



Engaging SDGs for Transformative Education
and Enhanced Sustainability in Universities

WP3 – Deliverable 3.2

Call for Action

31st January 2024



Co-funded by
the European Union

About SDG4U

SDG4U key priority is to stimulate innovative learning and teaching practices through engaging SDGs to transformative education and sustainability practices in universities. The project will support and enhance the implementation of SDGs in higher education by embedding sustainability across teaching, research, operations, and community outreach.

The project is funded by the Erasmus+ programme of the European Union and spans over 36 months (December 2022 – December 2025).

Members of the Consortium

- ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (EKPA)
- PANTEIO PANEPISTIMIO KOINONIKON KAI POLITIKON EPISTIMON (PANTEIO)
- THE AMERICAN COLLEGE OF GREECE RESEARCH CENTER (ACG-RC)
- UNIVERSIDAD DE MURCIA (UMU)
- UNIVERSITY COLLEGE CORK - NATIONAL UNIVERSITY OF IRELAND, CORK (UCC)
- UNIMED - UNIONE DELLE UNIVERSITA DEL MEDITERRANEO (UNIMED)

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Document Information

Project Title	Engaging SDGs for Transformative Education and Enhanced Sustainability in Universities
Project n.	2022-1-EL01-KA220-HED-000088776
Deliverable	Call for action
Work package	WP3
Status	Final
Author	PANTEIO PANEPISTIMIO KOINONIKON KAI POLITIKON EPISTIMON
Responsible Authors*	● PANTEION: Antonios Alevizos, Magdalini Eleftheroglou, Charalampos Meletiadis
Contributors*	● EKPA: Athanasia Alonistioti, Georgios Demesiotis, Panagiotis Kontopoulos, Charoula Ntelopoulou, Andreas Papandreou, Xenofon Stribis ● UMU: Clara Alvarez De Toledo Martinez, Inés López López, Longinos Marín Rives, Amelia Pérez García ● UCC: Daniel Carr ● ACG-RC: Stella Apostolaki, Paraskevi Papadopoulou ● UNIMED: Caterina Gravina, Martina Zipoli *names in alphabetical order

Abstract	Deliverable 3.2 is the outcome of the second activity within Work Package 3, titled "Call for Action." This report provides an overview of the exchange of experiences and knowledge between partners regarding effective educational practices and experiences (courses, seminars, and webinars) related to the Sustainable Development Goals (SDGs). It focuses on the implementation and promotion of these initiatives to students, administrators, and the broader community. This mapping of partners' educational practices (courses, seminars, webinars), combined with the relevant data provided from the mapping tool developed in Work Package 2, helps to identify both the capacities and limitations of the partners. This information will be valuable for the next deliverable of Work Package 3, which concerns the content development for the "Train the trainers" Seminar.
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Executive Summary

The current document is an overview of the exchange of experience and knowledge among partners, with a particular focus on successful educational initiatives (*such as courses, seminars and webinars*) and methodologies related to the implementation and promotion of the Sustainable Development Goals (SDGs).

The Deliverable 3.2. aims to promote insights into the educational initiatives adopted by partners to enhance the promotion of SDGs in courses in higher education. It also aims to examine the educational methodologies employed by partners to implement these initiatives effectively. The preparatory phase included mapping educational initiatives and methodologies among partners. The next phase involved using the mapping tool developed by WP2 to gather information about the partners' courses, their alignment with the SDGs, and the educational methodologies employed within these courses.

The results emphasized the strong commitment of project partners to sustainability-focused courses and educational initiatives and also revealed the most commonly used educational methodologies within these courses. The findings from Deliverable 3.2 are analysed in conjunction with those of the D3.1, the "Literature Review." This integration aims to identify the most effective educational methodology tailored to each Sustainable Development Goal (SDG). The selected methodologies will subsequently inform the content creation process in Deliverables 3.3-3.5.

1. Introduction

Work Package 3 (WP3) aims to foster the integration of Sustainable Development Goals (SDGs) in higher education through the development of innovative seminar content and training programs. By mapping the best educational methodologies worldwide, as well as those implemented by partner institutions WP3 seeks to enhance academic courses with proven and effective educational practices while promoting a deeper understanding of SDGs. This work package also focuses on training educators and facilitators, equipping them with the skills to develop and deliver impactful content, thereby ensuring sustainable, long-term adoption and implementation. A critical component of WP3 is the development of a robust dissemination strategy aimed at engaging diverse target groups, including faculty, administrative staff, and students, to maximize its reach and impact.

Following the “Literature Review” conducted in D3.1, which aimed to map the best educational methodologies used worldwide by universities to promote and implement SDGs, D3.2 titled “Call for Action,” provides an overview of the mapping of the best educational methodologies among project partners.

In D3.1, we identified the educational methodologies most commonly used in universities ranked in the top positions in the THE Impact Ranking for each SDG (see TABLE 4 in Deliverable 3.1). These methodologies were pinpointed for the top 5 universities for all SDGs. The Action-Based Learning methodology is the most commonly utilized among the three dimensions established by SDSN (2020). Additionally, Experiential Learning was the most frequently used teaching methodology by the identified universities across the SDGs. The Problem-Based Learning approach also appears to be widely used by universities to address sustainability."

So, the question we have tried to answer in D3.2 is to identify the potential gaps in the educational methodologies, according to SDSN 2020, employed in the partners' courses and to offer guidance for the next steps in enhancing these methodologies through targeted content creation.

The following Sections present not only the results of the collection of good educational initiatives among the project partners but also a comprehensive overview of the educational methodologies implemented by the partners in specific courses focused on sustainability and SDGs, as documented using the "mapping tool" developed in WP2. Specifically:

SECTION 2: “COLLABORATION PROCESS”. Describes the collaborative process among SDG4U partners who shared their experiences and methods to promote the SDGs through education. They shared their projects, challenges, and successes. Interactive sessions let partners present tools, course designs, and educational methods. These contributions were recorded and combined, adding to the collective knowledge. This united effort showed the value of different viewpoints and proved the power of working together as a team.

SECTION 3: “METHODOLOGY”. Details of used methodology. We collected course data from partner universities using the mapping tool and identified their educational methodologies. Professors provided course evaluations through a self-assessment tool. Partner courses were selected based on performance scores, ensuring a fair comparison of methodologies. Courses with the highest alignment to SDGs were chosen, and random selection was used. The final list included one top course per SDG. A comparison with top universities from the Times Higher Education Impact Ranking 2024 highlighted potential gaps in educational methodologies. This process showcased strengths and areas for improvement within the project's framework.

SECTION 4: “EDUCATIONAL INITIATIVES AND METHODOLOGIES AMONG SDG4U PARTNERS”. Contains the data gathered for all SDG4U Partners regarding Sustainability-Related Courses from the SDG4U Mapping Tool. It also includes information collected on other Sustainability-Related Courses, such as webinars, eco-seminars, training programs, lifelong learning seminars, and educational programs.

SECTION 4 also highlights the specific areas of SDG specialization for each partner, providing a deeper understanding of their unique contributions and focus areas within the collaborative framework. By emphasizing the distinctive expertise of each partner, it demonstrates how the different capabilities of partners enrich the overall effort to integrate the SDGs into education.

SECTION 5: “COMPARISON BETWEEN THE TOP UNIVERSITIES OF TIMES HIGHER EDUCATION IMPACT RANKING 2024 FOR EACH SDG AND THE PERFORMANCE OF PARTNER INSTITUTIONS”. A comparative table was created, highlighting for each SDG, the educational methodology adopted by one of the top five universities according to the Times Higher Education Impact Rankings 2024, alongside the methodology used by one of the project partners courses included in the mapping tool. This section builds on the results from D3.1, which identified the best educational methodologies employed by the top five universities according to Times Higher Education Impact Ranking 2024. These methodologies are analysed and compared with those utilized by the project partners, with the ultimate objective of identifying the most effective educational practices to be proposed for the development of a training seminar designed to train the trainers.

SECTION 6: “CONCLUSIONS”. The ultimate goal of the comparison between the educational methodologies used by top universities in the THE impact ranking for each of the SDGs and partner universities' courses is to provide insights into potential gaps in the educational methodologies employed in the partners' courses and to offer guidance for the next steps in enhancing these methodologies through targeted content creation.

2. Collaboration Process among SDG4U partners

In order to collaborate, all partners were invited to contribute their experiences and insights into the educational practices they employ to implement and promote SDGs, (**see SECTION 4. EDUCATIONAL INITIATIVES AND METHODOLOGIES AMONG SDG4U PARTNERS**). It is important to note that the courses presented in Section 4 were developed through instrumental collaboration among partners. The partners not only provided valuable information about the courses but also contributed to their documentation through the mapping tool created under WP 2.

Sixty-four (64) courses were identified and recorded directly through the mapping tool (**see Tables: 1, 2,6, 11,13**), showcasing its effectiveness in capturing relevant initiatives. Other courses, not registered on the mapping tool, were directly provided by the partners (**see Tables: 3-5,7-10, 12, 14-18**).

The collaborative process brought together a diverse group of partners who actively contributed their experiences and perspectives on advancing the SDGs through education. The initiative began with an open call, encouraging partners to share their initiatives, methodologies, courses, as well as challenges, and successes. This open exchange provided a floor for showcasing innovative tools and approaches, including living labs, training programs, seminars, webinars, curriculum designs fostering sustainable thinking, and educational methods such as action-based learning and interdisciplinary frameworks.

The series of interactive sessions offered an invaluable opportunity for partners to showcase their expertise and exchange ideas. Each partner shared valuable information about the initiatives their university had implemented to support the SDGs, as well as insights into the most commonly used educational methodologies. Partners actively contributed to the recording and collection of data on these initiatives and methodologies, ensuring that the unique characteristics and requirements of their educational programs were taken into account. These individual contributions significantly enriched the collective knowledge base,

demonstrating how continuing education can act as a powerful catalyst for driving sustainability.

These sessions also served as a forum for discussing and exchanging views on the educational methodologies commonly employed to integrate sustainability principles into academic programs. The interactive nature of these meetings fostered open dialogue, encouraging collaboration and the exchange of innovative ideas across institutions.

Each partner played a vital role in exchanging knowledge about initiatives and methodologies. Their contributions created a robust and comprehensive repository of information that reflected the diversity and unique attributes of the participating institutions.

As these diverse insights were consolidated, the collaboration evolved into a unified narrative of shared innovation and partnership. Together, these efforts reinforced a collective commitment to embedding the SDGs into education. The collaborative approach demonstrated the importance of integrating multiple perspectives to achieve impactful and sustainable change, showcasing the strength of this partnership as a model for effective global collaboration.

Through this collaborative exchange, the contributions of individual partners significantly enriched the collective knowledge base, providing a deeper understanding of how continuing education can serve as a catalyst for sustainability.

The collaborative approach reinforced a collective commitment to embedding the SDGs within educational systems. It demonstrated the immense value of combining diverse viewpoints and expertise to drive impactful and sustainable change. Through this joint effort, the partners established a model of collaboration that underscored the critical role of education in advancing the global sustainability agenda and achieving meaningful progress toward the SDGs. The results of this collaborative effort are comprehensively documented in **SECTION 4**.

3. Methodology

Following D3.1, which aimed to document the best educational methodologies employed by the top five universities worldwide according to the “THE Impact Ranking 2024”, D3.2 focuses on capturing the educational methodologies utilized by the project partners in their courses and other educational initiatives, such as seminars, webinars, lifelong learning seminars, educational programs.

D3.2, titled "Call for Action," builds on the foundation of collaboration among partners. It marks the culmination of a joint initiative aimed at identifying and sharing effective teaching practices to promote the SDGs. The deliverable emphasizes the dynamic process through which partners contributed their insights and experiences, showcasing innovative initiatives and educational methodologies for incorporating SDGs into educational practices.

The collaborative process described in SECTION2 ensured that the collective insights captured the specific characteristics and requirements of individual educational programs, emphasizing inclusivity and contextual relevance.

The methodology we have followed consists of the following steps:

1. We have collected the partners' universities courses data from the mapping tool (**see SECTION 4**)
2. We have identified which educational methodologies are used by partners universities (**see SECTION 4**)
3. Information gathered of courses inserted by professors in the mapping tool (developed in WP2). Professors can evaluate their courses by using the self-assessment tool that was developed in WP2.
4. Selection of partner's course:

The selection of the partner course for each SDG was based on its performance, as indicated by the data provided by professors (self-assessment tool) during the

registration process in the SDG4U Mapping Tool, using a scale from 1 to 5 (*1 representing the courses lowest alignment to each SDG and 5 representing the courses strongest alignment*) as described in the next paragraph (**see ANNEX TABLE 1: SDG Scores on courses by Professors of Partners Universities**).

This approach ensures a fair and representative comparison of methodologies, showcasing the strengths and areas for potential growth within the project's educational framework.

5. The selection of partner courses (**see Table19**) followed a structured process:
 - i) **Accessing the Mapping Tool:** The mapping tool was accessed via the provided link (<https://sdg4u.uoa.gr/>).
 - ii) **Login Credentials:** Login was performed via credentials
 - iii) **Applying Filters:** Filters were used to identify courses from each institution with the highest rank (*number 5*) to specific SDGs as recorded by professors during the course registration. (**See the list of all courses in the ANNEX, Table 1**)
- 6) For each SDG we have developed the **Table 1- ANNEX**, only courses with rating of 5 were selected (*courses rated less than 5 are excluded*). Out of 64 courses, 47 ranked with 5 at least at one SDG.
- 7) In the case where more than one course per SDG ranked with 5 (*from the above 47 courses*) then only one course randomly selected per SDG by using was identified one was randomly chosen using a random number generator based on an atmospheric noise algorithm (<https://www.random.org/>).
- 8) The selected courses are listed in **the ANNEX, Table 1 (numbered 1-17)**. One course selected for each SDG from partners universities
- 9) Then we have constructed a **comparison Table 19** between the top universities of Times Higher Education Impact Ranking 2024 for each SDG and the performance of educational methodologies of partner institutions.

10) After the comparison, we could recognize the potential Gaps in the Educational methodologies in the Partners' Courses (see Table 20)

This systematic approach ensured the inclusion of courses strongly aligned with the SDGs, highlighting both strengths and potential areas for improvements in partner educational methodologies. This process ensured a systematic and fair approach to identifying courses with strong alignment to the SDGs across the participating institutions. It is worth noting that the correlation provided by professors, on a scale, between each course and the respective SDG is also validated by the statistics available in the mapping tool.

4. Educational Initiatives and Methodologies among SDG4U Partners

4.1. Ethniko kai Kapodistriako Panepistimio Athinon

The Ethniko Kapodistriako Panepistimio Athinon (EKPA) was founded in 1837 and is the oldest and the biggest University in Greece. Consists of 41 Undergraduate programs, 205 Postgraduate programs, 45.104 undergraduate students, 15,473 postgraduate students, 8.679 Ph Candidates, 5 University Research Institutes, 243 University Laboratories, 1.078 administrative staff, 1.653 professors, 483 research associates. Also, 5.000 to 8.000 researchers work full time or part time per year and 3.200 active research programs. EKPA has been designated by the United Nations as one of 17 academic impact hubs partners for SDGs.

EKPA has made significant strides in promoting sustainability concepts and the United Nations Sustainable Development Goals (SDGs) through various educational initiatives, courses, seminars/webinars.

Educational Initiatives in Sustainability



EKPA integrates sustainability into its educational framework, offering a range of classes and modules that emphasize sustainability principles. While specific curriculum details are briefly mentioned, the focus lies on how these courses contribute to broader sustainability objectives.



4.1.1. Sustainability-Related Courses From the Mapping Tool of SDG4U by EKPA

TABLE 1. Sustainability-Related Courses From the Mapping Tool of SDG4U of EKPA

Courses	Description	Evidence (eg.link)	Methodology
SKL301 E-Government	This class explores digital transformation efforts to create "smart" and "green" cities. Topics include intelligent information systems and IoT solutions for public challenges, such as environmental pollution and disaster management. The course also covers how e-government facilitates inclusive decision-making through e-participation initiatives, like e-voting and participatory budgeting	https://docs.google.com/document/d/16fOOqND7Kxfp05qVHRdQ8fP_2hZG12fO/edit?tab=t.0 https://en.econ.uoa.gr/erasmus/	Interdisciplinarity Inter and transdisciplinary approaches

SKL302 E-Commerce	This course focuses on understanding the fundamentals of e-business and the impact of digital transformation affects global markets. Topics include market analysis, e-business infrastructure, and supply chain management, emphasizing efficiency and adaptation in the digital economy.	https://docs.google.com/document/d/16fOOqND7Kxfg05qVHRdQ8fP_2hZG12fO/edit?tab=t.0 , https://en.econ.uoa.gr/erasmus/	Interdisciplinarity Inter and transdisciplinary approaches
Network Management	This course highlights the role of network management in sustainable ICT operations. It covers the basics of fixed and wireless/mobile communications, network management systems (NMS), and the FCAPS model (Fault, Configuration, Accounting, Performance, and Security).	https://en.uoa.gr/schools_and_departments/school_of_agricultural_development_nutrition_and_sustainability/ , https://en.econ.uoa.gr/erasmus/	Interdisciplinarity Inter-and transdisciplinary approaches and Action-based methodologies

			Experiential Learning
Microeconomic Theory I	This course provides students with a foundational understanding of consumer and producer behavior, essential for analyzing sustainable economic policies.	https://docs.google.com/document/d/16fOOqND7Kxpf05qVHRdQ8fP_2hZG12fO/edit	Interdisciplinarity Inter and transdisciplinary approaches
Environmental and Natural Resource Economics	This course examines the critical interdependence between the economy and the environment, equipping students with insights into Environmental Management and Sustainable development.	https://docs.google.com/document/d/16fOOqND7Kxpf05qVHRdQ8fP_2hZG12fO/edit	Interdisciplinarity Inter and transdisciplinary approaches

Portfolio Analysis and Management	The course provides students with specialized knowledge and skills to analyse and evaluate securities, focusing on market dynamics, valuation methods, and the economic significance of financial instruments. The course emphasizes sustainable investments and considers risk assessment, portfolio creation, and asset allocation strategies.	https://mathtechfin.math.ntua.gr/?page_id=384	Interdisciplinarity Inter and transdisciplinary approaches
Applied Development Policy	The course focuses on empirical methods in economic and Development Policy Analysis, with a particular emphasis on applications within the context of Greek economic development. It explores analytical approaches to understand the structure and evolution of the Greek economy and its economic policies.	https://www.mscfinance-uoa.gr/financial-analysis-policy-en/#1554043354318-0568887f-d54b	Interdisciplinarity Inter and transdisciplinary approaches

Cost-Benefit Analysis	The course focuses on equipping students with the knowledge and skills to assess investments and policy measures from both financial and socio-economic perspectives.	https://www.mscfinance-uoa.gr/financial-analysis-policy-en/#1554043354318-0568887fd54b	Interdisciplinary Inter and transdisciplinary approaches
Investment Appraisal	The course bridges traditional financial analysis with contemporary concerns like sustainability, offering students a well-rounded perspective on investment appraisal.	https://en.econ.uoa.gr/studies/undergraduate studies/degree programme courses/module courses/development and economic policy/eco426 analysis of investment decisions/	Interdisciplinarity Inter and transdisciplinary approaches
Economic Transformation	The course focuses on the dynamics, determinants, and strategies for achieving sustainable development and financing economic	https://en.econ.uoa.gr/el/studies/undergraduate studies/degree programme courses/basic elective courses/eco421 economics	Interdisciplinarity

and Development	transformation, with practical applications at international, European, and Greek levels.	of transformation and development/	Inter and transdisciplinary approaches
Socio-Economic Investment and Policy Appraisal	The course aims to present and familiarize students with the method of Cost Benefit Analysis, to assess the (positive and negative) impacts of development projects and policy measures into social welfare. Case-studies are presented in various fields such as energy, transport, water resources, etc. E-class is used. A mixed evaluation system is applied, consisting of a project/essay assignment accompanied by classroom presentation.	https://en.econ.uoa.gr/studies/undergraduate_studies/degree_programme_courses/module_courses/development_and_economic_policy/eco492_socio_economic_evaluation_of_projects_and_policies/	Interdisciplinarity Inter and transdisciplinary approaches
Development Finance	The aim of the course is familiarizing students with the methods and basic tools of Development Finance. A mixed evaluation system is applied,	https://en.econ.uoa.gr/el/studies/undergraduate_studies/degree_programme_courses/free_electiv	Interdisciplinarity

	consisting of a project/essay assignment accompanied by classroom presentation.	e courses/department of economics school of economic political sciences university of Athens/history economic development and international economics /eco483 development tools of financing/	Inter and transdisciplinary approaches
Economic Policy	The course aims to explore theoretical and empirical dimensions of policy-making, welfare economics, and taxation. It examines how governments address market failures and design policies to promote social welfare, equity, and justice, with a particular emphasis on tax policy.	https://en.econ.uoa.gr/studies/undergraduate studies/degree programme courses/module courses/development and economic policy/eco422 economic policy/	Interdisciplinarity Inter and transdisciplinary approaches

Industrial Economics I	The aim of this course is to analyse the basic concepts of Industrial Organization. Industrial Organization studies the market functioning and business behaviour especially in an oligopolistic environment where there is strategic interaction between the firms in the market.	https://docs.google.com/document/d/16fOOqND7Kx05qVHRdQ8fP_2hZG12fO/edit	Interdisciplinarity Inter and transdisciplinary approaches
Industrial Economics II	The course focuses on competition policy and regulation. It deals with the economic analysis and treatment of firms' practices when firms have (significant) monopoly power in the market.	https://docs.google.com/document/d/16fOOqND7Kx05qVHRdQ8fP_2hZG12fO/edit	Interdisciplinarity Inter and transdisciplinary approaches
International Economics	The aim of the course is to cover the basic concepts and analytical tools that are absolutely necessary for the understanding of the complex	https://docs.google.com/document/d/16fOOqND7Kx05qVHRdQ8fP_2hZG12fO/edit	Interdisciplinarity

	economic developments in the field of international trade in goods and services.		Inter and transdisciplinary approaches
Economic Policy in the Greek Economy	The aim of the course is to show what transformations took place in the Greek economy, by which policies or processes, what effects have occurred; what effects have occurred, which problems were addressed, and which were not, and generally what changes were made and what is Greece's position and prospects in the European and world system today. Also, to understand which economic tools (even some non-economic data) are important for assessing Greece's economic dynamics and economic policy	https://docs.google.com/document/d/16fOOqND7Kxfp05qVHRdQ8fP_2hZG12fO/edit	Interdisciplinarity Inter and transdisciplinary approaches

Human Resources and Economic Development	The course covers a broad array of topics cantered on the role of human capital in economic growth and societal development. It explores major economic growth theories and the crucial role of human resources within these frameworks. A key focus is on human capital as an intangible asset, significantly contributing to productivity and economic expansion. The course investigates how inputs such as labour, education, and skills influence GDP growth while addressing the "unexplained part" of economic growth that remains a focal point in economic research. Additionally, it examines the relationship between population growth and economic development, with perspectives such as Malthusian theory and modern demographic transitions.	https://docs.google.com/document/d/16fOOqND7Kxfp05qVHRdQ8fP_2hZG12fO/edit	Interdisciplinarity Inter and transdisciplinary approaches
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Communication Networks	The course focuses on the principles, protocols, and technologies underlying modern networking systems. It provides an in-depth understanding of network layers, transport mechanisms, routing, error control, and optimization for efficient data transmission.	https://www.phys.uoa.gr/fileadmin/depts/phys.uoa.gr/www/uploads/PROPTYCHIAKA/Perigrammata/10EK203 Tilepikoinonies_gr.pdf	Interdisciplinarity Inter and transdisciplinary approaches
Software Defined Networking	The course provides a comprehensive understanding of SDN's structure, functionality, and applications, along with a strong focus on research and skill development.	https://en.uoa.gr/schools_and_departments/school_of_agricultural_development_nutrition_and_sustainability/	Action based Research-led teaching approaches
Software Development for Network Systems and	The course involves implementing network functions, protocols, and applications across various network layers! The approach aims to gradually familiarize students with programming at	https://www.di.uoa.gr/en/studies/undergraduate/279	Action based Simulation teaching

Telecommunications	different network layers, including fixed and mobile networks, Future Internet, and mobile and wireless applications.		
Distribution Theory and Estimation	The purpose of the course is to understand the relationship between populations and random samples through estimator functions and their distributions. This bidirectional relationship allows for the prediction of the form of (unknown) random samples from known populations and the description of unknown populations from known random samples. Upon completing the course, students will have acquired the knowledge that will enable them to advance to the study of Statistical Inference.	https://qi-uoa.gr/attachments/article/263/%CE%9F%CE%B4%CE%B7%CE%B3%CF%8C%CF%82%20%CE%A3%CF%80%CE%BF%CF%85%CE%B4%CF%8E%CE%BD-GR.pdf , https://qi-uoa.gr/eidikeuseis/mathimatiki-xrimatooikonomiki-kai-analysi-kindynou/a-eksamino	Action based Experiential Learning

Energy and Resource Economics	The course is designed to provide an advanced overview of current concepts of energy economics and management, environmental and resource economics and policy. The course introduces energy, resource and environmental economics, as a sub-discipline of economics focusing on the inter-relationships between energy, environment, and the economy. It explains how the concept of economic efficiency in the allocation of scarce resources underpins cost-benefit analysis and decision making in energy, resource and environmental management.	https://docs.google.com/document/d/16fOOqND7Kxfp05qVHRdQ8fP_2hZG12fO/edit	Interdisciplinarity Inter and transdisciplinary approaches
Microeconomic Theory	The course provides an advanced analysis of the economic principles and methodologies essential to microeconomic analysis for decision making. The course introduces and evaluates the	https://docs.google.com/document/d/16fOOqND7Kxfp05qVHRdQ8fP_2hZG12fO/edit	Interdisciplinarity Experiential Learning

	application of the economic concepts and analysis to the problems of consumer and producer behaviour and decision making in a complex world where sectoral, social, technology and financial interactions are important. Topics covered include demand, supply, pricing and production decisions, market structure, consumer behaviour, government interventions in the market and strategic behaviour and performance of firms in a variety of market and non-market environments. under alternative and complex frameworks and market forms.		
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4.1.2. SDG Specialization

EKPA demonstrates a clear specialization in promoting SDGs, particularly in SDGs 9 (Industry, Innovation, and Infrastructure), 11 (Sustainable Cities and Communities), and 8 (Decent Work and Economic Growth). The university emphasizes sustainable innovation,



urban development, and economic sustainability, aligning closely with these SDGs by fostering the skills and knowledge needed to address modern challenges in technology, urban planning, and economic growth. EKPA also integrates sustainability into its academic and research activities, preparing students to contribute meaningfully to global SDG efforts.

4.1.3. Educational Methodologies Specialization

EKPA integrates innovative and interdisciplinary teaching methods to align its academic programs with SDGs. In particular most of the courses adopt the *interdisciplinarity methodology*. The use of inter-and transdisciplinary approaches campaigns insights from multiple fields to address complex sustainability challenges. Courses such as “E-Government” and “Network Management” blend technology, governance, and environmental sustainability. In programs and seminars implemented by the universities the professors prefer to use different educational methodologies such as for example the “Sustainability Masterclass”. Programs like the “Sustainability Masterclass”, which utilize *action-based* educational methodologies, encourage students to engage in research and explore innovative solutions to global sustainability challenges.

4.2. Panteion University of Social and Political Sciences

Panteion University of Social and Political Sciences ¹, is a public university, the oldest University of Social and Political Sciences in Greece. It was founded in 1927, and it offers a wide range of scientific fields in the areas of social and political theory and research: international and European studies, science and media, sociology, social anthropology, psychology, political science, history, social policy, public administration, and economic and regional development. Panteion University has shaped the development of the relevant scientific fields in Greece through a long and distinguished history of educational research and social contribution. Its Environmental Protection program is on the Academic Impact List of the United Nations. It consists of 4 faculties and 9 academic departments, 12 postgraduate programs, it has 233 members of the teaching and research staff, who are assisted by 107 administrative employees.

Panteion University is dedicated to promoting sustainability concepts and contributing to the United Nations Sustainable Development Goals (SDGs) through a comprehensive array of educational programs, community engagement initiatives, and research activities.

Educational Initiatives in Sustainability

¹ <https://www.panteion.gr/en/>

Panteion University integrates sustainability principles into various educational offerings, equipping students with the knowledge and skills necessary to address complex social and environmental challenges.

4.2.1. Sustainability-Related Courses From the Mapping Tool of SDG4U by PANTEIO

TABLE 2. Sustainability-Related Courses From the Mapping Tool of SDG4U of PANTEIO

Courses	Description	Evidence (eg.link)	Methodology
Sociology of Sustainable Development:	The course explores the interconnections between climate change, social inequality, and sustainable development, equipping students with the knowledge to address these pressing issues.	https://sociology.panteion.gr/index.php/el/spoudes/2016-07-12-15-33-56/odigos-proptyxiakon-spoudon	Interdisciplinarity Inter and transdisciplinary approaches

Social Movements and Social Rights	The course provides a comprehensive analysis of social movements, tracing their historical evolution and the factors that influence their development and legitimacy.	https://sociology.panteion.gr/index.php/el/spoudes/2016-06-25-13-24-54/pms-koinoniologia/odigos-spoudon	Interdisciplinarity Inter and transdisciplinary approaches
Climate Change Sustainable Development and Green Economy	The course explores the key concepts and aspects of climate change, the green economy, and sustainable development, while also analysing the interconnections and interactions between these topics.	https://sociology.panteion.gr/index.php/el/spoudes/2016-07-12-15-33-56/odigos-proptyxiakon-spoudon	Interdisciplinarity Inter and transdisciplinary approaches
Theory of Social Classes II:	The course also explores contemporary perspectives on the working class, addressing the roles of blue-collar and white-collar workers,	https://sociology.panteion.gr/index.php/el/spoudes/2016-07-12-15-33-56/odigos-proptyxiakon-spoudon	Interdisciplinarity

Contemporary Trends	intellectuals, and technicians in modern production systems.	33-56/odigos-proptyxiakon-spoudon	Inter and transdisciplinary approaches
Social Structure and Work	The course explores the role of work structures in shaping modern social structures, focusing on both theoretical and empirical aspects. The course combines theoretical analysis, empirical data, and policy evaluation to understand the dynamic relationship between work and society.	https://sociology.panteion.gr/index.php/el/spoudes/2016-06-25-13-24-54/pms-koinoniologia/odigos-spoudon	Interdisciplinarity Inter and transdisciplinary approaches
Domestic Violence	The course examines domestic violence as a complex social phenomenon, exploring its connections to family structures, gender	https://sociology.panteion.gr/index.php/el/spoudes/2016-07-12-15-33-56/odigos-proptyxiakon-spoudon	Interdisciplinarity Inter and transdisciplinary approaches

	inequalities, and its recognition as a criminal offense. It investigates the historical, ideological, social, and cultural roots of domestic violence, analysing it as a violation of human rights shaped by specific societal norms.		
Victimology	In this course, the modern aspects of victimization are examined, which are not limited to the narrow framework of criminal acts but are related to social, economic, and cultural structures (structural victimization). Special emphasis is placed on the social construction of the victim, both within the context of criminogenesis and social reaction. The aim of the course is to deepen students' understanding of the investigation of criminal phenomena by focusing on the other pole of crime: the victim.	https://sociology.panteion.gr/index.php/el/spoudes/2016-07-12-15-33-56/odigos-proptyxiakon-spoudon	Interdisciplinarity Inter and transdisciplinary approaches

Restorative Justice	The course aims to familiarize students with modern intervention trends within or beyond the boundaries of justice systems. Specifically, it analyses the ideological, sociological, and cultural approaches to alternative paradigms for the administration of justice, such as restorative justice.	https://sociology.panteion.gr/index.php/el/spoudes/2016-07-12-15-33-56/odigos-proptyxiakon-spoudon	Interdisciplinarity Inter and transdisciplinary approaches
Concepts, Practical Applications and Training	The seminar focuses on social mediation as a concept and practice for peaceful conflict resolution in legal, workplace, educational, and community settings. It examines the role of mediators as facilitators in resolving disputes and highlights the certification and evolving applications of mediation across various social contexts.	https://sociology.panteion.gr/index.php/el/spoudes/2016-07-12-15-33-56/odigos-proptyxiakon-spoudon	Interdisciplinarity Inter and transdisciplinary approaches

4.2.2. Other Sustainability-Related Courses provided by PANTEIO

TABLE 3: Other Sustainability-Related Courses provided by PANTEIO

Courses	Description	Evidence (eg.link)	Linked SDGs	Methodology
Empirical Criminology Courses (I & II)	These courses focus on the empirical investigation of crime, highlighting the intersections between crime prevention and sustainable development. By examining the social factors that contribute to crime, these courses inform effective policies that promote safety and well-being in communities.	https://sociology.panteion.gr/index.php/el/spoudes/2016-07-12-15-33-56/odigos-proptyxiakon-spoudon	16	Interdisciplinarity Inter and transdisciplinary approaches

City and Criminality	Feeling of Insecurity and Punitiveness: This postgraduate course explores the complexities of urban criminality and the social perceptions of crime. It critically analyses concepts such as risk and vulnerability, taking into account factors like gender and socio-economic status. By addressing the role of media in shaping public attitudes toward crime and punishment, this course highlights the importance of informed and equitable criminal justice policies. The insights gained here support SDG 16, which calls for reducing violence and promoting just and inclusive societies, addressing the broader goals of the Agenda 2030 framework.	https://criminology.panteion.gr/el/metapychiako/programma-spoudon	16	Interdisciplinarity Inter and transdisciplinary approaches
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Prevention of Crime and Social Reintegration of Released Prisoners	This course focuses on crime prevention strategies and the social reintegration of released prisoners, emphasizing the need to prevent recidivism and support successful re-entry into society. By addressing the challenges of integrating former offenders, the course promotes social inclusion and reduces inequalities, aligning with SDG 16 (Peace, Justice, and Strong Institutions). This approach contributes to the broader Agenda 2030 goal of building resilient societies and fostering peaceful communities.	https://criminology.panteion.gr/el/metapychiako/programma-spoudon	16	Interdisciplinarity Inter and transdisciplinary approaches
Methodology of Quantitative	This course equips students with the skills to conduct quantitative surveys and analyse social	https://sociology.panteion.gr/index.php/el/spoudes/2016-07-12-		Interdisciplinarity

Research in Social Studies	issues systematically. By understanding how to gather and interpret quantitative data, students can address pressing social challenges with evidence-based solutions.	15-33-56/odigos-proptyxiakon-spoudon	4, 10	Inter and transdisciplinary approaches
Economies of the Ancient World	This course explores the productive structures of ancient societies, examining how their economies were influenced by environmental and social factors. By analysing historical economic systems, students can draw parallels with contemporary challenges, such as resource management and economic inequality. This course encourages a deeper understanding of sustainability practices and historical lessons that inform current economic policies.	https://sociology.panteion.gr/index.php/el/spoudes/2016-07-12-15-33-56/odigos-proptyxiakon-spoudon	8, 10	Interdisciplinarity Inter and transdisciplinary approaches

4.2.3. Webinars, Eco-Seminars by PANTEIO

TABLE 4: Webinars, Eco-Seminars of PANTEIO

Webinars / Eco-Seminars	Description	Evidence (eg.link)	Linked SDGs	Methodology
Eco seminar 2023	The hosted eco seminar focused on Food waste leading to environmental and economic consequences.	https://www.facebook.com/profile/100072513640516/search/?q=eco%20seminars	2,10	Action Based Learning Problem based approaches
Webinar	Webinar focused on SDG 5	https://www.facebook.com/story.php?story_fbid=651348096995078&id=100063596791363&_rdr	5	Interdisciplinarity

				Interprofessional approaches
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4.2.4. Training programs of PANTEIO

TABLE 5: Training programs of PANTEIO

Panteion University recognizes the importance of continuous professional development in fostering a culture of sustainability.

Training, Seminars	Description	Evidence (eg.link)	Linked SDGs	Methodology
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Training Programs	The university offers training programs aimed at enhancing understanding of sustainability concepts and their application in academic and administrative practices.	https://e-learning.panteion.gr/programmata/dexiotites-gia-prasines-theseis-ergasias-stin-kykliki-oikonomia-biosimi-anaptyxi-kai	All SDGs	Action Based Learning Problem based approaches
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4.2.5. SDG Specialization

PANTEIO emphasizes a strong commitment to promoting SDGs, with notable strengths in SDGs 4 (Quality Education), 11 (Sustainable Cities and Communities), and 16 (Peace, Justice, and Strong Institutions). The university integrates sustainability into its educational framework, offering a range of undergraduate and postgraduate programs that focus on sustainable practices and social responsibility. This commitment to SDG 4 is evident through its comprehensive curriculum that equips students with the necessary skills and knowledge to address complex sustainability issues.

Panteion University actively supports SDG 16 by fostering an inclusive and participatory approach to governance within the university and the broader community. The institution prioritizes research that addresses social justice, human rights, and sustainable governance, thereby reinforcing its commitment to transparency and accountability.

4.2.6. Educational Methodologies Specialization

Panteion University (PU) integrates innovative and interdisciplinary teaching methods to align its academic programs with SDGS. In particular all of the courses provided adopt the interdisciplinarity methodology. In particular, all courses offered adopt an interdisciplinary methodology. The use of inter-and transdisciplinary approaches combines insights from multiple fields to address complex sustainability challenges. In contrast, most of the training programs, webinars, and eco-seminars utilize action-based educational methodologies, encouraging students to engage in research and explore innovative solutions to global sustainability challenges.

4.3. American College of Greece (ACG -RC)

The American College of Greece Research Center (ACG-RC), a not-for-profit Research Center launched in 2020, acts as a platform for the promotion of research and innovation in the fields studied and taught in schools and divisions of The American College of Greece (ACG). These areas of inquiry range from the natural, social, and computational sciences to technology, education, and communications, as well as the liberal and fine arts. ACG-RC fosters a diverse range of research, learning, and innovation-oriented activities, hosts researchers and scholars from different countries and backgrounds, participates in collaborative projects, and collaborates with an array of partners from academic, research, industrial, non-governmental and other domains. ACGRC serves as the prime vehicle for hosting the funded research activities (such as European Union-funded projects) involving the faculty members of all ACG's educational divisions, as well as the members and fellows of ACG's Institutes, Centers of Excellence, and other units.

The American College of Greece (ACG) is dedicated to advancing sustainability concepts and the SDGs through a variety of educational programs, projects, and community initiatives. This report highlights ACG's multifaceted approach to promoting sustainability, which spans curriculum offerings, community engagement, and specialized training programs.

Educational Initiatives in Sustainability

ACG offers multidisciplinary both undergraduate and graduate programs of study as well as courses with a strong emphasis on sustainability.

4.3.1. Sustainability-Related Courses From the Mapping Tool of SDG4U by ACG

TABLE 6: Sustainability-Related Courses From the Mapping Tool of SDG4U of ACG

Courses	Description	Evidence (eg.link)	Methodology
Greening the Campus- Implementing the SDGs on Campus	The course is an applied, interdisciplinary study of sustainability and environmental science that utilizes the university campus as a living laboratory. It provides students with hands-on experience in addressing environmental issues, fostering a practical understanding of sustainability and scientific methods through fieldwork. The course integrates knowledge of	https://www.acg.edu/dereeacg/files/pdfs/HNS2285.pdf	Action Based Hands on learning approaches

	the 17 SDGs and aligns its projects with ongoing campus sustainability initiatives.		
Environmental Health	The course examines the relationship between people and their environment, focusing on how environmental factors impact human health and how individuals and communities can protect and enhance well-being. It introduces students to the scientific and technical aspects of environmental health, exploring topics such as the transmission of communicable diseases and health hazards from chemical and physical exposures. Designed for Environmental Studies majors and other interested students, the course provides a broad understanding of environmental health practices and challenges.	https://www.acg.edu/dereeacg/academics_results.php?major1=63	Interdisciplinarity Inter-and transdisciplinary approaches

SC 1000 Sciences and Everyday life	The course explores how environmental factors affect human health and well-being, addressing disease transmission, chemical, and physical hazards. It provides an overview of environmental health science and practices, suitable for Environmental Studies majors and others interested in the field.	https://www.acg.edu/dereeacg/files/pdfs/SC1000.pdf	Interdisciplinarity Inter-and transdisciplinary approaches
Environmental Management	The course introduces the principles, concepts, and techniques of environmental management, focusing on the sustainable use of natural resources and the socio-economic, political, and cultural dimensions of environmental planning. It examines the impact of human activities on the environment, the need for sustainable development, and the evolution of environmental management practices. Students will explore	https://www.acg.edu/dereeacg/academics_results.php?major1=63	Interdisciplinarity Inter-and transdisciplinary approaches

	diverse applications, from ecosystems and urban settings to corporations, emphasizing shared principles across settings.		
Environmental Justice	The course examines the relationship between social inequalities—such as class, ethnicity, and gender—and the environment, focusing on how these factors influence environmental impact and exposure to risks. Topics include environmental justice, resource colonization, and sustainability, highlighting how decision-making processes create unequal distributions of environmental benefits and burdens. The course addresses key questions about access to resources, exposure to risks, and participation in environmental decision-making at various level	https://www.acg.edu/dereeacg/academics_results.php?major1=63	Interdisciplinarity Gender-inclusive curriculum

ES 1010 Environmental Science: Energy Resources and Pollution	This introductory course provides an overview of key environmental issues, including energy resources, climate change, ozone depletion, pollution, hazardous chemicals, and waste management. It emphasizes scientific understanding, current practices, and sustainable solutions, helping students make informed environmental decisions. It is a required course for Environmental Studies majors.	https://www.acg.edu/dereeacg/academics_results.php?major1=63	Action Based Problem based
ES 4124 Air Quality Global	The course, designed for Environmental Studies majors, explores atmospheric and climate sciences, focusing on human impacts such as air pollution, acid deposition, ozone depletion, and climate change. It covers atmospheric	https://www.acg.edu/dereeacg/academics_results.php?major1=63	Interdisciplinarity Inter-and transdisciplinary approaches

Atmospheric Changes	structure, gasses, aerosols, and both indoor and urban air quality.		
ES 1000 Environmental Science: Ecosystems and biodiversity	The introductory course for Environmental Studies majors covers ecosystem structure, function, and sustainability, emphasizing human impacts on biodiversity, climate, and ecosystem processes. It also addresses water resources, soil science, and sustainable food production, providing foundational knowledge for advanced studies.	https://www.acg.edu/dereeacg/academics_results.php?major1=63	Interdisciplinarity Inter-and transdisciplinary approaches
BI 1007 Environmental Ecology	The course introduces the fundamentals of ecology, covering life and the physical environment, adaptations, evolution, population dynamics, species interactions, biodiversity, ecosystems, and ecological applications.	https://www.acg.edu/dereeacg/academics_results.php?major1=63	Interdisciplinarity Interprofessional education

	Students will learn core ecological concepts, apply the scientific method through case studies, evaluate human impacts on the environment, and develop skills in ecological methods, including data collection and analysis.		
ES 3241 Environmental Chemistry	The course explores the chemistry of the atmosphere, water, and soil, focusing on pollution issues, chemical hazards, energy-related environmental impacts, and risk assessment. Students will gain knowledge of environmental chemistry, toxic substances, and pollution management solutions. They will analyse and report on current topics, effectively communicate findings, and defend their conclusions professionally.	https://www.acg.edu/dereecacg/academics_results.php?major1=63	Action Based Experiential Learning

Environmental Geology	The course explores human-Earth interactions, focusing on natural hazards, resource management, and human impacts like pollution and land use. It emphasizes using geological principles to address environmental challenges, mitigate risks, and promote sustainability. Topics include climate change, soil erosion, and waste disposal.	https://www.acg.edu/dereecacg/academics_results.php?major1=63	Interdisciplinarity Inter-and transdisciplinary approaches
Conservation of Wildlife and Mediterranean Ecosystems	The course focuses on Mediterranean ecosystems and wildlife, emphasizing endangered species, conservation, and management techniques. It covers the structure and function of Greece's terrestrial, aquatic, and marine ecosystems, integrating case studies on threatened species and effective conservation practices. Designed for Environmental Studies	https://www.acg.edu/dereecacg/academics_results.php?major1=63	Interdisciplinarity Inter-and transdisciplinary approaches

	majors, it highlights sustainable management principles.		
Sustainable Water Resources Management	The course focuses on their occurrence, use, management, and conservation. It addresses threats like overuse, pollution, and changes to the hydrologic cycle, while discussing legislation and sustainable solutions. Students analyse case studies, examine global water demand and conflicts, and prepare for careers in environmental management or consultancy.	https://www.acg.edu/dereeacg/academics_results.php?major1=63	Interdisciplinarity Interprofessional education
Responses to climate Change	The course focuses on the global issue of human-induced climate change. It provides an overview of the basic principles of climate, the greenhouse effect and the physical and chemical changes occurring as a result of	https://www.acg.edu/dereeacg/academics_results.php?major1=63	Interdisciplinarity Inter-and transdisciplinary approaches

	human activity, leading to the phenomenon of human-induced climate change. The impacts of climate change, mitigation and adaptation options are also discussed. Furthermore, it extensively discusses scenarios, models and future projections, as well as the available options in matters of mitigation, adaptation and building resilience. Emphasis is on the relevant policy framework and on international responses to climate change.		
Introduction to Biology I	The course covers the fundamentals of biology, including the scientific method, biological chemistry, cell biology, metabolism, and human anatomy. Students learn about life processes, photosynthesis, respiration, and organ system functions, while developing analytical skills	https://www.acg.edu/dereecacg/academics_results.php?major1=119	Interdisciplinarity Inter-and transdisciplinary approaches

	through laboratory inquiry and understanding biology's relevance to society and health.		
Introduction to Biology II	The course provides an integrated overview of biology, covering development, cell division, genetics, molecular biology, evolution, and ecology. The course emphasizes scientific inquiry, analytical skills, and the societal implications of biotechnology and genomics.	https://www.acg.edu/dereeacg/academics_results.php?major1=119	Interdisciplinarity Inter-and transdisciplinary approaches

4.3.2. Other Sustainability-Related Undergraduate Programs provided by ACG

TABLE 7: Other Sustainability-Related Undergraduate Programs provided by ACG

Programs (BSc & Minor)	Description	Evidence (eg.link)	Linked SDGS	Methodology
BSc (Hons) in Environmental Studies	The program combines knowledge from different disciplines to provide students with a better understanding of the complex nature of environmental problems, examining not only their ecological, but also their social, economic and political dimensions. Environmental Studies students have the opportunity to engage in sustainability-related projects aiming at establishing and enhancing a sustainability	https://www.acg.edu/undergraduate/undergraduate-programs/school-of-liberal-arts-sciences/liberal-arts-sciences-majors/environmental-studies/	13,15,17	Interdisciplinarity Inter-and transdisciplinary approaches & Action Based

	culture on campus and creating future sustainability leaders. As a leading educational institution, the American College of Greece recognizes the environmental, economic, and social benefits of resource efficiency and commits to educate, inspire and empower its students, as well as faculty, staff, parents, alumni, trustees and business partners, to develop a sustainability culture and to collaborate with the local community in promoting sustainability best practices.			Experiential Learning
BSc Biomedical Sciences	The BMS is an undergraduate degree that helps students acquire a strong foundation in the life sciences, especially in the biomedical and healthcare fields. The use of integrative approaches to health and wellness will guide students to understand key aspects of health	https://www.acg.edu/undergraduate/undergraduate-programs/school-of-liberal-arts-sciences/liberal-arts-sciences-majors/biomedical-sciences/	3,6	Interdisciplinarity Inter-and transdisciplinary approaches

	care, and help them find solutions to some of the most crucial health issues of our time. The program collaborates with the Institute of Public Health and the Center of Excellence in Sustainability, as well as the ACG Health and Wellness Center.			
Environmental Studies Minor	The Environmental Studies program is interdisciplinary by design, integrating the three main pillars of sustainability—environmental, social, and economic—into the curriculum. Sustainability is explicitly included in the learning outcomes, ensuring that students are equipped to tackle contemporary issues.	https://www.acg.edu/dereeacg/academics_results.php?major1=66	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches

Environmental Management Minor	This minor prepares students to apply the principles of environmental science combined with management perspectives to address pressing environmental and sustainability challenges.	https://www.acg.edu/dereeacg/academics_results.php?major1=111	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches
Sustainable Economics and Finance Minor	This program includes courses such as: Principles of Microeconomics Environmental and Resource Economics Economic Development and Sustainability Social Economy and Entrepreneurship Sustainable Finance and Investing	https://www.acg.edu/dereeacg/academics_results.php?major1=125	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches

	Corporate Governance and Accountability			
Tourism and Sustainability Minor	This program includes courses such as: Environmental Science: Ecosystems and Biodiversity Environmental Science: Energy Resources and Pollution Principles of Environmental Management Introduction to the Tourism and Hospitality Industry Sustainable Management in Tourism and Hospitality - Level 6	https://www.acg.edu/dereeacg/academics_results.php?major1=96	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches

4.3.3. Other Sustainability-Related Graduate Programs Courses by ACG

TABLE 8: Other Sustainability-Related Graduate Programs Courses by ACG

Graduated Courses	Description	Evidence (eg.link)	Linked SDGs	Methodology
MG 4131 - Strategic HRM	The course discusses how sustainable human resource management can facilitate the achievement of the 17 SDGs.	https://www.acg.edu/dereeacg/files/pdfs/MG4131.pdf	8,10	Interdisciplinarity Inter-and transdisciplinary approaches

SO 4213 - Collective Action and Social Movements	This course examines the history, goals, strategies, and tactics of environmental movements globally.	https://www.acg.edu/dereeacg/files/pdfs/SO4213.pdf	13,16	Interdisciplinarity Inter-and transdisciplinary approaches
IB 4267 - Innovation & Technology Management for Sustainability	Evaluates the role of technology as a strategic imperative for international companies and its impact on sustainable value creation.	https://www.acg.edu/dereeacg/files/pdfs/IB4267.pdf	9,12	Interdisciplinarity Inter-and transdisciplinary approaches

4.3.4. Other Sustainability-Related Graduate Programs BY ACG

TABLE 9: Other Sustainability-Related Graduate Programs BY ACG

Graduate Programs	Description	Evidence (eg.link)	Linked SDGs	Methodology
ALBA MBA: The World Changes	This program integrates sustainability principles into its curriculum, preparing students for leadership roles that address contemporary challenges in business.	https://alba.acg.edu/degree-programs/mba/the-alba-mba/	8,12	Interdisciplinarity Inter-and transdisciplinary approaches

MSc in Supply Chain Management	This graduate program emphasizes sustainability and interdisciplinary approaches, equipping students with skills for managing supply chains in a responsible manner.	https://alba.acg.edu/degree-programs/masters/msc-in-supply-chain-management/	8,12	Interdisciplinarity Inter-and transdisciplinary approaches
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4.3.5. Webinars, LifeLong Learning Seminars and Educational Programs

TABLE 10: Webinars, LifeLong Learning Seminars and Educational Programs

Webinars, Lifelong Learning Seminars, Educational Programs	Description	Evidence (eg.link)	Linked SDGs	Methodology
CSR School	The CSR School provides advanced training on identifying sustainability-related business opportunities and integrating responsibility into core business strategies. From September to December 2022, participants engage in a 10-part Webinar series that includes lectures from distinguished faculty, discussions of case studies, and exchanges of best practices. The program aims to equip trainees with a comprehensive overview of current	https://www.acg.edu/events/corporate-sustainability-and-responsibility-school-september-december-2022/	8,12,13	Action Based Problem-Based Learning

	environmental, social, and governance challenges affecting businesses.			
CSR & ESG: Corporate Stakeholder Responsibility & Sustainability	This seminar addresses the complexities of measuring, reporting, and communicating stakeholder satisfaction within the context of CSR. Participants will explore the challenges firms face in these areas and the fragmented landscape of CSR reporting standards, alongside emerging regulations.	https://alba.acg.edu/executive-development/for-individual-learners/sev-learning-series/	8,12,13	Action Based Problem-Based Learning
Women in Leadership	Launched in 2014, this pioneering program empowers women executives facing leadership transitions. It focuses on improving performance, mastering soft skills, understanding digitalization, and building a network of women leaders to support continuous	https://alba.acg.edu/executive-development/for-individual-learners/sev-learning-series/women-in-leadership/	5,10	Action Based Problem-Based Learning

	learning and success in a competitive environment.			
SME Leadership Program	This crash course aims to empower leaders of small and medium-sized enterprises (SMEs) with essential executive and organizational skills. The program covers topics like authentic leadership, empathy, and resilience over a 50-hour collaborative learning experience, helping leaders navigate the challenges of disruption and digitalization.	https://alba.acg.edu/executive-development/for-individual-learners/sev-learning-series/	8,9	Action Based Problem-Based Learning
Leader as a coach	Participants engage in a 360-degree feedback process to enhance their leadership styles and people skills. The program includes one-on-one coaching sessions, focusing on competencies	https://alba.acg.edu/executive-development/for-organisations/leadership-development-programs/	8	Action Based Problem-Based Learning

	required to navigate cross-functional dynamics and fostering authentic leadership.			
Future Leaders Summer Series	Designed for Greek public high school students, this program empowers students with essential skills for careers in a digitalized world. It emphasizes self-leadership, teamwork, and a lifelong commitment to well-being.	https://www.google.com/search?client=firefox-b-d&q=Future+Leaders+Summer+Series++american+college+of+greece+	4,8	Action Based Problem-Based Learning
Executive Program in Energy Business	This program offers a comprehensive understanding of trends and challenges in the energy sector, blending theoretical knowledge with practical skills. Participants engage in discussions on business ethics, sustainability, and innovation in the energy industry.	https://alba.acg.edu/executive-development/for-individual-learners/executive-program-in-energy-business/	7,13	Action Based Problem-Based Learning

Customer Service for Leaders Program	Targeting senior leaders, this advanced program enhances customer service and workplace culture skills through interactive exercises informed by contemporary research.	https://alba.acg.edu/executive-development/for-individual-learners/alba-hellenic-institute-of-customer-service-core-learning-series/developing-customer-service-excellence/	8	Action Based Problem-Based Learning
Conflict Management and Meditation in the Workplace	This interactive 20-hour course provides training in conflict resolution and mediation, equipping participants with the skills needed to effectively manage and prevent workplace conflicts.	https://alba.acg.edu/executive-development/for-individual-learners/conflict-management-and-mediation-in-the-workplace/	8,16	Action Based Problem-Based Learning
Leadership in Clinical Research:	This series of courses on Pharmaceutical Medicine, offered in collaboration with the Hellenic Society of Pharmaceutical Medicine,	https://elefi.gr/2022/08/30/leadership-in-clinical-research/	3,9	Action Based

Striving for Ethics & Excellence	includes insights from various experts to foster a stimulating learning environment in clinical research.			Experiential Learning
Teaching from the Heart: Mindfulness for Early Education Years	Participants learn about patient safety, pharmacovigilance, and public health principles, focusing on ethical considerations and modern challenges in healthcare.	https://www.haec.gr/en/certificate-programs/mindfulness	4	Interdisciplinarity Inter-and transdisciplinary approaches
A Whole School Approach to Social and Emotional Learning	This program emphasizes the development of green skills necessary for advancing circular economies and promoting sustainable practices.	https://www.acg.edu/graduate/the-graduate-master-class-series/a-whole-school-approach-to-social-and-emotional-learning/	4,16	Interdisciplinarity Inter-and transdisciplinary approaches

Green skills for Circular economy, sustainable development and bioeconomy	This program emphasizes on the development of green skills necessary for advancing circular economies and promoting sustainable practices.	https://www.acg.edu/undergraduate/undergraduate-programs/school-of-liberal-arts-sciences/liberal-arts-sciences-majors/environmental-studies/	3,8,9,13,16	Interdisciplinarity Inter-and transdisciplinary approaches
Field Course in Environmental Studies	This one-week container course focuses on field-based research, helping students develop technical, practical, and transferable skills through experiential learning.	https://www.acg.edu/undergraduate/undergraduate-programs/school-of-liberal-arts-sciences/liberal-arts-sciences-majors/environmental-studies/	12,13	Action based Problem-Based Learning



4.3.6. SDG Specialization

The American College of Greece (ACG) demonstrates a robust commitment to promoting SDGs, with notable strengths in SDGs 4 (Quality Education), 12 (Responsible Consumption and Production), 13 (Climate Action), and 17 (Partnerships for the Goals). ACG integrates sustainability into its educational framework, offering a variety of undergraduate and postgraduate programs that emphasize sustainable practices and social responsibility. This commitment to SDG 4 is evident through its diverse curriculum, which equips students with the skills and knowledge necessary to address complex sustainability challenges.

In addition, ACG actively promotes SDG 12 by incorporating sustainability into its educational initiatives. The college organizes seminars, and programs focused on sustainable consumption, waste reduction and responsible resource management. These initiatives encourage student participation and engagement in promoting sustainability thereby reinforcing ACG's role as a catalyst for change.

ACG also addresses SDG 13 through various initiatives aimed at mitigating climate change. The college emphasizes climate awareness in its curriculum and engages students in projects that promote carbon footprint reduction and environmental stewardship.

4.3.7. Educational Methodologies Specialization

The American College of Greece (ACG) integrates innovative and *interdisciplinary teaching methods* to align its academic programs with the SDGs. In particular, most courses adopt an *interdisciplinary methodology*. The use of inter- and transdisciplinary approaches combines insights from multiple fields to address complex sustainability challenges. Courses such as “Greening the Campus: Implementing the SDGs on Campus” and “Environmental Science: Energy Resources and Pollution” blend *interdisciplinary methodology* with *action-based methodology*, allowing students to engage with problem-based and experiential teaching methods. Finally, most programs, training sessions, and seminars offered by the American College of Greece utilize *action-based educational methodologies*, encouraging students to engage in research and explore innovative solutions to global sustainability challenges.

4.4. University of Murcia (UMU)

The University of Murcia (UMU) is an international institution with over a hundred years behind it, although its origins can be traced back to the 12th century. Today, it is home to more than 30,000 students (2,000 of them from abroad), 3,000 researchers and lecturers, and an administration force counting 1,200. The UMU is a reference for Higher Education in southeast Spain. At the same time, it is a driving force in society in the Mediterranean Basin thanks to its Campus de Excelencia Internacional Mare Nostrum (CMN). The UMU is an all-inclusive

state university offering 60 degree qualifications – five of them dual degrees – 72 masters degrees and 36 PhD qualifications in Fine Arts and Humanities, Engineering, Health Sciences, Sciences, Social Sciences and Law. The UMU boasts 21 university centers in 5 campuses.

The University of Murcia (UMU) is committed to promoting sustainability concepts and contributing to the United Nations Sustainable Development Goals (SDGs) through a range of innovative courses, programs, and educational initiatives.

4.4.1. Sustainability-Related Courses From the Mapping Tool of SDG4U by UMU

TABLE 11: Sustainability-Related Courses From the Mapping Tool of SDG4U by UMU

Courses	Description	Evidence (eg.link)	Methodology
Teaching and learning of	The course equips students with the knowledge and skills to teach science in Early Childhood Education. It covers scientific content, teaching	https://api.um.es/aulavirtual/guias-docentes-	Interdisciplinarity

Natural Sciences II	methods, and evaluation strategies, while promoting ethical values in health, consumption, and sustainability to foster awareness in young learners.	api/public/v1/guias/5458/G/2024/E/pdf/redirect	Inter-and transdisciplinary approaches
Art in the Public and Natural Space	The optional Master's course in Artistic Production and Management focuses on art interventions in public and natural spaces. It combines theory and practice, exploring sculptural, performative, and environmental projects. The interdisciplinary approach addresses concepts like landscape, urbanism, territory, community, and the interplay between public and private spaces in contemporary art.	https://api.um.es/aulavirtual/guias/docentes-api/public/v1/guias/4495/P/2024/E/pdf/redirect	Interdisciplinarity Inter-and transdisciplinary approaches
Teaching and Learning of the	The course prepares future teachers to teach science in Primary Education, focusing on	https://api.um.es/aulavirtual/guias/docentes-	Interdisciplinarity

natural environment I	Biology, Geology, and sustainability. It emphasizes translating disciplinary content into school curricula, planning lessons, and updating natural environment knowledge. The course also fosters ethical values related to health, consumption, and socio-ecological issues.	api/public/v1/guias/5450/G/2024/E/pdf/redirect	Inter-and transdisciplinary approaches
Economic History	This course explores global economic trends, focusing on the Industrial Revolution, economic growth, instability, and the role of institutions from the 19th to 20th centuries. It aims to provide a historical understanding of economic evolution, enhance analysis of economic performance, and develop skills in using historical data and narrative discourse. Students engage in discussions, fostering critical thinking and constructive dialogue.	https://api.um.es/aulavirtual/guias/docentes-api/public/v1/guias/2478/G/2024/I/pdf/redirect	Interdisciplinarity Inter-and transdisciplinary approaches

Marketing Management 1	The course focuses on key marketing decisions related to products, brands, services, pricing, and distribution channels. It prepares students to make informed decisions to achieve marketing objectives using available information and resources.	https://api.um.es/aulavirtual/guias docentes-api/public/v1/guias/2365/G/2024//pdf/redirect	Interdisciplinarity Inter-and transdisciplinary approaches
Physical Education in Primary Education I	The course focuses on the history, evolution, and curricular development of Physical Education. It prepares future teachers to promote active lifestyles, physical awareness, eco-social responsibility, and decision-making in motor activities. Emphasis is on effective teaching methods that encourage creativity, autonomy, and initiative through meaningful motor practices.	https://api.um.es/aulavirtual/guias docentes-api/public/v1/guias/5461/G/2024/E/pdf/redirect	Interdisciplinarity Inter-and transdisciplinary approaches

Physical Education in Primary Education II	The course aims to prepare future teachers to promote active lifestyles, physical awareness, eco-social responsibility, and decision-making in motor activities. Emphasis is on effective, creative teaching methods that foster student autonomy and initiative through meaningful motor.	https://api.um.es/aulavirtual/guias/docentes-api/public/v1/guias/5462/G/2024/E/pdf/redirect	Interdisciplinarity Inter-and transdisciplinary approaches
The History of Industrial Relations	The History of Industrial Relations course explores the evolution of industrial relations within the context of economic, social, and political development. It examines the dynamics between key actors, the socio-economic factors shaping industrial relations, and the historical achievements of workers' rights and trade unions. The course prepares students to navigate complex societal dynamics and	https://api.um.es/aulavirtual/guias/docentes-api/public/v1/guias/2484/G/2024/E/pdf/redirect	Interdisciplinarity Inter-and transdisciplinary approaches

	understand the interplay between industrial relations and broader societal developments		
Advanced Marketing Management	The course focuses on digital marketing and marketing mix decisions in modern digital environments. Students explore changes in marketing and communication models, analyze contemporary business environments, and learn to adapt strategies to evolving macro- and micro-	https://api.um.es/aulavirtual/guias docentes-api/public/v1/guias/6694/P/2024/E/pdf/redirect	Interdisciplinarity Inter-and transdisciplinary approaches
Market research	The course covers the marketing research process and techniques. Students learn to identify information sources, design questionnaires, collect data, perform statistical analyses, and draw actionable conclusions to guide business decisions.	https://api.um.es/aulavirtual/guias docentes-api/public/v1/guias/2375/G/2024/I/pdf/redirect	Action-based Problem-Based

4.4.2. Life Long Learning Programs, Seminars, and Training programs by UMU

TABLE 12: Life Long Learning Programs, Seminars, and Training programs by UMU

Life Long Learning Programs, Seminars and Training programs	Description	Evidence (eg.link)	Linked SDGs	Methodology
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The ODSesiones project	Since 2019, the multi-stakeholder project ODSesiones has been raising awareness and promoting real intervention courses of action regarding SDGs. Each SDG is tackled from a myriad of perspectives on a monthly basis. Both internal and external partners contribute to the initiative. More than 600 activities have been organized within this initiative	https://www.um.es/web/17odsесiones/inicio	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches and Action-Based Problem-Based
LifeLong Learning Programs	Ecology in the 21st century Sustainable Development: contributions from Psychology Scientific-technological advances: how they improve our quality of life	https://www.um.es/web/aula-senior/ (oferta de asignaturas 2024/2025)	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches

	Human nutrition and food Sustainability and global change: the 2030 global agenda Health and healthy life Women in the classical world Chemistry and Pharmacy: a parallel historical evolution of two complementary sciences that are fundamental for social welfare Chemistry for a sustainable society The Huerta de Murcia: heritage values of a millenary landscape, a paradigm of sustainability.	https://www.um.es/web/aula-senior/estudios/plan-avanzado		
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Cifrandemia	A seminar that deals with one single SDG from the view point of experts and communication media. This format has been used several times along the ODSesiones project to bring together different actors who have a say in the goal at hand. Specially students from media studies, communication and journalism are invited to contribute to the debate	https://tv.um.es/video?id=147426&full&idioma=es https://tv.um.es/video?id=146925&full&idioma=es https://tv.um.es/video?id=147275&full&idioma=es https://tv.um.es/video?id=147426&full&idioma=es https://tv.um.es/video?id=147645&full&idioma=es https://tv.um.es/video?id=149311&full&idioma=es	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches
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2030 Classroom	In a series of seminars, both professors and students are invited to discuss the different mechanisms, tools and methodologies that could be used to introduce sustainability principles in the classrooms. Good practices and positively performing projects are presented and shared among the participants.	https://www.um.es/web/17odsesiones/aula-2030	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches
Training Programs	Training programs on sustainability for faculty and staff on - Equality at the University of Murcia - Wellbeing and prevention of sexual and gender-based harassment at universities - Development of gender-sensitive materials - Preventing and addressing suicidal behaviour	https://atenea.um.es/atenea/publico/listados/accionesFormativasPDI.seam?tipoFormacion=PDI&tipoListado=ACTUAL	3,4,5,11,16,17	Interdisciplinarity Inter-and transdisciplinary approaches

	- Artificial intelligence strategies and tools for teaching and research - Universal design for learning as a teaching model for inclusion - Responsible and sustainable university management - Data protection and transparency in university management - Agenda 2030: the contribution of the University of Murcia to the SDGs			
Master Program in Corporate	A master's program that addresses social responsibility initiatives of an economic, environmental and social nature that can be carried out by companies.	https://masterrsc.es/	All SDGs	Interdisciplinarity

Social Responsibility				Inter-and transdisciplinary approaches
Master Program in Gender Equality	A master's program whose contents revolve around gender in education, health services, discrimination, labor force, among others	https://www.um.es/web/estudios/masteres/genero-igualdad	5, 10	
Master's Degree in Social and Educational Inclusion-Exclusion: Policies,	The general purpose of the Master's Degree is to address social and educational inequalities in times of globalization from an inclusion-exclusion perspective, taking into consideration the values and principles of a democratic, fair and equitable vision of education in formal and non-formal contexts.	https://www.um.es/web/estudios/masteres/inclusion-exclusion-social-educativa/2024-25/guias	1, 4, 10	Interdisciplinarity Inter-and transdisciplinary approaches

Programmes and Practices				
Master's Degree in Protected Areas, Natural Resources and Biodiversity	This master's degree encompasses, from a multidisciplinary approach, lines of research and technical-professional training related to essential aspects of land management, including key elements and resources such as land or protected areas, both terrestrial and marine (including their influence on extractive resources such as mining or fishing), activities such as agriculture or tourism, in development scenarios conditioned by exploitation processes with a strong environmental impact and restoration needs, and global phenomena such as climate change.	https://www.um.es/web/estudios/masteres/biodiversidad/2024-25/guias	13, 14, 5	Action-Based Problem-Based



4.4.3. SDG Specialization

The University of Murcia (UMU) showcases a significant specialization in promoting SDGs, with notable strengths in SDGs 4 (Quality Education), 13 (Climate Action), and 17 (Partnerships for the Goals). UMU integrates sustainability across its undergraduate and postgraduate programs, offering a variety of classes and modules focused on sustainability, emphasizing the importance of interdisciplinary approaches to address environmental challenges. This commitment aligns with SDG 4, as students engage in sustainability-focused coursework that equips them with the knowledge and skills necessary for responsible decision-making in their future careers.

Furthermore, UMU actively addresses climate action through initiatives such as Cifrandemia, which promotes awareness and community engagement in sustainability practices, thereby contributing to SDG 13. The university also fosters collaborative efforts through training programs for faculty and staff, enhancing their capabilities to incorporate sustainability into their teaching and research, thus supporting SDG 17. The emphasis on lifelong learning programs reinforces UMU dedication to creating a culture of sustainability and continuous education within the community. By embedding sustainability into its curriculum and fostering partnerships, UMU positions itself as a leader in sustainability education, preparing students to tackle global sustainability challenges and contribute to the advancement of the SDGs.

It is worth mentioning that at UMU, during the academic year 2023-2024, a comprehensive mapping was conducted to identify the connection between the various courses and the SDGs². The university required all professors to formally and explicitly indicate the SDGs relevant to their courses within the respective syllabi. As a result, data from 54 programs and 2,559 courses were collected, revealing that 80.5% of the courses reported a direct connection to at least one of the SDGs.

4.4.4. SDG Specialization on Educational Methodologies

The University of Murcia integrates innovative and interdisciplinary teaching methods to align its academic programs with the SDGs. All courses, seminars, lifelong learning programs, and training sessions adopt an interdisciplinary methodology. The use of inter- and transdisciplinary approaches combines insights from multiple fields to address complex sustainability challenges.

² The report has not been disclosed yet as it is in a draft version.

4.5. University College Cork (UCC)

University College Cork (UCC)³ is a comprehensive, research-intensive University situated in the southwest of Ireland, with over 22,000 students and 3,000 staff. The university was founded in 1845, originally as one of the three Queen's Colleges throughout Ireland. Later being reconstituted into UCC in the early 20th century. Sustainability is at the heart of UCC's teaching, learning, research, administration and operational activity. UCC Green Campus is a student-led, research informed, practice focused initiative that works to embed sustainability, climate action and biodiversity concerns across the university community. Directly concerning the UN's 17 SDGs, UCC developed the SDG Toolkit in 2021. The toolkit curates resources for teaching staff to incorporate sustainability concepts into learning and teaching. Included in the toolkit is a mapping tool where lecturers and students can map their module(s) to the various SDGs. UCC and Queen's University Belfast are the co-hosts of SDSN Ireland, established in 2022. It is an All-Island network, encompassing universities and institutions across the island of Ireland, working to encourage collaborative approaches to sustainable research solutions, education and policy making.

³ <https://www.ucc.ie/en/>

University College Cork (UCC) has implemented several educational initiatives to promote sustainability concepts and support the UN SDGs through education, training, events, and community engagement. These efforts reinforce UCC's commitment to fostering environmental responsibility and social awareness among students, faculty, and the wider community, as outlined in the EU's Agenda2030.

4.5.1. Sustainability-Related Courses From the Mapping Tool of SDG4U by UCC

TABLE 13: Sustainability-Related Courses From the Mapping Tool of SDG4U by UCC

Courses	Description	Evidence (eg.link)	Methodology
UCC Carbon Literacy	This course is a UCC Digital Badge. and Carbon Literacy training accredited by the Carbon Literacy Project (CLP). Over the course of this Digital Badge, students are engaged with a number of different activities such as online	https://www.ucc.ie/en/sustainability-climate-action/education/carbon-literacy/	Action Based Problem-Based Learning

	quizzes, calculating your carbon footprint, and group work to maximize your understanding of climate issues and how you can motivate others to take action.		
BL6016 Marine Ecology & Conservation	The course explores the characteristics, key biological processes, and biodiversity of major benthic and pelagic marine biomes globally, covering temperate, polar, and tropical regions. It includes both hard and soft sediment habitats such as coral reefs, mangroves, temperate rocky shores, estuaries, open water, and deep-sea environments.	Search 'BL6016' on this link: https://ucc-ie-public.courseleaf.com/modules/	Interdisciplinarity Inter-and transdisciplinary approaches
BL6012 Marine Megafauna	The course focuses on the life histories, biogeography, spatial ecology, physiology, and foraging behaviors of various megafaunal	Search 'BL6012' on this link:	Interdisciplinarity

	groups. It emphasizes conservation issues and the interactions of these species with human activities, including fisheries, aquaculture, climate change, and pollution (light, sound, and recreational disturbances).	https://ucc-ie-public.courseleaf.com/modules/	Inter-and transdisciplinary approaches
PS4024 Crop Physiology and Climate Change	The course examines the effects of elevated CO ₂ concentrations and climate change (e.g., increased temperature and altered precipitation) on plant physiology, with a focus on understanding the processes that influence crop productivity in a changing climate.	Search 'PS4024' on this link: https://ucc-ie-public.courseleaf.com/modules/	Interdisciplinarity Inter-and transdisciplinary approaches
Sustainability	The course introduces students to sustainability issues from an interdisciplinary perspective, fostering "sustainability citizenship."	https://www.ucc.ie/en/sustainability-climate-	Interdisciplinarity

		action/education/sustainability-module/	Inter-and transdisciplinary approaches
Greenshoots Green Campus Programme at UCC	UCC provides internship opportunities through the Greenshoots Green Campus Programme, offering students hands-on experience in roles like Community Garden Intern and Communications Intern. These positions allow students to gain valuable skills while supporting UCC's sustainability initiatives.	https://www.ucc.ie/en/sustainability-climate-action/greenshoots-green-campus-coordinator/	Action based Industry Partnerships, Internships, Collaborations, Fieldwork and Labs

4.5.2. Sustainability-Related Multidisciplinary Undergraduate Programs by UCC

TABLE 14: Sustainability-Related Multidisciplinary Undergraduate Programs by UCC

Program	Description	Evidence (eg.link)	Linked SDGs	Methodology
BSc Ecology and Environmental Biology	The interdisciplinary program that provides a comprehensive foundation across biological, earth, and environmental sciences. The program emphasizes practical components, including fieldwork and laboratory skills, which will provide you with relevant hands-on experience.	https://www.ucc.ie/en/ck404/ecology/	4,13,15	Interdisciplinarity Inter-and transdisciplinary approaches

BSc Biological and Chemical Sciences	The program offers a flexible, interdisciplinary foundation in biological, chemical, and environmental sciences. The program is carefully constructed to foster an interdisciplinary approach across a wide range of biological, biotechnology, medical, chemical and pharmaceutical research areas.	https://www.ucc.ie/en/ck402/	4,13,15	Interdisciplinarity Inter-and transdisciplinary approaches
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4.5.3. Sustainability-Related Graduate Programs by UCC

TABLE 15: Sustainability-Related Graduate Programs by UCC

Program	Description	Evidence	Linked SDGs	Methodology
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		(eg.link)		
HDip in Sustainability and Climate Action in Enterprise	A program designed to equip participants with the knowledge and skills necessary to lead the transition to sustainable business practices.	https://www.ucc.ie/en/study/postgrad/taughtcourses/hci/sustainabilityinenterprise/	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches
Postgraduate Certificate in Sustainability in Enterprise	The program is designed to equip professionals with the knowledge and skills necessary to lead sustainable practices within businesses and industries.	https://www.ucc.ie/en/pcse/	4,11,12,13,15	Interdisciplinarity Inter-and transdisciplinary approaches
MPlan in Planning and	The program provides comprehensive training in spatial planning and sustainable development	https://www.ucc.ie/en/cke69/	4,11,13,15	Interdisciplinarity

Sustainable Development	for various environments, including urban, rural, and regional settings.			Inter-and transdisciplinary approaches
MSc in Sustainability in Enterprise	The program is designed to equip professionals with the knowledge and skills necessary to lead sustainable practices within businesses and industries.	https://www.ucc.ie/en/pcse/	4,11,13,15	Interdisciplinarity Inter-and transdisciplinary approaches
Diploma in Environment, Sustainability and Climate	The program is designed to provide students with a comprehensive understanding of environmental issues, sustainability, and climate change	https://www.ucc.ie/en/ace-devsc/	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches

4.5.4. Training Programs on Sustainability by UCC

TABLE 16. Training Programs on Sustainability by UCC

Program	Description	Evidence (eg.link)	Linked SDGs	Methodology
ULT Sustainability training	Training programs on sustainability for faculty and staff	Page 23-25 in UCC (2024) Climate Action Roadmap 2024. https://www.ucc.ie/en/media/support/sustainabilityandclimateaction/UCCClimateActionRoadmap2024FINALv02.pdf	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches

UW0005/CPD1 640 Sustainability	Training programs on sustainability for faculty and staff	https://www.ucc.ie/en/sustainability-climate-action/education/sustainability-module/	All SDGs	Interdisciplinarity Inter-and transdisciplinary approaches
Carbon Literacy Programme	Training programs on sustainability for faculty and staff	https://www.ucc.ie/en/sustainability-climate-action/education/carbon-literacy/	4,12,13	Interdisciplinarity Inter-and transdisciplinary approaches
DigitL BADGE LEARNING AND TEACHING	Training programs on sustainability for faculty and staff. University College Cork (UCC) offers a variety of digital badges aimed at enhancing teaching and learning practices. Examples	https://www.ucc.ie/en/cirtl/professional-development/badge/	4,12,13	Action Based Problem-Based Learning

	include ‘universal design’, ‘autism awareness’ and ‘integrating the UN SDGs’.			
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4.5.5. Life Long Learning Programs by UCC

TABLE 17 - Life Long Learning Programs by UCC

Program	Description	Evidence (eg.link)	Linked SDGs	Methodology
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Carbon literacy programme	Life-long learning programs offered by or in collaboration with the University	https://www.ucc.ie/en/sustainability-climate-action/education/carbon-literacy/	11,13,16	Interdisciplinarity Inter-and transdisciplinary approaches
UW0005/CPD1040 – Sustainability	Life-long learning programs offered by or in collaboration with the University	https://www.ucc.ie/en/sustainability-climate-action/education/sustainability-module/	13,15,17	Interdisciplinarity Inter-and transdisciplinary approaches
AC E courses	Life-long learning programs offered by or in collaboration with the University	https://www.ucc.ie/en/ace/courses/	13,15,17	Interdisciplinarity

				Inter-and transdisciplinary approaches
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4.5.6. Other Learning Initiatives BY UCC

TABLE 18. Other Learning Initiatives BY UCC

Initiatives	Description	Evidence (eg.link)	Linked SDGs	Methodology
University Wide Module in	UCC launched a university-wide sustainability module, coordinated by Dr. Gerard Mullally from the Sociology Department, aimed at fostering	https://www.ucc.ie/en/sustainability-climate-	4,13,17	Interdisciplinarity

Sustainability 2024	"sustainability citizenship." Open to students, staff, and the general public, this module covers interdisciplinary topics such as sustainable agriculture, climate resilience, and community building. Delivered across 12 two-hour sessions by faculty from various departments, it offers participants a holistic foundation in sustainability.	action/education/sustainability-module/		Inter-and transdisciplinary approaches
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4.5.7. SDG Specialization

University College Cork (UCC) exhibits a robust specialization in advancing SDGs, particularly focusing on SDGs 4 (Quality Education), 13 (Climate Action). Central to its mission, UCC offers an award-winning university-wide module in sustainability, enabling students to earn credits while engaging with interdisciplinary themes such as environmental protection, sustainable agriculture, and climate justice, thus directly aligning with SDG 4. The university's emphasis on practical engagement is further exemplified through initiatives like the Greenshoots Programme, which invites students to intern and promote well-being through green spaces, demonstrating a commitment to SDG 13 by addressing the urgent need for climate action and community resilience. Additionally, UCC actively cultivates biodiversity through its Community Garden and Living Lab Programme, supporting SDG 15 by fostering ecological awareness and sustainable practices

among its students. This multifaceted approach, complemented by the establishment of the Green Forum, which guides sustainability strategies at the institutional level, underscores UCC's dedication to equipping students with the knowledge and skills necessary to tackle pressing sustainability challenges.

4.5.8. SDG Specialization on Educational Methodologies

The University College Cork (UCC) integrates innovative and *interdisciplinary teaching methods* to align its academic programs with the SDGs. In particular, most courses adopt an *interdisciplinary methodology*. The use of inter- and transdisciplinary approaches combines insights from multiple fields to address complex sustainability challenges. Courses such as “Carbon Literacy” and programs such as “Greenshoots Green Campus” and “DigitL Badge Learning and Teaching” utilize action-based educational methodologies, encouraging students to engage in research and explore innovative solutions to global sustainability challenges.

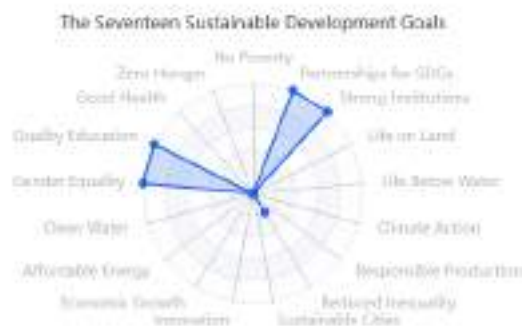
5. Comparison between the top universities of Times Higher Education Impact Ranking 2024 for each SDG and the performance of partner institutions

Section 5 focuses on comparing the most effective educational methodologies employed by top-ranked universities globally, as identified in the **Higher Education Impact Rankings 2024**, with those utilized by the project's partners. A comparative table 19 was developed to present, for each SDG, the educational methodology adopted by one of the top five universities from the Times Higher Education Impact Rankings 2024 alongside the educational methodology implemented in a partner's course, as recorded in the mapping tool developed under WP2.

The selection of the partner course for each SDG was based on its strong performance, as indicated by the data provided by professors during the registration process in the mapping tool, using a scale from 1 to 5 (1 representing the courses lowest alignment to each SDG and 5 representing the courses strongest alignment). This approach ensures a fair and representative comparison of methodologies, highlighting both the strengths and areas for potential growth within the project's educational framework.

The selection of partner courses for the table followed a structured process:

1. **Accessing the Mapping Tool:** The mapping tool was accessed via the provided link (<https://sdg4u.uoa.gr/>).
2. **Login Credentials:** Login was performed using the scientific director's credentials and the institutional passcode for Panteion University.
3. **Applying Filters:** Filters were used to identify courses from each institution with the highest correlation to specific SDGs, as recorded by professors during the course registration process.
4. **Course Selection:** For each SDG, a course with a correlation rating 5 was selected. In the case where more than one course was identified one was randomly chosen using a random number generator based on an atmospheric noise algorithm (<https://www.random.org/>). The selected courses are listed in the comparative table provided in the Annex. Each course's connection to the SDGs was visualized as a 17 variable radar chart with 5 levels as depicted in the figure below. This visual integration highlights how the course aligns with specific SDGs, showing to everyone using the Mapping Tool how each course contributes to sustainability and global development efforts.



This systematic approach ensured the inclusion of courses strongly aligned with the SDGs, highlighting both strengths and potential areas for improvement in partner methodologies.

The purpose of this comparison is to identify potential gaps in the educational methodologies applied by partners and to offer recommendations for enhancing these methodologies through targeted content creation and development. This process also aims to guide future efforts to align partner methodologies with global best practices effectively. The analysis above provided valuable insights into the educational methodologies about the SDGs. To further enhance this understanding, a table was created with the aim of identifying the best educational methodologies employed by leading universities worldwide, as ranked in the Times Higher Education Impact Rankings 2024, as well as those utilized by the project's partners.

5.1 Comparison table for 17 SDGs

The table below lists two universities for the same SDG. The first represents one of the top five highest-ranked universities according to THE Impact Rankings 2024 [1]. The second represents a university course with strong performance, based on data from the SDG4U Mapping Tool, with a maximum alignment score of 5 for the respective SDG [2]. The methodology used is described in SECTION 2-Methodology.

TABLE 19. Comparison table for 17 SDGs

SDG 1: No Poverty					
	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	Universitas Airlangga	Indonesia	Social Activity Project	The Social Activity Project is a humanitarian project that encompasses social activities conducted for a foundation or humanitarian organization that is approved by the University, both	Action based

			(Proyek Kemanusiaan)	within the country and abroad. These projects are aimed at addressing various social challenges and promoting the well-being of individuals and communities in need. The Social Activity Project can be undertaken by students at any semester of their academic journey	Problem based learning
[2]	Panteion University	Greece	Sociology of Sustainable Development	The course focuses on the Sociology of Sustainable Development, exploring its key concepts and their relevance to contemporary society. Core topics include Climate Change, Sustainable Development, and Agenda 2030, with discussions emphasizing the sociological dimensions of these issues. The course examines the intersections of Sustainable Development with Equality, Solidarity, Economy, Poverty, and Social Inclusion, offering a comprehensive understanding of how sociological principles can support a more sustainable and equitable society.	Interdisciplinarity Inter and transdisciplinary approaches
SDG 2: Zero Hunger					

	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	Oklahoma State University	United States of America	Farm to Fork Course	Each Spring, Dr. Bailey Norwood, a professor of agricultural economics offers the “Farm to Fork” course. This program involves approximately 200 students working in the gardens at the Daily Bread Food and Resource Center, cultivating fresh fruits and vegetables for the local community. This initiative not only provides practical agricultural experience but also directly addresses food insecurity in the area [*].	Action based Experiential Learning
[2]	American College of Greece	Greece	Greening the Campus - Implementing the	The course introduces students to sustainability and environmental science through a field study approach, focusing on environmental aspects of campus life. By leveraging the university as a "living laboratory," students engage in hands-on, experiential learning to address environmental issues, improve human-nature relationships, and promote sustainability within their college community.	Action Based Problem based learning

			SDGs on Campus		
SDG3: Good Health and Wellbeing					
	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	JSS Academy of Higher Education and Research	India	School Health Appraisal Programme	The Department of Community Medicine at the university conducts an annual program for children across approximately 95 schools. In the program students are actively involved in the department's student.	Interdisciplinarity Interprofessional Education (IPE)

[2]	American College of Greece	Greece	Environmental Health	This course examines the relationship between people and their environment, focusing on how environmental factors affect human health and well-being. It provides an overview of environmental health, including the scientific and technical foundations of the field, the role of environmental factors in disease transmission, and the health risks from chemical and physical exposures.	Interdisciplinarity Interprofessional Education (IPE)
SDG4: Quality Education					
	UNIVERSITY	COUNTRY	INITIATIVE/COURSE	DESCRIPTION	METHODOLOGY
[1]	Hong Kong Baptist University	Hong Kong	General Education (GE)	The GE Program at HKBU provides a wide range of courses that support SDG 4. For example, classes like "An Introduction to Gender, Class, and Race" and "Service-Learning in Fighting	Action Based Problem based Learning (PBL)

			Program me	Poverty" allowing students to get involved with local concerns and gain a thorough awareness of societal dynamics.	
[2]	University of Murcia	Spain	Teaching and Learning of the Natural Environment	The course prepares future primary education teachers to effectively teach science, with a focus on Biology and Geology. It emphasizes translating disciplinary content into school curricula, sequencing knowledge, and planning lessons. The course deepens understanding of the natural environment, sustainability, and ethical values related to health, consumption, and socio-ecological issues, equipping teachers with the skills and knowledge to foster environmental awareness and responsible citizenship in their students.	Interdisciplinarity Interprofessional Education (IPE)
SDG5: Gender Equality					
	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY

[1]	Western Sydney University	Australia	Women in STEM Education (WiSE)	Women in STEM Education (WiSE) supports the career development of identifying women studying in the areas of science, technology, engineering and mathematics (STEM) at Western Sydney University.	Interdisciplinarity Inclusive Curriculum and Gender-Focused Learning
[2]	Panteion University	Greece	Domestic violence	The course explores domestic violence as a social phenomenon, examining its links to family structure, gender inequalities, and legal frameworks. It addresses forms of domestic violence, including child abuse, violence against women, and incest, focusing on the latter's causes, impacts, and criminal justice responses. Through a multidisciplinary approach, students analyse theoretical interpretations, the role of social movements, and policies for preventing and addressing domestic violence at various levels. The course provides a comprehensive understanding of family violence within criminology and family sociology contexts.	Interdisciplinarity Inter-and transdisciplinary approaches

SDG6: Clean Water and Sanitation

	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	UNSW Sydney	Australia	Testing the waters project	A team of UNSW researchers and students are working with local communities to maintain the health of their waterways. The project will build community knowledge of local stormwater management systems, such as wetlands, and water quality testing.	Action Based Problem based learning
[2]	American College of Greece	Greece	Sustainable Water Resources Management	This course explores water resources, their use, management, and conservation, emphasizing their critical role in sustaining life and economic activities like agriculture, aquaculture, and tourism. Designed for Environmental Studies majors, it covers global water resources, threats such as overuse, pollution, and hydrologic cycle changes, as well as legislation and sustainable management practices. Students gain skills in researching and analysing water	Interdisciplinarity Inter-and transdisciplinary approaches

				management case studies and proposing sustainable solutions. The course also addresses global water demand, conflicts, and future challenges, preparing students for careers in environmental management or consultancy.	
SDG7: Affordable and Clean Energy					
	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	Afe Babalola University	Nigeria	ABUAD Energy Efficiency Training and Provision of Clean	The University provides direct services to students and local communities and industries to improve energy efficiency by providing direct access to the University's Independent Power Plant (IPP), and also through workshops and seminars on energy efficiency.	Action Based Hands-On Learning in Renewable Energy

			Energy to Local Communities		
[2]	American College of Greece	Greece	Environmental Science: Energy Resources and Pollution Statistics	This course introduces students to major environmental issues, focusing on human impact and sustainability. Topics include energy resources, climate change, ozone depletion, air and water pollution, hazardous chemicals, and solid waste management. Students learn about current management practices and policies, gaining a scientific foundation to make informed environmental decisions.	Interdisciplinarity Inter-and transdisciplinary approaches

SDG8: Decent Work and Economic growth

	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	Yonsei University	South Korea	Yonsei International Summer School (YISS) Internship Program	Taking advantage of Yonsei University's vast alumni networks and strong ties with business and educational partners, the program provides students with the opportunity to gain professional work experience and to build social networks in some of the world's leading companies and organizations.	Action Based Industry Partnerships and Internships
	University of Murcia	Spain	Art in the public and natural space	Art in public and natural space is an optional subject of the Master's degree in artistic production and management. It introduces the art of intervention in physical and real space. This subject complements the knowledge that the student must acquire in the realisation of	Interdisciplinarity Inter-and transdisciplinary approaches

				sculptural, performative and environmental of sculptural, performative and environmental projects.	
SDG9: Industry, Innovation and Infrastructure					
	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	Yonsei University	South Korea	Yonsei Science Park	The Yonsei Science Park is being developed at Yonsei University's International Campus in Songdo, Incheon. By facilitating the convergence of academic and industrial research, this research hub hopes to give students the chance to work together on creative initiatives and obtain real-world experience in industry-related research.	Action Based Research led teaching

[2]	National and Kapodistrian University of Athens	Greece	Communication Networks	This course covers the design and operation of communication networks and the Internet, including transport layer services (UDP, TCP, congestion control, reliable data transfer), network layer principles (routing, IP, IPv6, multicast), and link layer technologies (Ethernet, IEEE 802.11, PPP, ATM, frame relay). Topics include error detection, multiple access protocols, queuing theory for delay modelling, quality of service control, and optimization techniques for packet transport.	Interdisciplinarity Inter and transdisciplinary approaches
SDG10: Reduce Inequality					
	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY

[1]	RMIT SDUniversity	Australia	Australian Urban Observatory (AUO)	The Australian Urban Observatory (AUO) is a new digital liveability planning tool, developed by the team from RMIT's Centre for Urban Research, which has been specifically designed to support decision makers prioritize actions to promote health and wellbeing in their communities. It also pays attention to ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.	Action based Research led teaching
[2]	Panteion University	Greece	Social movements and social rights	The course examines the evolution of social movements and their role in advocating for social rights, from early labour movements to modern forms of protest. Using case studies and contemporary literature, it explores the political, social, economic, and cultural conditions that give rise to social movements. It analyses their transition from local and national contexts to a global framework,	Interdisciplinarity Inter-and transdisciplinary approaches

				critically engaging with political and sociological theories to understand their development, legitimacy, and challenges. The course provides a broad understanding of social movements, from structured organizations to spontaneous protests.	
SDG11: Sustainable Cities and Communities					
	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	Arizona State University	United States	Project Cities	Through the program, faculty and students pair with a city to co-create strategies for better environmental, economic and social balance in the places we live. Students from multiple disciplines research challenging issues chosen by the city and propose innovative sustainability solutions that enable the city to make progress toward a better future.	Action based Problem based learning

[2]	Panteion University	Greece	Climate Change, Sustainable Development, and Green Economy	The course focuses on the content and dimensions of climate change, the green economy, and sustainable development. At the same time, the relationship between them is also examined during the course.	Interdisciplinary Inter-and transdisciplinary approaches
SDG12: Responsible Consumption & Production					
	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	Western Sydney University	Australia	Living Labs	Living Labs are collaborative partnerships for utilizing campus assets as a focus of teaching, research, demonstration and engagement. The essential components of Living Lab initiatives are that they are	Action Based

				multidisciplinary in focus and have some broader strategic opportunities. Initiatives developed to date include applications to broad societal issues of urban development, natural and cultural heritage, renewable energy, urban heat, water recycling, and peri-urban food systems.	Experiential learning
[2]	Ethniko Kapodistriako Panepistimio Athinon	kai Greece	Economic Policy in the Greek Economy	The aim of the course is to show what transformations took place in the Greek economy, by which policies or processes, what effects have occurred; what effects have occurred, which problems were addressed and which were not, and generally what changes were made and what is Greece's position and prospects in the European and world system today. Also, to understand which economic tools (even some non-economic data) are important for assessing Greece's economic dynamics and economic policy.	Interdisciplinarity Inter-and transdisciplinary approaches
SDG13: Climate Action					

	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	University of Tasmania	Australia	Integration Program for Students (SIPS) internship projects	The University of Tasmania has been certified carbon neutral by Climate Active since 2016. Sustainability Integration Program for Students (SIPS) internship projects have focused on exploring emissions reduction approaches, collecting data, and applying methodologies for emissions calculations. SDG 13 (Climate Action). Through the Curious Climate Program the university encourages public engagement with climate science and provides opportunities for the community to interact with experts in the field. what is the course about in brief	Action Based Experiential learning

	University College Cork	Ireland	Carbon Literacy	This course is a UCC Digital Badge. and Carbon Literacy training accredited by the Carbon Literacy Project (CLP). Over the course of this Digital Badge, you will engage in a number of different activities such as online quizzes, calculating your carbon footprint, and group work to maximise your understanding of climate issues and how you can motivate others to take action.	Interdisciplinarity Inter-and transdisciplinary approaches
SDG14: Life below Water					
	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	Arizona State University	United States	Coral Restoration and Reef	This initiative provides a platform for education, innovation, and action to address critical marine conservation issues globally. Among its key components include: Coral Reef Monitoring and Restoration (ASU),	Action Based Research led teaching

			Conservation	Global Futures Laboratory (ASU), Global Goals Talks, Bamfield Fall Program (University of Alberta), a 15-credit immersive marine science program.	
[2]	University College Cork	Ireland	Marine Ecology & Conservation	The main characteristics, key biological processes and biodiversity of key benthic and pelagic marine biomes on a global scale including temperate, polar and tropical. This will include both hard and soft sediments e.g. coral reefs, mangroves, temperate rocky shores, estuaries, open water and deep-sea habitats.	Interdisciplinarity Inter-and transdisciplinary approaches
SDG15: Life On Land					
	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY

[1]	Lancaster University	United Kingdom	Helping conserve endangered butterflies	For the last ten years, Dr Rosa Menendez Martinez and Dr Andrew Wilby have been working with Butterfly Conservation , placing student researchers in local nature reserves to carry out field research to help improve habitat management. This offers the reserve managers the opportunity to do field work that they can't resource themselves while enabling students to do the research required for their degree in a setting where they can make a real difference.	Action based Experiential learning
[2]	American College of Greece	Greece	Environmental Science: Ecosystems and biodiversity	The course introduces students to the structure, function, and sustainability of ecosystems, emphasizing the impact of human activities on biodiversity, ecosystem processes, climate, and societies. Topics include water resources, soil science, and sustainable food production. Designed for those with little science background, this required course for Environmental Studies majors provides foundational knowledge for advanced study in the program.	Interdisciplinarity Inter-and transdisciplinary approaches

SDG16: Peace, Justice and Strong Institutions

	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	Western University	Canada	Transitional Justice Research	Western is a leader in transitional justice research and hosts the only program in North America at both the undergraduate and graduate levels that focuses on transitional justice. The Undergraduate Minor in Transitional Justice and Post-Conflict Reconstruction familiarizes students with the emerging debates surrounding transitional justice and post-conflict reconstruction. The Collaborative Graduate Specialization is offered at both the master's and doctoral levels.	Action based Research-led Teaching
	Panteion University	Greece	Restorative Justice	The course aims to familiarize students with modern intervention trends within or beyond the boundaries of justice systems.	Interdisciplinarity

					Inter-and transdisciplinary approaches
SDG17: Partnerships for the Goals					
	UNIVERSITY	COUNTRY	INITIATIVE/ COURSE	DESCRIPTION	METHODOLOGY
[1]	James Cook University	Australia	TropEco program	TropEco is JCU's sustainability program for staff and students, celebrating Sustainability in Action by fostering a culture of sustainability.	Action based Collaborative, Multi-Stakeholder Learning Projects

[2]	Ethniko Kapodistriako Panepistimio Athinon	kai Greece	Industrial Economic s II	The course focuses on competition policy and regulation. It deals with the economic analysis and treatment of firms' practices when firms have (significant) monopoly power in the market. These practices can take the following forms: abuse of a dominant position, collusion & concerted practices, mergers & acquisitions. In addition, the course addresses issues related to the theory and practice of market regulation such as natural monopolies, monopoly pricing regulation, multi-product business regulation, and market liberalization.	Interdisciplinarity Inter-and transdisciplinary approaches
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6. Conclusions

For the majority of courses and initiatives reported by top institutions according to the **Times Higher Education Impact Rankings 2024**, **Action-Based Learning** emerged as the most commonly utilized educational methodology. This highlights the strong emphasis these universities place on tools that actively engage students, instilling in them the values and commitment necessary to contribute to sustainability efforts. Active learning positions students at the centre of the educational process, involving them in activities and discussions that promote critical engagement. Instead of passively receiving information, students actively analyse, synthesize, and apply concepts through methods such as research-driven projects, project-based learning, laboratory work, and hands-on experiments. This approach not only fosters critical thinking but also enhances knowledge retention and develops essential skills such as collaboration and communication. Additionally, active learning creates a more inclusive and dynamic classroom environment, accommodating diverse learning styles and encouraging participation, further contributing to a holistic and effective educational experience (**see Table 20**).

On the other hand, most courses offered by the partner institutions tend to rely heavily on lectures and curriculum-based approaches to promote the SDGs, while also incorporating the **interdisciplinary dimension** of educational methodologies. Interdisciplinarity in sustainability education has become a cornerstone methodology for universities, as it allows students to address the complexity of global challenges through an integrated approach. Issues such as climate change, resource depletion, and social inequality are inherently multifaceted and require solutions that extend beyond the scope of a single discipline. By combining knowledge and perspectives from diverse fields, such as environmental science, economics, sociology, and engineering, interdisciplinary teaching equips students with a holistic understanding of sustainable development (**see Table 20**).

More specifically as it is shown in Table 20:

- In all 17 SDGs, except “SDG 2: Zero Hunger” and “SDG3: Good Health and Wellbeing” and “SDG5: Gender Equality”, partner universities use the interdisciplinary dimension compared to Times Higher Education Impact Rankings 2024, that they use instead “Action Based Learning”.
- In “SDG 2: Zero Hunger” the Educational methodology used by top universities worldwide according to the THE Impact Ranking 2024 is Action based: and for partners’ universities professors the Educational methodology, both under the Dimension of “Action Based Learning”.
- In “SDG 3: Good Health and Wellbeing” the Educational methodology used by top universities worldwide according to the THE Impact Ranking 2024 and for partners’ universities professors is the same: Interprofessional Education (IPE) under the Dimension of Interdisciplinarity
- In “SDG5: Gender Equality”, the Educational methodology used by top universities worldwide according to the THE Impact Ranking 2024 is “Interdisciplinarity Inclusive Curriculum and Gender-Focused Learning” and for partners’ universities professors is “Interdisciplinarity Inter-and transdisciplinary approaches”. Both under the same Dimension of “Interdisciplinarity”.

TABLE 20. Potential Gaps in the Educational methodologies in the Partners' Courses

SDG 1: No Poverty	
EDUCATIONAL METHODOLOGY Used per SDG by top universities worldwide according to the THE Impact Ranking 2024	EDUCATIONAL METHODOLOGY used per SDG of top ranked courses by partners' universities professors
Action based Problem based learning	Interdisciplinarity Inter and transdisciplinary approaches
SDG 2: Zero Hunger	

Action based Experiential Learning	Action Based Problem based learning
SDG3: Good Health and Wellbeing	
Interdisciplinarity	Interdisciplinarity
Interprofessional Education (IPE)	Interprofessional Education (IPE)
SDG4: Quality Education	
Action Based	Interdisciplinarity
Problem based Learning (PBL)	Interprofessional Education (IPE)
SDG5: Gender Equality	
Interdisciplinarity	Interdisciplinarity
Inclusive Curriculum and Gender-Focused Learning	Inter-and transdisciplinary approaches
SDG6: Clean Water and Sanitation	
Action Based	Interdisciplinarity
Problem based learning	Inter-and transdisciplinary approaches
SDG7: Affordable and Clean Energy	
Action Based	Interdisciplinarity
Hands-On Learning in Renewable Energy	Inter-and transdisciplinary approaches
SDG8: Decent Work and Economic growth	
Action Based	Interdisciplinarity
Industry Partnerships and Internships	Inter-and transdisciplinary approaches
SDG9: Industry, Innovation and Infrastructure	
Action Based	Interdisciplinarity
Research led teaching	Inter and transdisciplinary approaches
SDG10: Reduce Inequality	
Action based	Interdisciplinarity
Research led teaching	Inter-and transdisciplinary approaches
SDG11: Sustainable Cities and Communities	
Action based	Interdisciplinary
Problem based learning	Inter-and transdisciplinary approaches

SDG12: Responsible Consumption & Production	
Action Based	Interdisciplinarity
Experiential learning	Inter-and transdisciplinary approaches
SDG13: Climate Action	
Action Based	Interdisciplinarity
Experiential learning	Inter-and transdisciplinary approaches
SDG14: Life below Water	
Action Based	Interdisciplinarity
Research led teaching	Inter-and transdisciplinary approaches
SDG15: Life On Land	
Action based	Interdisciplinarity
Experiential learning	Inter-and transdisciplinary approaches
SDG16: Peace, Justice and Strong Institutions	
Action based	Interdisciplinarity
Research-led Teaching	Inter-and transdisciplinary approaches
SDG17: Partnerships for the Goals	
Action based	Interdisciplinarity
Collaborative, Multi-Stakeholder Learning Projects	Inter-and transdisciplinary approaches

The above conclusions highlight a potential '**room for growth**' in the methodologies employed by partner institutions. This challenge reflects a broader trend seen in many institutions worldwide, which are striving to further integrate the promotion of SDGs into their curricula. In this context, the insights derived from the use of the **SDG4U mapping tool** can be especially valuable. The tool provides a snapshot of the current SDGs engagement of an institution, helping to identify strengths and gaps. This information can inform potential changes and improvements in an institution's approach, enabling it to adopt more dynamic and engaging educational methodologies that are under the Dimension of Action Based Learning (see Table 21)

All the above conclusions will be utilized in the process of content creation in D3.3-D3.5, where examples of the best initiatives and educational methodologies will be carefully selected and incorporated. This will be done due to consideration of the potential limitations faced by each learner and their respective institution. The aim is to design content that not only reflects exemplary practices but also adaptable to the varying contexts and constraints of diverse educational settings. Factors such as institutional resources, learner readiness, technological infrastructure and cultural differences will be taken into account to ensure the materials are both practical and impactful.

TABLE 21. Educational Methodologies per SDG for the process of content creation

SDG 1: No Poverty
Action based: Problem based learning
SDG 2: Zero Hunger
Action based: Experiential Learning
SDG3: Good Health and Wellbeing
Interdisciplinarity: Interprofessional Education (IPE)
SDG4: Quality Education
Action Based: Problem based Learning (PBL)
SDG5: Gender Equality
Interdisciplinarity: Inclusive Curriculum and Gender-Focused Learning
SDG6: Clean Water and Sanitation
Action Based: Problem based learning
SDG7: Affordable and Clean Energy
Action Based: Hands-On Learning in Renewable Energy
SDG8: Decent Work and Economic growth
Action Based: Industry Partnerships and Internships
SDG9: Industry, Innovation and Infrastructure

Action Based: Research led teaching
SDG10: Reduce Inequality
Action based: Research led teaching
SDG11: Sustainable Cities and Communities
Action based: Problem based learning
SDG12: Responsible Consumption & Production
Action Based: Experiential learning
SDG13: Climate Action
Action Based: Experiential learning
SDG14: Life below Water
Action Based: Research led teaching
SDG15: Life On Land
Action based: Experiential learning
SDG16: Peace, Justice and Strong Institutions
Action based: Research-led Teaching
SDG17: Partnerships for the Goals
Action based: Collaborative, Multi-Stakeholder Learning Projects

ANNEX

TABLE 22: SDG Scores on courses by Professors of Partners Universities

The table below shows the ranking of each course based on the SDGs as assessed by the professor.

Courses highlighted in red at the bottom of the table received a score of less than 5 on a scale of 1 to 5.

No	Course	UNIVERSITY	No Poverty	Zero Hunger	Good Health and Well-being	Quality Education	Gender Equality	Clean Water and Sanitation	Affordable and Clean Energy	Decent Work and Economic Growth	Industry, Innovation and Infrastructure	Reduced Inequalities	Sustainable Cities and Communities	Responsible Consumption and Production	Climate Action	Life Below Water	Life on Land	Peace, Justice and Strong Institutions	Partnerships for the Goals	Select ed SDG
1	SOCIOLOGY OF SUSTAINABLE DEVELOPMENT	PANTEIO	5	5	1	5	5	0	0	1	0	5	1	1	1	1	0	5	5	SDG 1
2	GREENING THE CAMPUS - IMPLEMENTING THE SDGS ON CAMPUS	ACG	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	SDG 2
3	ENVIRONMENTAL HEALTH	ACG	4	5	5	4	3	5	3	3	1	4	5	4	5	5	5	4	3	SDG 3
4	TEACHING AND LEARNING OF THE NATURAL ENVIRONMENT I	UMU	1	1	4	5	2	3	1	0	0	3	3	5	5	3	5	1	3	SDG 4
5	DOMESTIC VIOLENCE	PANTEIO	0	0	0	5	5	0	0	0	0	1	0	0	0	0	0	5	5	SDG 5

6	SUSTAINABLE WATER RESOURCES MANAGEMENT	ACG	3	2	5	2	3	5	2	1	3	4	3	4	4	5	5	3	4	SDG 6
7	ES 1010 ENVIRONMENTAL SCIENCE: ENERGY RESOURCES AND POLLUTION	ACG	0	1	2	0	0	4	5	1	5	0	4	4	5	0	1	0	2	SDG 7
8	ART IN THE PUBLIC AND NATURAL SPACE	UMU	4	3	4	4	3	4	4	5	3	3	4	4	5	4	5	3	4	SDG 8
9	COMMUNICATION NETWORKS	EKPA	2	1	3	4	2	1	2	5	5	4	4	2	3	0	1	2	3	SDG 9
10	SOCIAL MOVEMENTS AND SOCIAL RIGHTS	PANTEIO	5	3	3	5	5	0	0	4	0	5	1	1	1	0	0	5	5	SDG10
11	CLIMATE CHANGE, SUSTAINABLE DEVELOPMENT, AND GREEN ECONOMY PANTEION	PANTEIO	0	0	1	0	0	0	0	0	0	1	5	1	5	0	0	5	5	SDG11
12	ECONOMIC POLICY IN THE GREEK ECONOMY	EKPA	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	SDG12
13	UCC CARBON LITERACY	UCC	1	1	1	2	3	2	4	2	2	3	5	4	5	1	1	5	4	SDG13
14	BL6016 MARINE ECOLOGY & CONSERVATION	UCC	0	2	2	0	0	2	3	0	1	0	3	3	4	5	0	0	0	SDG14
15	ES 1000 ENVIRONMENTAL SCIENCE: ECOSYSTEMS AND BIODIVERSITY	ACG	2	3	1	2	4	3	2	1	2	3	4	5	5	5	5	1	2	SDG15
16	RESTORATIVE JUSTICE	PANTEIO	0	0	0	5	5	0	0	0	0	1	0	0	0	0	0	5	5	SDG16
17	INDUSTRIAL ECONOMICS II	EKPA	3	1	3	1	1	0	2	4	4	1	0	4	3	0	0	5	5	SDG17

18	BI 1007 ENVIRONMENTAL ECOLOGY	ACG	0	0	3	2	0	2	0	0	1	1	1	3	4	5	5	2	2
19	BL6012 MARINE MEGAFUNA	UCC	0	1	2	2	0	1	3	0	3	0	2	4	4	5	0	0	0
20	CONCEPTS, PRACTICAL APPLICATIONS, AND TRAINING	PANTEIO	0	0	0	5	5	0	0	0	0	5	0	0	0	0	0	0	5
21	CONSERVATION OF WILDLIFE AND MEDITERRANEAN ECOSYSTEMS	ACG	0	0	3	3	2	4	3	0	3	2	4	4	5	5	5	3	3
22	DISTRIBUTION THEORY AND ESTIMATION	EKPA	0	0	5	5	0	0	0	0	0	0	5	0	5	0	0	0	0
23	E COMMERCE	EKPA	0	0	0	0	0	0	0	0	5	0	0	5	0	0	0	0	0
24	E GOVERNMENT	EKPA	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
25	ENERGY AND RESOURCE ECONOMICS	EKPA	2	2	2	3	4	5	5	5	5	3	2	3	5	2	2	2	3
26	ENVIRONMENTAL GEOLOGY	ACG	3	2	3	3	1	5	5	5	5	1	4	5	5	2	4	3	3
27	ENVIRONMENTAL JUSTICE	ACG	3	4	5	2	4	3	3	3	3	5	3	4	3	1	1	5	4
28	ENVIRONMENTAL MANAGEMENT	ACG	0	0	4	0	3	3	3	1	3	2	3	4	3	3	3	1	5
29	ES 3241 ENVIRONMENTAL CHEMISTRY	ACG	1	1	5	1	0	5	4	1	3	0	3	3	5	3	3	3	3
30	ES 4124 AIR QUALITY AND GLOBAL ATMOSPHERIC CHANGES	ACG	2	1	5	2	3	1	5	5	4	3	5	4	5	3	3	2	5

31	HUMAN RESOURCES AND ECONOMIC DEVELOPMENT	EKPA	5	5	5	5	5	3	3	5	5	5	5	3	3	3	3	5	5
32	INTERNATIONAL ECONOMICS	EKPA	4	4	5	3	3	3	3	5	5	5	5	5	3	0	0	5	5
33	INTRODUCTION TO BIOLOGY I	ACG	3	3	5	5	4	4	3	2	2	4	4	4	3	4	4	3	2
34	INTRODUCTION TO BIOLOGY II	ACG	4	4	5	4	4	4	3	3	3	4	4	4	4	4	4	3	3
35	MARKETING MANAGEMENT 1	UMU	1	0	0	0	0	2	2	3	3	2	0	5	3	0	0	0	2
36	NETWORK MANAGEMENT	EKPA	1	0	2	2	1	0	1	4	5	2	3	2	2	0	0	3	3
37	PHYSICAL EDUCATION IN PRIMARY EDUCATION II	UMU	1	2	5	5	4	1	2	0	0	2	2	3	1	0	2	2	0
38	PHYSICAL EDUCATION IN PRIMARY EDUCATION I	UMU	2	2	5	5	5	1	1	1	0	3	4	3	2	1	3	2	3
39	PS4024 CROP PHYSIOLOGY AND CLIMATE CHANGE	UCC	1	5	3	3	0	1	1	1	1	1	0	2	4	0	3	0	2
40	RESPONSES TO CLIMATE CHANGE	ACG	3	3	4	3	2	5	5	3	4	4	3	3	5	5	5	4	5
41	SC 1000 SCIENCE AND EVERYDAY LIFE	ACG	4	4	5	5	0	4	5	0	5	3	5	4	5	0	4	0	0
42	SOCIAL STRUCTURE AND WORK	PANTEIO	5	5	5	1	5	0	0	0	0	1	0	0	0	0	0	5	5
43	SOFTWARE DEFINED NETWORKING	EKPA	2	1	2	4	1	1	2	4	5	2	3	2	2	1	1	3	4

44	SOFTWARE DEVELOPMENT FOR NETWORK SYSTEMS AND TELECOMMUNICATIONS SYSTEMS	EKPA	1	0	2	2	1	0	1	4	5	2	3	2	2	0	0	3	3
45	TEACHING AND LEARNING OF NATURAL SCIENCES II	UMU	0	1	2	5	2	3	3	0	0	1	3	4	4	4	4	0	1
46	THEORY OF SOCIAL CLASSES II: CONTEMPORARY TRENDS	PANTEIO	5	5	5	1	5	0	0	1	0	1	0	0	0	0	0	5	5
47	VICTIMOLOGY	PANTEIO	1	0	0	5	5	0	0	0	0	1	0	0	0	0	0	5	5

48	ADVANCED MARKETING MANAGEMENT	UMU	1	1	1	0	0	1	3	2	4	2	1	4	3	0	0	0	1
49	APPLIED DEVELOPMENT POLICY	EKPA	3	2	2	2	4	2	4	4	3	4	4	2	2	2	2	3	3
50	COST-BENEFIT ANALYSIS	EKPA	1	1	3	2	4	1	4	4	3	3	3	1	3	1	1	4	4
51	DEVELOPMENT FINANCE	EKPA	4	4	4	4	4	4	4	4	3	4	4	3	4	3	3	4	4
52	ECONOMIC HISTORY	UMU	2	2	4	2	2	2	2	4	4	4	4	4	2	2	2	2	2
53	ECONOMIC TRANSFORMATION AND DEVELOPMENT	EKPA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
54	ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS	EKPA	2	2	3	0	1	2	3	2	2	3	3	4	4	2	2	1	1
55	GREENSHOTS GREEN CAMPUS PROGRAMME AT UCC	UCC	1	3	3	2	2	3	2	3	0	4	4	3	4	3	4	1	4

56	INDUSTRIAL ECONOMICS I	EKPA	3	2	4	3	1	1	2	4	4	2	1	4	2	0	0	3	3
57	INVESTMENT APPRAISAL	EKPA	2	1	1	1	2	2	2	4	2	3	3	2	4	2	2	3	3
58	MARKET RESEARCH	UMU	1	0	2	0	0	0	1	2	2	1	1	4	3	1	1	0	2
59	MICROECONOMIC THEORY	EKPA	2	0	0	4	1	1	1	1	1	1	1	3	1	1	1	1	1
60	MICROECONOMIC THEORY 1	EKPA	1	1	1	1	1	1	1	3	3	2	1	2	1	1	1	1	1
61	PORTFOLIO ANALYSIS AND MANAGEMENT	EKPA	1	1	1	3	4	2	4	4	1	1	2	2	4	1	1	2	2
62	SOCIO-ECONOMIC INVESTMENT AND POLICY APPRAISAL	EKPA	1	1	3	2	4	1	4	4	3	3	3	1	3	1	1	4	3
63	THE HISTORY OF INDUSTRIAL RELATIONS COURSE	UMU	2	2	2	2	4	2	2	4	3	4	2	4	2	2	2	2	2
64	UW0005 SUSTAINABILITY	UCC	3	3	4	4	1	1	3	3	2	3	3	3	4	1	3	1	4