



9th ASEF Regional Conference on Higher Education

**ASEM Higher Education Mapping: Working Towards the
SDGs**



ASEM Higher Education Mapping: Working Towards SDGs

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**ASEM Higher Education Mapping: Working Towards the
SDGs**



What's covered in this workshop?

- About ARC9
- HE Policy Makers' Perspectives on the SDGs
- HEI Leaders' Perspectives on the SDGs
- The bigger picture: HE's contribution towards sustainable development



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The ASEF Regional Conference on Higher Education (ARC)

is the **Official Dialogue Partner** of the ASEM Education Ministers', and the only bi-regional multi-stakeholder dialogue platform for university and student leaders, experts, policy makers and ministers. **The mission of ARC is to be a platform, which:**

1

Facilitates exchange of good practices and networking among stakeholders in Asia and Europe

2

Informs and influences policy makers of the 51 ASEM partner countries



**ARC9 is focusing on the following
two complementary topics:**

Higher education policies contributing to
the SDGs

- (1) to what extent are national higher education policies oriented towards the SDGs
- (2) where are the policy priorities
- (3) what kind of policy tools are used to promote sustainable development in higher education

Higher education institutions contributing to
the SDGs

- (1) the strategies ASEM universities have in place to promote sustainable development,
- (2) which 'missions' of the universities are the most often targeted, and
- (3) the most common institutional barriers against the SDGs and the opportunities



ARC9 research methodology:

Higher education policies contributing to the SDGs

- (1) Survey and Focus Group Discussions
- (2) One response per country
 - 17 European countries
 - 4 Asian countries

Higher education institutions contributing to the SDGs

- (1) Survey in partnership with IAU
- (2) 240 institutional responses
 - 121 European universities
 - 119 Asian universities



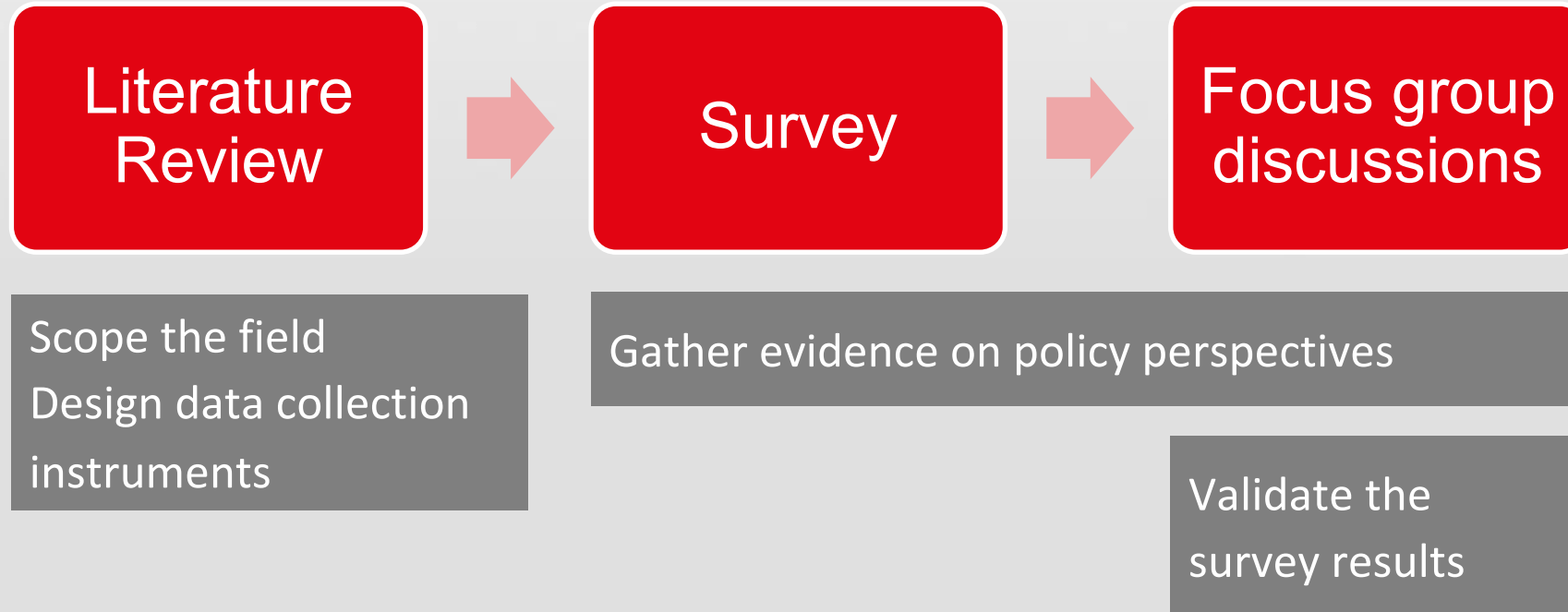
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HE policy makers' perspectives on the SDGs



Methodology





21

survey respondents from ASEM partner countries; one response per country (data analysis ongoing)

- 4 from Asia (Lao PDR, Malaysia, Myanmar, Philippines)
- 17 from Europe (Austria, Bulgaria, Croatia, Cyprus, Estonia, Finland, Greece, Hungary, Ireland, Latvia, Lithuania, Luxembourg, Malta, Slovakia, Slovenia, Spain, Switzerland, United Kingdom)

5

Focus group discussions with 14 Higher Education senior officials and agency representatives at the national level (data analysis ongoing)



7 points for deliberation



#1: Governments play a key role in pushing SDG implementation

Q9: Who do you expect to be most responsible in pushing forward the implementation of the SDGs in higher education in your country?

1 st	Governments (11/21)
2 nd	Higher education institutions (9/21)
3 rd	Civil societies (0/21)

In many countries, the

- central/national government takes an active role in the SDG implementation steps (Lao PDR, Latvia, Luxembourg, Slovenia), while in others
- central governments collaborate with HEIs (e.g. Finland, Philippines). In Greece, HEIs take on a prominent role. To a lesser degree, provincial/local governments are also involved (e.g. Myanmar, Hungary, Switzerland, and Malaysia), as well as NGOs and industry players (e.g. Lithuania, Malaysia, Malta, Myanmar).



#2: Government's roles: provide common strategy & establish regulations for SDG implementation

Q10: What do you think is the government's role in the implementation of the SDGs in higher education in your country?

1 st	Establish a common vision and strategy
2 nd	Enforce regulations
3 rd	Provide funding opportunities
4 th	Build capacities
5 th	Provide reputational incentives



#3 There are six SDGs highlighted by ASEM respondents



#4: Most ASEM respondents reported having an existing government document for SDGs implementation



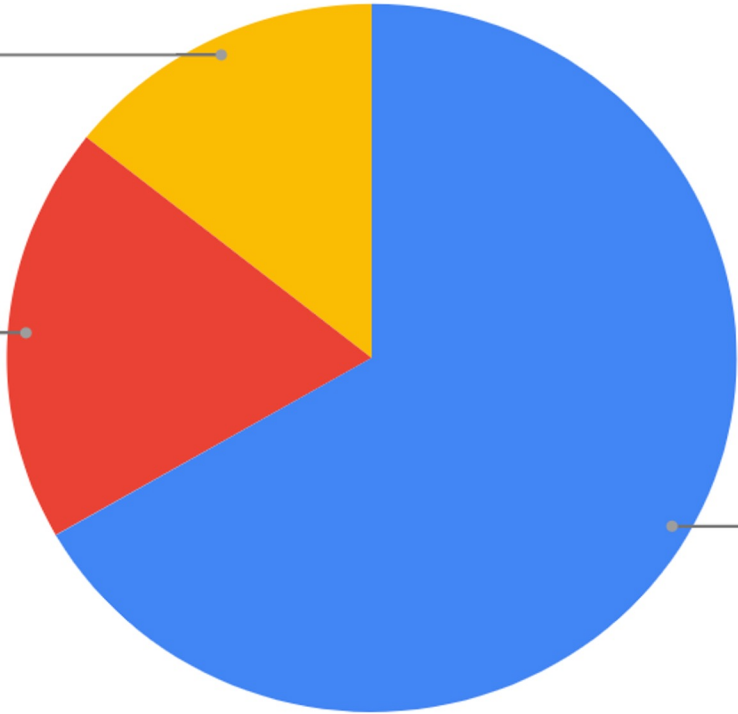
Q13: Is there a government document (policy, declaration, framework, strategy, roadmap, guidelines, etc.) that you refer to for the higher education's response to the SDGs in your country?

n=21

No
14,3%

Currently being developed
19,0%

Yes
66,7%



#5: Education and training and research are focus areas addressed in their SDG-related gov document



13.C. In the government document(s) you identified, where is sustainability addressed exactly? (Select all applicable)

1 st	Learning and Teaching
2 nd	Research
3 rd	Partnerships and community engagement
4 th	Campus operations and governance



Discussion Question #1

University Missions – Do you agree with the ranking?

Which mission of the university do you think would be most important for your national government to support in order to contribute to the SDGs?

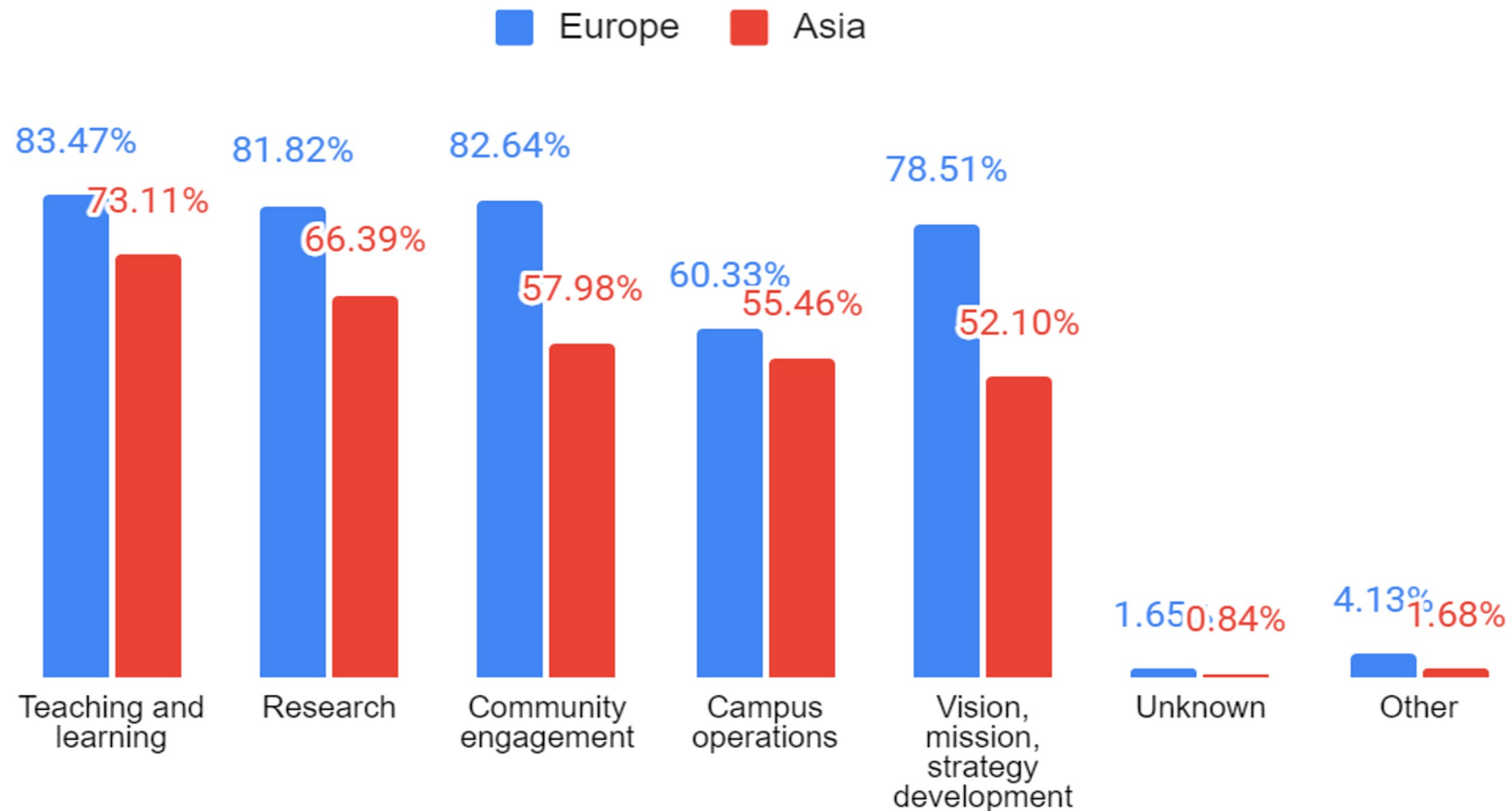
- Learning and Teaching
- Research
- Partnerships and community engagement
- campus operations and governance

HEIs Perspective: SD is well integrated across all areas



In which areas has your institution engaged with sustainable development? Please select all that apply:

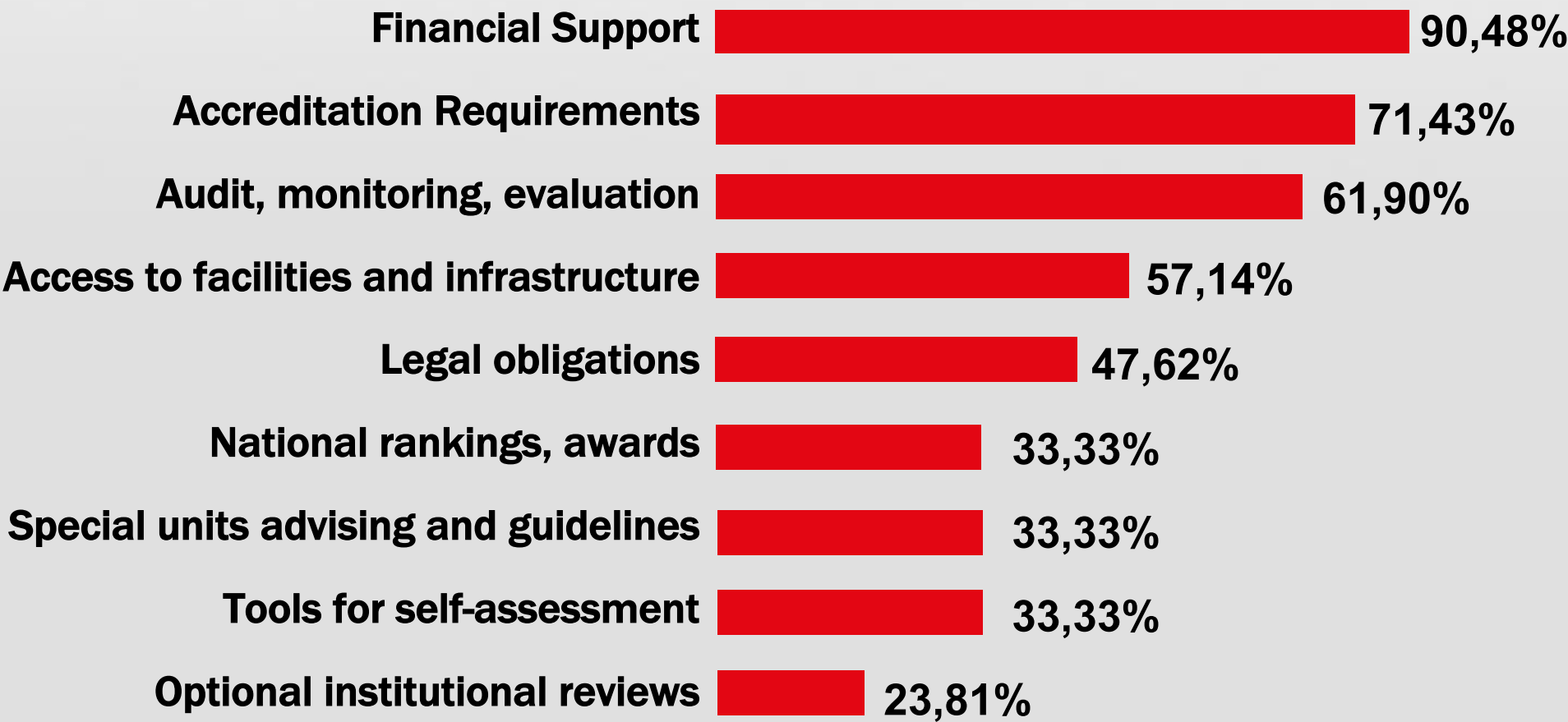
n=240



#6: Financial support is the most commonly employed policy tool among ASEM respondents



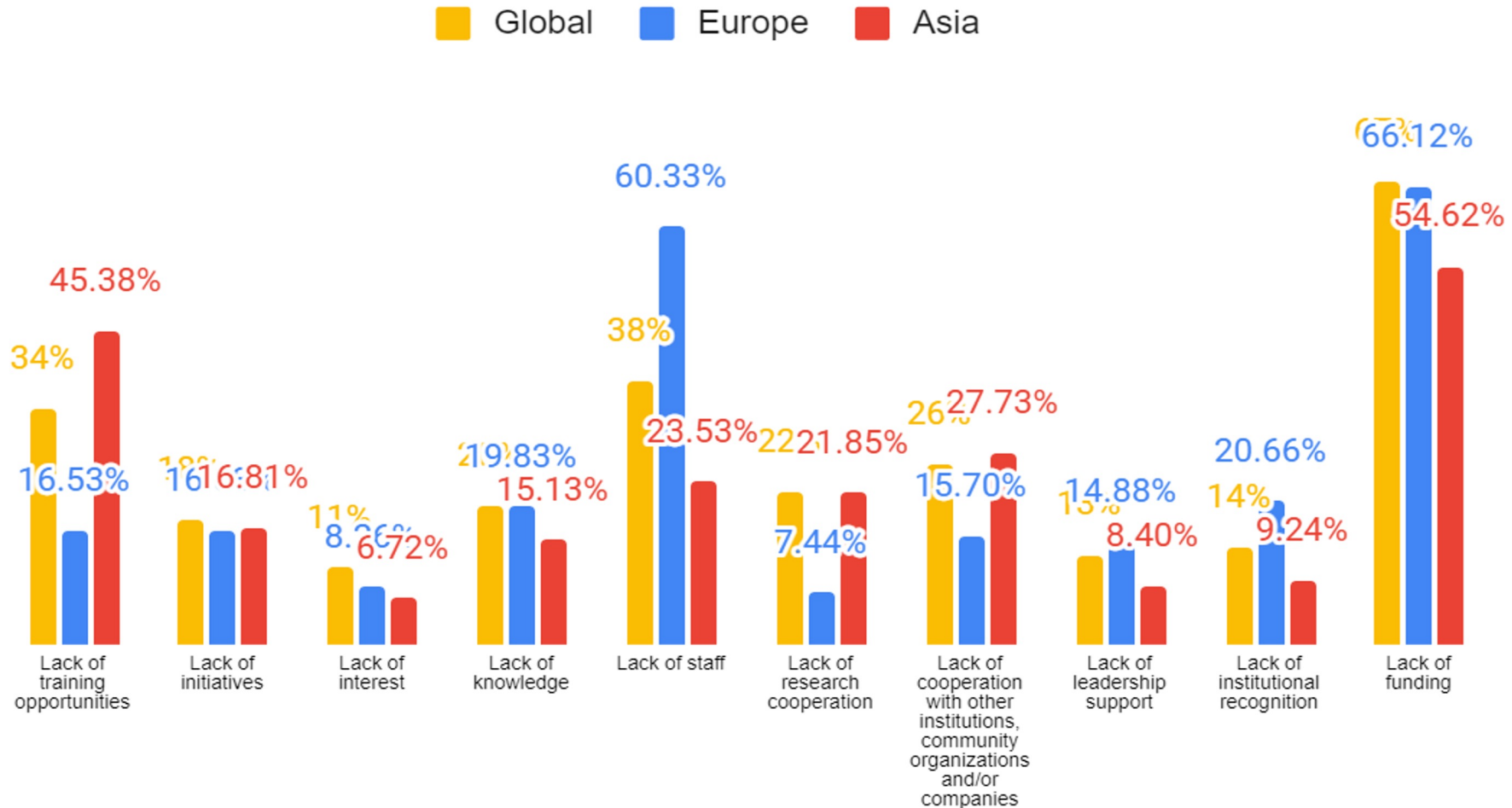
Q15. Which of the following policy tools are used to encourage higher education institutions to address the SDGs in your country?



HEIs Perspective: Funding is the major challenge for SD implementation



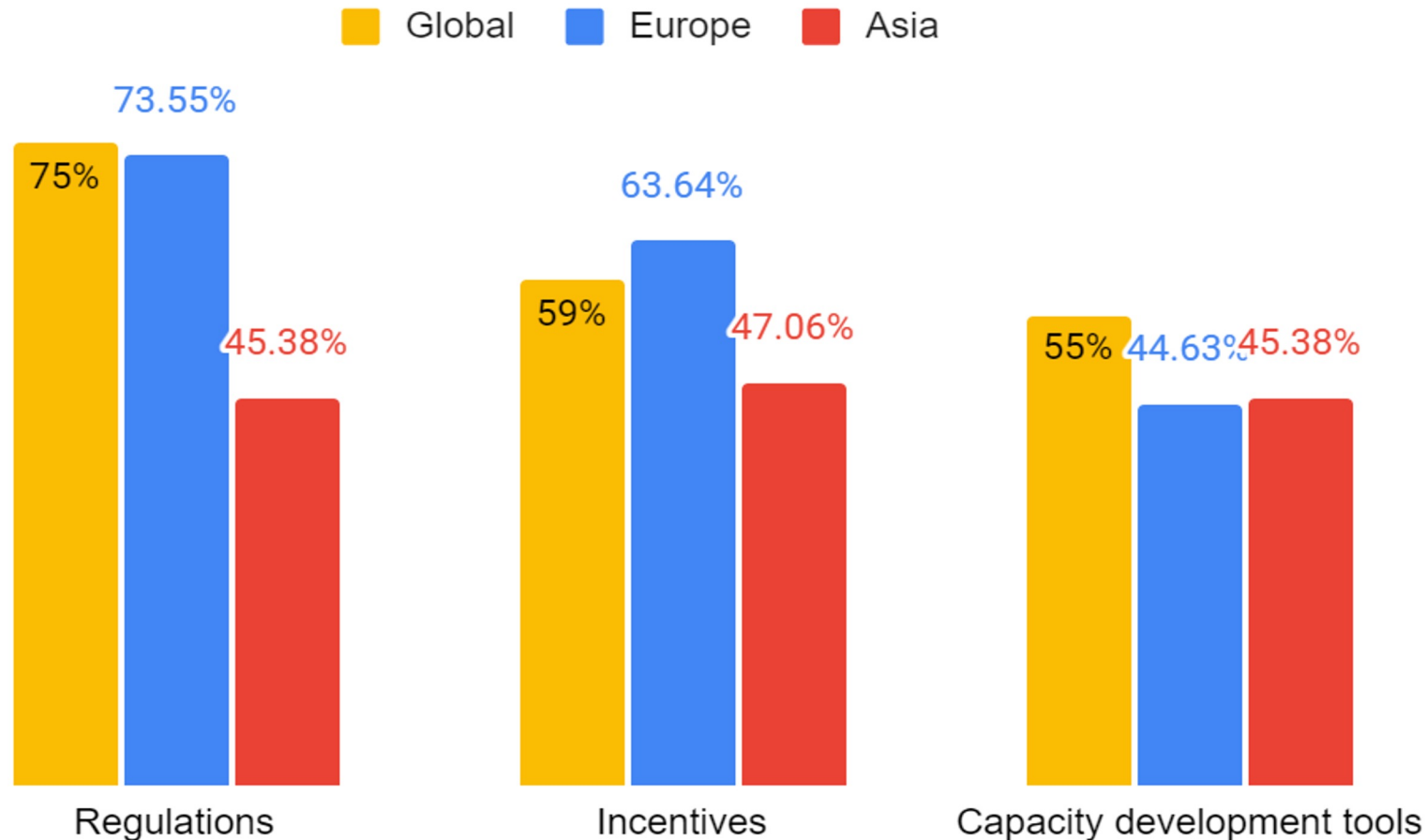
Which of the following difficulties or challenges have impeded the implementation of SD at your institution?



HEIs Perspective: Regulation is the most often perceived policy tool when it comes to engagement with the SDGs



What kind of national policy instruments impact on your institution when it comes to engaging with the 2030 Agenda and the SDGs? Please select all that apply:





Discussion Question #2

Policy Instruments - Effectiveness and Efficiency

- What is the **most effective** policy instrument for encouraging higher education institutions to tackle SDGs? Why?
- Which of these policy instruments would be the **easiest/most difficult** to implement? Why?

#8: When asked about perceived barriers to HEIs contributing to the SDGs, three issues emerged



Q14: In your opinion, what are the key obstacles for universities in your country to contribute to the SDGs?

1 st	Structural issues (e.g. lack of time, funding, human resources, infrastructure)
2 nd	Strategic issues (lack of or unclear strategy on the SDGs)
3 rd	Knowledge issues (e.g. lack of information, awareness, or knowledge of the SDGs and the UN 2030 Agenda)



Discussion Question #3

Policy Challenges

- What are the most difficult challenges applying the SDGs in your country's higher education sector?

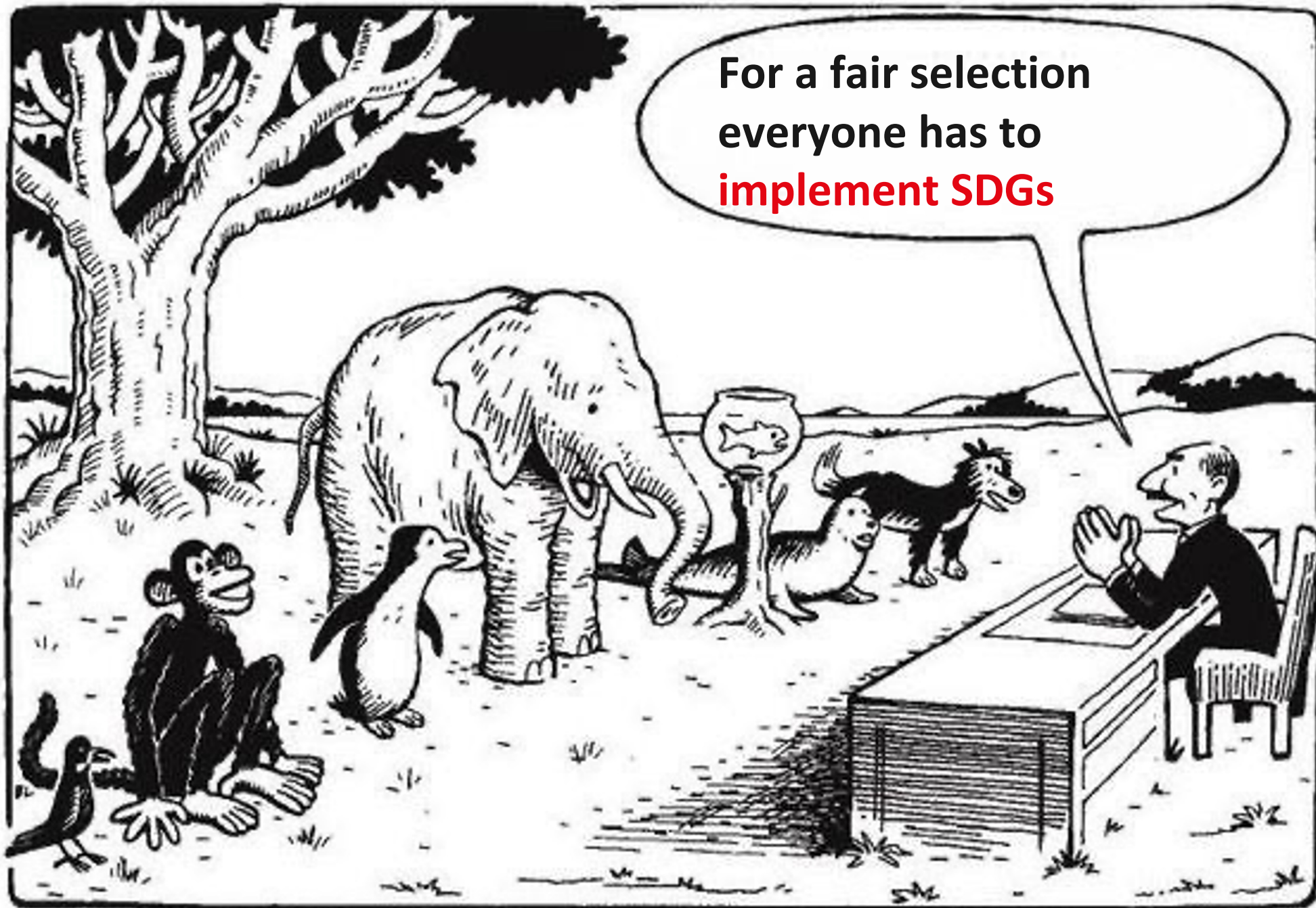


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**The bigger picture:
HE's contribution
towards
sustainable
development**





... but there is
diversity in
implementation
& focus

... and we
should celebrate
best practices
and successes
towards SDGs



Govs and HEIs agree that SD implementation takes both bottom-up and top-down approaches...

- Gov is responsible in pushing HEIs forward, especially in strategy development & enforcing regulations
- Structural issues (e.g. funding and manpower) will impede SDG implementation

... but differ in how resource allocation & priorities are allocated

- HEIs expect governments to
- support them through policy instruments
 - provide funding

... but they are only involved in specific areas within the national SDG implementation processes



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Thank you!





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HEI institutional perspectives on the SDGs





Thank you

for providing data from the IAU HE and
Research for Sustainable Development
(IAU-HESD) 2022 survey for analysis

240



total respondents from 42 ASEM partner countries

- 119 (49.6%) respondents came from Asia, representing 17 member states, and
- 121 (50.4%) respondents came from Europe, representing 25 member states
- 168 (70%) came from public institutions, 67 (27.9%) came from private institutions, 5 (2.1%) classified as “others”

9 points for deliberation

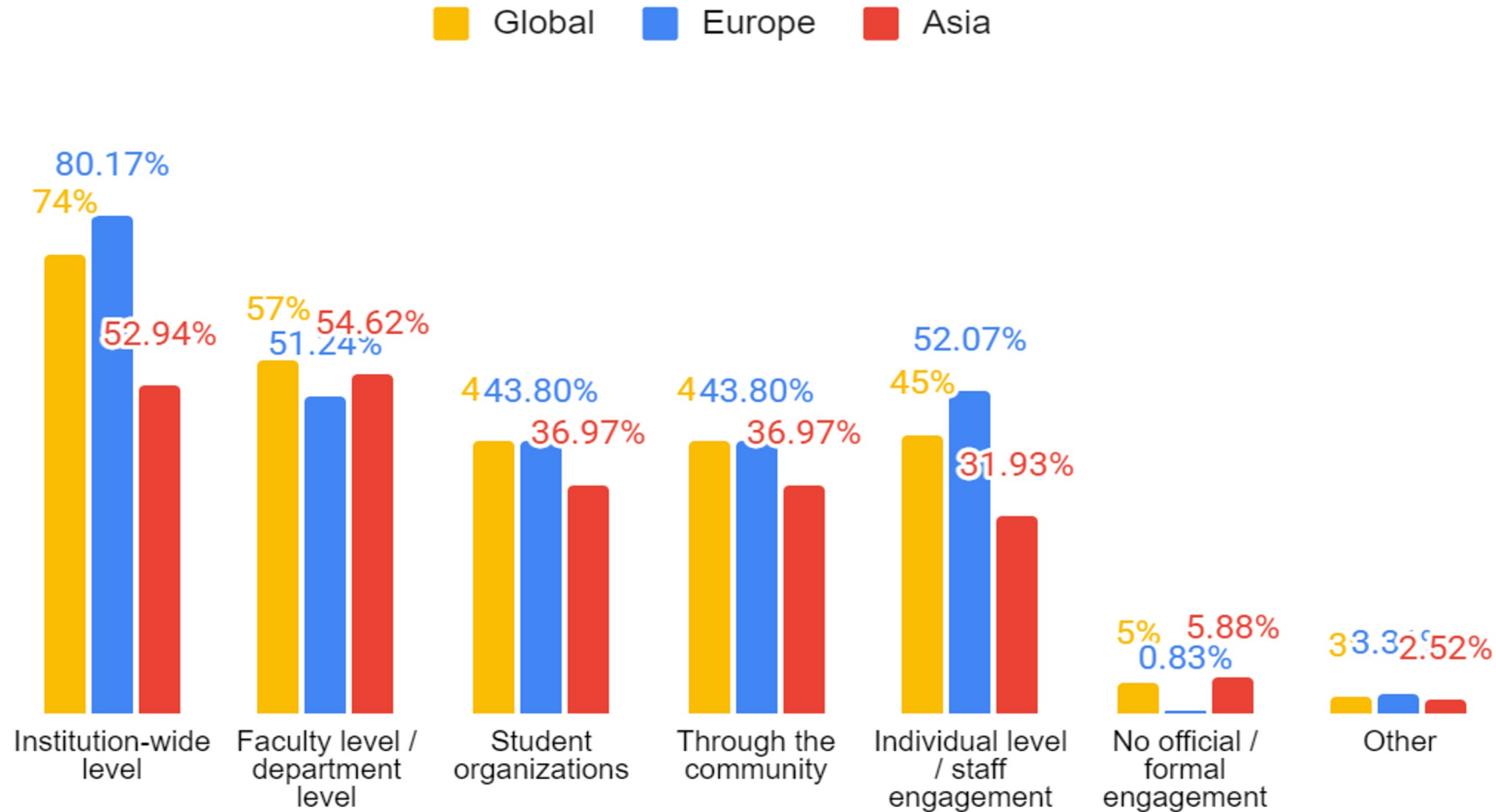


1. SD is well integrated across all areas in ASEM HEIs
2. SD cuts across all levels of implementation
3. There are different units managing SD at ASEM HEIs
4. Students and academics are most involved in SD
5. There is a variety of SD assessment/monitoring tools used
6. Funding is the major challenge for SD implementation
7. HEIs should increase engagement with other HEIs at all levels
8. HEIs want more engaging initiatives, training & leadership support
9. HEIs also expect govs to support them through policy instruments

#2: SD cuts across all levels of implementation



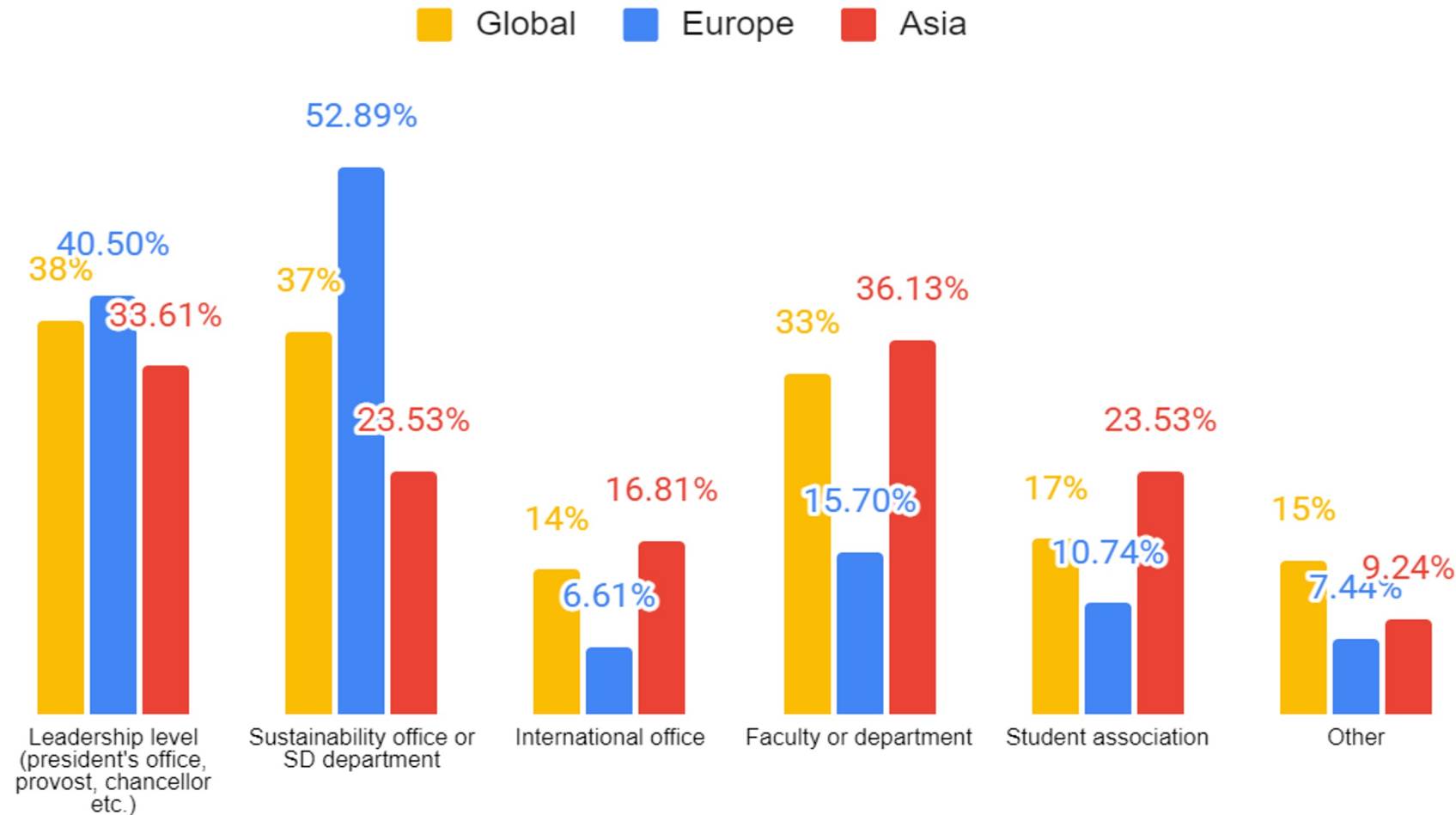
On what level is sustainable development supported at your institution?
Please select all that apply:



#3: There are different units managing SD at ASEM HEIs



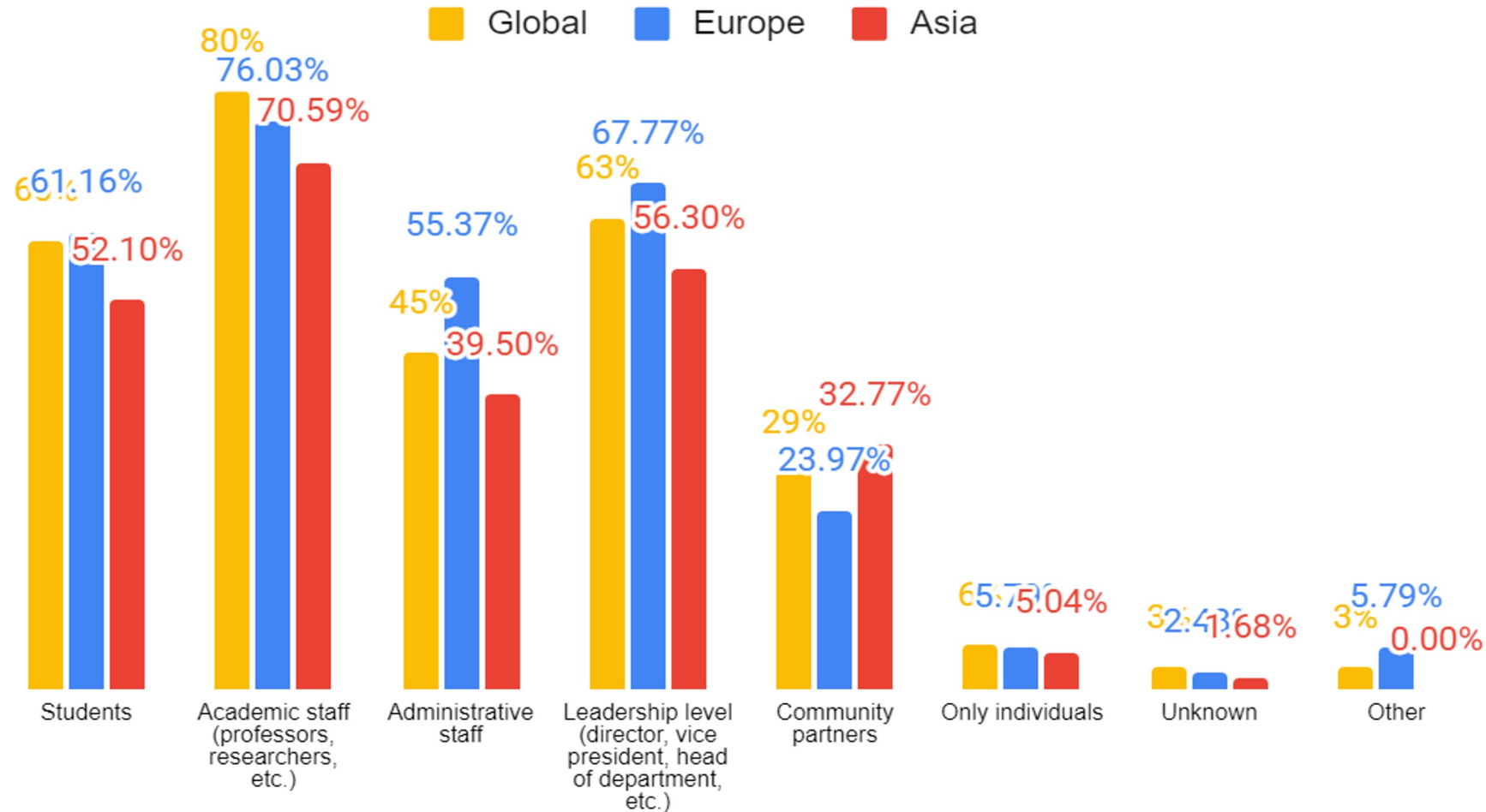
Which specific unit is in charge of the sustainability activities at your institution? Please select all that apply:



#4: Students and academics are more involved in SD



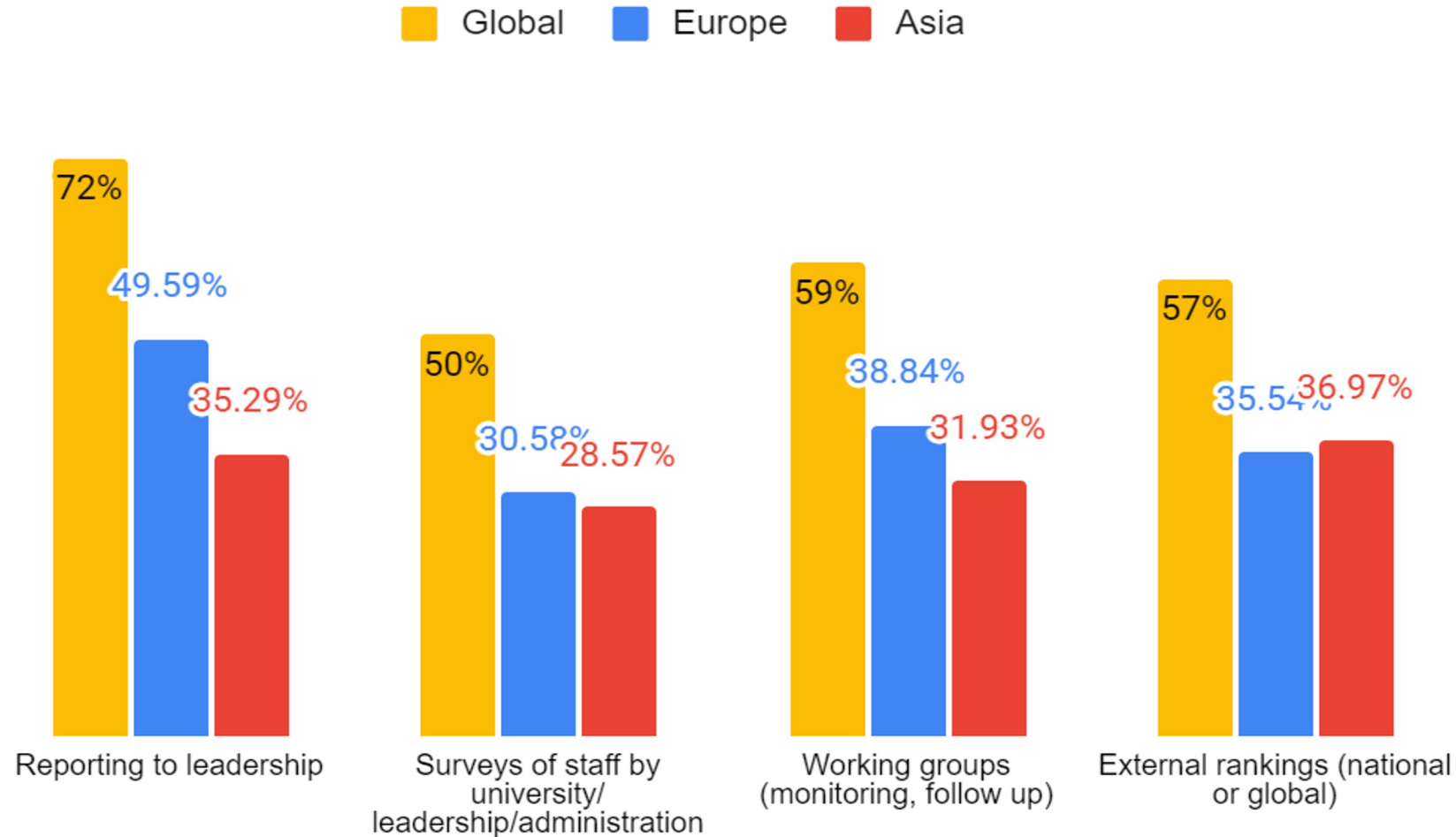
Who is most involved in sustainable development at your Institution?
Please select all that apply:



#5: There is a variety of SD assessment/monitoring tools used



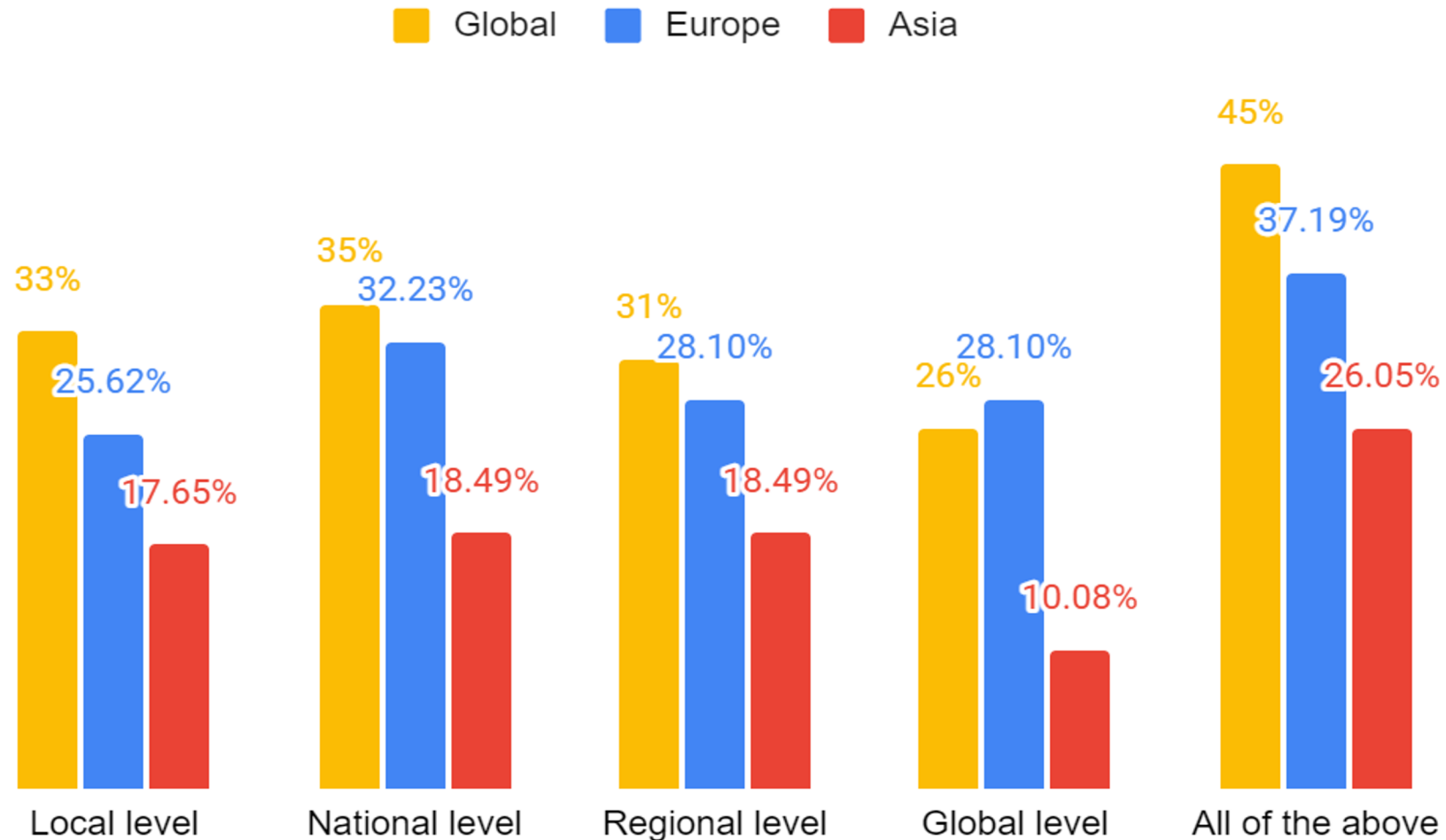
What are the assessment/ monitoring and evaluation tools/ mechanisms for sustainable development actions at your institution?



#7: HEIs should increase engagement with other HEIs at all levels



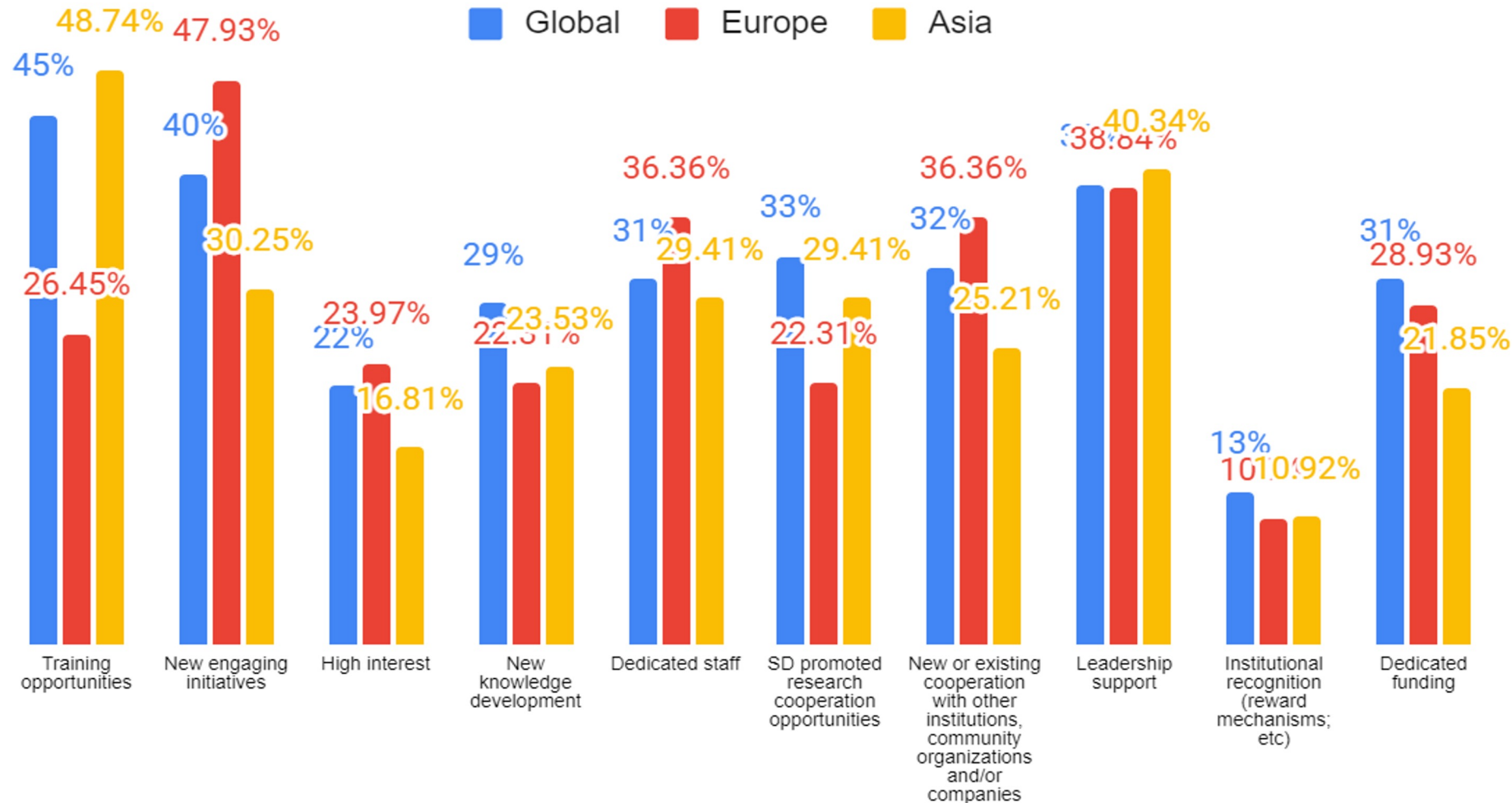
At what level do your institution partnering with other higher education institutions on sustainable development related themes?



#8: HEIs want more engaging initiatives, training, & leadership support



Which of the following opportunities support the implementation of SD at your institution? Please select the 3 most important options:



#7: HEIs are involved in SDG implementation at the national level, but more actively in certain areas than others



Q17: Please share if you have done these steps in your country

