada will participate in a Pitch Perfect workshop on the UN SDGs during the national 4-H Members Forum, which will take place between December 2nd and December 4th in Calgary. The Faculty of Agriculture is the sponsor of the Pitch Perfect workshop. Through experiential learning and workshops, members will pitch to a panel of judges what they believe to be the most important SDG.

Stakeholders Involved: Staff members, President/DG of institution (upper management), students, partners, local community

Project Lead: Dr. David Gray, Dean & Campus Principal, david.gray@dal.ca

More info: [Why Agriculture](#)



Fleming's Second Multi-Year Sustainability Plan is Framed by the SDGs

Fleming College – Peterborough, ON

Project: Fleming College Sustainability and Climate Action Plan (2019-2022)

SDGs: All

Project duration: 2019 – 2022

Functional Category: Finance and Admin

In 2019, Fleming College developed its second comprehensive sustainability plan. The 2019 to 2022 Sustainability and Climate Action Plan recognizes the UN SDGs as a guiding framework, along with the UNESCO-UNEVOC framework for post-secondary education, namely, Green Campus, Green Culture, Green Research, Green Curriculum and Green Community. Each section of the plan identifies the key SDGs that are supported by Fleming College's activities and goals for the 3-year plan. For example, Green Campus aligns with SDGs 6, 7, 8, 9, 12 and 15. The plan also represents Fleming College's first attempt to capture data that offers a broad representation on how Fleming College supports the SDGs during the previous five years (2013-2018).

Stakeholders Involved: Senior leadership, institutional staff and a broadly representative steering committee of faculty, staff and student leaders.

Project Lead: Contact Tom Phillips, Chief Economic Recovery Officer, sustainability@flemingcollege.ca



More info: [Sustainability and Climate Action Plan, Annual Report 2019 – 2020](#)



Aligning Bow Valley College's Annual Sustainability Report with the Canadian Indicator Framework and 169 targets

Bow Valley College – Calgary, AB



Project: Bow College Annual Sustainability Report
SDGs: All

Project duration: This report covers 12 months of activities at Bow Valley College (2019)

Functional Category: Finance and Admin

This annual sustainability report is Bow Valley College's (BVC) approach to capturing and communicating the environmental, social, and economic impacts of our daily operations. Through this process, BVC aims to be transparent about the risks and opportunities faced when reducing its environmental impact and enhancing its social and community impacts. The 17 SDGs drive the sustainability portfolio at Bow Valley College, as we are inspired by their holistic vision for a sustainable world. We first began tracking our progress according to these goals in 2018. In 2019, we took an even deeper look and began to align our efforts with the 169 specific targets and the Canadian Indicator Framework.

Stakeholders Involved: Written by the Sustainability Coordinator, with support by the BVC Green Committee and Sustainability Engagement Assistant.

Project Lead: Amy Spark, Sustainability Coordinator,
aspark@bowvalleycollege.ca
bvcgreen@bowvalleycollege.ca

More info: [Sustainability Report 2019](#)



Nova Scotia Community College

engages in sustainability consultations to support the SDGs

Nova Scotia Community College – Nova Scotia

Project: Sustainability Consultations

SDGs: 3, 4, 5, 7, 11, 12, 13, 16, 17

Project duration: May 2020 – July 2020

Functional Category: Finance and Admin

In May and June of 2020, the Nova Scotia Community College Sustainability Team consulted with management teams and facilities management staff at 13 Campuses across Nova Scotia to facilitate a dialogue on how all departments can work together to support the United Nations' 17 Sustainable Development Goals (SDGs) and how this work relates to NSCC's strategic vision. We conducted 20 consultation sessions featuring over 200 NSCC employees, which will allow us to distill feedback into common themes and create a sustainability action plan centered on sustainable development. The discussion focused on how the various departments can set measurable goals that ultimately support various SDGs. Institutional partners consisted of Academic Chairs, Campus Principals, Administrative Managers, Facilities Managers, Facilities Staff and Academic Faculty.

Stakeholders Involved: Institution staff, senior leaders/upper management

Project Lead: Mike Chapman, Michael.chapman@nsc.ca



Cambrian College: Further Together 2020-2025

Cambrian College – Ontario

Project: Cambrian College 2020-25: The SDGs and Our Strategic Plan

SDGs: All

Project duration: 2020-25 our Strategic Plan Window

In 2020, as part of consultation on a new strategic plan the issues and ideas of sustainability were repeatedly identified as important considerations for establishing institutional goals.

Cambrian articulated a foundational goal to “create a commitment to environmental sustainability among students, faculty and staff,” a transformational goal to “actively reduce the colleges’ carbon footprint,” and an aspirational goal to “contribute to advancing the United Nations 2030 Sustainable Development Goals in College operations and academic programming.” The goals will inform strategies and the implementation of initiatives throughout the five-year period of the plan and look forward to the many ways students, staff, and external partners will engage with Cambrian on these critical global issues.

Sustainability was specifically named as Objective 7 of the [Further Together 2020-2025](#) strategic plan as Promote a

sustainable campus. The paired statement that accompanies this objective was as follows:

Informed environmental stewardship is more than a sound strategy. It is a human imperative. At Cambrian, we are committed to going beyond expectations and considering the environment in every aspect of our work, from straightforward tactics like electricity management and waste diversion, to targeted programs, learning strategies and curriculum outcomes.

Stakeholders Involved: institutional staff, students, senior leadership and external partners

Project Lead: Melanie Cacciotti, President's Office and Liaison to the Board of Governors, melanie.cacciotti@cambriancollege.ca,



Seneca Launches it's Inaugural Sustainability Plan in line with the SDGs

OUR VISION FOR SUSTAINABILITY AT SENECA

The Seneca community supports and demonstrates sustainable outcomes every day.

DOMAINS OF ACTION FOR SUSTAINABILITY AT SENECA

 **Sustainability Leadership**
Three actions for 2021 - 2026

Sustainability guides a shared leadership approach at Seneca. It is embraced at all levels of Seneca, informing institutional strategy, academic programming, business planning, procurement, co-curricular programs and performance management.

Sustainable Development Goals alignment:



 **Education & Research**
Five actions for 2021 - 2026

Sustainability is the foundation of Seneca's academic and research offerings. Grounded in research, diverse perspectives and experiences and informed by Indigenous ways of knowing, being and doing, Seneca offers meaningful and immersive experiences for students and faculty to help build a sustainable future.

Sustainable Development Goals alignment:



 **Community**
Three actions for 2021 - 2026

Sustainability is a core value that drives partnerships at Seneca. Collaboration with Indigenous, racialized and equity-seeking communities, marginalized citizens, postsecondary institutions, industry, non-governmental organizations, governments and neighbouring communities is an essential way for Seneca to achieve impacts that build a more sustainable future. Equally important to our external relationships is building strong partnerships and collaborative efforts internally.

Sustainable Development Goals alignment:



 **Operations**
Six actions for 2021 - 2026

Sustainability informs all aspects of Seneca's daily operations. Through collaborative relationships with students and employees, as well as community members, industry representatives and service providers, Seneca models and supports sustainable practices.

Sustainable Development Goals alignment:





Seneca College – Toronto, ON

Project Name: Our Path Forward – Seneca Sustainability Plan 2021-2026

SDGs: All **Project duration:** September 2021 to September 2026

Functional Category: Academic Seneca has launched its inaugural sustainability plan to chart the course on how to

build a more sustainable postsecondary institution. While Seneca has already been focused on sustainability issues, the move to create a formal plan outlining our objectives came as the result of a review on how to become a stronger and renewed institution following the pandemic. During this review, sustainability emerged as a key pillar that the Seneca community wanted to see prioritized. Seneca worked with consulting firm, Intelligent Futures, to develop the plan. Input was sought from across the institution including students and employees to set sustainability goals and priorities. Seneca's approach will focus on themes of Leadership, Community, Education & Research and Operations. Seneca's reach is global and we are committed to contributing to the 17 Sustainable Development Goals (SDGs) developed by the United Nations. Throughout Our Path Forward, the alignment between SDGs and the actions Seneca will take are identified. The Sustainability Tracking Assessment Rating System (STARS) reporting system is another tool that will be used to guide us in reaching our sustainability goals over the next five years.

Stakeholders Involved: Seneca students and employees including senior leaders

Project Lead: The Office of the VP, Finance and Administration sustainable@senecacollege.ca

More info: [Sustainable Seneca](#), [Seneca Sustainability Plan](#)



2.

ACADEMIC

The *Academic* category refers to how the SDGs are embedded in learning and teaching, faculty and curriculum development, co-curricular student experiences, and place-based experiential learning.



Selkirk College library developed a Guide on Sustainable Development Goals

Selkirk College – Castlegar, BC

Project: SDG
 “LibGuide”
SDGs: 4
Project duration:
 Ongoing
Functional
Category: Academic



The Selkirk College library partnered with sustainability staff to develop a new LibGuide dedicated to the Sustainable Development Goals. This online depository is now home to a growing collection of websites, videos, courses, podcasts and teaching materials. It is seen as a living resource that can continually expand.

This initiative contributes to SDG 4 Quality Education

Project Lead: Laura Nessman, Sustainability Coordinator, sustainability@selkirk.ca

More info: [SDG Lib](#)



Fanshawe College hosted Unbound Talks as part of the United Nations’ (UN) Sustainable Development Goals (SDGs) Week

Fanshawe College – London, ON

Project: Unbound Fashion Design – Sustainable fashion, gender fluidity and water protection

SDGs: 5, 13

Project duration: January 2023- June 2023

Project budget: \$30,000

Functional Category: Academic ; Student and Community

Unbound is a unique and vibrant fashion event that celebrates Fanshawe College's Fashion Design program graduates, with support from students in other programs.

On March 9, 2023, Fanshawe College hosted Unbound Talks as part of the United Nations' (UN) Sustainable Development Goals (SDGs) Week. The event took place from 7 p.m. to 9 p.m. EST at Fanshawe College in London, Ontario.

Unbound Talks aims to raise awareness and educate people about sustainability, gender fluidity, and water protection. It also intends to encourage thought-provoking conversations on these important topics. It will feature eminent speakers who will be sharing their knowledge and thoughts on the theme. The event will highlight Fanshawe fashion students' work on the Up-cycled jean design to demonstrate sustainable fashion practices.

Loren Couto, the Creative Director of Unbound, stated that "This year's sustainable fashion theme, 'One Love,' sends a message of oneness, compassion, love, and respect for all humans and our shared home, Earth. Fashion has always been an important way for people to define themselves, and as such, it can be a powerful tool to creatively express an emerging movement toward harmony, respect for our relationships with

ourselves, with each other, and with nature. This year, designers have focused on integrating the United Nations' sustainable development goals to improve gender equality and climate action.” Jacqueline Bradica, a student at Fanshawe, and a valuable team member of the Unbound Talks team, talked about the event and said, “The Unbound events are not only to showcase students' work, but are also to provide education, specifically around sustainability, and the fashion industry, so it is very important for us to gather speakers together like this and to try to make people more aware of this important cause.”

Supported by Fanshawe Sustainability, Unbound Talks is a part of Fanshawe Fashion Design students' capstone project Unbound.

Project Lead: Loren Couto, Creative Director Unbound
– lcouto@fanshawec.ca

More info:

Instagram account: @unboundfashion

[Fashion Design curriculum](#)

[Students work:](#)



Langara College faculty members

work with students to improve their communities through UN SDG Fellowship

Langara College – Vancouver, BC

Project: UN SDG Open Pedagogy Fellowship

SDGs: 11

Project duration: Summer 2021 – ongoing

Functional Category: Academic

The Langara UN SDG fellowship was a collaboration of different disciplines and different institutions. Each fellowship team designed three renewable assignments. A student showcase took place in which a select number of students presented on how they improved their communities and achieved global justice through open pedagogy using the UN SDG framework.

Stakeholders Involved: leadership, collaborating faculty, students

Project Lead: Mike Smith-Cairns, Instructor, geography – msmithcairns@langara.ca

More info: Please visit the [fellowship program website](#)



Engaging students at Kwantlen Polytechnic to become Agents of Change through the United Nations SDGs Open Pedagogy Fellowship

Kwantlen Polytechnic University – Surrey, BC

Project: United Nations Sustainable Development Goals
Open Pedagogy Fellowship

SDGs: All

Project duration: May 2019 – ongoing

Functional Category: Academic

Employing the SDGs as a conceptual framework, this fellowship program is designed to assist faculty with creating renewable assignments (all of which will carry a Creative Commons license) to help students become agents of change in their own communities. Each fellowship team (which will include at least one faculty member from KPU and one faculty member from either Montgomery College in Maryland or Maricopa Community Colleges in Arizona) will design three renewable assignments during the Summer 2020 semester. A minimum of two renewable assignments will be deployed in the classes of each fellowship team during the subsequent academic year.

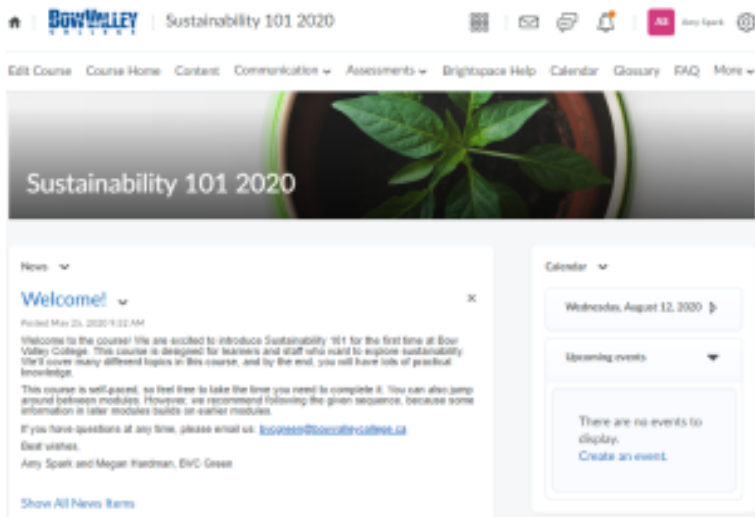
Stakeholders Involved: Staff members, senior leaders, students, partners, local community

Project Lead: Urooj Nizami, Open Education Strategist,
urooj.nizami@kpu.ca

More info: Please visit the [fellowship program website](#) to view video testimonials from the inaugural fellows, along with the renewable assignments

Bow Valley's online course Focusses on Indigenization, SDGs, Climate Change and Sustainable Jobs

Bow Valley College – Calgary, AB



Project: Sustainability 101

SDGs: All

Project duration: Summer 2020

Functional Category: Academic

Sustainability 101 is a self-paced course on D2L that is open

to staff and learners. When completed, individuals receive a certificate of completion, and students receive recognition on their co-curricular record. This course is being piloted for summer 2020, with the hope that it leads to sustainability being embedded across curricula in future years. Additionally, the college is considering making sustainability a college-wide learning outcome. The SDGs are woven throughout the course, along with a strong focus on Indigenous content (we worked with our Indigenization Curriculum Specialist). Individuals can self-register for the course through their D2L profile. Modules of the course include: Introduction to sustainability, Sustainable Development Goals, Climate change and sustainable jobs.

Stakeholders Involved: Staff, students, community partners

Project Lead: Amy Spark, Sustainability Coordinator,
 aspark@bowvalleycollege.ca
 bvcgreen@bowvalleycollege.ca



VIU Uses the SDGs for Community-based Interdisciplinary Teaching and Learning

Vancouver Island University – Nanaimo, BC

Project: Sustainability
Across the Curricula
Workshops

SDGs: 4, 7, 10, 11, 12,
13, 15, 17

Project duration:
November 2017– ongoing

Functional Category: Academic

A subcommittee of the Sustainability Advisory Committee at VIU held two all-day meetings/ workshops to talk about how to further the integration of sustainability and SDGs into teaching and learning at VIU and to create a Summer (week-long) Institute on Society and Sustainability. This week-long plan would do community-based interdisciplinary programming aimed at students, professionals, and community members. This workshop brought together faculty, students, and community members to discuss steps to make VIU a leader in sustainable teaching and learning.

Faculty members interested in sustainability discovered what their peers are doing and found opportunities to collaborate – for instance, swapping lectures between chemistry and geography. Margot Croft (VIU sustainability resource person) led an exercise on what measures would motivate and support a sustainability lens at VIU. Among the suggestions was to develop a dedicated web portal profiling sustainability-oriented courses and research on campus.



Another was to have a dedicated space for students and faculty to discuss sustainability on a formal and informal basis throughout the year.

Stakeholders Involved: Institutional staff, students, local community

Project Lead: Don Alexander, don.alexander@viu.ca;
Margot Croft margot.croft@viu.ca

More info: [Teaching sustainability across curricula: understanding faculty perspectives at Vancouver Island University](#)



Seneca uses Fashion Design Courses to Teach the SDGs

Seneca College School of Fashion – Toronto, ON

Project: DSW512: Fashion Design V

SDGs: All

Project duration: Annually – September to April

Functional Category: Academic

DSW512 runs each September to December, during this time the student develops their collection via prototypes and fashion illustrations, which they present to a panel of industry at the beginning of December for feedback. For the Collection Intention students are asked “What SDGs align with their personal and brand values?” This encourages the student to

consider these guiding principles in their collection development. In DSW615 – Fashion Design VI, running each January through to April, students move into the product development portion, where they create two looks, fitting on ‘live’ models week in preparation for the year end show and to include this work in their portfolio. Students are asked to include the SDGs on their final looks digital design boards. During year end fashion show that took place each April, an awards ceremony follows. The college features the students work, some completed and some in progress on Instagram. There were two sustainability awards for 2020, but it is also important to note that 7 of the nine award winners engaged in sustainable practices in some way (ie. zero-waste pattern design, upcycling, natural dyes, natural fibres, etc.)

Stakeholders Involved: Staff, students

Project	Lead:	Jennifer	Dares,
Jennifer.dares@senecacollege.ca;		Zoran	Dobric,
			zoran.dobric@senecacollege.ca

More info: [Fashion Arts Seneca](#), [Carol Francisco](#), [Jamila Lyra Cavalcante Secche](#), [Hyun Suk Lee](#), [Ellen Trida Simone Easey](#), [Charla Pope](#), [Kailee Tones](#)



Humber Faculty Champions Group shares practices for Integrating

SDGs through a Community of Practice

Humber College – Toronto, ON



Project: Faculty Sustainability Champions

SDGs: 4, 17

Project duration: Almost 4 years, and ongoing

Functional Category: Academic

The Faculty Sustainability Champions (FSC) group is an open space for all (staff or faculty) to join gatherings throughout the year. These gatherings provide space for peer-to-peer learning, sharing and support in order to bring sustainability concepts and deeper learning into the student experience. Some people come looking to learn from others, some come to share what they have tried, what has worked and find ways to do it better. All are welcome: those who have limited knowledge to those who teach high level sustainability courses. This group evolved out of a Community of Practice hosted by the Innovative Learning Team and the Office of Sustainability in 2016. Since then, the group has developed

teaching resources, supported the Humber Learning Outcomes and Sustainability Literacy Assessment, as well as upcoming sustainability staff training. The group has a Microsoft Teams group for sharing resources outside the gatherings. Faculty representation from each of Humber's six academic faculties are involved, to support integrating sustainability concepts into all courses and programs and highlight the interconnectedness of sustainability. The SDGs are at the center of the conversations of this group. The FSC continues to build capacity and drive sustainability initiatives across the institution in terms of curriculum and teaching and learning practices.

Stakeholders Involved: faculty, teaching and learning staff, sustainability staff

Project Lead: Lindsay Walker Lindsay.Walker@humber.ca
& Heidi Marsh Heidi.Marsh@humber.ca

More info: [Faculty Sustainability Champions](#)



Centennial's Senior Academic Leaders Champion SDG Innovation across the College

Centennial College – Scarborough, ON

Project: SDG Innovation Forum

SDGs: All

Project duration: January 2020 – Quarterly, Ongoing

Functional Category: Academic

The SDG Innovation Forum is a collaborative coalition of senior academic leaders to champion SDG innovation activity across the college and community. The forum meets once a quarter to take stock and leverage resources from all stakeholders with converging interests to help in building an ecosystem conducive to foster SDG innovation social entrepreneurship skills among students and community. The common objective is to facilitate the creation of experiential learning opportunities for students, empowering and equipping them with skills and tools to implement their own social entrepreneurship initiatives. The leaders come together aligning their interests to contribute collectively at the College community ecosystem level to achieve their converging interests for the benefit of students, colleges and the world, working on the principle of common interest for the greater good.

Stakeholders Involved: Institutional staff, institutional leadership

Project Lead: Lalit Guglani, BTech, MBA, Manager Scaleup Programs and Services Centre of Entrepreneurship
lguglani@centennialcollege.ca



Centennial uses the SDGs for Social

Change and Globalizing the Curriculum

Centennial College – Scarborough, ON

Project: Centre for Global Citizenship Education and Inclusion

SDGs: All

Project duration: September 2018 – ongoing

Functional Category: Academic, Student and community

The Centre for Global Citizenship Education and Inclusion supports quality education through inclusive and equitable education that promotes lifelong learning, delivered through the College's unique [Global Citizenship Education mandate](#). Over 92% of the College's programs have integrated Global Citizenship and Equity learning outcomes across the diverse areas of study, which include curriculum related to the Sustainable Development Goals. In addition, the Centre has worked with student groups at the College, as well as youth groups internationally, with I Am a Global Citizen educational sessions, which include a critical SDG action planning activity to activate efforts towards achieving the SDG goals. The Centre for Global Citizenship Education and Inclusion is working with diverse industry partners to build capacity to integrate the principles of equity, diversity and inclusion. This initiative is based on sharing best practices to positively impact industry practices that integrate equity and inclusion, and to increase successful rates of graduate

employment for students from historically marginalized communities. The Centre engages over 75 community partners annually from diverse industries to share expertise, knowledge and perspectives.

Stakeholders Involved: Institutional staff, institutional leadership, students, partners, local communities, private sector, others

Project	Lead:	Yasmin	Razack:
YRazack@centennialcollege.ca		Silvia	D’Addario:
SDaddario@centennialcollege.ca			

More info: [Inclusive Workplace Practice Guide, Globally Networked Learning, Conversations for Social Change, Global Citizens Take Action, Global Citizens Get Hired](#)



Kwantlen Polytechnic Uses the SDGs as a Framework for a Career Planning Course

Kwantlen Polytechnic University – Surrey, BC



Project: Post-University Transition Course (EDUC 4100):

SDGs: All

Project duration: September 2019 – ongoing

Functional Category: Academic

EDUC 4100 (Post-University Transition) is a three-credit career transition course that incorporates the SDGs in its curriculum (e.g., assignments, reflections, presentations). A natural fit between career education and the SDGs was discovered, as students pondered three big questions that ought to be asked of all citizens if Canada wishes to mobilize everyone to meet the SDGs by 2030: What is the world that I want to live in? What do I see are the global problems that need our attention? What are my talents and experiences that may help address these problems, and in turn improve the condition of our world? Incorporating the SDGs in career education inspires students to consider not only their

occupational aspirations, but also how these aspirations can be grounded on broader goal(s) that promotes a sustainable future for our “glocal” communities. Doing so also inspire people to think beyond their professions and adopt a lifelong career framework that addresses their identified SDG(s), which can transcend beyond the Decade of Action into the next SDGs iteration after 2030.

Stakeholders Involved: Institutional staff, students, partners, local communities

Project Lead: Candy Ho candy.ho@kpu.ca

More info: [Post-University Transition](#)



Humber Grounds Institutional Learning Outcomes in the SDGS

Humber College – Toronto, ON

Project: Humber Learning Outcomes



SDGs: All

Project duration: December 2017 – December 2023

Functional Category: Academic

The Humber Learning Outcomes framework is part of

Humber's 2018-2023 Strategic Plan. In support of Humber's strategic mission, the Humber community aims to represent its unique polytechnic identity through the development of global citizens who embody the knowledge and skills to lead and innovate. They describe the attributes – knowledge, skills, competencies, and values – that all students will possess upon graduation. The HLO framework includes three key mindsets that are crucial to the well-being and prosperity of individuals and communities: equity, diversity & inclusion (EDI), sustainability and systems thinking. The foundation of competencies for the Sustainability mindset is grounded in using the Sustainable Development Goals.

Stakeholders Involved: Staff members, senior leadership, students, partners, private sector

Project Lead: Lara McInnis, MA, OCELT Special Advisor, Institutional Learning Outcomes, Lara.McInnis@humber.ca

More info: [HLO video](#), [HLO](#)



Fleming Hosts Multi-Disciplinary Workshops in Embedding the SDGs in Curriculum

Fleming College – Peterborough, ON



Project: Workshop: An Interdisciplinary Approach to Experiential Learning to Incorporate the SDGs & Address climate anxiety within post-secondary course design

SDGs: All

Project duration: Multi-year – AASHE designated Centers for Sustainability across the Curriculum are required to deliver at least one sustainability across the curriculum workshop per year, open to all other institutions.

Functional Category: Academic

In 2017, Fleming College was designated by the Association for Sustainability in Higher Education (AASHE) as a Center for Sustainability across the Curriculum. Therefore, for the past few years Fleming has offered workshops for faculty and sustainability staff in integrating the UN SDGs into curricular and co-curricular experiences. Both the 2019 and 2020 workshops drew participants from more than 20 institutions and showcased a variety of course-based examples of including the SDGs in learning and assessment activities. Faculty presented from a variety of disciplines (e.g. business, environmental science, early childhood education, career planning and indigenous studies programs). The workshops also showcased the ‘systems approach’ (at both Fleming and

Humber college) to integrating sustainability using institutional learning outcomes across the curriculum. Fleming has also mapped the previously established institutional sustainability learning outcome to all 17 SDGs.

Annual workshops have been offered to faculty and staff from institutions across Canada and the US.

Stakeholders Involved: Staff, administration, faculty and partner institutions. The 2020 workshop was delivered virtually in June and brought in speakers from a number of Canadian Colleges and Institutions (i.e. Dawson College, Okanagan College, KPU, Humber College, Cambrian College and Fleming College). Participants were drawn from institutions across the US and Canada. The event was promoted and sponsored by AASHE through the Centers webpage.

Project Lead: Trish O'Connor, Director of Sustainability, Fleming College (formerly) now refer to Angela Stukator, Dean, General Arts and Sciences, Fleming College
Angela.stukator@flemmingcollege.ca

More info: [Sustainability across the curriculum, Sustainability in our courses](#)



Durham College Journalism – Mass
Media Students participate in a Digital

Storytelling Exchange focused on the SDGs

**Durham College –
Oshawa, ON**

Project:

Faculty-led Classroom
Abroad: Digital Storytelling
Exchange (in-country)



Faculty-led Classroom Abroad (FLCA)@Home-Storytelling
(virtual)

SDGs: All

Project duration: In-country: 10 days (October 2019 &
February 2020); Virtual: October & November 2020

Functional Category: Academic

In October 2019 and February 2020, Journalism – Mass Media students from Durham College participated in a four-part FLCA that involved students abroad and at home. In Guatemala, eight students worked alongside Guatemalan youth to create short movies about the SDGs using only iPads. All students were also involved a worldwide discussion about the impact of the SDGs using DC's state-of-the-art Global Classroom. As well, students spent 10 days filming and interviewing Guatemalans to document the progress being made by two communities to meet the SDGs.

Building on the success of the college's Faculty-led

Classrooms Abroad (FLCA) program and two previous FLCAs to Guatemala, students from across the School of Media, Art and Design participated in a four-part workshop series. Over the course of one month, students in Oshawa, Ontario mentored high school students in the rural Mayan community of Las Arrugas, Guatemala to produce media pieces – including podcasts, animations, photo essays, videos, and PR campaigns – that focused on the SDGs.

In both instances, the Guatemalan students found their voices to confront the challenges facing their communities, ranging from poverty, gender inequality and domestic violence to lack of clean drinking water and climate change. The Canadian students discovered parallels between their own lives and communities and became better listeners and storytellers as a result, while also strengthening their own media skills.

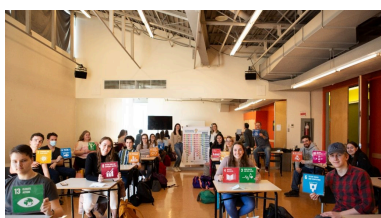
Stakeholders Involved: Staff members, senior leaders, students, partners, local community, private sector, other

Project Lead: Danielle Harder, Professor Journalism – Mass Media Danielle.Harder@durhamcollege.ca

More info: [Durham College goes to Guatemala supporting the SDGs, DC students continue global initiatives during pandemic, Experiential Learning – Durham College in Guatemala, DC students win media awards for video and podcast produced in Guatemala](#)



Cégep Gaspésie et des Îles incorporates the SDGs into high level ESL classes



**Cégep de la Gaspésie et
des Îles – Gaspé, QC**

Project Name:

Implementing the SDG's in
a career exploration project

SDGs: All

Project duration: 15 weeks (length of a cégep semester)

Functional Category: Academic

We spend the first 7 weeks working on the SDG's, then the students work on their project for the remaining 8 weeks. Each student must choose one or more of the SDG's linked with their future career. It can be a problem to solve, a new technique or development in their field of study. They have three elements to include: Research on the topic, an interview with a professional and they must participate in or create an activity connected to their SDG and their project and present it to someone in the community (school, organization, business, etc.). At the end of the semester, the students must hand in a written report and do an oral presentation.

Stakeholders Involved: Students, teachers, local community and the private sector.

Project Lead: Steven Parent ESL teacher, StevenParent@cegepgim.ca

More info: [Cégep de la Gaspésie et des Îles UNEVOC Centre SDG in class student testimonial](#)



SDG at BCIT

**British Columbia
Institute of Technology
(BCIT) – Burnaby, BC**

Project Name: Aligning
the Sustainable
Development Goals (SDGs)
at BCIT

SDGs: All

Project duration: August 2021 – March 2022 (estimated completion)

Functional Category: Academic

At BCIT, we are taking steps to assess our contribution towards the UN Sustainable Development Goals (SDGs). BCIT faculty, staff and students are contributing to various SDGs throughout their everyday actions. To shed a spotlight on this, our team has created a series of web pages, highlighting

Sustainable Development Goals at BCIT



Academic institutions can play a major role in advancing each of the SDGs. Some examples include building a curriculum with integrated social and environmental values, supporting impact driven research initiatives, facilitating collaborative and inclusive partnerships, and spearheading environmentally sound operations. They can help shape the future leaders of tomorrow, by giving students the tools they need to be sustainable decision makers.

At BCIT, we are taking steps to assess our contribution towards the SDGs. BCIT faculty, staff and students are contributing to the SDGs through their everyday actions. This section contains just a few of the many inspirational stories about how our community is making a difference.

how the 17 goals are being addressed at our institution. The web pages contain just a few of the many inspirational stories of how our community is making a difference – from academic endeavors and applied research, to engagement initiatives and campus operations.

The process:

- In March 2021, the British Columbia Institute of Technology (BCIT) submitted its first Sustainability Tracking, Assessment, Rating System (STARS) report. Having aligned some of our responses with SDGs throughout the reporting process, we began to realize the opportunity that our STARS submission presented in aligning BCIT's efforts with the 17 goals.
- Using our submission, we began analyzing which goal(s) were addressed throughout our report content.
- STARS Aligned: Using the Sustainability Tracking Assessment & Rating System to Report on Contributions to the U.N. Sustainable Development Goals was heavily consulted throughout the alignment process.
- The information we found was combined and posted on a SDG web page, hosted under BCIT's sustainability website, to demonstrate our commitment.

SDG mapping:

- Having quickly realized the interconnectedness of SDG initiatives on campus, our team created an SDG map.
- This map links various SDG initiatives at BCIT with one another and will act as a guide as we continue featuring more content on our web pages.

Stakeholders Involved: Staff members

Project Lead: Christine Pinkham, Project Manager, AASHE STARS

Supporting Staff: Mariya Chugay, Sustainability Specialist

More info: <http://www.bcit.ca/sustainability/sdgs-at-bcit/>

3.

STUDENT AND COMMUNITY

The *Student and Community* category includes how student life, extracurricular activities, alumni relations, youth engagement, community and cross-sector partnerships, association connections, global reach and networks, contribute to the progress of the SDGs.



Selkirk College hosts Professional
Development Day

Selkirk College – Brirish Columbia, BC

Project: Professional Development for Climate Emotions

SDGs: 3, 13

Project duration: Continuous

Functional Category: Student and Community;
Employee Engagement

Selkirk College hosts an annual employee professional development day. The event provides opportunity to engage in conversations, make connections, learn new skills and focus on health and well-being. For the 2023 event, the entire afternoon offered workshops that in some way linked back to climate emotions, such as climate anxiety and ecological grief. The College's Sustainability Coordinator set the scene for the afternoon by summarizing the findings of two studies of the Selkirk College community which found high levels of climate anxiety.

Employees had the option to attend a forest therapy walk, a nature photography workshop, a session on transformative action, or an interactive workshop on transforming ecological grief.

The afternoon shed light on the strong connections between SDG 3 Good Health and Well-Being and SDG 13 Climate Action.

Contact information: Laura Nessman

Sustainability Coordinator – sustainability@selkirk.ca



SDG-oriented campaign at Nova Scotia Community College

Nova Scotia Community College – Nova Scotia, NS

Project: SDG Spotlight Campaign

SDGs: All

Project duration: September 2022- April 2023

Functional Category: Student and Community

The intent is to build on the momentum of previous campaigns and engage more students in our programming through their new SDG Spotlight Campaign. This campaign focuses heavily on the involvement of students through an assortment of activities that work to educate, inspire and involve students but is also open to staff. A blend of college-wide and campus-specific events will start to build collaboration and communities of practices both on and across the campuses.

The Campaign will feature a different SDG each month throughout the academic year and will create three different engagement opportunities:

- Webinar sessions (College-wide) – promoted as “Lunch and learn” events and will be 45 minutes sessions over the lunch break that will dive into one of the Sustainable Development Goals. Sessions will be hosted by the sustainability campaign coordinator and will aim to host a guest speaker from the College to present how NSCC

is advancing that SDG. Each webinar a student attends will qualify them for an entry into a draw for a prize, which will be a tuition credit to assist the student with their education costs.

- On-campus events or exhibits (Campus specific) – opportunities for students to engage in person with the campus community. These events will vary in scope and will collaborate with existing NSCC events where possible (Wellness week for example).
- Print resources on the campus sustainability boards (Campus specific)- Campuses will be sent monthly features that can be printed and promoted on the campus sustainability board.

Stakeholders Involved: Faculty, staff

Project Lead: Anna Jessop, Sustainable Development Coordinator, anna.jessop@nsc.ca



Linking the SDGs with the Do-It-Yourself

Green Fair at Bow Valley College

Bow Valley College – Calgary, AB



Project: Do-It-Yourself
Green Fair

SDGs: 2 – 3 – 6 – 11 – 12

Project duration:
October 9, 2019

Functional Category:
Student and Community

This fair evolved out of a “Repair Cafe” we hosted in 2018. The Do-It-Yourself (DIY) Green Fair taught

practical sustainable skills through interactive booths. We invited six community partners to teach skills such as bike repair, fixing leaky toilets, making green cleaners, and strategies for avoiding food waste. Each booth was linked to a specific Sustainable Development Goal. Instructors brought their classes, and learners who participated in every station were recognized on their LEAD certificate. Students recorded what they learned at each booth on a “passport”, which they submitted to the planning committee for a prize draw. This event was extremely popular and had the highest attendance of all BVC Green events in 2019.

Stakeholders Involved: Staff members, students, partners

Project Lead: Amy Spark, Sustainability Coordinator,
aspark@bowvalleycollege.ca, bvcgreen@bowvalleycollege.ca

More info: [Sustainability Report 2019](#) – Section 4.1 Page 13



Centennial College's SDG Innovation Lab Equips Agents of Change with entrepreneurial skills and opportunities

Centennial College – Toronto, ON

Project: SDG Innovation Lab

SDGs: All

Project duration: November 2019 – Ongoing

Functional Category: Student and community

This annual program aims to develop entrepreneurial skills among youth as agents of social change as well as providing them with lifelong learning and opportunities to implement their own social entrepreneurship initiatives. The lab is rolled out into 5 modules, comprising of workshops, design sprints, flipped classroom, experiential learning incubation cohorts, mentorship, and funding. The modules designed to build on each other and have multiple enrollment opportunities for learning and participation.

Module 1 – SDG Training Boot Camp

Module 2 – SDG Challenge

Module 3 – Tech for SDG Boot Camp

Module 4 – Incubation Experience Program

Module 5 – Investment Readiness-Innovation Program

Stakeholders Involved: Institutional staff, students, partners, local communities, private sector

Project Lead: Lalit Guglani, BTech, MBA, Manager, Scaleup Programs and Services, Centre of Entrepreneurship, lguglani@centennialcollege.ca



Lethbridge College Develops Student Change Agents to Advance the SDGs

Lethbridge College – Lethbridge, AB

Project: Be a Change AgENT

SDGs: All

Project duration: October 2020 – April 2021

Functional Category: Student and Community

Lethbridge College is now offering a 2-part workshop entitled “Be a Change AgENT”. Part 1 is completely online using our learning management system. The students will explore content that defines social innovation/entrepreneurship/enterprise, change making, and the SDGs. The online content encourages students to start thinking about ways they might want to have a positive impact on our

campus and in our community. We will have a focus on food systems as the roots of AgENT are in agriculture. Then, we'll host a 1.5 hour interactive session on Zoom in which the participants will talk about ways they might action their ideas. These students will then progress into the rest of the AgENT programming (online and via Zoom), which teaches them about design thinking and human-centered design and builds their mindset for entrepreneurial action. We hope to actively engage them in project-based work in the winter term. We will also bring in a few inspiring guest speakers via Zoom to encourage change making. It is our goal to inspire students to tackle local opportunities and challenges (campus and community) related to the SDGs.

Stakeholders Involved: Staff members, senior leaders, students, partners, local community, private sector

Project Lead: Megan Shapka, Manager of Innovation & Entrepreneurship, megan.shapka@lethbridgecollege.ca



Durham College Embeds the SDGs into Student Entrepreneurship Programming

Durham College – Oshawa, ON

Project: FastStart SHIFT

SDGs: All

Project duration:

November 2019 – ongoing

Functional Category: Student and Community



FastStart SHIFT: This is a social entrepreneurship training program, offered to any Durham College student as an extra-curricular program. We embed an active, measured commitment to the SDGs into our business model for all the SHIFT student clients. FastStart SHIFT has recreated the traditional business approach and turned the classic template into a business model for social entrepreneurship. On the Durham Campus there is a very big appetite for this, as students are worried about the circumstances around them (be it social, environmental, or systemic) and want to make a change. Through FastStart SHIFT, the mission and impact of the business is created first and have a double bottom line – first giving back, second revenue generating. This is all captured within the student’s passion to promote the SDGs throughout their businesses, they must be aligned with a minimum of 2 SDGs that can be positively impacted through their businesses. Through the Enactus Club on campus and their framework – FastStart SHIFT can measure the impact of the business on the SDGs.

Stakeholders Involved: Staff members, senior leaders, students, partners, local community

Project Lead: Lindsey Jeremiah, Manager
Entrepreneurship Services,
lindsey.jeremiah@durhamcollege.ca

More info: [FastStart SHIFT](#), [FastStartDC](#), [3eehive](#)



Centennial Engages Students with an SDG Speaker Series Focusing on Social Entrepreneurship

Centennial College – Scarborough, ON

Project: SDG Speaker Series

SDGs: All

Project duration: November 2019 – Ongoing

Functional Category: Student and Community & Academic

SDG Speaker Series Regular lectures and Fireside chats from invited subject matter experts or young achievers to share their experience with students and inspire and act as a catalyst to initiate engagement. Participants learn about SDGs, international development, and social entrepreneurship. They meet and interact with other young achievers in this field. Some topics include SDGs and Social Entrepreneurship and meeting and learning from young entrepreneurs.

Stakeholders Involved: Institutional staff, institutional

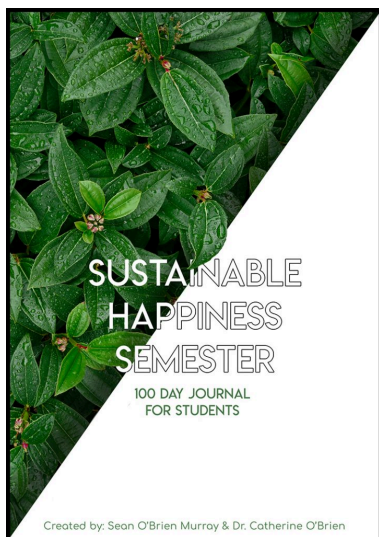
leadership, students, partners, local communities, private sector, others

Project Lead: Lalit Guglani, BTech, MBA, Manager Scaleup Programs and Services. Centre of Entrepreneurship lguglani@centennialcollege.ca



Linking Sustainable Happiness to the UN SDGs at Dawson College

Dawson College – Montreal, QC



Project: Sustainable Happiness Semester Journal

SDGs: All

Project duration: 10 years – starting in 2020

Functional Category: Student and community & Academic

Post-secondary aged youth are a social group too often consumed by uncertainty about their

future and inadequate opportunities for personal fulfillment.

They are immersed in questions relating to adolescence, to their current relationship with family, their community, and the overall system they live in. Normal adolescent development, the climate crisis, and the transfer from high school to higher education are all known causes of stress. World events in 2020 with COVID-19, social isolation, and current social unrest has added to this already high level of anxiety. Objectives of the Journal include explaining the concept of sustainable happiness and its connection to well-being for all and building awareness of the UN Sustainable Development Goals by linking the journal questions to the UN goals. The First Year Student Office will offer the Journal to incoming students as a method for students to distance from stress, build a sense of community and break isolation caused by the current COVID situation. The Journal will have all 17 SDG icons on specific pages where students reflecting on questions will relate their responses to one or more of the SDGs. Teachers will then expand on these responses.

Stakeholders Involved: Staff, students, partners

Project Lead: Jenn de Vera, Dawson College Sustainability Office, jdevera@dawsoncollege.qc.ca

More info: [Sustainable Happiness Journal](#)



Lethbridge College hires an ImpAct

Intern to promote the SDGs on campus

Lethbridge College – Lethbridge, AB

Project: ImpAct Internships

SDGs: All

Project duration: September 2020 – March 2021

Functional Category: Student and community

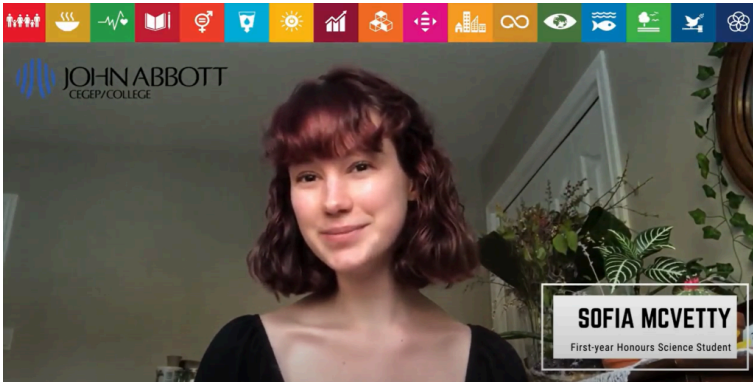
The Centre for Applied Research, Innovation and Entrepreneurship hired a Sustainable Development Goals Ambassador in the fall of 2020 to build awareness of the UN's Sustainable Development Goals on the campus. The intern has been tasked to complete and document a scan of SDG-related initiatives; write a report to identify opportunities to advance SDG-related initiatives ; engage with stakeholders across the campus to advance awareness of the SDGs and strengthen relationships; coordinate SDG awareness events and assist the AgENT program coordinator with running the Changemaker workshop, assist with the creation of resources that will raise awareness and increase understanding of the SDGs. Once the work is complete and the report has been finalized it will be presented to the college President, with the ultimate goal to increased buy-in and capacity to promote the SDGs more on our campus for both staff and students.

Stakeholders Involved: Staff, students

Project Lead: Megan Shapka, Manager of Innovation & Entrepreneurship, megan.shapka@lethbridgecollege.ca



John Abbott College Integrates the SDGs on campus



John Abbott College – Montreal, QC

Project: John Abbott College Sustainable Development Goals Awareness Campaign

SDGs: All

Project duration: March 8 – April 20, 2021

Functional Category: Student and community

The Sustainable Development Goals Awareness Campaign was launched by the SDG Working Group at John Abbott College. Made up of both students and staff members, the group is working towards building a campus that reflects the values upheld by the SDGs by collaborating with students, staff, and faculty in order to educate and engage all members

of the college and implement the SDGs within the college community.

After an assessment done by the group determined that most students and staff did not know about the SDGs, the group launched a virtual educational campaign through Instagram and the school's online portal, in order to raise awareness about the goals. Through this, students learned about concrete activities that they could partake in to further each individual goal. For example, for SDG 2, Zero Hunger, the group suggested that students support the campus' community garden, which supplies the John Abbott food bank with fresh produce. The campaign also involved reaching out to student club leaders and asking them to reflect on how their club activities related to the SDGs.

To close off the campaign, Professor Charles Hopkins, the UNESCO Chair in Reorienting Education towards Sustainability, was invited to talk to the college community about the role of higher education institutions in the adoption of the SDGs. This shed light on how students, staff and faculty could help the adoption of the SDGs at our college. Concurrently, students were encouraged to participate in the Earth Month Eco-Challenge during the month of April, a solutions-oriented engagement program encourages individuals to take action to reduce greenhouse gases in our atmosphere. This increased student engagement in sustainable activities and facilitated discussions about the SDGs. Following the completion of this campaign, the group

continues to work on further integrating the SDGs into campus culture, curricula and facilities.

Stakeholders Involved: Institutional staff, students

Project Leads: Shannon Coulter-Low, Sustainability & Social Entrepreneurship counsellor (Shannon.coulter-low@johnabbott.qc.ca), Ronnie Dorsnie (Ronnie.dorsnie@johnabbott.qc.ca) and Melissa Tomecz (Melissa.tomecz@johnabbott.qc.ca)

Additional Information: @sdg_jac

[SDGs at John Abbott College – Working Group Video](#)



Citizenship Week organized jointly by faculty and student services at Cégep du Vieux Montréal

EXAMEN DE LA CITOYENNETÉ DU 12 AU 16 AVRIL 2021
Pour une autre vision du monde

Unité d'enseignement	Unité d'enseignement	Unité d'enseignement	Unité d'enseignement	Unité d'enseignement
12. Responsabilité des consommateurs	13. Actions climatiques	3. Santé	9. Industrie, innovation et infrastructure	11. Villes et communautés durables

Cégep du Vieux Montréal
– Montreal, QC

Project: Citizenship Week: For a different world

SDGs: All

Project duration: April 12 – 16, 2021

Functional Category: Student and community

Cégep du Vieux Montréal recognizes the importance of

working towards real solutions to address current environmental issues. As part of Citizenship Week, the college community was invited to reflect on the urgency of changing the trajectory of our accelerating environmental degradation and how to avoid the disastrous consequences of exceeding the planet's limits. The week offered a variety of activities listed in the [calendar of events](#) that had a positive impact on the college environment. Numerous speakers were convened on the theme of ecology and addressed topics related to caring for nature, current environmental issues, the consequences of inaction and possible solutions, and policy responses to climate issues. Upon reading the programming, the community was able to know which SDO each of the conferences were about by the presence of the different labels.

Stakeholders Involved: Staff members, institution's president/executive director (senior management), students

Project Lead: Myriam Lefebvre, Attachée d'administration en environnement, mldefebvre2@cvm.qc.ca

More info: [Mylène Boisclair, Director General of the CVM, invites the college community to participate in Citizenship Week this year.](#)



Seneca Students Make an Impact on Sustainable Development

Seneca College – Markham, ON

Project Name: Seneca takes their SDG Training virtual in 2021

SDGs: All

Project Duration Feb 27 – March 1, 2021

Functional Category: Student and community

Seneca's International Mobility office, in partnership with the Foundation for Environmental Stewardship (FES), has been offering SDGs training as part of its annual International Development Week activities since 2018. With the shift to online learning, the 2021 program was transformed into a two-part, three-day virtual training with a newly added case competition. The event's aim was to educate and challenge Seneca students to act by devising solutions for Seneca's future sustainability plans, addressing the role Seneca can play to achieve the SDGs by 2030.

More than 250 students, faculty and staff engaged in the virtual training and case competition from across Seneca campuses and academic programs. The three day training provided students with knowledge and understanding of the SDGs and brought awareness to the history and structure of sustainable development, the SDGs, their targets and indicators, and many advocacy examples around the world including the experience of a UN official in transforming their organization towards the SDGs. Students also developed and strengthened their skills through a workshop focused on action, planning a community-organizing model to transform ideation into action. A moderated panel discussion further

engaged participants on the role of higher education in sustainable development.

Stakeholders Involved: Institutional Staff, Students, External Partners

Additional Information: [Students make an impact on sustainable development.](#)

Project Lead: Ashley Laracy, Manager, Education Abroad
ashley.laracy@senecacollege.ca



Nova Scotia Community College hires an ImpAct Intern

Nova Scotia Community College – Nova Scotia

Project: NSCC ImpAct
SDG intern

SDGs: All

Project Duration:
October 2020 – February 2021

Functional Category:
Student and community

As part of the ImpAct Internships funding provided by CICan, Nova Scotia Community College was able to hire an ImpAct intern for 5 months to work on SDG promotion and

Goal #17: Partnerships for the goals
-To revitalize the global partnership for sustainable development.

The SDGs can only be realized with strong global partnerships and cooperation.



CICAN

Colleges and Institutes Canada. CICAN, is an organization NSCC works with on several initiatives throughout the year. CICAN provides opportunities for the institutions that are members of the organization, to interact and learn from one another. They often hold conferences for students and faculty to attend and display sustainability related projects to one another. The organization also helps fund internships related to sustainability and advancements in technology. More information on CICAN is linked below in our resource section.

**Let's talk about Partnerships For The Goals**

We encourage everyone to show us examples of healthy living! Whether it's something you participate in on campus, or a sustainable action you practice at home, don't forget to let us know about it!

Send us a picture, video or brief description to sustainability@nscc.ca for your chance to win a prize!

The 17 SDG's and you.

Knowing about the 17 sustainability goals, can help you as an individual. As sustainability becomes a more globally recognized issue, the demand for knowledge of these goals is rising. This is something you can highlight to potential employers as a unique skill you can bring to their organization. Changing things like the way products are produced or the sources you buy materials from can make a big difference.

implementation on their campuses. This internship was unique and allowed the intern to work within two departments of the college – Facilities and Entrepreneurship. The intern was able to provide SDG content in newsletters, on the website and developed 17 SDG of the month fact sheets that are sent out to all NSCC Faculty and staff to tie the SDGs to the local community. The ImpAct intern also provided editing support for the ImpAct Social Entrepreneurship Project working group highlighting different social enterprises in Canada and tying their work to the advancement of the SDGs and Canada’s 2030 Agenda.

Stakeholders Involved: Institution Staff, Students, Senior Leadership

Project Lead

Sheri Williams – Manager, NSCC Entrepreneurship
–sheri.williams@nsc.ca

Michael Chapman – Manager Infrastructure and Environmental Stewardship – michael.champan@ncss.ca



Linking the SDGs to Activities at John Abbott College

John Abbott College – Quebec

Project Title: SDGs Card and SDG Zen Zone at John Abbott College



SDGs: All

Project duration: Fall 2021 – Ongoing

Functional Category: Student and Community, Academic

In an effort to improve SDG literacy and integrate the Goals into John Abbott College’s activities, SDG icon posters were printed for display at events, workshops, bake sales and other initiatives within the school. Students and staff can borrow the 1×1 foot posters featuring the icons that connect to their initiative. For example, a bake sale hosted by students to raise money for purchasing pollinator-friendly plants featured SDG 15 “Life on Land” and SDG 13 “Climate Action.” By connecting one or more SDGs to their project, the organizers are able to make a clear statement about how they are contributing to a positive cause for people and planet. It can also help for students to feel connected to the global movement for well-being for all.

Signage indicating sustainability installations at the college was also produced, in order to draw a connection between the school's initiatives and the SDGs. For example, a poster was created for the “Zen Zone,” a new student lounge on campus. The poster features SDG 3



“Good Health and Well-Being.” The lounge was designed to encourage relaxation and quiet studying, and draws on the concept of biophilic design with the installation of a green wall and numerous potted plants.

Stakeholders Involved:

Staff members, senior leaders, students,

Lead: Shannon Coulter-Low Student Life Counsellor | Sustainability & Social Entrepreneurship,

shannon.coulter-low@johnabbott.qc.ca



Engaging Selkirk College campus and the local community with

SDG-themed Global Goals Week event.

Selkirk College – British Columbia

Project: Global Goals Week

SDGs: All

Project duration: February 22 – 26, 2021

Functional Category: Student and Community

Global Goals Week was an opportunity for students and staff at Selkirk College along with the surrounding community to learn about the Sustainable Development Goals and discover how to work towards them at a personal and local level. The event featured six speakers who presented different SDG-related topics. The topics were, Climate Change & Health, Local initiatives and how to get involved, SDG 101: An introduction to the Sustainable Development Goals, 100% Renewable Energy: 100% possible, while costing less, My Journey with the SDGs, and Peace and Sustainability: How Doukhobor history, culture, and community connects to the Sustainable Development Goals. The speakers provided positive, solution-based perspectives and offered resources for attendees to work towards the SDGs in their own lives. In addition to the speakers, Global Goals Week featured an online SDG quiz, offered a short SDG workshop to classes, and highlighted existing Selkirk initiatives that were contributing to a Global Goal.

Stakeholders Involved: Staff, students, local community

Project Lead: Laura Nessman (Sustainability Coordinator) and Nicola Herman (SDG Ambassador Intern)



Connecting Selkirk's initiatives with the SDGs through an Esri Story Map project

Selkirk College – British Columbia

Project: Selkirk & the SDGs Story Map

SDGs: All

Project duration: Continuous

Functional Category: Student and Community

In an effort to share SDG-related initiatives, Selkirk College's contributions to the Sustainable Development Goals were archived in a Story Map webpage. This webpage is to be used as a 'living' resource for SDG actions at Selkirk. It will be updated as new initiatives are developed, as projects change, and as new items are suggested. The resource is interactive and features PDF reports, maps, quizzes, hyperlinks, videos, and photos. It is structured by featuring a contribution for each SDG as well as a list of further contributions. This project aims to help the campus community, as well as our broader community see where College initiatives fit within the SDG framework, and in turn aims to support further work towards the SDGs.

Stakeholders Involved: Staff, students, local community

Project Lead: Laura Nessman (Sustainability Coordinator) and Nicola Herman (SDG Intern)

More info: [The Selkirk & the SDGs Story Map](#)

4.

PHYSICAL INFRASTRUCTURE



The
Physical infrastructure category considers how the SDGs can be integrated into operations, facilities, cultural services, student housing, technology, and land stewardship at a college or institute.

NSCC has created a project fund related to the SDGs

Nova Scotia Community College – Nova Scotia

Functional Category: Physical Infrastructure ; Student and Community

NSCC's SDG Project Fund receives applications for diverse and meaningful projects that improve sustainability across our campuses. The SDG Project Fund was created to make small to moderate projects advancing the Sustainable Development Goals (SDGs) possible. The Fund also seeks to create engagement, creativity, and ownership, turning sustainability opportunities into collaborative projects.

Stakeholders Involved: Staff members, faculty, students

Project Lead: Anna Jessop, Sustainable Development Coordinator, anna.jessop@nsc.ca

More info: [SDG Newsletter](#)



NSCC Uses the SDGs as a Cornerstone for Planning a New Campus

Nova Scotia Community College – Nova Scotia

Project: NSCC's New Sydney Campus.

SDGs: 4 – 8 – 10 – 11 – 13 – 16

Project duration: Design Started in late 2019 and the Campus is scheduled to open in September 2024.

Functional Category: Physical Infrastructure

The relocation of the NSCC Marconi Campus to the downtown Sydney waterfront is a transformative step in the revitalization of a community with a flagging economy and declining population – and a cornerstone of a community development renewal strategy for the region. The SDGs were a focal point of the vision behind this project. The intent is to embed local culture, storytelling, and imagery and the importance of the SDGs into the design framework so that the regional community can clearly see itself, and its future, in this place. The design will also express a transformational “green” agenda in the building, its systems, and the landscape which explicitly and symbolically reflects and demonstrates a regeneration and renewal agenda in counterpoint to an industrial history and legacy of waste, pollution, contamination, and environmental damage. The new building will provide education around the 17 SDGs through signage and storytelling.



Stakeholders Involved:

Institution staff, senior leaders/upper management, students, partners, local communities, private sector, others

Project **Lead:** Michael Chapman,
Michael.chapman@nscc.ca

More info: [Conceptual Renderings of the Campus design](#)



Dawson College Inventories all Curricular and Co-curricular Activities to the SDGs

Dawson College – Montreal, QC

Project: Dawson IT & Sustainability Office

SDGs: All

Project duration: Implementation in 2020 and then on-going

Functional Category: Physical Infrastructure

Dawson's IT department and the Sustainability Office have partnered to create a data base of every course, activity, club or event at Dawson and how it links to any of the 17 SDGs. This data base can be mined by students and staff and will act as a guide to SDG presence within our institution. This database will be available to the entire Dawson community and shared with other institutions. Every academic, para-academic and extra-curricular activity at Dawson College will be listed with how they relate to any one or more of the SDGs

Stakeholders Involved: Staff members, students, partners

Project Lead: Chris Adam, Director, Sustainability Office,
cadam@dawsoncollege.qc.ca

5.

APPLIED RESEARCH



*The **Applied Research***

category encompasses how research mandates, as well as data, evidence and scientific information help advance the SDGs.

Vancouver Island University Maps its Contribution to the SDGs

Vancouver Island University – Nanaimo, BC



**VANCOUVER ISLAND
UNIVERSITY**



**MOUNT
ARROWSMITH
BIOSPHERE REGION**
Research Institute

Project: UN SDGs & VIU: Vancouver Island University
SDG Highlight Report

SDGs: All

Project duration: July 2018-April 2020

Functional Category: All

UN SDGs & VIU: In 2018, Mount Arrowsmith Biosphere Region Research Institute (MABRRI) was approached by Vancouver Island University's (VIU's) Office of the President and asked to analyze the ways in which VIU was working towards the advancement of the UN SDGs.

MABRRI began this review by exploring how sustainable development applied to post-secondary institutions, and then assessed the ways in which VIU was contributing towards the advancement of the SDGs. By reviewing VIU's educational and research foci, policies, community engagement,

infrastructure, services, and other initiatives, MABRRI produced a final report and a summary report highlighting VIU's contributions. A list of recommendations was also provided to VIU's Office of the President.

Stakeholders Involved: VIU's Office of the President, staff, faculty, and students, MABRRI

Project Lead: Dr. Pamela Shaw (Research Director, Mount Arrowsmith Biosphere Region Research Institute),
pam.shaw@viu.ca

More info:

This highlight report, as well as a summary report, can be found on VIU's Sustainability webpage, here:

[VIU & the UN SDGs – Highlight Report](#)

This webpage also includes a Vancouver Island University and the SDGs video series, produced by Mount Arrowsmith Biosphere Region Research Institute (MABRRI) and The Swivel Project. The video series was funded by the Government of Canada's Sustainable Development Goals Funding Program.

Contact information : Anna Lawrence (Senior Research Assistant, MABRRI) – anna.lawrence@viu.ca



Canadore College's grow pod sprouts into success

Canadore College – Ontario

Project: Campus Living Lab – Off Grid Grow Pods



SDGs: 2,3,4,9,11,12,13

Project duration:
September 2022 – April 2023

Project Budget :70,000\$

Functional Category:
Applied Research

In May 2022, Canadore College was selected as one of ten demonstration sites nationwide by Colleges and Institutes Canada.

Canadore College focused on using climate resistant sustainable technologies (solar) to displace the use of fossil fuels to grow food, and to help find solutions to create food sovereignty for rural and Indigenous communities.

The project goals included the following:

- Increase production for our culinary programs and restaurant.

- Consult with Indigenous community to determine their needs
- Conduct nutrient testing to compare food grown in soil versus hydroponic.



Example of the production



Canadore College relocated the pod to from its original location to connect in with our Clean Water Initiative, linked [here](#). Water treated from various locations (rain, snow, pond, air vapor) will be used to feed the hydroponic system.

As of January 25th, 2023, 1231.96 KG CO₂e have been offset. Students have benefited from applied research opportunities and have learned about sustainable production and embodied carbon.

The project has been a great success and has generated interest from post-secondary institutions, industry, and rural communities.

The second larger pod will be added in Spring 2023.

Stakeholders Involved :

1. Shawn Chorney (Vice President Strategic Infrastructure, Indigenous and Learner Services)
2. Mike Miscio (Senior Director, Infrastructure and Public Safety)
3. Carly Renaud (Manager, Indigenous Research and Development)
4. Lou-Anne Robinson (Coordinator, School of Culinary Arts)

5. Angela Proudfoot (Project Administrator – Clean Water and Food Security)
6. Rebecca Morin (Web & Social Media Designer)
7. Jason Chirico (Student, School of Environmental Studies)
8. Shane Ralli (Student, School of Environmental Studies)
9. Dr. Letitia-Nadalin-Penno (Dean, Faculty of Environmental Studies, and Health Science)
10. Jesse Russell (Project Leader – Sustainable Development)

Project Lead : Jesse Russell (Project Leader – Sustainable Development)- jesse.russell@canadorecollege.ca

More info:

[Project Website](#)

[CTV News Story](#)

[Interactive Virtual Tour](#)



New Brunswick Community College
conducted research to share
sustainable development goals best

practices into the organization

New Brunswick Community College (NBCC) – New Brunswick

Project: Weekly Internal Briefs

SDGs: 4 – 8 – 9 – 10 – 13.

Project Duration: Sept 2020 to Sept 2022

Functional Category: Applied Research

The internal weekly brief was sent to various staff throughout the college, including the Senior Executive Team and the majority of staff in leadership positions.

The briefs were organized around 4 “strategic framing questions” for the purposes of providing research and deeper insights on areas of strategic and operational importance. The strategic framing questions for the weekly briefs were developed with senior leadership to guide insight and analysis in the areas listed and are explicitly related to understanding and increasing social impact in SDG-related areas.

The briefs shared key points from research pieces and were complemented in certain scenarios by analysis by NBCC’s Policy Advisor. These briefs formed a repository of information and examples of best practices for the purposes of integrating sustainable development goals into college operations and strategy.

Stakeholders Involved: *Staff.*

Project Lead : Jamie Watson – Advisor, Policy and Engagement, jamie.watson@nbcc.ca

More info: Please see [here](#) the briefs developed by NBCC



Highlighting SDGs within Selkirk College's State of the Basin community monitoring project

Selkirk College – British Columbia

Project: State of the Basin indicators and the SDGs



SDGs: All
Project duration: Continuous
Functional Category: Applied Research

The State of the Basin indicators provide data to monitor well-being in the Columbia Basin-Boundary Region of British Columbia. Each indicator has now been flagged with the corresponding SDGs it is related to. These SDGs were selected by cross-referencing keywords and datasets from the State of the Basin indicators with the SDGs' targets and indicators. By linking State of the Basin indicators to the

SDGs, the local lens of these global goals has been created. These connections help inform and motivate local decision-making to contribute to the shared global vision to achieve the SDGs.

Stakeholders Involved: Rural Development Institute, local community

Project Lead: Jayme Jones (State of the Basin) Laura Nessman (Sustainability Coordinator) and Nicola Herman (SDG Intern)

More info: [State of the Basin indicators](#)



NSCC Achieves Top Marks with Gold Certification from the SDG aligned Sustainability, Tracking, Assessment and Rating System (STARS)

Nova Scotia Community College – Nova Scotia



Project: NSCC & STARS

SDGs: All

Functional category:

Applied Research & Finance
and Admin

Project duration: August
2019-April 2020

STARS (Sustainability, Tracking, and Rating System): STARS is a program of AASHE (The Association for the Advancement of Sustainability in Higher Education). It is a self-report framework for colleges and universities to measure their sustainability performance in all aspects of their institution. An institution can earn ratings ranging from reporter, bronze, silver, gold and platinum. AASHE has directly linked the program to the SDGs and its various credit categories have been linked to specific SDGs. The credit categories include: Academics, Engagement, Operations, and Planning and Administration. NSCC recently submitted for STARS 2.2 and a received a gold certification. The NSCC sustainability team worked collaboratively with various departments to gather data and information on sustainable development initiatives at all NSCC sites.

Stakeholders Involved: Institution staff, senior leaders/upper management, students (Facilities Management, Occupational Health and Safety, Human Resources,

Procurement, Academic Departments, Diversity and Inclusion, Campus Sustainability Committees, students, facilities management staff, and faculty)

Project Lead: Michael Chapman, Manager Infrastructure, Sustainability & Space Planning, Michael.chapman@nscc.ca

More info: [NSCC's 2020 STARS submission](#)

6.

GOVERNANCE

CICan is committed to advancing the [Sustainable Development Goals \(SDGs\)](#) and ensuring Canada is able to reach its 2030 Agenda targets. By signing the [SDG Accord](#) and becoming an endorsing partner, CICan and its member work to inspire, celebrate and advance the critical role that education has in delivering the SDGs and the value it brings to governments, business and wider society.

The Accord is a commitment learning institutions are making to one another to do more to deliver on the SDGs, to annually report on each signatory's progress, and to do so in ways which share the learning with each other both nationally and internationally.



College Ahuntsic adopts a new institutional greening policy

SDGs: 4 – 12 – 13 – 17

Functional Category: Governance

College Ahuntsic is adopting a new institutional greening policy in order to institutionalize environmental action as much as possible.

Contact information: François Delwaide, Environmental and Social Economy Advisor,
francois.delwaide@collegeahuntsic.qc.ca

More information: [Ahuntsic College Institutional Greening Policy \(in French only\)](#)



Selkirk College becomes the first CIGan Member to sign the SDG Accord

“Taking the lead on joining an ambitious worldwide effort from a rural community college might seem like a very small step, but it amplifies what is required from post-secondary education to increase collaboration, act with intention and make a difference,” says Selkirk College President Angus

Graeme, whose name is signed on the SDG Accord. “More and more, students are expecting this from us and we need to support them. The college’s current strategic plan is aligned with many of these goals, so it feels right to formally join and commit to this effort. The college will [continue building on what we are doing well](#) and collectively figure out ways to do better in areas that need work.”

Since signing, interdepartmental relationships have been strengthened since the SDGs help us see how different areas of the College are interconnected. Selkirk’s fundamental commitments are focused on creating a more fair and just world, and similar to the 17 Global Goals, cannot be achieved in isolation from each other. By increasing awareness of and support for the SDGs across the College, we hope that our progress towards delivering the goals will be accelerated.

[Read Selkirk’s full Press Release](#)




Sheridan College

becomes the first Ontario post-secondary institution to sign the SDG Accord

“By signing the SDG Accord, Sheridan is aligning its strategies and operations based on the lens provided by the SDGs. We are demonstrating our commitment to play a pivotal role in building a more sustainable world and equitable future for all through innovation, education and principled leadership,” said Dr. Janet Morrison, Sheridan’s President and

Vice Chancellor. “Through initiatives across Sheridan – including curriculum and research, operations and governance and external leadership – we will work to make significant contributions to the SDGs across the linked social, economic and environmental goals.”

[Read Sheridan’s full Press Release](#)



Nova Scotia Community College continues its commitment to the SDGs by signing the SDG Accord

In January 2021 Nova Scotia Community College (NSCC) became one of the first in Canada to sign the SDG Accord. Signing the SDG Accord highlights the College’s continued commitment to being a leader in sustainability. For over a decade, NSCC has published an [annual sustainability report](#) that tracks the progress we have made in reducing our energy and water consumption, as well as reducing our waste generation and greenhouse gas emissions. In 2020, the annual report was expanded and aligned with the SDGs to make clear connections between NSCC’s existing goals in academics, operations, engagement, and administration with global goals for sustainable development. Since signing the Accord, NSCC has established an SDG Steering Committee comprised of various departmental leaders. This group will drive the College’s commitments to the SDG Accord and will inspire our workforce and students to achieve real, meaningful change

towards attaining the Sustainable Development Goals by 2030.



Confederation College is the second postsecondary institution in Ontario to sign the SDG Accord

“The commitment we are making represents an important next step in advancing our longstanding College-wide sustainability effort, and furthers our work to create a diverse, equitable and inclusive experience for all members of our College community. The implementation of the SDG Accord responsibilities supports our Strategic Plan and will inform our next Sustainability Plan, currently under development.”

Building on past successes, the Sustainable Development Goals will enable Confederation College to look beyond the more traditional environmental sustainability focus, to arrive at a holistic and global approach. The SDG strategies range from responsible consumption, innovation and infrastructure, clean water and clean energy, to quality education, reduced poverty and inequalities, good health and well-being, economic growth and more.

[Read Confederation College’s full Press Release](#)



Lethbridge and
Olds College have signed on to the

SDG Accord, becoming the first two colleges in Alberta to commit to it.

“Both Lethbridge College and Olds College care deeply about creating real-world solutions for our province’s agriculture industry and leading the way into a sustainable future,” says Dr. Paula Burns, Lethbridge College President and CEO. “By clearing the path for our applied research activities to easily collaborate and share information, producers and others in the agriculture industry will benefit, which boosts our province’s economy. And we are making our partnership even more powerful by signing the SDGs accord and showing commitment to being leaders in sustainability.

“Olds College and Lethbridge College have a history of addressing the key issues and opportunities of Alberta’s agriculture sector, including through our growing applied research programs,” says Stuart Cullum, President, Olds College. “Our impact is significantly enhanced through collaboration and information sharing and this MOU formalizes our intent to work more closely in support of Alberta’s agriculture industry and our province’s economic recovery. By signing the SDG Accord, we also are embracing the leadership that the agriculture sector demonstrates and our roles in enhancing it for the benefit of our industry, our institutions and our students.”

Read [Lethbridge College’s](#) & [Olds College](#) full Press Release



Cégep du Vieux Montréal is the first francophone Cégep to sign the SDG Accord

This agreement calls on CVM to integrate the Sustainable Development Goals into its teaching, research projects, governance, and engagement activities. In doing so, the CVM recognizes its central and transformational role in facilitating the achievement of the SDGs by 2030.

[Read CVM's full press release](#) (in French only)



Saskatchewan Polytechnic adds voice to shared sustainable development commitment in signing SDG Accord

Sask Polytech president and CEO, Dr. Larry Rosia, who signed the accord on behalf of the institution, says, “Saskatchewan Polytechnic is honoured to add our voice to this important agreement. Increasingly, the work we advance as part of our institutional strategy, *Leading the Rise*, supports

the goals outlined by the United Nations. In signing the SDG Accord, we formally recognize the important role Saskatchewan Polytechnic can play in furthering these objectives as an educational leader.”

[Read Saskatchewan Polytechnic’s full press release](#)



Cégep de la Gaspésie et des Îles signs the SDG Accord

“For the past few years, we have been aligning our actions to further greening the Cégep de la Gaspésie et des Îles. By signing the SDO Agreement, the Cégep is reiterating its commitment and its desire to stand out and take more action in sustainable development,” says Yolaine Arseneau. The Director General of the Cégep de la Gaspésie et des Îles also sits on the advisory committee of presidents and directors general on sustainable development of CICan.

[Read Cégep de la Gaspésie et des Îles full press release](#) (in french only)



Humber takes sustainability to a new level with the signing of the SDG

Accord



Cégep Saint-Jean-sur-Richelieu signs the SDG Accord



Georgian College is officially joining the global movement of United Nations Sustainable Development Goals (SDG) by signing the SDG Accord for educational institutions.

“As an institution committed to social innovation and collaborative systems change, this is a natural and necessary effort for Georgian to be involved in,” says Dr. West-Moynes. “Georgian is Canada’s first and only Ashoka U Changemaker College, and we know we can contribute meaningfully to advancing the SDG goals, both locally and globally.”

[Read Georgian College’s full press release](#)



One step closer to a more sustainable Seneca

“Seneca is undertaking many new sustainability objectives that will interlink our social, environmental and economic goals that align with the SDGs,” said Don Forster, Office of Sustainability. “Signing the Accord provides us an opportunity to network with postsecondary leaders and community partners who share the common objective on integrating SDGs into our sustainable strategies.”

[Read Seneca College’s full press release](#)



Cégep Édouard-Montpetit is committed to incorporating the 17 sustainable development goals into its operations

[Read Cégep Édouard-Montpetit’s full press release](#) (in French only)



Mohawk College signs the SDG

Accord



Canadore College commits the the
SDGs by signing the SDG Accord



Durham College signs the SDG Accord



Collège Montmorency signs the SDG
Accord



Student Governance

Student Association of George Brown College signs its commitment to UN's Sustainable Development Goals

The Student Association of George Brown College (SAGBC) has signed the SDG Accord, joining a global network of colleges, universities, and student unions in confirming its commitment to the United Nations' Sustainable Development Goals (SDGs).

The Student Union has demonstrated its dedication to playing a crucial role in creating a more prosperous environment for all. SAGBC is the third Canadian student union and the first Canadian college student union to sign on to the SDG Accord. It is also the first member of the Canadian Federation of Students to sign the accord.

Having signed the SDG Accord, the SAGBC is now planning new strategies and initiatives which are guided by the SDGs. The SAGBC is also calling on George Brown College to join them in signing the SDG Accord and confirming its long-term strategy is guided by the principles set out by the SDGs.

[Read George Brown Student Association's full Press Release](#)



Douglas College
Student's Union becomes the second

CICan member Student Union to commit to the Goals publicly

The Douglas Students' Union signed the SDG Accord in March 2021, becoming the second CICan member college Student Union to sign. The Student Union along with the Faculty Association are working together to promote and implement the SDGs on campus, with students and curriculum as well as calling on Douglas College to sign the SDG Accord affirming its united stance on the SDGs.



Douglas College Faculty Association sign SDG Accord and Declares a Climate Emergency

The DCFA, in acknowledgement of the existential crisis that the planet currently faces, with the risk it poses to communities locally and globally, humans and all organisms and ecosystems on earth, declared a climate emergency on 22nd February 2021. At this time, the DCFA also signed the [SDG Accord](#), in the spirit of this declaration, and in acknowledgement of our crucial responsibility to our students and future generations.

[Read Douglas College Faculty Association's full Press Release](#)

7.

The *International* category encompasses how our member institutions international partnerships help advance the SDGs.



CICan and Canadian colleges support Mozambican training institutions to prepare girls for success

Project: Skills Training for Employment in Mozambique (STEM)

SDG: 5 Achieve gender equality and empower all women and girls

Project duration: 2014–2021

Functional Category: International development and cooperation

The Skills Training for Employment Program in Mozambique (STEM) is enhancing the quality and delivery of

demand-driven, competency-based, gender-sensitive training programs in Tete and Cabo Delgado provinces. In partnership with the Government of Mozambique, Colleges and Institutes Canada (CICan) and its member colleges are providing technical assistance in gender-sensitive teacher training and management training, procurement of industrial training equipment, and development of new and renewed training programs. The STEM project has also supported the establishment of student support services, an innovative approach in Mozambique to support the well-being students, particularly girls and women, during their training at partner institutions.

STEM has contributed to SDG 5 in Mozambique by increasing girls' and women's' participation in training programs and changing attitudes about their participation in professional and technological streams. STEM's Supertécnica outreach campaign has stimulated discussions among students, trainers, institutional leaders, and parents on themes such as early marriage, family planning, sexually transmitted diseases, and gender-based violence, among other themes.

In the training institutions in Tete and Cabo Delgado, STEM has supported girls and women through activities in three categories: recruitment, retention, and insertion into the labour market. For recruitment, STEM has worked with the gender equality resources at the Mozambican training institutions to develop a storyline entitled “Julia e Felicidade – o caminho para o futuro”, which contrasts the life of Julia

(who follows a traditional life path) with that of Felicidade (whose family invests in her education) to challenge gender stereotypes. The “Julia e Felicidade” storyline was illustrated and developed into a booklet for distribution to parents and young people in surrounding communities. Student theatre groups also developed “Julia e Felicidade” performances that focus on the Supertécnica themes. Coast Mountain College worked with the gender equality teams at the training institutions to disseminate the booklets and the messages.

On retention, Supertécnica has contributed to a culture of zero-tolerance behaviour towards sexual assault, which primarily affects girls, and pay-for-grades corruption, which affects girls and boys. Directors, trainers, and students have been sensitized on anti-sexual harassment and pay-for-grades corruption through workshops and training activities, and STEM successfully advocated for the development of a ministerial decree defining a sector-wide grievance mechanism for victims of sexual harassment in schools.

Canadian colleges – Cégep Édouard-Montpetit, Cégep Saint-Jean-sur-Richelieu, Cégep de Trois-Rivières, Cégep de l’Abitibi-Temiscamingue, Seneca College, Marine Institute, Camosun College, Coast Mountain College, Cégep de Jonquière, Cégep de Chicoutimi, Collège Montmorency, SAIT, Collège Boréal, and Collège Communautaire du Nouveau Brunswick – have worked with their Mozambican institutional partners to integrate gender equality into the

content of curriculum and the pedagogical approach of the training programs.

For insertion into the labour market, Canadian colleges have supported their Mozambican partners to create linkages with local employers, and identify apprenticeship and employment opportunities for the students, particularly for girls and women graduates of STEM programs.

Stakeholders im:

	Institutional partnerships	Program Sectors
Tete province	Instituto Industrial de Matundo	Topography, mining, management and leadership, student support services
	Canadian partners: Cégep Édouard-Montpetit, Cégep Saint-Jean-sur-Richelieu, Cégep de Trois-Rivières, Cégep de l'Abitibi-Temiscamingue, Seneca College, Marine Institute, Camosun College, Coast Mountain College	
Tete province	Instituto Médio de Geologia e Minas	Industrial maintenance (mechanical and electrical), civil engineering, management and leadership, student support services
	Canadian partners: Cégep de Jonquière, Cégep de Chicoutimi, Collège Montmorency, Seneca College, Marine Institute, Camosun College, Coast Mountain College	
Cabo Delgado	Instituto Industrial e Comercial de Pemba	Natural gas processing, Industrial maintenance (mechanical and electrical), Logistics, management and leadership, student support services
	Canadian partners: SAIT, Cégep de Jonquière, Cégep de Chicoutimi, Collège Montmorency, Collège Boréal, Seneca College, Marine Institute, Camosun College, Coast Mountain College	
Cabo Delgado	Centro de Formação Profissional INEFP de Pemba	Civil construction (bricklayer, plumbing), management and leadership, student support services
	Canadian partners: Collège Communautaire du Nouveau Brunswick, Cégep Saint-Jean-sur-Richelieu, Seneca College, Marine Institute, Camosun College, Coast Mountain College	
SAGE-05 Jamaica	Escola Técnica Profissional de Macomia	Industrial maintenance (renewable energy), management and leadership, student support services
	Canadian partners: Cégep de Jonquière, Seneca College, Marine Institute, Camosun College, Coast Mountain College	

Project Lead: Marie-Josée Fortin, Director, Latin America, and Francophone and Lusophone Africa;
mjfortin@collegesinstitutes.ca



Canadian Colleges Supporting Six Caribbean Countries Combat Climate Change

Project: Skills to Access the Green Economy Program (SAGE)

SDG: 13 Take urgent action to combat climate change and its impacts



Project duration: 2019–2024

Functional Category: International development and cooperation

The Skills to Access the Green Economy Program (SAGE) is a five-year program funded by Global Affairs Canada. In SAGE, Colleges and Institutes Canada (CICan) is working in close collaboration with national Ministries of Education, National Training Agencies (NTAs), and relevant employers to build the capacity of Caribbean technical and vocational training institutions to develop and deliver effective skills training programs resulting in 1,080 graduates ready to have jobs or self-employment in green skills sectors. SAGE's ultimate outcome is to create a more qualified labor force for employment in key economic sectors associated with climate change in six Caribbean countries (Belize, Dominica, Grenada, Guyana, Jamaica, St. Lucia).

The majority of SAGE activities will be delivered primarily

through six partnerships between CICan member institutions and Caribbean training institutions. In each participating country, institutions that deliver training programs for unattached youth, women, vulnerable persons, and indigenous peoples will be linked with tertiary level institutions and together they will select the Canadian partners with whom they will collaborate over a period of three years. The institutional partnerships will develop and deliver preparatory programs that include psychosocial supports, skills training, career counselling, and exposure to the workplace. Graduates will receive certifications for this training, with the goal of ensuring that they can move into either employment or further training.

The partnerships will also develop associate degree level programs to prepare technical workers and draw content from these programs to develop and deliver short courses targeted to persons currently working but who would benefit from enhanced skills sets to work with new green technologies or processes. Through focused applied research projects designed to solve challenges small and medium enterprises face as they adapt to climate change in coastal and agricultural environments, the linkages between training institutions and workplaces will be further strengthened.

Project Lead: Susan Sproule, Director, Caribbean and Anglophone Africa; ssproule@collegesinstitutes.ca

TIPS TO IMPLEMENT THE SDGS IN YOUR INSTITUTION



To implement the SDGs in your institution, we recommend:

1. **Repetition.** Mention the SDGs at every meeting, every event, and every initiative (when applicable). The 17 goals can seem overwhelming, but seeing them in a variety of contexts will help build familiarity.
2. **Showcase their relevance.** To build accountability, showcase how the SDGs are relevant to the departments and communities you are working with.
3. **Do your research.** Take some time to review the examples in this toolkit. If you need more background information or inspiration, check out the [SDG Guide](#) by the Sustainable Development

Solutions Network.

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For Guidance: The CCC-SDG (Canadian Colleges Contribute to SDGs) Working Group

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Cegep Edouard Monpetit
Centennial College
Collège Ahuntsic
Collège Montmorency
Confederation College
Fanshawa College
Fleming College
Humber College
Kwantlen Polytechnic University
La Cité
Langara College
Lethbridge College
Mohawk College
New Brunswick Community College
Nova Scotia Community College
NorQuest College
Northern Alberta Institute of Technology (NAIT)
Okanagan College
Selkirk College
Seneca College of Applied Arts and Technology
Red River College
Vancouver Island University

For the Hard Work and Dedication

The ImpAct Team and Staff at CICan

ADDITIONAL RESOURCES AND REFERENCES



Guides

- [SDSN Australia/Pacific](#) (2017): [Getting Started with the SDGs in Universities](#): A guide for universities, higher education institutions, and the academic sector. Australia, New Zealand and Pacific Edition. Sustainable Development Solutions Network – Australia/Pacific, Melbourne. This guide provides a toolkit and examples of higher education institutions in Australia, New Zealand and the Pacific integrating the SDGs in operations, research, community outreach and academics.
- [Community Foundations Canada](#) developed a [guidebook and toolkit](#) regarding the SDGs, with a focus on effective engagement community engagement tools.

- [The Global Sustainable Development Report](#) is a high-level United Nations publication reporting on progress in achieving the goals.
- [B1G1's quick Guide to the Sustainable Development Goals](#)
The [Global Compact Network Canada](#) has been spearheading and promoting the SDGs in Canada for the private sector and has released an [SDG Emerging Practice Guide](#).

Databases and/or Open resource libraries

- A [database of resources and publications](#) from Harvard University regarding the SDGs.
- A [database of resources and publications](#) from Ivey Publications regarding sustainability and the SDGs.
- The [SDG Online](#) is an open resource of articles and teaching and learning resources to implement the SDGs.
- The [SDG Academy](#) hosts a library of free education resources from the world's leading experts on sustainable development: case studies, videos, and free open education courses in integrating the SDGs in higher education across a variety of disciplines.

Videos

- A video highlighting “[Leave no one Behind](#)” that was developed by The Leave No One Behind Partnership and supported by UKaid.

Associations/Organizations

- The [Association for Advancement of Sustainability in Higher Education \(AASHE\)](#) designated 14 Centers for Sustainability across the Curriculum from Colleges and Universities across North America, and these Centers provide faculty development workshops in integrating the SDGs. Fleming College is currently the Canadian Centre. AASHE has released a [publication](#) aligning the [Sustainability Tracking and Assessment Rating System \(STARS\)](#) with the SDGs and all published reports by colleges and universities.
- [Sustainable Development Solutions Canada](#) is a pan-Canadian network of higher education institutions co-hosted by the University of Waterloo and Waterloo Global Science Initiative, with a focus on learning and teaching, research to support Canada’s energy/climate nexus, sustainable cities and life on land/life below water.
- [Georgia Tech Institute of Technology](#) is using the

SDGs as a framework to implement the strategic plan, advance organizational innovation, unite the institute's spectrum of responsibilities and strengthen collaboration locally and globally to address challenges of COVID-19. This is demonstrated through the article entitled [Georgia Tech Introduces Long-term Initiative to Advance the SDGs](#).

- [University of Waterloo](#) hosts a Sustainability Certificate for all employees of the university, a collaboration between the Sustainability Office and the Organizational and Human Development Department. The certificate includes an overview of the SDGs and builds upon the University's goal of embedding sustainability actions into campus culture. It recognizes that all employees will have a role in building a sustainable campus.
- The [Sustainability Curriculum Consortium](#) is dedicated to pedagogy and innovative approaches to ESD, content building capacity, sharing resources and leadership in understanding the importance of ESD in higher education. There are several available resources and webinars in integrating the SDGs in curriculum.
- The [Sustainable Development Goals Alliance](#) is a student-run, community-centered organization at the [University of Calgary](#). Founded in 2017, they

work closely with students, clubs, and faculty to provide programs, events, and support for their campus community to raise awareness and action for the 17 Sustainable Development Goals.

- [Impact Alliance](#) at the University of Waterloo and their inaugural event ‘[GooseChase](#)’. The aim of the project was to provide the University of Waterloo community with a sense of how the SDGs applied in the everyday lives of the different people on campus.
- The [Sustainable Development Student Alliance](#) at Université Laval put on [The Sustainable Development Career Day](#). The event was an opportunity for students to meet companies offering jobs and/or internships involving various sustainable practices.

Other resources

- The Canadian government released a [strategy to advance the SDGs](#) in Canada.
- The [Sustainability Journal of Record](#) is a publication of AASHE and the spring, 2020 edition highlights case studies in integrating the SDGs in higher education: Sustainability Journal of Record Special Edition on SDGs.
- A white paper publication of the [McConnell](#)

[Foundation](#) highlighting the importance of higher education in advancing sustainability by scaling up their beneficial social impact through collaboration and leveraging their social infrastructure. An appendix includes a compendium of networks.

- Shiel, C., Smith N., Cantarello E. (2020). Aligning campus strategy with the SDGs: an institutional case study. World Sustainability Series, January (2020), 11-27. doi: 10.1007/978-3-030-15604_2.

This [case study](#) regarding an institution that is well regarded for its green credentials highlights how the Sustainable Development Goals can catalyze further engagement around sustainability within curriculum and strategy, as well as some of the key challenges.