



# SDG PROGRESS: ON-CAMPUS AND BEYOND

## EXPERIENCES FROM THE VNRS

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INTRODUCTION

# Overview

- Overview of the Voluntary National Reviews
- Good practices on how academic institutions can engage with the VNRs and SDG implementation

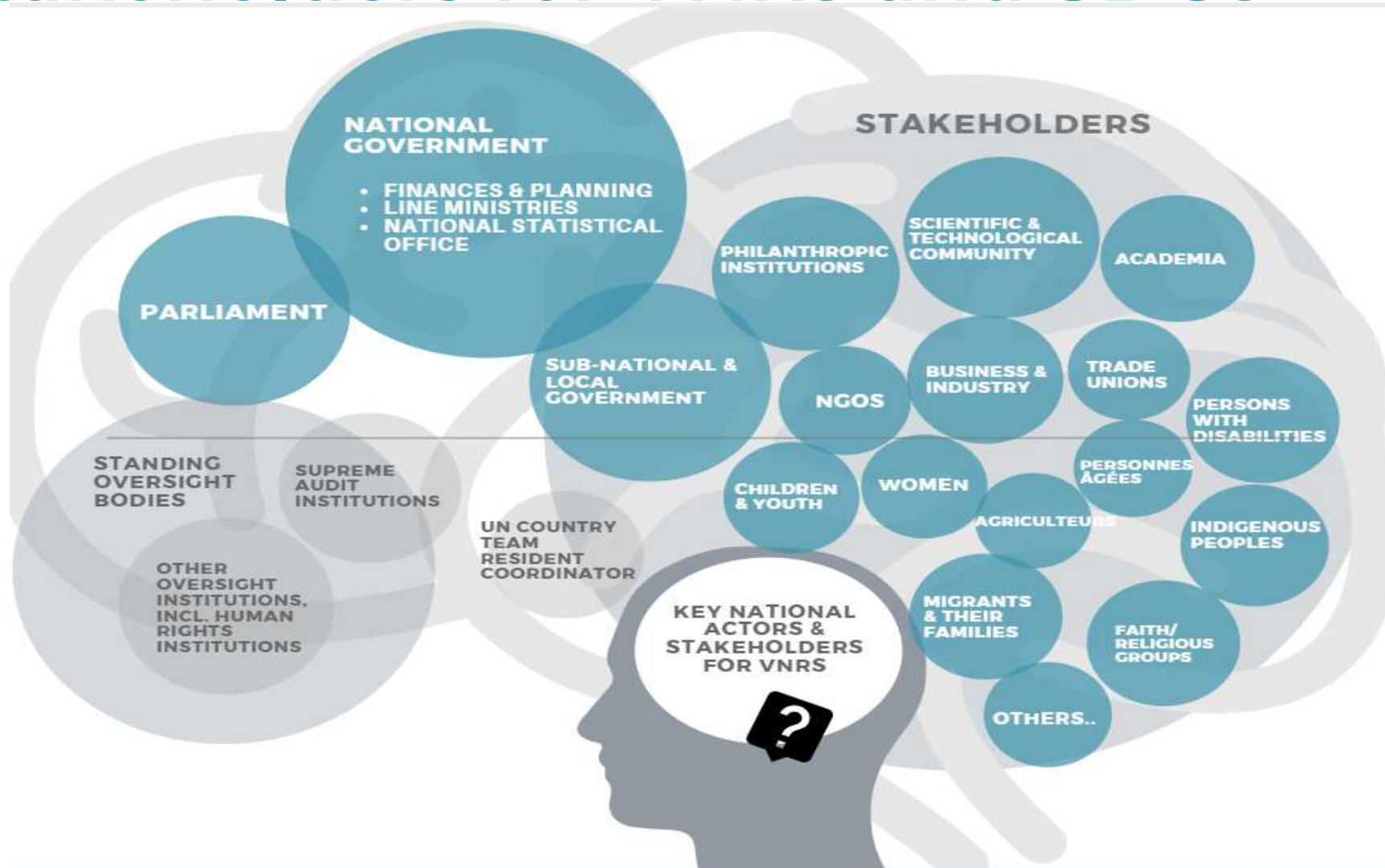
## INTRODUCTION

# Voluntary National Reviews

- The 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) were **adopted by all Member States of the United Nations in September 2015.**
- The 2030 Agenda provides a **visionary roadmap for all countries and stakeholders** to strive for a world of sustainable prosperity, social inclusion and equality while at the same time preserving our planet and leaving no one behind.
- Voluntary national reviews (VNRs) are **part of the follow-up and review of the 2030 Agenda** for Sustainable Development. The VNRs are presented during the High-Level Political Forum for Sustainable Development (HLPF). (Paragraphs 74 and 84 of the 2030 Agenda)
- One of the founding principles of the 2030 Agenda is the requirement for **all implementation and follow-up processes to be participatory and inclusive**, including all levels and sectors of government, civil society and the private sector, amongst other stakeholders
- **Stakeholders have been actively engaged** throughout the process of design, implementation, monitoring and review of the 2030 Agenda at all levels in many countries around the world.

# Stakeholders for VNRs and SDGs

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# Principles of Voluntary National Reviews

## Voluntary

encourage reporting and include developed and developing countries

## State-led

country driven reviews of progress at national and sub-national levels

## Platform for partnerships

including through the participation of major groups and other relevant stakeholders

## Learning experience

facilitate the sharing of experiences, including successes, challenges and lessons learned, part of a process

## National circumstances

reviews in accordance with national circumstances, policies and priorities, together with relevant partners

INTRODUCTION

# Main benefits of conducting a VNR



Sharing lessons learned & experiences with other countries



Measure SDG implementation and facilitate alignment with other frameworks



Advance the national implementation of the 2030 Agenda



Mobilize partnerships



Strengthen SDG awareness

## INTRODUCTION

# Updated Guidelines on structure of a VNR report

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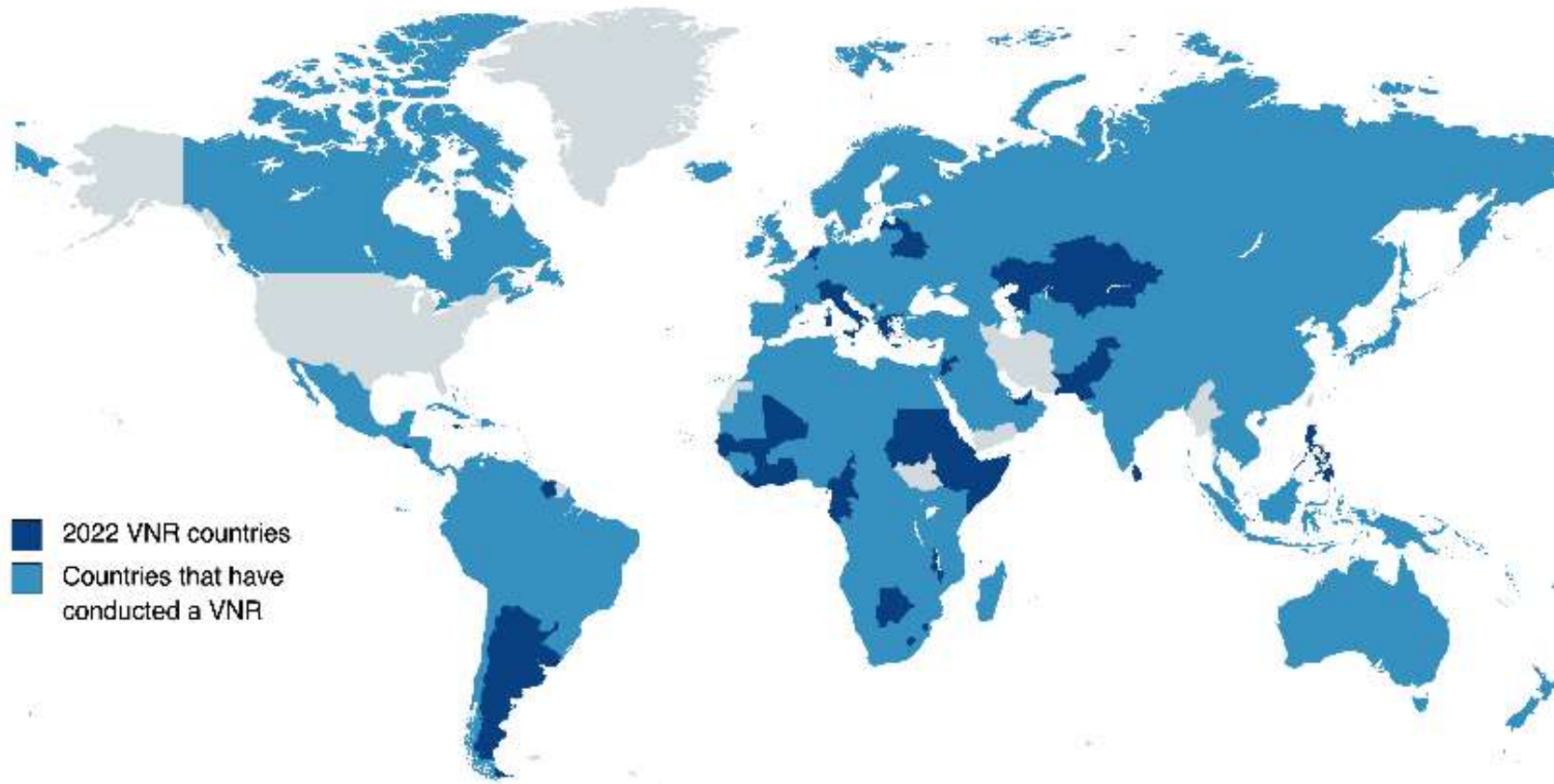
1. Opening statement, highlights, introduction
2. Methodology and process for preparing the report
3. Policy and enabling environment
  - a. *Ensuring* ownership of SDGs
  - b. *Integrating* SDGs in national frameworks
  - c. Integration of 3 dimensions of SD
  - d. Leave no one behind
  - e. Institutional mechanisms
  - f. *Systemic issues and transformative actions*
4. Progress on goals and targets *and evaluation of policies and measures*
5. *New and emerging challenges*
6. Means of implementation
7. Conclusion and next steps
8. Annexes

*New elements from 2020 in italics underlined*

INTRODUCTION

# Countries having conducted a VNR – 2016-2022

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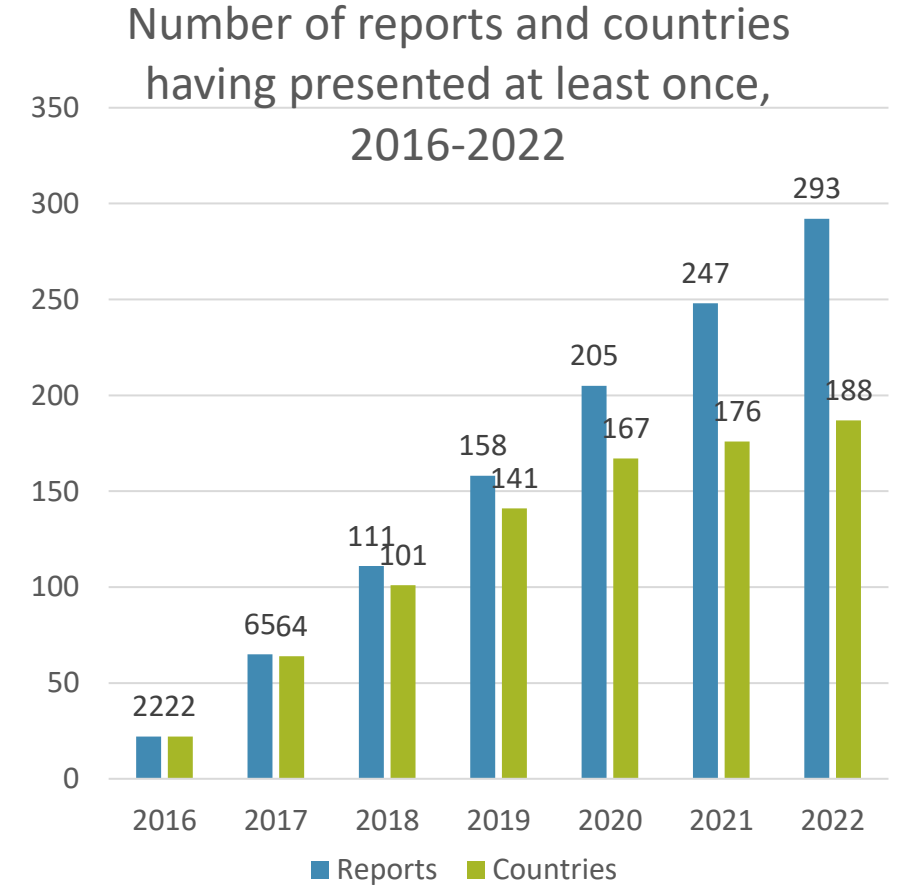
# The VNRs: Some Numbers

**247** VNRs have been conducted to date

- 22 in 2016, 43 in 2017, 46 in 2018, 47 in 2019, 47 in 2020 and 42 in 2021

**176** countries have presented VNRs with **59** countries having conducted more than one VNR.

**46** countries will present their VNRs in 2022.



## 46 VNR Countries in 2022

Number of Times Presenting/Region	1 <sup>st</sup> Time (12)	2 <sup>nd</sup> time (29)	3 <sup>rd</sup> Time (3)	4 <sup>th</sup> Time (2)
<b>Africa (22)</b>	Djibouti, Equatorial Guinea, Eritrea, Gabon, Guinea-Bissau, São Tomé and Príncipe, Somalia	Botswana, Cameroon, Comoros, Côte d'Ivoire, Eswatini, Ethiopia, Gambia, Ghana, Lesotho, Liberia, Malawi, Mali, Senegal, Sudan		Togo
<b>Asia Pacific (7)</b>	Tuvalu	Jordan, Kazakhstan, Pakistan, Sri Lanka, United Arab Emirates	Philippines	
<b>Eastern Europe (3)</b>		Belarus, Latvia, Montenegro		
<b>Latin America and the Caribbean (8)</b>	Dominica, Grenada, Saint Kitts and Nevis, Suriname	El Salvador, Jamaica	Argentina	Uruguay
<b>Western Europe and Other (6)</b>		Andorra, Greece, Italy, Luxembourg, Netherlands	Switzerland	

# Engaging Academic Institutions in SDGs and VNRs

- Stakeholder Engagement
- SDG Awareness-raising and education
- Academic Networks on SDGs
- Institutional arrangements
- VNR preparation and SDG implementation
- Monitoring and Evaluation

## EXAMPLES

# SDG Awareness Raising and Education

**Indonesia** reported that 11 universities have appointed SDGs Campus Ambassadors, whose role is to disseminate and promote the Goals on- and off-campus through public outreach activities.

**Sierra Leone** made significant efforts to integrate the SDGs into university study programmes. The University of Sierra Leone and Njala University run master's degree programmes in development studies that integrate knowledge of SDGs into their curricula

The SDGs **Kenya** Forum is an inclusive platform for coordinated and structured civil society organizations' engagement with Government, citizens, the private sector, media, academia, and development partners

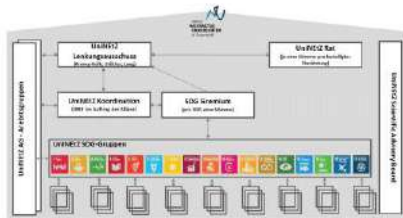
## EXAMPLES

# Academic Institutions Networks on SDGs



In **Norway**, a National Committee for the 2030 Agenda in the Higher Education Sector has been established and aims to strengthen the universities' role in the 2030 Agenda

In the **Dominican Republic**, the initiative “Academy for the 2030 Agenda” mobilized government, UN and several Universities and higher education associations.



In **Austria**, the interuniversity cooperation project “UniNETZ” mobilizes 16 Austrian universities to strengthen cooperation, intensify transdisciplinary science-society-policy dialogue and make long-term contributions to sustainable development

In **Malaysia** the SDG Academic Network collected inputs from academic institutions, think tanks, practitioners, and researchers regarding national SDGs progress.



In **Spain**, the Conference of Rectors of Spanish Universities promotes the implementation of the SDGs within universities.

## EXAMPLES

# Institutional Arrangements

In **Georgia**, the Sustainable Development Goals Inter-Agency Council engages stakeholders from the public, civil, international, academia and private sectors in its working groups.



PAMPA2030, the multi-sectorial **Argentinian** Platform to Monitor the 2030 Agenda, is comprised of more than 20 social organizations, trade unions and academic institutions

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**Mexico**'s new National Council for the 2030 Agenda for Sustainable Development is the highest decision-making body for SDG coordination, as it connects the executive, legislative and judicial branches of the federal government with local governments, the private sector, civil society, and academia. It includes multi-sectoral working groups specializing in the 17 SDGs as grouped into four thematic axes, with key stakeholders being represented in each group.

**Cabo Verde** has installed Local Platforms for the Localization of the 2030 Agenda, which bring together municipalities, State representatives at the local level, civil society organizations, universities and private sector entities to coordinate local sustainable development processes.

## EXAMPLES

# VNR preparation and SDG implementation

In **Costa Rica**, the ministry responsible for planning collaborated with the Ministry of Finance, the Central Bank, statistics office, and academic institutions, to develop scenarios and estimate data for the preparation of goals in the national development plan.

**Finland** included a representative from an academic institution in their 2020 VNR presentation to share the role of academia in SDG implementation in the country.



**Denmark** included chapters drafted in collaboration with stakeholders from different sectors such as parliament, civil society, the private sector, academic institutions, municipalities, and regions.

The revision of the **German** Sustainable Development strategy received around 360 written statements submitted by key community stakeholders, from civil society, business and trade unions, academic community and others.

In **North Macedonia**, a call was launched in January 2020 for academia to submit SDG-related publications and research projects.

## EXAMPLES

# Monitoring Evaluation and Follow-up

Some countries indicated the crucial role that civil society organizations (CSOs) and academic institutions play in establishing a dialogue on the creation and implementation of sustainable development policies, on devising and implementing innovations, and initiating partner projects.

At the same time, these stakeholders contribute to the effective oversight of respect for sustainable development standards and monitoring progress in the country (**Croatia, New Zealand, Saint Lucia**).

Countries like **Andorra, Laos, Jamaica** and **Lithuania** among others pointed in particular to the strong role that academic institutions are playing in rooting SDG implementation and analysis in substantive issues of national priority.

In **Pakistan**, academia increasingly participates in activities related to SDG localization, research, advocacy and implementation. Plans are underway to engage universities in research and implementation of the SDGs, particularly in terms of monitoring and evaluation.

# Resources

- [VNR Database](#)
- [VNR Handbook](#)
- [2021 VNR Synthesis Report](#)
- [Voluntary Common Reporting Guidelines for VNRs](#)
- [Stakeholder Engagement and the 2030 Agenda: A Practical Guide](#)

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