

FORMAT		
1. Name of resource	UN Academic Impact	
2. Location	https://www.un.org/en/academic-impact/page/about-unai	
3. Alternative location		
4. Author[s]	United Nations	
5. Publisher/producer/host	United Nations	
6. Year		
7. Suggested citation	UN Academic Impact, https://www.un.org/en/academic-impact/page/about-unai	
8. Languages in which available	English, web page translates automatically	
9. Geographic area resource relates to	Global	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	Yes
	Case studies	Yes
	Other	Partnership and reporting initiative, opportunity to share own activities
12. If this is part of an initiative, what is the initiative?	This is an initiative, for higher education institutions.	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	No	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture,	X

	literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can inform the implementation of education for sustainability and the SDGs in collections-based institutions, and those in universities and colleges should be able to contribute to their institution's work for UN Academic Impact.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively , for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections		X
Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind'		
Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)		
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		
iv. transport (forms of transport, energy use)		
v. commercial activities including copyright and IP		
vi. governance and management		X
vii. security, disaster preparedness and risk reduction		

Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships	X
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	<p> “The United Nations Academic Impact (UNAI) is an initiative that engages institutions of higher education with the United Nations in supporting and contributing to the realization of the Organization's purposes and principles, including the promotion and protection of human rights, access to education, sustainability and conflict resolution. </p> <p> Since 2010, UNAI has created a vibrant network of institutions of higher education, connecting students, academics, scientists, and researchers worldwide. There are over 1,600 member institutions in more than 150 countries that reach over 25 million people in the education and research sectors around the globe representing a global diversity of regions and a thematic wealth of disciplines. </p> <p> The work of these institutions is vital to achieving the Sustainable Development Goals as they serve as incubators of new ideas and solutions to the many global challenges we face. United Nations Academic Impact provides the integral link to these stakeholders to ensure that the international community harnesses the energy and innovation of young people and the research community in service to humanity. </p> <p> United Nations Academic Impact is part of the Higher Education Sustainability Initiative (HESI) and is informed </p>

	<p>by a commitment to support and advance ten basic principles.</p> <p>Every subject and discipline can have a UN imprint. We want relevant institutions to recognize this link and, often without additional effort or expense, undertake activities that can directly support United Nations mandates and objectives.</p> <p>UNAI assists stakeholders in this regard by disseminating information on UN initiatives and activities, providing ideas on how these activities can be applied at the local level on college campuses, in classrooms and in communities, and by providing a platform where university students, academics and researchers can connect and share ideas, research and resources to further the Sustainable Development Goals and other UN mandates.</p> <p>There is no cost or fee for universities to join UNAI. The sole responsibility is for each member institution to actively demonstrate support of the UNAI principles and the Sustainable Development Goals. It is our hope that this support can find reflection in the United Nations' own policies and programmes, allowing for a sharing of experiences and effective practices as well as the infusion of scholarship to advance social, economic and sustainability objectives.</p> <p>Member institutions of UNAI are able to submit stories about teaching methodologies, academic research or initiatives being done on campus to be promoted on our multilingual website. Furthermore, member institutions can engage through our SDGs workshops, training sessions and tailor-made publications which act as capacity-building tools. UNAI also advertises fellowship and scholarship opportunities, academic events and calls for inputs, papers or submissions for our member institutions, their student body, staff and faculty."</p>
21. Intended audience of resource	[Higher-education institutions]
22. Process of development	
23. Organisation/structure/contents	<p>About UNAI</p> <p>News</p> <p>Special Series</p> <p>Events</p>

	SDGs in Academia For Universities Get Involved Resources Follow Us LinkedIn
FRAMEWORKS	
24. Framework structure	The Academic Impact is based around signing up to ten principles, accessible at https://www.un.org/en/academic-impact/page/principles : <ol style="list-style-type: none"> 1. A commitment to the principles inherent in the United Nations Charter as values that education seeks to promote and help fulfil; 2. A commitment to human rights, among them freedom of inquiry, opinion, and speech; 3. A commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity; 4. A commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education; 5. A commitment to building capacity in higher education systems across the world; 6. A commitment to encouraging global citizenship through education; 7. A commitment to advancing peace and conflict resolution through education; 8. A commitment to addressing issues of poverty through education; 9. A commitment to promoting sustainability through education; 10. A commitment to promoting inter-cultural dialogue and understanding, and the unlearning of intolerance, through education.
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X

Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource is mostly concerned with educational targets that can contribute to sustainable development, including 4.3 (access to all levels of education), 4.4 (staff skills), 4.5 (removing barriers in education), 4.7 (Education for Sustainable Development), 5.1 (eliminate discrimination against women and girls), 10.2 (universal social, economic and political inclusion), 12.8 (education for lifestyles in harmony with nature and sustainable development), 13.3 (climate education and awareness), 16.10 (uphold rights and freedoms), 16.B (promote and enforce non-discriminatory laws and policies for sustainable development) and 17.16 (global partnerships).
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational	<p>Number of learning programmes in schools, colleges and universities that make use of collections.</p> <p>Proportion of learning programmes in schools and colleges making use of collections that prioritise disadvantaged areas.</p> <p>Gender balance of students in learning programmes.</p>

<p>and tertiary education, including university</p>	<p>Number of programmes using collections that aim to encourage people to participate in education in schools, colleges and universities.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to eliminate gender disparities in education.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>

<p>and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	
<p>SDG 5. Achieve gender equality and empower all women and girls 5.1 End all forms of discrimination against all women and girls everywhere</p>	<p>Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.</p>
<p>SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development</p>	<p>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-</p>

<p>and lifestyles in harmony with nature</p>	<p>formal education programmes and activities drawing on and related to collections.</p>
<p>SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p> <p>Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.</p> <p>Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development</p>	<p><i>16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law</i></p> <p>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.</p>

SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries		Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions. Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	