

DEUSTO SOCIAL LAB REPORTS

The social impact of the UD through the Sustainable Development Goals (SDGs)

A conceptual approach to learning processes

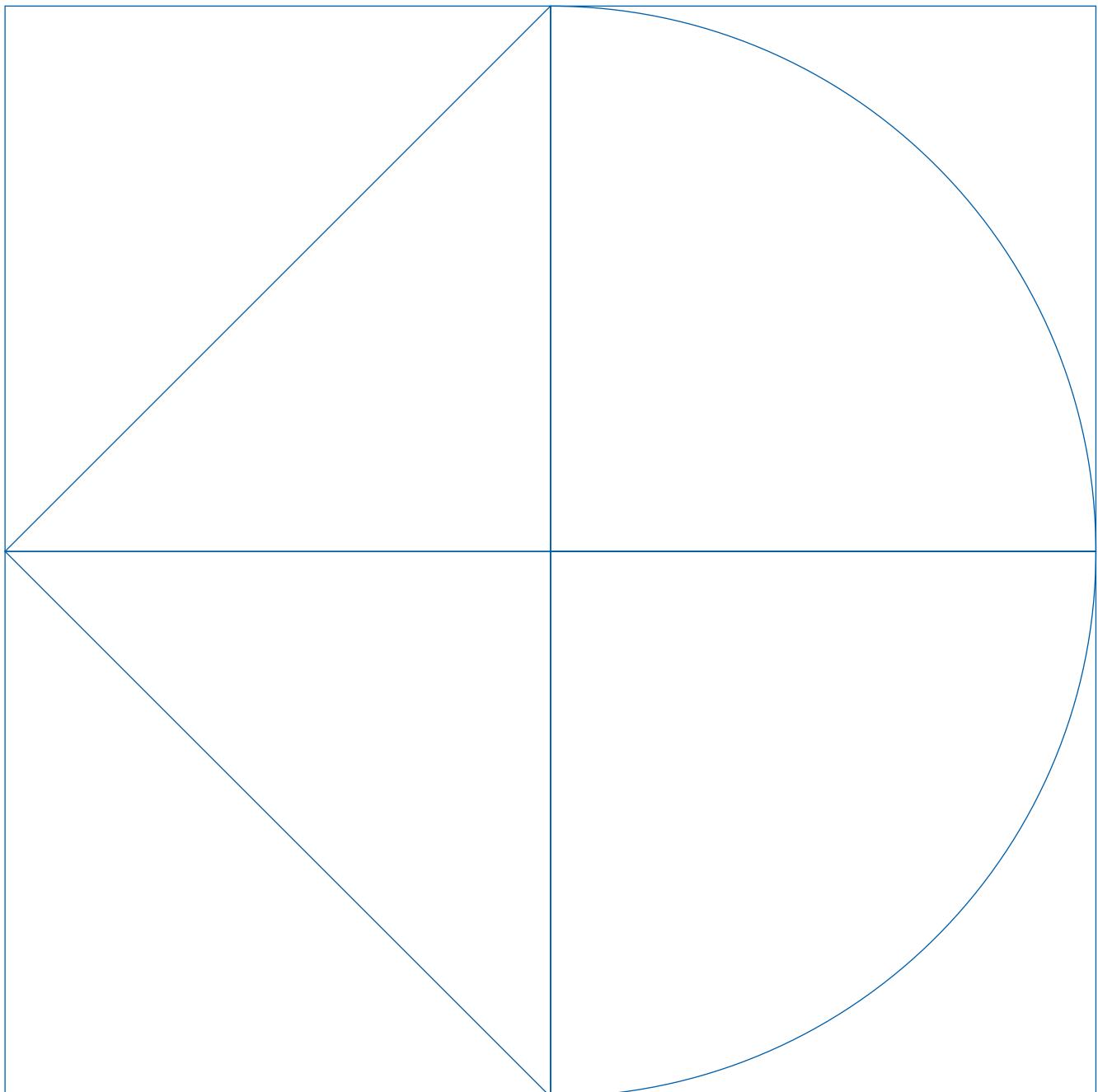
Víctor Urcelay, María Lambarri, Elvira Arrondo, José Luis Larrea



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The different projects, studies and pieces of research carried out by Deusto Social Lab every year form the basis for the publication of the so-called *Deusto Social Lab Reports*.

These monographs are aimed at all the economic and social actors that make up the open cooperation ecosystem in which the mission of Deusto Social Lab operates (companies and organisations, public administration, educational institutions, social and cultural bodies, among others) and, ultimately, at society at large. Using non-academic language, these monographs showcase the transformative power of research and enable Deusto's research results to be shared with social actors. This is intended to help them meet the challenges that they face in connection with social transformation by offering them examples of good practice, as well as guidelines and recommendations that can be useful in their work.

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P.O. Box 1, 48080 Bilbao, Spain

Publications

Tel.: +34-944139162

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Editorial Office

María Lambarri, Editorial Manager

Deusto Social Lab

University of Deusto

Avda. Universidades 24

48007 Bilbao

Tel: +34 944 13 90 00 (ext 2107)

Email: Maria Lambarri. <maria.lambarri@deusto.es>

Web: <http://www.deusto.es/>

Foreword

Deusto Social Lab has been launched to meet the challenges posed by society in the 21st century. Providing people with the lifelong support they need so that they can be active agents of transformation is at the heart and core of what we do at the University.

This approach involves promoting the development of the person as an agent of change and transformation throughout life, and goes hand in hand with a process of ongoing training and learning. It also considers that the desired transformation must have a purpose: we want people to be agents of change at the service of well-being, we want our society to be characterised by inclusive and sustainable well-being, in which people play a leading role.

Similarly, we recognise that knowledge does not only reside in the university. It is therefore essential to generate an ecosystem for open learning, which links the various areas of knowledge to economic and social actors. In this ecosystem, the relationship model must be based on cooperation, recognising that the worlds of business, government and any type of social organisation must work together to face the challenges that exist within the new context.

Through the Deusto Social Lab Reports, we seek to transfer and share with our entire ecosystem the results of selected projects, initiatives and studies conducted in order to contribute to addressing the new challenges faced in our society.

Víctor Urcelay Yarza
Pro-Vice-Chancellor for Entrepreneurship and Business
Relations and Head of the Deusto Social Lab Initiative

Deusto Social Lab aspires to build a space for cooperative learning that fosters the co-generation of knowledge at the service of progress, while transforming the day-to-day work that we do. This learning space is committed to stimulus, discussion, reflection, action, recognition and dissemination, which need to be constantly developed to ensure sustained and sustainable learning processes over time. Processes that are useful and bring recognised value to society in terms of social impact.

In this context, these Reports are intended to be a sound instrument not only for dissemination, but also for stimulating and provoking a type of discussion that leads to reflection, action and the recognition of what we do, turning the process into a creative spiral that unfolds over time.

Stimulation is important in triggering any learning process and achieving cooperation in working at the service of an envisaged common future. An envisaged common future that serves to stimulate us; that lead us to share by engaging dialogue and conversation; and that demands individual and collective reflection and challenges us to take cooperative action. An action that needs to be evaluated and recognised as part of the construction of the common embodied narrative in every learning process. This is aimed at disseminating and socialising shared learning, which is the best way to stimulate a new stage of knowledge generation through learning. It involves working hand in hand with people, who are always at the core of the process.

José Luis Larrea Jiménez de Vicuña
Chairman of the Advisory Board of Deusto Social Lab

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The social impact of the University of Deusto

People who transform themselves in order to transform society. An overview focused on learning processes (part 3). Contribution to employment and employability

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01.

Introduction



Educational institutions at large—and specifically universities, which constitute the primary focus of this report—face the challenge of responding to the complex demands of sustainable development. Due to the ability that universities have to drive innovation, economic development and social welfare (IESALC, 2020) and to their transformative nature, they play 'a key role in the adoption of (...) the SDGs' (SDSN, 2017). As noted in the 2020 Report *Diagnóstico de la Sostenibilidad Ambiental en las Universidades españolas* (Diagnosis of Environmental Sustainability in Spanish Universities) produced by the Conference of Rectors of Spanish Universities (CRUE) in 2021, 'Universities, as the primary venues for knowledge creation, research and teaching, consistently serve as agents of social transformation. This role entails a profound social responsibility, one that necessarily includes the need to promote commitment to environmental preservation. Universities must become increasingly involved in environmental awareness and integrate this aspect into all their disciplines and management systems' (GESU-CRUE Sustainability, 2022).

The increasing global imbalances we face are not only environmental but also social and economic in nature; and they have been aggravated to dramatic proportions by the Covid-19 pandemic and the ongoing wars today. Thus, 'for the second year in a row, the world is no longer making progress on the SDGs' (Sachs et al., 2022) and falls short of the commitments approved in the 2030 Agenda, a global instrument adopted by the UN in 2015, which set out the roadmap to 2030 for sustainable development and social welfare. Consequently, there is an urgent need to take action in order to achieve the 17 Sustainable Development Goals of the 2030 Agenda, which demands significant resources and a profound social transformation (Burns, 2012) which, in turn, necessitates educational change.

Education is deemed to be a key tool for sustainable development 'Education can, and must, contribute to a new vision of sustainable global development' (...) it 'represents an essential strategy in the pursuit of the SDGs.' (UNESCO, 2017). The 2030 Agenda recognised its importance by dedicating SDG4, Quality Education, exclusively to it. Within this context, universities are honouring their responsibility and promoting sustainable development through their core functions—a strategy that brings both challenges and advantages. Among the benefits, it has been argued that engaging with the SDGs will also greatly benefit universities by helping to demonstrate their capacity for impact (SDSN, 2017). However, several experts have raised that much remains to be done, including 'many who consider that its leadership role in sustainability, both through training and through research and extension, is in crisis' (IESALC, 2022).

In this context, this report proposes taking an approach to the social impact of the University of Deusto (hereinafter UD) that uses the SDGs. The UD's mission states that it aims to serve society through a specifically university-based contribution and from a Christian vision of reality. Since its beginnings, the UD's service to society has been characterised by a humanistic and people-centred vision which underlies its contribution to people's development and overall well-being. Recognising the need to understand and measure the scope of its social impact, that is, how its actions can contribute to the well-being of society, the UD has developed its own strategic and global model, within the framework of the Deusto 2022 Strategic Plan.

The Strategic Plan itself states its alignment with the 2030 Agenda. As the Rector of the University of Deusto, José María Guibert, S.J. pointed out: 'we view the 2030 Agenda as an opportunity: it is substantially aligned with our priorities and requires our cooperation as a university so that no one is left behind' (*Deusto al Servicio de los Valores Humanizadores*, 2019).

We therefore propose a model for measuring the UD's social impact through the SDGs by merging both approaches. The following sections and contents are developed below for this purpose:

- 1. Introduction.** This section briefly sets out the context, the rationale for the report and its structure.
- 2. Urgent action is needed to achieve the 2030 Agenda.** Serious gaps are evident in relation to poverty, gender, education and the environment globally. The increasingly low performance towards the SDGs calls for urgent and committed action to achieve the 2030 Agenda.
- 3. The Sustainable Development Goals (SDGs).** The Millennium Development Goals preceded the Sustainable Development Goals. The latter constitute the 2030 Agenda, the central axes, goals and targets of which are discussed. It also sets out the level of implementation of and compliance with the 2030 Agenda in Spain and the Basque Country.
- 4. Quality education: a key tool for achieving the SDGs.** The significance and beneficial effects of quality education on people's lives and on sustainable development are first examined, thereby providing a rationale for the exclusive focus of SDG 4 on education. The concept and scope of Education for Sustainable Development (hereinafter ESD), as outlined in Target 4.7 of SDG 4, are then addressed. The competencies, learning outcomes, and pedagogical framework associated with ESD are highlighted, reflecting the growing prominence this has within the educational sphere.
- 5. Universities' contribution to the SDGs.** For years, universities, among other educational institutions,

have developed sustainability strategies and promoting initiatives in various areas such as governance, teaching, research and social leadership within various support networks. They face a wide range of learning challenges, which are addressed by means of various strategies and initiatives.

6. The social impact of the UD through the SDGs.

The UD is committed to social well-being as part of its mission, with social commitment having been a cen-

tral pillar of its activity since its foundation. In order to assess and manage the real contribution to society through its substantive functions, the UD has developed a specific social impact model that is aligned with the SDGs, which also pursue well-being and sustainable development. This is the basis for our integration of both approaches. As a result, is a model for measuring social impact through the SDGs has been proposed, with a focus on learning processes.

02.

Urgent action needed to meet the 2030 Agenda



Rather than making progress towards the Sustainable Development Goals (SDGs) set out in the 2030 Agenda in 2015, performance in achieving them is increasingly falling short at both local and global levels. Consequently, a number of daunting challenges need to be addressed presently and over the next few years. Even prior to the onset of the COVID-19 pandemic and the war in Ukraine, the situation was already unfavourable, as the established objectives had not been met, despite the progress made in recent years in reducing social and economic inequalities. But both phenomena have further increased the imbalances, mainly affecting the most disadvantaged. Oxfam International's report 'The Inequality Virus' stated that 'the coronavirus pandemic has the potential to lead to an increase in inequality in almost every country at once, the first time this has happened since records began'. It encouraged urgent transformation, urging citizens and governments to respond to the urgent need to build a fairer and more sustainable world (Oxfam International, 2021).

The impact of the war in Ukraine on the 2030 Agenda is also readily observable. In March 2022, the UN Secretary-General announced the creation of a Global Food, Energy and Finance Crisis Response Group, facilitated by the UN Secretariat, to coordinate the global response to the worldwide impacts of the war in Ukraine on the world's food, energy and financial systems. An analysis from a food security perspective reveals that Russia and Ukraine account for more than half of the global supply of sunflower oil and about 30% of the world's wheat. This, combined with the fact that Ukraine is the largest supplier of maize and wheat to the World Food Programme (WFP), has significant implications for global efforts to eradicate hunger and ensure sustainable food production. In relation to SDG 1, the war has already affected, and will continue to affect, poverty reduction efforts. According to various estimates, up to 90% of Ukraine's population could fall into poverty if the conflict persists, potentially reversing at least eighteen years of socio-economic progress. And the rest of the SDGs will suffer equally negative impacts.

The following data can help to understand the extent of a number of problems; in terms of poverty and hunger, some 690 million people in the world faced hunger in 2019 (latest official figure), to which between 83 and 132 million people could be added in 2020, according to the State of Food Security and Nutrition in the World 2020 Report (FAO, IFAD, UNICEF, WFP and WHO, 2020). Projections in mid-2022 suggested that some 13 million more people will go hungry in the world due to the war in Ukraine, and 19 million more will suffer the same fate in 2023 due to the effect of fertiliser prices, energy prices and export restrictions from Russia (FAO). Poverty is also worsening in Spain, with an estimated 5.1 million people living below subsistence threshold, after the addition of some 790,000 people as a result of Covid-19. According

to the Report *Evolución de la cohesión social y consecuencias de la Covid-19 en España* (Evolution of social cohesion and consequences of Covid-19 in Spain), the gap between the population with the highest and lowest income has increased by more than 25%, higher than the increase recorded during the 2008 crisis. The most affected groups have been women and young people, along with immigrants. Thus, in Spain there are 2.7 million young people between the ages of 16 and 34 who experience of extreme social exclusion (Foessa Foundation and Cáritas, 2022).

The pandemic and war have widened the gender gap and women are disproportionately affected. The Report entitled *From Insights to Action: Gender Equality* (UN Women, 2020) projected that the number of women in extreme poverty will increase by 47 million in 2021 to a total of 435 million. The current situation has not only intensified gender inequalities in the economic sphere, but also in terms of women's safety, as violence against women has increased in some countries and women's rights have deteriorated. In Spain, social exclusion in female-headed households has increased from 18% in 2018 to 26% in 2021, an increase of 2.5 times that recorded during the same period for men (from 15% to 18%) (Fundación Foessa and Cáritas, 2022).

At the same time, the education gap is widening. Educational disparities have been exacerbated by reduced opportunities for access to education for the most disadvantaged and vulnerable. Before the pandemic, the challenges in meeting the goal of making education a basic human right were enormous, despite significant progress in expanding access to education and enrolment rates. In 2018 the United Nations estimated that there were around 260 million children out of school (about one-fifth of the world's out-of-school population) and that some 800 million adults were illiterate. It also estimated that an additional 23.8 million children and young people (pre-school to post-secondary level) could drop out of school or not have access to school in the following year as a result of the economic impact of the pandemic alone. As far as Spain is concerned, the school drop-out rate is currently the second highest in the EU, and there is a high percentage of young people who are neither studying nor working, with 14.1% of the Spanish population aged 15-29 in this situation (Ministry of Education and VET, 2021). The pandemic also uncovered a new factor of social exclusion: digital disconnection, the new illiteracy of the 21st century.

Finally, it should be noted that the environment has not been helped by the pandemic either, as climate change is advancing relentlessly despite Covid-19, scientists warn. UN Secretary-General António Guterres, during the launch of the NDC Report, alerted that 'The world remains way off target in staying within the 1.5-degree limit of the Paris Agreement,. We are headed for a thunder-

ing temperature rise of 3 to 5 degrees Celsius this century'. (UN, 2021). In the same vein, at the opening of the Petersburg Climate Dialogue, he urged the international community to show greater climate ambition, as he pointed out: 'We stand indeed at the edge of the abyss. But if we work together, we can avert the worst impacts of climate disruption, and use the recovery from the COVID-19 pandemic to steer us on a cleaner, greener path'. (UN, 2021). More recently, at the United Nations Climate Change Conference, better known as COP 27, held in Egypt in November 2022, the vast differences between countries became apparent. For example, these, prevented a consensus from being reached on one of the most important issues related to global warming, as the participating countries committed to reviewing and strengthening their national contributions to enable greater emissions reductions. However, this is being done without a global agreement and with extremely poor references to the phasing out of fossil fuels.

Given growing distance from meeting the objectives of the Paris Agreement and the Sustainable Development

Goals (SDGs), there is a broad consensus on the cross-roads facing humanity and the need to redirect the planet's course (UN, 2021). Urgent action is needed to achieve sustainable development and avoid further damage to our planet and its inhabitants. But the timeframe for achieving the goals and targets of the 2030 Agenda is shrinking, with less than 8 years left to attain them.

The SDGs are a great opportunity to promote a more humane economy and reach sustainable development for people, the planet and prosperity. But they constitute a colossal challenge, as an unavoidable transformation is needed that requires the commitment of all parties involved: governments, private companies and institutions and individuals, as it also calls upon civil society to take action. Likewise, committed individuals with a sound understanding of the 2030 Agenda are needed—people equipped to lead its progress; only through innovation, technology and cooperation can such a challenge be tackled.

03.

The Sustainable Development Goals



The Sustainable Development Goals (SDGs) defined in the 2030 Agenda set both global sustainable development priorities and targets to be achieved by 2030. They stem from a global understanding of the very concept of sustainable development, a term coined in the 1987 World Commission on Environment and Development Report *Our Common Future*, which defined sustainable development as 'meet(ing) the needs of the present without compromising the ability of future generations to meet their own needs'. The report stated that it was essential to harmonise three basic elements if sustainable development was to be achieved: economic growth, social inclusion and environmental protection. All these elements are interrelated and are essential for the well-being of individuals and societies.

Thus, recognising the highly complex and serious environmental, social and economic problems faced by the planet, on 25 September 2015, the 193 countries of the United Nations adopted at the General Assembly the aforementioned 2030 Agenda for Sustainable Development, with the motto 'Transforming Our World'. This Agenda, agreed within an unprecedented international participatory process, outlined the goals of the international community for the period 2016-2030 to eradicate poverty and promote sustainable and equitable development. It is seen as an opportunity for countries and their societies to embark on a new path to improve the lives of all, leaving no one behind.

3.1. Background

The Sustainable Development Goals are based on the experience of the Millennium Development Goals (MDGs), signed in 2000 by the international community with a

deadline of 2015. The MDGs were eight goals that the 191 Member States of the United Nations agreed to strive to achieve by 2015, stemming from the United Nations Millennium Declaration signed in September 2000. For the first time, it committed world leaders globally to fight poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women, and was based on an unprecedented political consensus.

The Millennium Development Goals 2015 Report provided an account of progress made. The number of people living in extreme poverty globally fell by more than half; the number of working middle-class people living on more than \$4 a day tripled between 1991 and 2015; the percentage of undernourished people in developing regions dropped by almost half since 1990; the number of primary school-age children out of school was reduced by almost half globally; the global under-five mortality rate fell by more than half since 1990; and worldwide maternal mortality rate has dropped by 45% since 1990.

Fifteen years on, the UN's overall assessment of the MDGs was positive: 'The MDGs helped to lift more than one billion people out of extreme poverty, to make inroads against hunger, to enable more girls to attend school than ever before and to protect our planet. They generated new and innovative partnerships, galvanized public opinion and showed the immense value of setting ambitious goals. By putting people and their immediate needs at the forefront, the MDGs reshaped decision-making in developed and developing countries alike' (United Nations, 2015)

However, despite notable achievements, inequalities persist and progress has been uneven. The SDGs thus take on the unfinished business of the MDGs, while presenting a more ambitious, participatory and, above all, universal frame of action. According to the Spanish Agency for Cooperation and Development:



Source: United Nations, 2000.

Figure 1. The eight Millennium Development Goals

'The SDGs are more ambitious because they seek to address the biggest problems of the international population with a clear goal, the eradication of poverty, whereas the MDGs were simply intended towards poverty alleviation. In addition, they include a strong environmental component—with up to six related goals—that posits care for the planet as a limit to development and economic prosperity, and is placed at the service of improving well-being and quality of life, and expanding freedom.

They are more participatory because to draft them, according to the United Nations, 'about 1 in 1,000 people on the planet have expressed their opinion on what matters most to them' through the My World survey.

They are universal; they seek a paradigm shift towards a socially, economically and environmentally sustainable development model, which entails a universal commitment'.

3.2. Agenda 2030, central axes, goals and targets

The SDGs set the roadmap to a more just, sustainable and prosperous world. They propose measures to solve or, at least, mitigate the major problems of our time, including ending poverty, hunger and inequality, ensuring gender equality and the right to decent work for all, facilitating access to health services and adequate education, protecting the environment, and ensuring peace and prosperity. They are universally applicable to developing and developed countries.

The 2030 Agenda is structured around five pillars and sets out 17 Sustainable Development Goals (SDGs) and 169 interconnected and indivisible targets, all of which are aimed at promoting sustainable development within a shared global framework. It encompasses a complex range of social, economic and environmental challenges, the achievement of which depends to a large extent on the action and collaboration of all actors, in addition to governments, business and civil society. It is therefore essential to build alliances and networks at all levels and between all stakeholders, who share responsibility and are committed to measuring results, learning and accountability, despite the fact that the agenda is not legally binding. Although this approach to sustainable development is widespread, some authors consider it simplistic and limited, because they contend that the social dimension has been comparatively underemphasised in relation to the economic and environmental dimensions, and that certain additional dimensions have been omitted altogether. In this sense, Seghezzo (2009) proposed to in-

clude two new dimensions, namely 'place', which incorporates the cultural, geographical and spatial dimensions; and 'permanence', representing the temporal dimension, in order to strengthen the concept of long-term and intergenerational justice.

These goals and targets were developed on the basis of the vision of the future that is shared by all the Agenda's drivers. As set out in full in the text:

«We envisage a world free of poverty, hunger, disease and want, where all life can thrive. We envisage a world free of fear and violence. A world with universal literacy. A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured. A world where we reaffirm our commitments regarding the human right to safe drinking water and sanitation and where there is improved hygiene; and where food is sufficient, safe, affordable and nutritious. A world where human habitats are safe, resilient and sustainable and where there is universal access to affordable, reliable and sustainable energy.

We envisage a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity; and of equal opportunity permitting the full realization of human potential and contributing to shared prosperity. A world which invests in its children and in which every child grows up free from violence and exploitation. A world in which every woman and girl enjoys full gender equality and all legal, social and economic barriers to their empowerment have been removed. A just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met.

We envisage a world in which every country enjoys sustained, inclusive and sustainable economic growth and decent work for all. A world in which consumption and production patterns and use of all natural resources — from air to land, from rivers, lakes and aquifers to oceans and seas — are sustainable. One in which democracy, good governance and the rule of law, as well as an enabling environment at the national and international levels, are essential for sustainable development, including sustained and inclusive economic growth, social development, environmental protection and the eradication of poverty and hunger. One in which development and the application of technology are climate-sensitive, respect biodiversity and are resilient. One in which humanity lives in harmony with nature and in which wildlife and other living species are protected.»

The five pillars constitute the so-called 5 Ps model. As set out in the 2030 Agenda, these commitments focus on:

- 'People: We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure

that all human beings can fulfil their potential in dignity and equality and in a healthy environment.'

- 'The planet: we are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations'.
- 'Prosperity: we are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature'.
- 'Peace: we are determined to bring about peaceful, just and inclusive societies that are free from fear and

violence. There can be no sustainable development without peace and no peace without sustainable development'.

- 'Partnerships: we are determined to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.'

The report *Getting Started with the SDGs in Universities* (SDSN Australia/Pacific 2017), defines the seventeen goals as follows:



Goal 1 calls for the eradication of poverty in all its forms in all parts of the world. To meet this objective, social protection and targeted assistance programmes for the poorest and most vulnerable must be expanded and improved, and disaster risk reduction and mitigation initiatives for developing countries with weaker institutions must be strengthened.



Goal 2 is to end hunger, achieve food security, improve nutrition and promote sustainable agriculture. Achieving this goal means ensuring that everyone has access to safe, sufficient and nutritious food. This will require resilient agricultural practices and sustainable food production systems. More and better data on food access can help track progress on Goal 2, and guide food insecurity interventions.



Goal 3 seeks to ensure health and well-being for all at all ages, including access to safe, affordable and effective health care. To achieve this goal, work is needed on universal access to sexual and reproductive health services, prevention of infectious diseases, and treatment and prevention of other public health problems.



Goal 4 aims to ensure inclusive and equitable access to (and completion of) quality education. This objective promotes the acquisition of the knowledge, skills and values necessary to function well and contribute to society. The targets of this goal range from ensuring universal youth numeracy and basic literacy, expanding the overall number of scholarships available to developing countries, and ensuring equal access to affordable, quality technical, vocational and tertiary education.



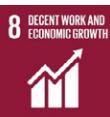
Achieving gender equality and empowering women and girls to reach their full potential is key to Goal 5. Achieving this goal requires the elimination of all forms of discrimination, violence and harmful practices against women, and access to sexual and reproductive health and rights. Working towards this goal will also mean achieving gender parity in political, public and economic life.



Goal 6 seeks to ensure not only the availability of safe drinking water, sanitation and hygiene, but also improvements in the quality and sustainability of water resources. Meeting Goal 6 will involve effective and integrated water resources management and improved sanitation facilities for all. To achieve these results, international cooperation and the involvement of local communities will need to be expanded.



Goal 7 Aims to ensure access to affordable, reliable, sustainable and modern energy for all. Achieving this goal requires ensuring access to electricity and clean fuels and cooking technologies, as well as increasing the use of renewable energy through both international cooperation and an expanded network of clean energy infrastructure and technology.



8 DECENT WORK AND ECONOMIC GROWTH
Economic growth and employment are important for achieving the economic security that is crucial for the achievement of Goal 8, as is equitable access to financial services. To meet this goal, countries and industries must protect labour rights and promote safe working environments for all workers, including migrants, in particular women migrants, and those in precarious employment.



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
Objective 9 covers infrastructure development, industrialisation and innovation. To meet this objective, work must be done to develop and ensure quality, reliable, inclusive, sustainable and resilient infrastructure. This will involve innovation and the creation of new and more sustainable industries, driven by investment in research and development.



10 REDUCED INEQUALITIES
The call to reduce inequality through Goal 10 is universal, highlighting those inequalities within and between all countries. To achieve this goal, it is essential to reduce the symptoms and structural factors behind inequalities in wages and opportunities, as well as those based on gender, age, disability, origin, class, ethnicity, race, religion and representation. Key to this will be the development of monitoring and guidance indicators and the strengthening of political will to enact domestic policies and regional and international cooperation.



11 SUSTAINABLE CITIES AND COMMUNITIES
Goal 11 is to make cities and other human settlements inclusive, safe, resilient and sustainable, while stimulating innovation and employment. As urbanisation increases and transforms societies, promoting cohesive city-level strategies to innovate, transform and drive sustainable economic and social development will become critical to the achievement of the SDGs.



12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Goal 12 focuses on the promotion of sustainable consumption and production patterns. This objective represents a challenge to produce and consume less, while meeting other objectives related to inequalities in quality of life and consumption. Innovations around sustainable management of natural resources, reduction of food waste, and an increase in recycling, reuse, prevention and reduction practices will be crucial to achieving this goal.



13 CLIMATE ACTION
Goal 13 calls for urgent action to combat climate change and its impacts, but also to build resilience in responding to climate-related hazards and natural disasters. This goal represents a collective responsibility to strengthen adaptive capacity and resilience to natural disasters and climate change-related hazards. Achieving this goal will require both the incorporation of climate change measures into national planning, strategies and policies, and the enhancement of awareness, education and institutional and human capacity in mitigation, impact reduction, early warning and adaptation to climate change.



14 LIFE BELOW WATER
Goal 14 seeks to promote the conservation and sustainable use of oceans, seas and marine resources for sustainable development. This goal requires recognition by government, industry and the community of the value and importance of coastal areas and oceans. Achieving this goal will require collaboration to improve research capacity, scientific knowledge and the exchange of marine technology not only to improve the health of the oceans, but also to enhance the role of marine biodiversity in developing countries.



15 LIFE ON LAND
Goal 15 focuses on sustainable forest management, restoration of degraded lands, successfully combating desertification, reducing degraded natural habitats and halting biodiversity loss. Crucial to this goal is the integration of biodiversity and ecosystem values into local and national planning, poverty reduction plans and development processes.



16 PEACE, JUSTICE AND STRONG INSTITUTIONS
Goal 16 seeks to promote peaceful and inclusive societies based on respect for human rights, the rule of law, good governance at all levels and transparent, effective and accountable institutions. For this goal to be achieved, universality is important. Global indicators should be developed that allow for context-specific measures and motivation for action. Universal access to justice and information must also be guaranteed.



17 PARTNERSHIPS FOR THE GOALS
Goal 17 seeks to strengthen the means of implementation and revitalise global partnership for sustainable development. The key to achieving this goal is universal collaboration, complemented by stakeholder collaboration to share and mobilise skills, financial resources, knowledge and technology to support the SDGs in each country.

The relationship between the pillars and the sustainable development goals is shown in Figure 2. It illustrates how the first group, known as the people-centred group, comprises the first five Sustainable Development Goals. These focus on people and human rights and aim to eradicate

poverty and hunger in all their forms and to promote dignity and equality. The second pillar, prosperity, brings together SDGs 7-11 with the aim of promoting economic, social and technological progress compatible with due respect for nature. The third, the planet, has the mission to

protect natural resources and work on climate issues to ensure the well-being of current and future generations, and brings together SDGs 6, 12, 13, 14 and 15. The fourth, peace, referred to as SDG 16, works for the absence of violence in order to create peaceful societies, promoting hu-

man dignity. Finally, the fifth, partnerships, which refers to SDG 17 and aims to establish a strong global partnership to advance the SDGs with new mechanisms not only for management, but also for communication.



Source: Reproduced from the UN.

Figure 2. Alignment between the five central pillars and the SDGs

The UN developed the following illustration in order to graphically represent the evolution between the SDGs and the MDGs:



Source: Reproduced from the UN.

Figure 3. Relationship between the Millennium Development Goals and the Sustainable Development Goals. UN

3.3. The 2030 Agenda in Spain

The 2030 Agenda and its SDGs were adopted by Spain following their endorsement by the national government. This commitment was articulated and operationalised in the 'Action Plan for the implementation of the 2030 Agenda. Towards a Spanish strategy for sustainable development' approved in June 2018 by the Council of Ministers. Furthermore, the Action Plan was presented to the international community via the Voluntary National Review at the United Nations High Level Political Forum on 18 July 2018. As stated in the *Informe sobre los mecanismos e instrumentos de coordinación para la implementación de la Agenda 2030 en España* (Report on the coordination mechanisms and instruments for the implementation of the 2030 Agenda in Spain), approved by the Council of Ministers on 15 February 2019, 'Spain took its first steps towards the governance of the 2030 Agenda through the creation of a High-Level Group within the Delegate Committee for Economic Affairs on 28

September 2017. Previously, on 5 May 2017, the Council of Ministers appointed the Ambassador-at-Large for the 2030 Agenda, under the Ministry of Foreign Affairs and Cooperation. Subsequently, the creation of the High Commissioner for the 2030 Agenda by the President, through Royal Decree 419/2018 of 18 June, which restructured the Presidency of the Government, demonstrates Spain's commitment to the implementation of the 2030 Agenda'. This commitment was reaffirmed in the 14th term in office, during which the agenda was placed under the Second Vice-Presidency of the Government and later transferred to the Ministry of Social Rights and Agenda 2030, which in 2021 drafted the Sustainable Development Strategy. The Strategy was presented alongside the *Progress Report on the SDGs in Spain*.

This Action Plan diagnosed the situation, and was intended to act as a baseline for Spain with regard to compliance with the Agenda. It contained a report by Autonomous Region and identified a detailed list of actions taken (515 in total). Figure 4 shows the proposed nine areas of priority for action and the commitment to ten cross-cutting transformative measures to advance the SDGs.

Area of Priority for Action- Lever Policies	Leadership in the General State Administration
Preventing and combating poverty, inequality and social exclusion.	Ministry of the Presidency, Relations with Parliament and Equality Ministry of Health, Consumer Affairs and Social Welfare
Equal opportunities: Strategic Plan	Ministry of the Presidency, Parliament Relations and Equality
The Urban Agenda in Spain	Ministry of Public Works
The Circular Economy	Ministry for Ecological Transition Ministry for Economy and Business
Legislation on Climate Change and Energy Transition	Ministry for Ecological Transition
Scientific and Technical Research for the SDGs	Ministry of Science, Innovation and Universities
The Social Economy: Strategy 2017-2020	Ministry of Labour, Migration and Social Security
Plan for Open Government	Ministry for Territorial Policy and the Civil Service
Spanish Cooperation: A renewed approach to the SDGs	Ministry of Foreign Affairs, European Union and Cooperation

Transformative Measures	Leadership in the General State Administration
Locate the 2030 Agenda at the heart of Spain's Identity in Europe, in the world and in multilateral politics	Ministry of Foreign Affairs, European Union and Cooperation
Foster alliances for the SDGs among all parties as transformation vectors	High Commissioner for the 2030 Agenda Presidency of the Government
Foster education for sustainable development as fundamental pillar and achieve SDG 4.7 by 2025	Ministry of Education and Vocational Training
Inform to make known. Raise awareness to bring about change. Communicate to transform: A Pact to convey the 2030 Agenda	High Commissioner for the 2030 Agenda Presidency of the Government
Foster culture as a crucial aspect of transformation	Ministry of Culture and Sport
Develop a civil service with the knowledge and capabilities to implement the SDGs	Ministry for Territorial Policy and the Civil Service
Budget appropriately for the SDGs: align the budgets of each of the ministerial departments	Ministry of Finance
Align public procurement with the SDGs	Ministry of Finance Ministry for Economy and Business
Require a mandatory report on the regulatory impact of legislative activity on the SDGs	Ministry of the Presidency, Parliament Relations and Equality
Align the 2030 Agenda and the National Reform Plan	High Commissioner for the 2030 Agenda Presidency of the Government

Source: Action Plan for the implementation of the 2030 Agenda, Government of Spain, 2018.

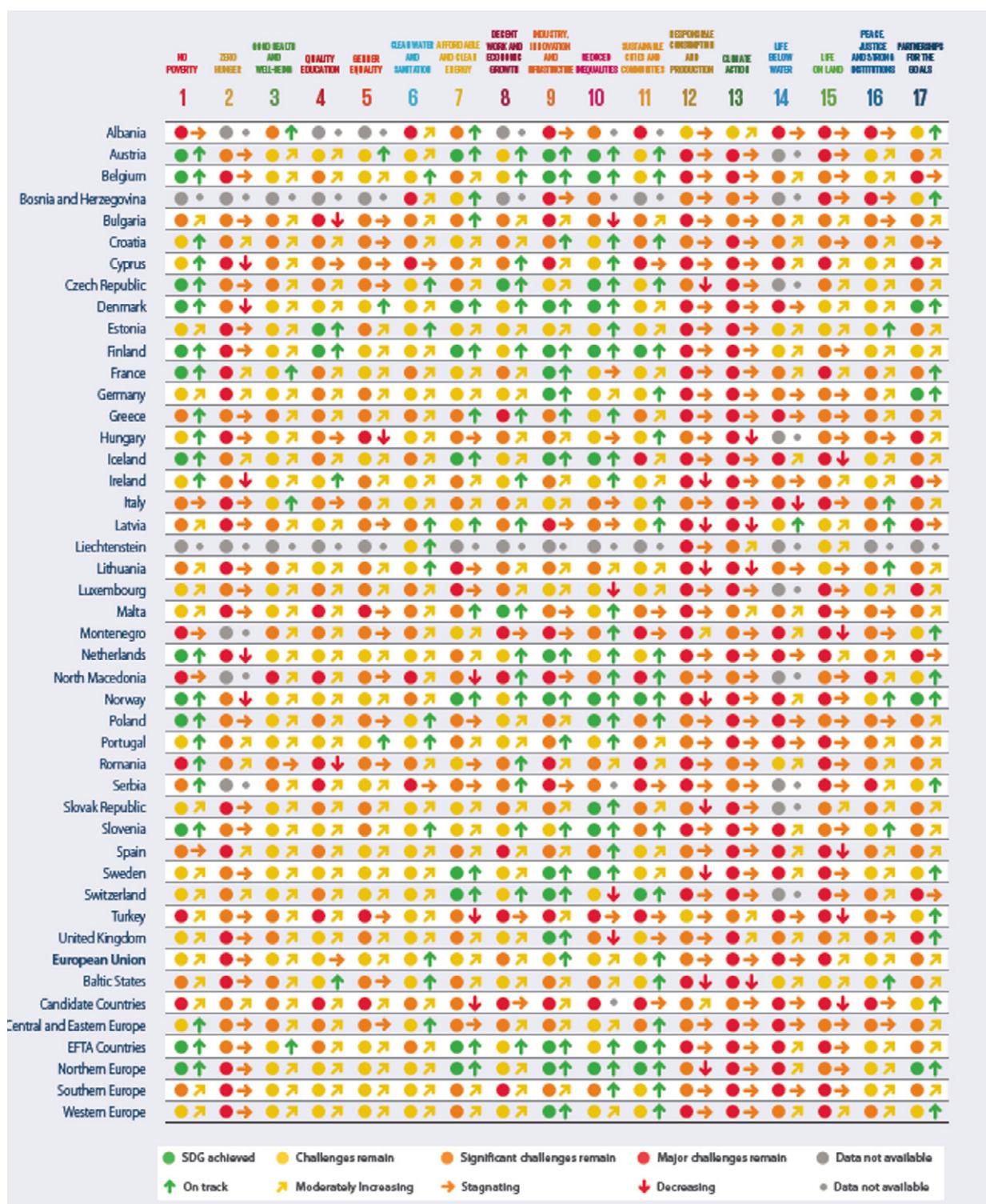
Figure 4. Lever Policies and Transformative Measures

The 2020 Europe Sustainable Development Report (prepared for EU Member States by the Sustainable Development Solutions Network (SDSN) and the Institute for European Environmental Policy (IEEP)), proposed a dashboard of indicators to assess the progress of the SDGs across all countries. Spain progress to date can be evaluated and ranked using these indicators (Spain ranked 21st). The dashboard highlighted that none of the European Union countries was on track to meet the Sustainable Development Goals (SDGs) by 2030. One year later, the 2021 report, Spain ranked lower, occupying the 22nd place.

Denmark, Sweden and Finland were the countries closest to meeting the SDGs, while Bulgaria, Turkey and Cyprus were at the bottom of the 34 states assessed. Spain had either decreased or maintained a very slight trend of improvement (albeit less than necessary) in most of the SDGs compared to the previous year. These results are shown in Figures 5 and 6. Consequently, considerable work remains to be done to meet the SDGs by 2030.

The significantly low performance towards the SDGs was also confirmed in the Report *Is the UNECE region on track for 2030? Assessment, stories and insights*, produced in 2021 by the United Nations Economic Commission for Europe (UNECE). It showed that, on current trends, only 23 of the 169 SDG targets will be met in the region (which includes European countries, the USA, Canada, Israel, Turkey and Central Asia) by 2030. However, it should be noted that this study was based on the analysis of 89 of the 169 targets contained in the 2030 Agenda, as the remaining 80 could not be assessed due to data unavailability.

The Agenda's multi-stakeholder and cross-sectoral perspective has also involved private sector actors and the civil society in Spain, giving rise to various initiatives that support and promote the SDGs. These include *Red Española*, a member of the UN Global Compact—one of the first local Global Compact networks in the world—launched by the UN to integrate the Agenda into the private sector. With over 1,600 affiliated organisations, it is the largest local



Source: Europe Sustainable Development Report 2021, SDSN and IEEP

Figure 5. 2021 SDG Dashboards by country and sub-regions

network and plays a key role in promoting and assessing the contribution of Spanish businesses to the SDGs. Another example is *Futuro en Común*, a collaborative initia-

tive that brings together a diverse range of organisations and groups—including NGOs, citizens' movements, platforms, networks, trade unions and universities.



Source: Europe Sustainable Development Report 2021, SDSN

Figure 6. Trends in SDG performance for Spain

3.4. The 2030 Agenda in the Basque Country

The Basque Government has fully subscribed to the vision underlying the United Nations proposal, taken on the universal challenge of the 2030 Agenda and adhered to the commitment to contribute to the achievement of the 17 Sustainable Development Goals (SDGs).

In the words of the Basque President (*Lehendakari*) in his investiture speech in November 2016, 'the new 2030 Agenda offers the Basque Country an opportunity to build a project aligned with the challenges of the global scenario'. The Basque Government has taken on this global challenge through the adoption of the First Euskadi Basque Country 2030 Agenda, which was approved by the Governing Council on 10 April 2018, covering the period from 2016 to 2020.

This document outlined the extent to which the actions and sectoral policies of the Basque Government aligned with and contributed to this global roadmap for Sustainable Development. It established links between the 17 Sustainable Development Goals and a selection of 100 targets from the 2030 Agenda, and 93 commitments made by the Basque Government in its Government Programme, along with 80 planning instruments, 19 legislative initiatives and 50 indicators.

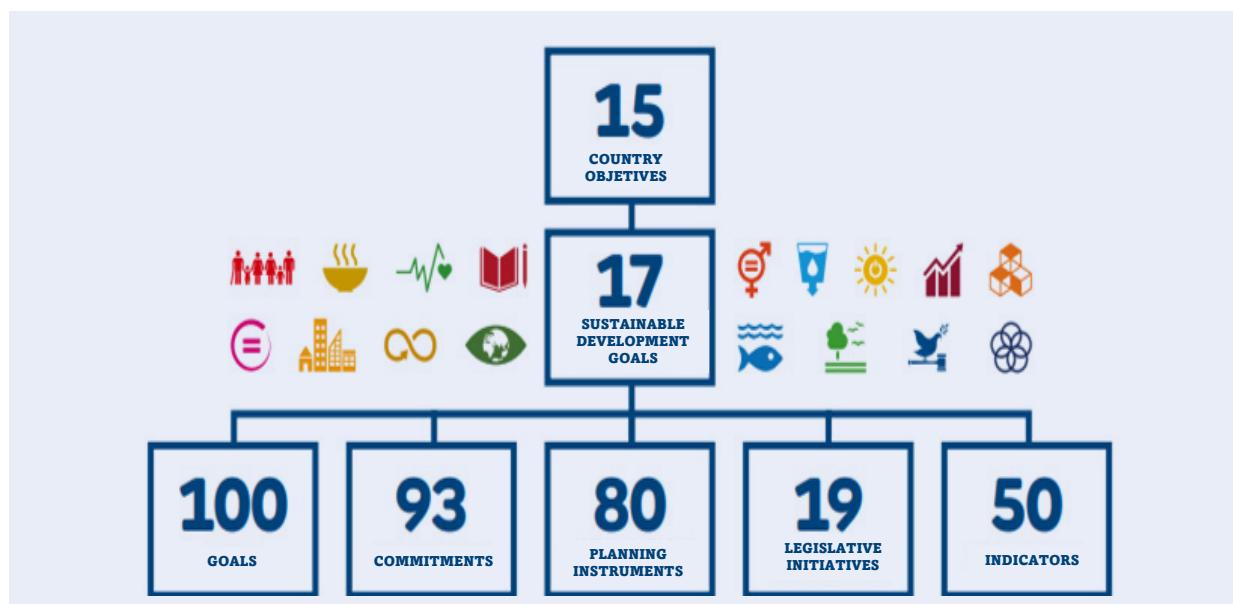
In the opening pages of the 1st Euskadi Basque Country 2030 Agenda, *Lehendakari* Iñigo Urkullu said: 'We see the 2030 Agenda as an opportunity for the Basque Coun-

try because it is fully aligned with our priorities: human development guaranteeing essential services for all and sustainable growth that generates higher quality employment opportunities. This is the Basque model of growth and social welfare, now strengthened by the Euskadi Basque Country 2030 Agenda'.

The different actions implemented to honour the different commitments undertaken were listed throughout the different monitoring reports (2017, 2018, 2019, 2020 and 2021) drawn up by the Basque Government. On the other hand, the report entitled *17X17 Análisis sobre la sostenibilidad en España 2019 en las 17 CC.AA* (17X17: Analysis of Sustainability in Spain 2019 in the 17 Autonomous Regions), prepared in 2019 by the Sustainability Observatory (OS), AIS Group and *Fundación Ciudadanía*, comparatively assessed the performance of each Autonomous Region. It ranked the Basque Country (alongside Navarre) among the top tiers across all areas analysed, suggesting a high level of coherence between its sectoral policies and the Sustainable Development Goals.

In addition to the aforementioned 2030 Agenda, the Basque Government—together with the Provincial Councils and the three city councils of Bilbao, Vitoria-Gasteiz, and San Sebastian—has also developed a multi-level agenda. This agenda structures and aligns the specific commitments of each of these institutions into a coherent national framework, grounded in inter-institutional co-operation.

In March 2019, the *Red Española del Pacto Mundial* (Spanish Network that is part of the UN Global Compact) and the Basque Government, together with the three main Basque business associations—CEBEK, SEA



Source: Monitoring report I. Agenda Euskadi Basque Country 2030. 2019 figures

Figure 7. Relationship between the Programme for Government and the SDGs.

and ADEGI—signed an agreement to implement the SDGs within the Basque business sector. This initiative consisted of training programmes tailored to Basque companies, as well as educational resources on the 2030 Agenda and business management tools based on its principles, with the aim of positioning companies as credible stakeholders and enhancing their performance from a sustainability perspective. The agreement provided for the creation of an online training platform, the adaptation of the training module, the monitoring of the use of online training, the adaptation and customisation of the ODS online management tool, as well as monitoring and advice on the use of the management tool.

On 12 July 2020, a new electoral period began, which maintained the commitment to the Agenda 2030 through the new General Secretariat for Social Transition and Agenda 2030 over the 12th term in office.

In this process of transition towards sustainability, education is an essential tool for driving sustainable development. This requires the commitment of all social groups (Chesney, 2012), including educational institutions, and specifically universities. 'The SDGs cover a wide range of complex social, economic and environmental challenges and addressing them will require transformations in how societies and economies function and how we interact with our planet. (...) To effectively play their part in achieving these changes, we need professionals and citizens who have the skills, knowledge and mindsets to effectively play their part' (SDSN, 2020). In this context, it is considered that 'the now well-established approach of Education for Sustainable Development (ESD) empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations.' (UNESCO, 2017).

04.

Quality education: a key tool for achieving the SDGs



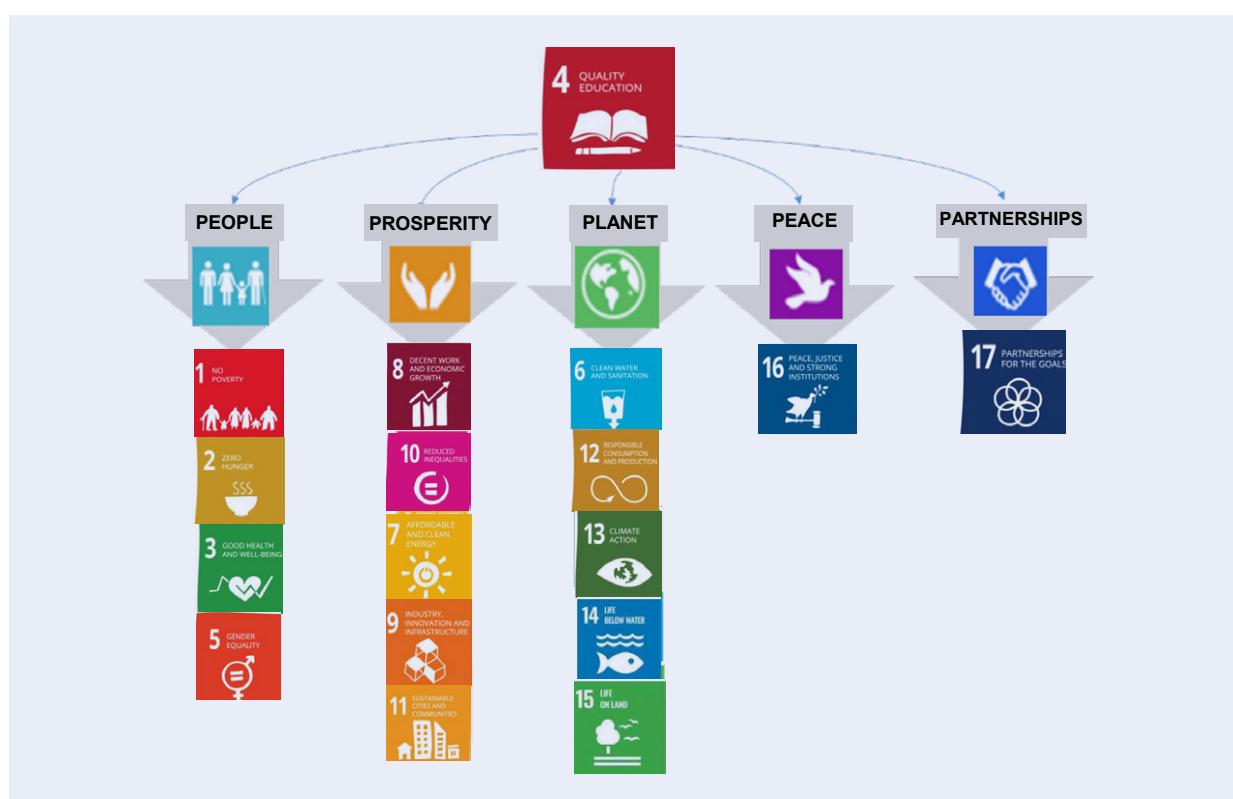
4.1. The contribution of SDG4 to other SDGs

Education is not only a fundamental human right. According to the UN, 'quality education is the foundation to improving people's lives and sustainable development', as it fosters a more sustainable, just and prosperous society. There is a general consensus on the benefits of education for economic development at the individual, community and national levels, but it also promotes social development and cohesion, as well as the protection of the planet. Former UNESCO Director-General Irina Bokova pointed out that 'education saves lives and transforms lives; it is the foundation of sustainability'. On the one hand, it facilitates upward socio-economic mobility and is key to escaping poverty, as it empowers people to find employment and to access higher-paying jobs. Additionally, it has a social impact, since it promotes better nutrition and health, reduces inequalities and improves social and environmental awareness and engagement.

The 2030 Agenda recognises the importance of education in promoting sustainable development, and devotes

one of its 17 goals exclusively to it. Specifically, SDG4 proposes to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (UN, 2015). Beyond education being a goal in itself and an integral part of sustainable development, it is also a key enabler for implementing the SDGs, as a number of education-related targets and indicators are included in other SDGs.

SDG4 contributes to several SDGs, including quality education (PwC and SERES, 2020). In addition to stimulating economic development (SDG 8), it helps reduce poverty (SDG 1), hunger (SDG 2) and inequalities (SDG 10), while promoting health (SDG 3) and gender equality (SDG 5). It also improves social and environmental awareness and encourages behavioural change (SDGs 6, 7, 12, 13, 14, 15). Through innovation (SDG 9), it contributes to solving the problems of urban life (SDG 11). It strengthens inclusive and participatory decision-making, promotes tolerance of diversity and helps to prevent conflict and overcome its consequences (SDG 16). All these processes occur within ongoing partnerships (SDG 17). In short, education is a priority for the achievement of the SDGs of the 2030 Agenda. Sustainable development begins with education (Unesco, 2015).



Source: Prepared by the authors.

Figure 8. SDG4 Contribution. Quality education for the 17 SDGs

4.2.

Education for sustainable development: competencies and pedagogical framework

As stated in SDG 4, among the learning to be promoted in education is education for sustainable development (hereinafter ESD). Target 4.7. refers to it as follows:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

'Education for sustainable development' (ESD) is a concept widely used by different authors. However, UNESCO has articulated the prevailing framework (Murga-Menoyo, 2015). ESD represents an evolution of Environmental Education, while there are other terms with similar meanings which also reflect the contribution to sustainable development, such as education for development (ED), education for sustainability (ES) and education for the SDGs (ESDG). The search for convergence between the various qualifying phrases to describe this approach to education suggests that, following a thorough review of these concepts, it is reasonable to refer to them interchangeably.

The *Agencia Española de Cooperación Internacional para el Desarrollo* (Spanish Agency for International Development Cooperation (AECID)) defines 'development education' as 'an ongoing (formal, non-formal or informal) educational process that relies on knowledge, attitudes and values in order to promote a form of global citizenship that generates a culture of solidarity to combat poverty and exclusion, and promotes human and sustainable development'. (Ortega, 2007).

'The Report entitled *Estrategia de Educación para la Sostenibilidad del País Vasco 2030* (Education Strategy for Sustainability in the Basque Country 2030 (Basque Government, 2018)) describes 'Education for sustainability' as an 'ongoing training process for informed and involved citizens which provides creative tools for problem solving, a scientific and social culture, and the commitment to lead responsible actions, both individually and collectively. These actions will help to ensure a sustainable future considering all core areas of sustainability: social, environmental and economic'.

Another related term, 'education for the SDGs' (ESDG) is defined as 'education that provides people, regardless of their chosen profession or path in life, with the skills, knowledge and mindsets to address the challenges captured by the SDGs and to contribute to the transformations needed in society'. (SDSN, 2020). Although ESDG builds on the established field of education for sustainable development (ESD), it incorporates a broader agenda of issues, objectives and methodologies than ESD and directly addresses the growing interest of the university sector to engage with the SDGs, as outlined in the report entitled Accelerating Education for the SDGs in Universities (SDSN, 2020). Additional topics include education for global citizenship, jobs for the future, innovation and entrepreneurship, indigenising and decolonising the curriculum, and social and emotional learning, among others.

UNESCO (2017) considers education for sustainable development (ESD) to be a holistic and transformative education that should be an integral part of quality education, inherent to lifelong learning. For people to be agents of change, they have to transform themselves, which is why ESD aims at 'developing competencies that empower individuals to reflect on their own actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and a global perspective. Individuals should also be empowered to act in complex situations in a sustainable manner' (UNESCO, 2017). In addition to developing knowledge, education must also work on awareness and ethical principles that empower people as responsible, fair, supportive, critical and active players in sustainable human development (Aznar and Barrón, 2017; Boni et al., 2012). Both formal and informal learning are essential for this (formal learning doing so throughout all stages of the education system, both in compulsory and higher education). But UNESCO also considers lifelong learning to be important for all citizens.

ESD is not without its critics, the most frequent of which stem from the broad perspective and changing nature of sustainability issues, factors that lead to the ambiguity and vagueness of ESD. To overcome this difficulty, UNESCO (2020) proposes to refer explicitly to the SDGs because all ESD activities contribute to their achievement.

In formal terms, ESD is based on the principles proposed in 1996 by UNESCO and follows a competency development approach in learners 'ESD helps develop the above cognitive, socio-emotional and behavioural learning outcomes as well as the cross-cutting sustainability key competencies needed to achieve all the SDGs' (UNESCO, 2017). This involves working on knowledge, attitudes and values. It aims to develop the key competencies necessary to promote sustainable development, so that students are able to analyse problems critically and from a sustainability perspective, and develop creative sustainable alternatives to solve them. The same report identifies

as relevant cross-cutting sustainability competencies those listed in Table 1.

Competency	Conceptualisation
Systems thinking	Abilities to recognise and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.
Anticipatory	Abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.
Normative	Abilities to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.
Strategic	Abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.
Collaboration	Abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.
Critical thinking	Ability to question norms, practices and opinions; to reflect on own one's values, perceptions and actions; and to take a position in the sustainability discourse.
Self-awareness	Ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.
Integrated problem-solving	Overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above-mentioned competences.

Source: UNESCO. Education for the Sustainable Development Goals. Learning Objectives (2017)

Table 1. Cross-cutting key competencies for achieving sustainability

Linked to these competencies, the learning goals set by ESD for all SDGs (UNESCO, 2017) refer to the following domains:

- **Cognitive:** comprises knowledge and thinking skills necessary to better understand the SDG and the challenges in achieving it.
- **Socio-emotional:** includes social skills that enable learners to collaborate, negotiate and communicate to promote the SDGs as well as self-reflection skills, values, attitudes and motivations that enable learners to develop themselves. (Empathy, identity, respect for diversity, social justice, gender equality, protection of and interest in the environment and sustainable development).
- **Behavioural:** describes action competencies.

Finally, the teaching methodologies and pedagogical contexts aligned with the aforementioned learning objectives and competencies are geared towards a transformative, learner-centred pedagogy aimed at enhancing students' capacity to act within their environments. The approach seeks to encourage both independent and col-

laborative learning, promote relational thinking and critical judgement, foster a problem-solving orientation, and support inter- and transdisciplinary perspectives (UNESCO, 2017). In this context, Murga-Menoyo (2017) advocates for a range of student-centred strategies, including the creation of concept maps, peer assessment, discussion forums, collaborative learning groups and service-learning. This latter method, in particular, simultaneously facilitates knowledge acquisition and civic engagement. It is important to highlight the central role of educators within this pedagogical framework. They themselves require appropriate support and training in areas related to sustainability.

Universities are specifically mentioned in the specific targets set for SDG4, Quality education. Specifically, target 4.3. refers to higher education in the following terms: 'By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university Indicators'. A brief overview of the sustainability strategies implemented by universities, as well as the challenges they face, are discussed in the following section.

05.

Universities' contribution to the SDGs



5.1. Universities incorporate the SDGs: areas, objectives and practices

Universities are increasingly involved in the SDGs because of the essential role they play in the transformation towards a more sustainable, inclusive and egalitarian society. Because of their identity, they are called upon to lead social change, which involves both a major challenge and great responsibility. They rely on science and wisdom to solve the problems and paradigms of society, through the comprehensive education of students and through research and transfer. Moreover, because of their enormous scope, they reach and influence millions of learners and citizens at all stages of life. But universities have also been characterised as being the 'critical conscience of society', which is why it must educate and motivate students to question the established order and to become socially involved and have their actions guided by social responsibility.

At the *Earth Summit* held in 1992, the university was already considered to be one of the fundamental institutions for raising awareness, promoting values and ethical behaviour aligned with sustainable development and favouring the change demanded by society (UN, 1992). The recognition of their important role persists to this day, with even greater urgency: 'universities, with their broad remit around the creation and dissemination of knowledge and their unique position within society, have a critical role to play in the achievement of the SDGs. Arguably none of the SDGs will be achieved without this sector' (SDSN, 2017).

Numerous international declarations and initiatives have been adopted by universities, all of which emphasise their moral obligation to become centres of excellence in sustainability and the need for transformation into sustainable universities (Grindsted and Holm, 2012; Lozano et al., 2015). Sustainability, therefore, must be one of the guiding principles of university activity (Tilbury, 2010).

CRUE (2018) stated that the university must play a fundamental role in leading social transformation. This is to be implemented both by training professionals who are willing to commit themselves to the world in which they live, putting their knowledge and wisdom at the service of society as a whole; and through research, providing solutions, knowledge and innovative ideas for sustainable development, as well as through social leadership.

Although education and research are explicitly reflected in several SDGs in which universities have a direct role,

their contribution to the SDGs is much broader, as they can support both the implementation of each SDG and the global framework itself. Specifically, the 2030 Agenda mentioned the roles of higher education institutions (hereafter HEIs) in nine of the SDGs (2, 3, 4, 7, 8, 9, 13, 14, 17) (IAU, 2020). Based on the methodology developed by SDSN, there are four main areas of contribution, three of which respond to the essential missions of the university and also include the area of institutional governance. The main objectives that universities should set in these areas are defined verbatim as follows (SDSN Australia/Pacific, 2017):

- 'Learning and teaching: Providing students with the knowledge, skills and motivation to understand and address the SDGs (broadly 'education for sustainable development'); providing in-depth academic or vocational expertise to implement SDG solutions; providing accessible, affordable and inclusive education to all; providing capacity building for students and professionals from developing countries; and empowering and mobilising young people.'
- Research: Providing the necessary knowledge, evidence-base, solutions, technologies, pathways and innovations to underpin and support the implementation of the SDGs by the global community – through both traditional disciplinary approaches and newer interdisciplinary, transdisciplinary and sustainability science approaches; providing capacity building for developing countries in undertaking and using research; collaborating with and supporting innovative companies to implement SDG solutions; improving diversity in research; and student training for sustainable development research.
- Organisational governance, culture and operations of the university: Implementing the principles of the SDGs through governance structures and operational policies and decisions, such as those relating to employment, finance, campus services, support services, facilities, procurement, human resources, and student administration.
- External leadership: Strengthening public engagement and participation in addressing the SDGs; initiating and facilitating cross-sectoral dialogue and action; ensuring higher education sector representation in national implementation; helping to design SDG based policies; and demonstrating sector commitment to the SDGs'.

Specifically in relation to the first area, learning, the above report identified four areas in which universities can act:

- 'Provide students with the knowledge, skills, and motivation to understand and address the challenges of the SDGs'. The most relevant cross-cutting skills and

key competencies to address all SDGs are the following, which largely overlap with those set out in Table 1: 'cross-cutting skills and 'key competencies' that are relevant to addressing all of the SDGs: systems thinking, critical thinking, self-awareness, integrated problem-solving, and anticipatory, normative, strategic and collaboration competencies; creativity, entrepreneurship, curiosity and learning skills, design thinking, social responsibility, partnership competencies, and being comfortable in inter-disciplinary settings'.

- 'Empower and mobilise young people, as it is considered that young people have the potential to be the key drivers of sustainable development not just in the future, but now.'
- 'Provide in-depth academic or vocational training to implement SDG solutions.'
- 'Enhance opportunities for capacity building of students and professionals from developing countries to address challenges relating to the SDGs'.

There are multiple initiatives promoted by universities at national and international level to implement sustainability in the areas of teaching, research, social leadership and governance (Alcaraz et al., 2019; IAU, 2020; Miñano and García-Haro, 2020; SDSN Australia/Pacific, 2017). The strategy followed by each university to promote sustainability is determined by the characteristics and types of courses it offers, the context in which it operates, and the specific nature of the members of the university community (Alba, 2017).

According to the *Diagnóstico de la Sostenibilidad Ambiental en las Universidades Españolas* (Diagnosis of Environmental Sustainability in Spanish Universities Report (GESU-CRUE Sustainability, 2022)), despite progress having been made in Spain, there is still room for improvement, especially in teaching and research. The report indicated that a great effort has been made in the area of organisation, as most universities have a policy-maker or organisational structure in charge of environmental sustainability and significant progress has also been made in relation to the management of environmental aspects. However, it noted that much remains to be done in the areas of teaching and research, despite the actions implemented. This assessment is also shared by Spanish university students who consider the training received on sustainability to be insufficient to apply it to the professional sphere (Valderrama-Hernández et al., 2020), and that sustainability competencies are not adequately worked on (Segalas and Sánchez, 2019).

The various initiatives implemented by universities in the framework of ESD and ESDG can be classified according to different criteria. These include the target group, the scope and objectives pursued, the type of teaching (for-

mal and non-formal) and content (curricular or non-curricular). The report entitled *Accelerating Education for the SDGs in Universities* (SDSN, 2020) differentiates between four groups: 'traditional students', university staff, students and participants in non-degree programmes, and the community as a whole. As for the areas of action, in addition to the four proposed by SDSN and previously referenced, the Report *La contribución de las universidades a la Agenda 2020 (The contribution of universities to Agenda 2020)* (Universitat de Valencia, 2019)), proposed the following six: teaching, research, outreach and related areas, transfer, alliances and social leadership and internal management.

Apart from the different names and classifications of the fields of action, universities are generally active in all of them, as they implement a wide range of initiatives. These include developing institutional strategic plans, transforming campuses to make them more sustainable, adapting organisational structures, redesigning curricula, organising awareness-raising campaigns and events, and creating and participating in local, regional and international networks linked to sustainable development. The latter are discussed in more detail in section 5.2 below.

Specifically in teaching, there is a line of work focused on the curricular area, in which numerous universities and national and international research groups participate, including the Spanish University System (SUE). One of its areas of analysis focuses on the inclusion and assessment of sustainability competencies in the curriculum, what has been called curricular sustainability (Albareda-Tiana et al., 2018; Azcárate et al., 2016; Bautista-Cerro and Díaz., 2017; Murga-Menoyo and Novo, 2015; Segalas and Sánchez, 2019). Its operationalisation is complex and, consequently, its development is limited. Therefore it is not a widespread practice in HEIs, despite the fact that students consider the inclusion of ESD in the curriculum to be necessary (Valderrama-Hernández et al., 2020). Another area has focused on the instrumental sphere, that is, on the most efficient teaching-learning strategies and methodologies (Busquets et al., 2021) for the promotion of sustainability competencies.

At the global level, universities are also regarded as institutions confronted with significant challenges. Despite the widespread favourable response of universities around the world in driving the SDGs (IAU, 2020), their implementation remains compartmentalised and lacks integration across the institutions (Lozano et al., 2015). UNESCO's evaluation of the results achieved during the decade dedicated to sustainable development (2004-2014) underlined the challenges still faced by HEIs in mainstreaming and institutionalising sustainable development. It recommended coordinated change at multiple levels, governance, planning, academic programmes, facilities management and financial systems, and also a profound restructuring of curricula and pedagogical approaches in

order to transform and empower staff (UNESCO, 2014). In the Annual SDG Accord Report 2019 progress towards the Global Goals in the University and College sector (HESI, 2019), the HEIs surveyed identified the lack of integration of the SDGs into institutional policies and strategies and lack of staff training as the biggest challenges. The challenges for universities remain the same. (IESALC, 2020). The same source also noted that from a pedagogical point of view, the introduction of the SDGs in teaching, whether through a formal process of curriculum integration, mainstreaming, curricular sustainability, or through specific subject redesigns, is still much more an individual, voluntary and unstructured effort of each member of the teaching staff than the result of an institutional policy.

According to the reports referenced earlier in this section, the following are among the most extensively developed activities in the areas of curricular sustainability, particularly in relation to teaching and awareness-raising:

Integration of sustainability and SDGs into education programmes. By means of:

- New introductory units. Interdisciplinary approaches
- Project-oriented units
- Final Degree Project or Dissertation (TFG); Master's Final Project or Dissertation (TFM)
- Internships
- Other activities (including student-led)

Redesign of degree programmes incorporating sustainability. By means of:

- Pilot projects in faculties or courses
- New cross-cutting competency on sustainability

Development of new degrees and specific programmes (Bachelor's, Master's, PhD, etc.).

In the field of awareness-raising and/or conceptualisation:

- Various forums (Seminars, Workshops, Conferences)
- Moocs
- Extra-curricular activities (including student-led)

Source: Prepared by the authors based on IESALC Reports (2020), SDSN (2020), U. Valencia (2019).

Table 2. Activities developed in the field of education by universities in the framework of ESD and EODS

Nobody said it would be easy. Much work remains to be undertaken to ensure the full integration of the 2030 Agenda objectives into the core functions of HEIs. There are significant challenges for HEIs arising from the commitment to sustainable development the extent of which has been highlighted by Jeffrey D. Sachs, President of the SDSN. He believes that sustainable development is an important new intellectual discipline and an organising principle for universities in our time. This discipline requires an all-round approach involving cross-disciplinary and broader knowledge and requires a reorganisation of university activities, including their curriculum and research endeavours. Therefore, among other recommendations, it pro-

poses that universities address sustainable development by incorporating new organisational units; that they develop new educational programmes to facilitate their training; that work in this area be recognised and rewarded; and that international university partnerships be fostered to expand work on sustainable development (SDSN 2020).

5.2. International and national university networks promoting the SDGs.

'Institutional networks have become stronger since the early 1990s with the common goal of moving towards sustainability (Murga-Menoyo, 2017)'. The SDGs have spurred the implementation, operation and/or broadening of the focus of most national and international higher education networks. Without intending to be exhaustive, the following is a list of some of the networks for which the 2030 Agenda has become a strategic objective, which are of great interest, due to the activities they promote:



The Sustainable Development Solutions Network (SDSN) is a global initiative launched by former UN Secretary-General Ban Ki-Moon in 2012. It is based on the idea that knowledge institutions, in partnership with the UN and the business and institutional world, can be drivers of goal-based change.

Its mission is to 'mobilise the scientific and technological expertise and resources of academia, civil society and the private sector to provide solutions for sustainable development at local, national and global levels'. And its objectives are to 'foster joint learning and help overcome the compartmentalisation of technical and political work by promoting integrated approaches to address the—economic, social and environmental—challenges facing the world today'.

To fulfil its mission, SDSN works closely with UN agencies, multilateral financial institutions, the private sector and civil society, conducting and implementing research and providing policy advice, creating and selecting relevant and diverse content on the SDGs, and organising the Global Solutions Forum (GSF). The GSF brings together sustainable development experts from around the world

to showcase how they are implementing local initiatives that advance the Sustainable Development Goals (SDGs). SDSN currently has 8 regional nodes, 33 national networks and more than 600 university members.

One of its national networks, namely SDN Australia/Pacific, in partnership with others, including the Spanish network, created the guide mentioned in previous sections 'Getting started with the SDGs in universities', which has been taken as a reference for the implementation of the SDGs to date.



The *Red Española para el Desarrollo Sostenible* (Spanish Network for Sustainable Development (REDS)) was established in early 2015. Headquartered in the Autonomous University of Madrid, it serves as the official branch of the SDSN in Spain. Its mission is to mobilise and raise awareness among Spanish society, public institutions and the private sector to foster a more rigorous and committed understanding of the SDGs, as well as to promote the integration of the SDGs into public policies, the business sector and societal behaviour as a whole.

The REDS's activity is focused on four areas of priority for Spain: energy, water, biodiversity and gender. It has the following objectives:

- To participate in the global debate and support governments at all levels throughout Spain in the implementation of the SDGs and in their monitoring through an indicator system.
- To promote a programme of 'Solution Initiatives' that can transform sustainable development.
- To present sustainable development projects organised by members of the network, e.g. local or regional initiatives that can make important contributions to sustainable development.
- To foster education for sustainable development.
- To assist governments in the diagnosis of local, regional and national sustainable development challenges, as well as in the issuing of sectoral sustainable development strategies and mapping out of trajectories.

The University of Deusto is part of this network.



The Global University Network for Innovation (GUNI) is an international network created in 1999 and supported by

UNESCO and the Catalan Association of Public Universities (ACUP), which hosts its secretariat and presidency. It currently consists of 249 members from 80 countries, including UNESCO Chairs in Higher Education, higher education institutions, research centres and networks related to innovation and social engagement in higher education.

It is a highly active network that undertakes a wide range of enriching activities, including research initiatives and studies, as well as international conferences on the Sustainable Development Goals, aimed at fostering analysis and debate among all national and international stakeholders, especially universities, governments, cities and public agencies.

GUNI focuses its research and activities on different topics related to the challenges facing higher education today. These define the theme of the GUNI 'Higher Education in the World' (HEIW) Report, the GUNI International Conference, academic seminars and relevant research and programmes undertaken over a 2-3 year period.

The current topics addressed by GUNI are related to Responsible Research and Innovation (RRI), the Sustainable Development Goals (SDGs) and the future of the Humanities and the relationship between science and the humanities in the 21st century.

Orkestra (Basque Institute of Competitiveness) of the University of Deusto, is part of this network.



The United Nations Academic Impact Initiative, or UNAI, is an initiative that aligns higher education institutions with the UN to support in and contribute to meeting the UN goals and mandates, including the promotion and protection of human rights, access to education, sustainability and conflict resolution.

There are more than 1300 member institutions in over 130 countries connecting millions of people in education and research worldwide.

Among its initiatives, it has created UN Academic Impact Hubs, which are made up of member institutions that have been selected to be centres of research and innovation in a specific UNAI principle. Academic institutions are appointed for renewable two-year periods and are expected to conduct or gather research, seminars, workshops, webinars, discussions, panels and conferences related to the assigned theme; and to advance the research, analysis and policy of their particular principle in their classrooms, on their campuses or in their communities.

Besides these, numerous other networks that were originally established to serve the needs of higher education institutions also engage with the 2030 Agenda. They act as platforms for analysis, research, collaboration and exchange (such as the ISCN – International Sustainable Campus Network, the European University Association, the Higher Education Sustainability Initiative—HESI—, the Copernicus Alliance and the International Association of Universities, among others).



In relation to the evaluation of the SDGs in universities, mention should be made of THE Impact Rankings, an a university ranking initiative of the highly prestigious British publication the *Times Higher Education*. This aims to measure the impact that universities have in relation to the achievement of the SDGs, was first published in 2019. The first issue was based on 11 of the 17 UN SDGs. A total of 462 universities from 76 nations participated.

The third issue was published in 2021 and has now covered all the SDGs, with more than 1,200 universities from 98 countries participating. In 2022, now in its fourth issue, the scope has been further expanded to cover 1,406 universities in 106 countries.

This ranking, as stated on the website, uses 'carefully calibrated indicators to provide comprehensive and balanced comparisons across three broad areas: research, outreach and stewardship'. To take part in the assessment, any university that provides data on SDG 17 and at least three other SDGs is included in the overall ranking. Universities can submit data on as many of these SDGs as they wish. Each SDG has a set of metrics that are used to assess university performance on that SDG, for which both data submitted by each university and information available from Elsevier are used.

THE Impact Rankings produce an overall ranking of universities based on institutions' data for SDG 17 (the only mandatory Goal) plus their top three results on the remaining SDGs. According to the British consultancy firm, this allows universities to demonstrate excellence in the areas that are most relevant to them, their community and their country.

The results of the third edition published, in 2021, showed that, for the first time worldwide, a British university topped the ranking. The University of Manchester overtook the Australian universities of Auckland and Sydney. However, Australia continued to dominate the top of the overall rankings, occupying four of the top 10 positions. However, in 2022, the ranking would once again show the Australian university in the lead.

Impact rank 2020	Institution	Country/region	Overall score
1	University of Auckland	New Zealand	98.5
2	University of Sydney	Australia	98.1
3	Western Sydney University	Australia	97.9
4	La Trobe University	Australia	96.6
5	Arizona State University (Tempe)	United States	96.3
6	University of Bologna	Italy	96.1
7	University of British Columbia	Canada	95.9
8	University of Manchester	United Kingdom	95.6
9	King's College London	United Kingdom	95.4
10	RMIT University	Australia	94.9

2021 rank	Institution	Country/region	Score
1	University of Manchester	United Kingdom	98.8
2	University of Sydney	Australia	97.9
3	RMIT University	Australia	97.8
4	La Trobe University	Australia	97.3
5	Queen's University	Canada	97.0
=6	University of Wollongong	Australia	96.1
=6	Aalborg University	Denmark	96.1
8	University College Cork	Republic of Ireland	96.0
=9	Arizona State University (Tempe)	United States	95.8
=9	University of Auckland	New Zealand	95.8

2022 rank	Institution	Country/region	Score
1	Western Sydney University	Australia	99.1
2	Arizona State University (Tempe)	United States	98.5
3	Western University	Canada	97.8
=4	King Abdulaziz University	Saudi Arabia	97.5
=4	Universiti Sains Malaysia	Malaysia	97.5
6	University of Auckland	New Zealand	96.7
7	Queen's University	Canada	96.6
8	Newcastle University	United Kingdom	96.5
9	University of Manchester	United Kingdom	96.4
10	Hokkaido University	Japan	96.2

Source: THE website.

Figure 9. Top 10 positions in THE Impact Ranking in 2020, 2021 and 2022

In 2021, the ranking particularly recognised the contribution of the University of Deusto to making cities more inclusive and sustainable (SDG 11), and also noted its support for culture, heritage and traditions. The UD was ranked among the 100 best universities in the world, and the report stressed its promotion of decent work and economic growth (SDG 8). It emphasised its commitment to quality education, employment, entrepreneurship and

relations with economic and social stakeholders in the surrounding area.



Spanish Universities are firmly committed to the SDGs. As stated in the declaration of the commitment of Spanish universities to the 2030 Agenda signed by the CRUE (Conference of Rectors of Spanish Universities) in 2018:

'The principle of comprehensiveness of the Agenda directly challenges universities. A transformative interpretation of it calls for a review and redefinition of the university as a whole—its mission, institutional framework, policies, and actions—in order to incorporate sustainable development at the heart of its decision-making and activities, moving towards coherence between internal and external policies. This comprehensive nature is one of the elements that gives the 2030 Agenda its transformative potential and enables universities to take responsibility for building a world committed to sustainable and inclusive development, justice, and the dignity and equality of all people. In doing so, it is addressing the challenges that the global context presents to universities and to international society as a whole.'

The principle of universality of the Agenda is present in the nature of the university and in all its actions. The importance of a global outlook, without losing the local commitment that must characterise the university, is fundamental to understanding the world, its interconnections, its dynamics and its problems'.

The commitment undertaken by CRUE led to the establishment of a dedicated Commission for the 2030 Agenda in March 2019, with the purpose of coordinating collective actions aimed at ensuring compliance with the Sustainable Development Goals, while simultaneously fostering environmental awareness within the university community. These actions are underpinned by the seven commitments approved in 2018, which are as follows:

1. Transversally incorporating the principles, values and objectives of sustainable development into the mission, policies and activities of universities and CRUE Spanish Universities.
2. Including competencies related to sustainable and inclusive development, necessary for the construction of global citizenship, in the training of all students, teaching and research staff and administrative and service staff.

3. Generating and transferring knowledge that embodies the commitment to sustainable development, including the knowledge necessary to articulate and monitor the 2030 Agenda.
4. Capitalising on the unique spaces offered by university communities for the implementation of innovative projects to address the challenges of the 2030 Agenda at a controlled scale.
5. Reinforcing the university's connections with other societal stakeholders (which range from public administrations to social actors, including businesses and other groups) by drawing on its experience in building and strengthening partnerships at various levels, from international research and cooperation networks to efforts that enhance the visibility and inclusion of minority groups.
6. Articulating an open and public debate on sustainable development, the 2030 Agenda and its governance in the national and international context.
7. Ensuring that universities remain committed to report on their impacts in terms of teaching, research and transfer, aligning them to each of the SDGs.

Based on a survey designed by the IAU (International Association of Universities), the Commission for the 2030 Agenda published two analyses (for 2018 and 2019) with the aim of identifying the degree of knowledge and implementation of the 2030 Agenda in Spanish universities.

The 2019 report showed that Spanish universities in general have a broad knowledge of the SDGs (with a score of 2.6 out of 3) and a clear institutional interest in their promotion (more than 76% of the responses are affirmative). It also revealed that the university community are involved mainly at the level of the institution's government, but also within the teaching staff.

In terms of teaching, the SDGs for which efforts were reported as being well established in over 70% of cases include SDG 3, SDG 4, SDG 5, and SDG 16. At the research level, consensus indicated that substantial progress had been made in relation to SDG 3, SDG 4, and SDG 5. Similarly, in the areas of community engagement and campus initiatives, SDG 4 and SDG 5 were again identified as the Goals with well-established efforts in more than 70% of instances.

The CRUE action reports on Agenda 2030 continued to be published, including in the years 2020 and 2021.

06.

The social impact of the UD through the SDGs



'Engaging with the SDGs will also greatly benefit universities by helping them demonstrate university impact, capture demand for SDG-related education, build new partnerships, access new funding streams, and define a university that is responsible and globally aware' (SDSN, 2017). The SDGs provide a new and integrated way to communicate and demonstrate how universities contribute to global and local wellbeing, and thus to their impact and relevance.

The University of Deusto is committed to the 2030 Agenda and the SDGs. As the Rector of the University of Deusto, José María Guibert, S.J. pointed out: that 'we see the 2030 Agenda as an opportunity: because it is substantially aligned to a large extent with our priorities and it requires our cooperation as a university so that no one is left behind'. As an agent of transformation, the UD seeks to contribute to inclusive and sustainable well-being by addressing today's major societal challenges. The need to understand and measure the scope of its social impact, i.e. its contribution to the well-being of society, has led to the development and implementation of its own strategic and global measurement and management model, within the framework of the Deusto 2022 Strategic Plan.

The combination of both approaches has enabled a model to be developed that measures the University of Deusto's (UD) social impact through the lens of the Sustainable Development Goals (SDGs). To this end, the following sections examine the relationship between well-being and the SDGs, which serve as a framework for action aimed at enhancing well-being. However, given that UD's social commitment is deeply embedded in its identity and mission—and extends beyond the scope of the 2030 Agenda—the main perspectives through which this commitment is expressed are presented first.

6.1.

The social commitment of the UD from various perspectives

Since its origins in 1886, social commitment has been the backbone of the UD's work. As stated in its mission, which is implemented in the three areas of learning, research and transfer, and social leadership, the UD aims to serve society through a specifically university-based contribution and from a Christian vision of reality. As a University of a markedly humanist nature, the UD strives for excellence in research and teaching. At the same time, it aims to educate free individuals, responsible citizens and competent professionals, equipped with the knowledge, values and skills that will enable them to commit them-

selves to the promotion of knowledge and the transformation of society. Consequently, the people whom UD supports in their learning process are the main agents of social transformation and through them we seek to promote justice and foster inclusive and sustainable well-being.

The University of Deusto's social commitment is embodied in a range of policies and programmes that reflect diverse approaches: the *Preferencias Apostólicas Universitarias* (University Apostolic Preferences (PAU)), which stem from its affiliation with the Society of Jesus; the University Social Responsibility (USR) policy, which is defined at a global level and tied to the university's governance; and, in the teaching area, a pedagogical model based on the Ledesma-Kolvenbach university paradigm to meet society's educational needs, characterised by its ongoing capacity for adaptation and innovation. An additional perspective recently incorporated is that of the 2030 Agenda and the SDGs, which is explicitly supported in the Deusto 2022 Strategic Plan and reinforced by the Vice-rectorate for University Community and 2030 Agenda.

Apart from the 2030 Agenda, a brief analysis of the actions carried out by the UD in terms of social commitment confirms its alignment with the SDGs. In other words, the UD's contribution to the 2030 Agenda had already been effectively established prior to its formal adoption, owing to the policies the policies developed in the areas of PAU, RSU and the pedagogical model, as will be outlined below.

Firstly, the four *Preferencias Apostólicas Universales de la Compañía de Jesús* (Universal Apostolic Preferences of the Society of Jesus (PAU)) 2019-2029, which are largely reflected in the Apostolic Project of the Province, will guide the apostolic services of the mission of reconciliation and justice during the decade. In their own right, they are aligned with the SDGs, as is clear from their definition:

- To show the way to God through spiritual exercises and discernment.
- To walk alongside the poor, the outcasts of the world, those whose dignity has been violated in a mission of reconciliation and justice. (This includes, among others, victims of abuse of power, conscience or sexual abuse, migrants, displaced persons, refugees, and victims of war and human trafficking).
- To accompany young people in the creation of a hope-filled future (recognising the importance of education).

- To collaborate in the care for the Common Home. (In reference to the world, from an ecological and environmental perspective).

Secondly, the UD's implementation of the University Social Responsibility (USR) policy entails a commitment to shared responsibility in addressing the challenges currently facing humanity. In terms of justice, equality and inclusion, it involves generating opportunities for a dignified and sustainable life, for which work is undertaken in the areas of teaching, research and awareness-raising. Through the Deusto Campus structure, many USR initiatives are promoted in the five priority areas, namely:

- **Equality:** the purpose of the UD is to contribute to a change of culture, which helps to overcome discrimination against girls and young women in access to quality education, promote strategies for equity in the workplace and in public representation, and prevent sexual or sexist violence. In this context, various initiatives are promoted, including the Equality Plan 2020-2022 and the Gearing Roles project.
- **Inclusion:** The UD encourages the participation of all citizens as full members of society. It works to enable people with disabilities, mental health problems and temporary disabilities to develop personally and academically, enter the labour market and participate in social life. For the UD, this encompasses diversity in all its dimensions. including racial, ethnic, religious, ideological, cultural, social, functional and sexual orientation. This is a positive value that it is committed to caring for.
- **Social justice and solidarity:** The UD understands solidarity as a commitment to building a society where the dignity of all people and their right to participate fully in social, political and economic life is guaranteed. To promote this commitment, the university has developed the Solidarity and Social Justice Cooperation Plan, which leverages on the work of the Pedro Arrupe Human Rights Institute and the Platform for Social Justice and Inclusion. It also supports various initiatives such as volunteering programmes, the Loiola Legal Clinic, the Deusto Social Barometer and the Memory Encounters.
- **Environment.** The UD promotes a university that is more aware of, responsible for and involved in caring for nature, as expressed in the University of Deusto's Environmental Sustainability Declaration. To this end, it supports different lines of work, which are covered in the Environment Plan.
- **Health** The UD works towards a healthy environment, in which all people can enjoy optimal biopsychosocial health and an increasing quality of life. To this end, it promotes plans and actions aimed at all-round person-

al growth and development within the framework of the University's values.

And thirdly, in relation to learning, the educational model of the UD is guided by the Ledesma-Kolvenbach paradigm from the Jesuit tradition, built on four pillars: utilitas, humanitas, iustitia, fides. Utilitas is understood to be the necessary technical competency, knowledge and skills for professional performance. Humanitas focuses on helping to develop all aspects of the person. Iustitia involves recognising the structural problems of society and committing to their resolution. Fides refers to the pursuit of ultimate truth as a transcendent horizon beyond the human condition. The latter two dimensions prominently underlie the 2030 Agenda and the SDGs, but the other two also aim at excellence in personal and professional development, which are aligned with SDG4: Quality education.

At the operational level, the Deusto Educational Model is implemented on the basis of a teaching-learning strategy that integrates differential elements of the UD such as, among others, transversal competencies and Humanistic Values Education. A model of transversal competencies has recently been redefined around a core transversal competency, through which the issues linked to the SDGs are intended to be conveyed. It is defined as TC1: Self-knowledge, ethics, social and environmental responsibility and openness to transcendence. Humanistic Values Education is taught through three subjects, each of them corresponding to 6 ECTS, covered in the last three years of all UD degrees. The University's social commitment is also reinforced through other initiatives such as service-learning placements, undergraduate and Master's final projects/dissertations focused on social impact and sustainability, along with methodologies that support Education for Sustainable Development (ESD), such as service learning. This is evidence of alignment with the SDGs from a learning perspective.

Finally, it is worth highlighting that, in this context where various frameworks and discourses related to the university's social commitment coexist, it seems both advisable and feasible to simplify and use the 2030 Agenda and the SDGs as guiding frameworks.

6.2.

Relationship between SDGs and well-being

The conceptual basis of the UD impact model, as set out in the Deusto Social Lab Reports numbers 3 and 4, lies in the understanding that the University, as an agent of

transformation, is called upon to contribute proactively to addressing the major challenges we face as a society, to promote inclusive and sustainable wellbeing. In the first part of the global project, which proposed a model specific to the University of Deusto regarding its social impact, a section was included reflecting on the global scope of the concept of well-being (Deusto Social Lab Notebook number 3). And this is now revisited in order to continue exploring how the university contributes to social transformation from the perspective of the SDGs.

Given the UD's stated commitment to the SDGs, we believe that including an analysis of the relationship between the SDGs and well-being can nourish, inspire and complement the ongoing reflection on the construction of our social impact model. This is in line with our project related to the UD strategic plan: 'Assessing the university's social impact and its contribution to sustainable development'. In this way, we believe it is necessary to link the reflection between sustainable development, well-being and our capacity for social transformation, as it can be a way of expressing the major areas in which the people who engage with the university contribute to generating social transformations.

Thus, the starting point was a conceptualisation of well-being which highlighted the main defining elements of well-being.

'Inclusive and sustainable well-being is the result of a systemic and dynamic process whereby all the people who make up a society have their human needs fully covered and can develop their full potential as individuals, building the future they want for their territory collaboratively with all the actors in their community, in a way that is sustainable over time and in solidarity with the rest of the planet's population.'

Based on the above, the following are the salient features of well-being:

- It is the outcome of a process that involves multiple stakeholders implementing strategies and actions that evolve over time.
- It is equitable, insofar as it must encompass all individuals, ensuring that their personal characteristics do not result in significant disparities in their life opportunities.
- It means that all people have their needs comprehensively met. While there may be some that vary according to the context of each individual or their personal characteristics, in general there seems to be a high global consensus on the identification of these needs. The different existing studies, indices or approaches group them in different ways (depending on the underlying objectives or strategies), although for our pur-

poses here, the interest lies initially in identifying them. According to the 2019 survey, there is global consensus around 14 dimensions: health, education, quality employment, nutrition, environmental quality and climate change, water and sanitation, housing, information and communication, safety and trust, access to energy, mobility, being heard and freedom of choice, leisure and culture, and sufficient income.

- It means that everyone should have the opportunity to fully develop their potential, maximise their capacities, make decisions freely, and thereby generate new well-being through personal effort and collaboration with others.
- It entails that the future is defined collaboratively by all people; for this to take place, the institutional and social system must facilitate true participation in order to collectively decide and build the desired future.
- It means ensuring the comprehensive fulfilment of human needs both now and for future generations, which involves the need to take intra- and inter-generational co-responsibility for a sustainable use of resources and adopting a perspective on the impact of our actions that goes beyond the local domain.

Furthermore, it was considered necessary to separate well-being into four fundamental dimensions:

- The contextual dimension refers to the need for well-being to be appropriately situated in time, within a specific geographical setting, and in relation to the dominant models of the period. This ensures that the general concept of well-being can be meaningfully adapted to a particular context.
- The dimension of human needs, which well-being must encompass, should be complemented by the subjective perception of well-being, alongside the needs already identified.
- The personal dimension, based on the understanding that each person is unique, that we are not abstract entities; consequently, a comprehensive understanding of individual characteristics is essential for an accurate, holistic interpretation of the broader concept of well-being.
- The relational dimension, as people relate to each other in different organisational forms, each of which has a way of contributing to the general notion of well-being.

At this stage, it is worth considering whether the SDGs can express different aspects of well-being and help us describe our impact in terms of social transformation. To do so, we take as a starting point a statement made by

the United Nations in its 2014 report 'The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet', which highlights that, since the United Nations Conference on Environment and Development (UNCED), also known as the 'Earth Summit', held in Rio de Janeiro in 1992, a new path towards human well-being has been identified: the path of sustainable development. It follows that the goals set by the 2030 Agenda are aimed at achieving greater well-being for the planet's entire population. At this stage, we question whether all the elements that, from our perspective, define well-being are indeed reflected in the 2030 Agenda. If this is the case, the SDGs may serve as a specific framework for articulating the various dimensions of well-being and for expressing how our institutional activities—as a university—contribute to social transformation aimed at enhancing collective well-being.

First, we conducted a brief review of the 2030 Agenda in the light of the elements and dimensions that must be present in (our) definition of the concept of inclusive and sustainable well-being and found that:

- The idea of a process appears to be deeply embedded in the very conception of the Agenda—from the identification of the SDGs and the setting of their targets to their implementation and the monitoring of progress. Clear and necessarily participatory, it requires stakeholders to work together in order to achieve its goals, with a vision to transforming today's society to build a better future. As stated in the text of the 2030 Agenda in the section 'Our Vision', 'in these Goals and targets we set out a highly ambitious and transformative vision for the future'. We assume that the achievement of such comprehensive and wide-ranging transformations are underpinned by a process-based rationale that would otherwise be neither feasible nor achievable.
- Equity and inclusion are part of the established roadmap, with several SDGs (SDGs 10 and 5 directly and others indirectly) specifically addressing the need to work towards greater social inclusion.
- Meeting human needs in a holistic manner runs throughout the Agenda, with several of the SDGs having targets conducive to their achievement, both directly (e.g. SDGs 1-5) and indirectly (e.g. SDG 11 SDG 6).
- The aspiration to support individuals in realising their fullest potential is embedded within the vision upheld by the University of Deusto; specifically, it is stated that 'the aspiration is to live in a world where there are equal opportunities to ensure that human potential can be fully realised and contribute to a shared prosperity'.

- Collaborative construction in which everyone is involved all is clearly recognised as a key element in the Agenda's roadmap, as it is understood that the goals cannot be achieved without it—a principle that is also explicitly addressed in SDG 17.
- Finally, the spirit guiding the Agenda is based on co-responsibility towards future generations, to leave a world that is better than the one we live in today.

In terms of the different dimensions we should consider when approaching the concept of well-being:

- The contextual dimension is clearly acknowledged in the spirit of the Agenda, as it refers to the need for each country or region to revisit the set targets—and even the SDGs themselves—in order to adapt them to their specific circumstances and context.
- The human needs dimension, as discussed above, has a strong presence both in the philosophy behind the Agenda and in the deployment of the Sustainable Development Goals and their targets.
- The personal dimension is arguably the most under-represented, as the Agenda is grounded in a global vision and leaves room for individual actors to interpret and apply it in their own way. This dimension might be addressed in the way each responsible stakeholder translates the Agenda into concrete actions, although this is not something that can be easily verified.
- The relational dimension underpins the Agenda as a necessary mechanism or instrument for it to be properly set into motion and implemented.

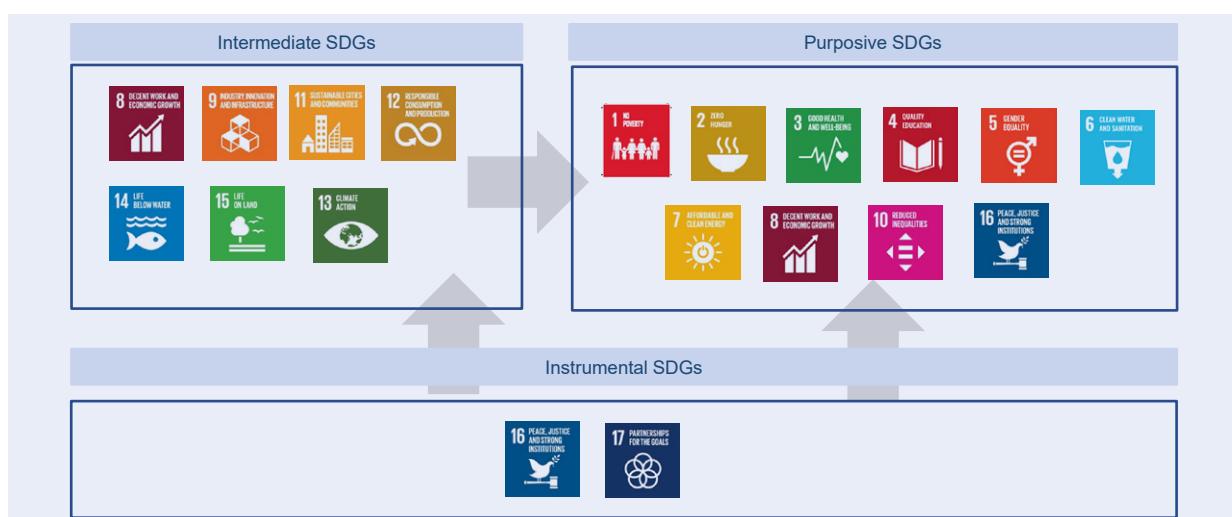
Overall, we can conclude that the SDGs are an instrument that helps the expression of the different elements of well-being in a general way according to the proposed conceptualisation.

6.3.

Grouping of SDGs based on their nature, focused on the individual

For the purposes of this project, we believe that the SDGs should be grouped according to their nature, bearing in mind that a people-based perspective is at the heart of our project. Accordingly, the following groups can be formed:

- SDGs that we can call 'PURPOSIVE' are those most directly related to the basic needs to be covered, namely equality and inclusion. The following have been identified:
 - SDG 1: End poverty in all its forms everywhere
 - SDG 2: End hunger
 - SDG 3: Ensure healthy lives and promote well-being for all at all ages (understanding well-being as health in the broad sense).
 - SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
 - SDG 5: Achieve gender equality and empowering all women and girls
 - SDG 6: Ensure availability and sustainable management of water and sanitation for all.
 - SDG 7: Ensure access to affordable, reliable, sustainable and modern energy
 - SDG 8 (work focus): Promote (...) employment and decent work for all
 - SDG 10: Reduce inequality within and among countries
 - SDG 16: Promote just peaceful and inclusive societies (with an emphasis on peace and justice in this grouping)
- SDGs that we call INTERMEDIATE are those necessary to achieve the purposive SDGs that can either support and accelerate or hinder and slow down the achievement of the latter, depending on how they are addressed. We identified the following:
 - SDG 8: Promote inclusive and sustainable economic growth (...)
 - SDG 9: Build resilient infrastructure, promote sustainable industrialisation and foster innovation.
 - SDG 11: Make cities inclusive, safe, resilient and sustainable
 - SDG 12: Ensure sustainable consumption and production patterns
 - SDG 13: Take urgent action to combat climate change and its impacts
 - SDG 14: Conserve and sustainably use the oceans, seas and marine resources
 - SDG 15: Manage forests sustainably, combat desertification, halt and reverse land degradation, and halt biodiversity loss.
- SDGs that we call INSTRUMENTAL operate by supporting the achievement of the previous two groups:
 - SDG 16: Promote just, peaceful and inclusive societies (in terms of strong institutions)
 - SDG 17: Revitalise the Global Partnership for Sustainable Development (strong partnerships and cooperation)



Source: Prepared by the authors (Deusto Social Lab).

Figure 10. Grouping of SDGs based on their nature, with the individual remaining the central focus.

In conclusion, for our purposes:

- The contextual dimension deserves special focus. As the SDGs are set at the global level, they require stakeholders to apply their local perspective. Our efforts must be centred on our immediate context, while understanding that such engagement simultaneously contributes to the global dimension. Our contribution therefore stems from within our sphere of action (whether or not this is territorially more locally focused); and by contributing to the SDGs we also contribute to people's well-being. Thus, the University aspires to bring about social transformations where a key role is played by both people and organisations.
- It is this contextual dimension that guides us on the priorities for action in relation to the human needs dimension and on the actions to be taken.
- The person-based dimension and relationships that are built are therefore central to and compatible with the approach of the 2030 Agenda.
- The above groupings can serve as a guide in identifying the contribution of the University in carrying out its mission and supporting the people who engage with it.

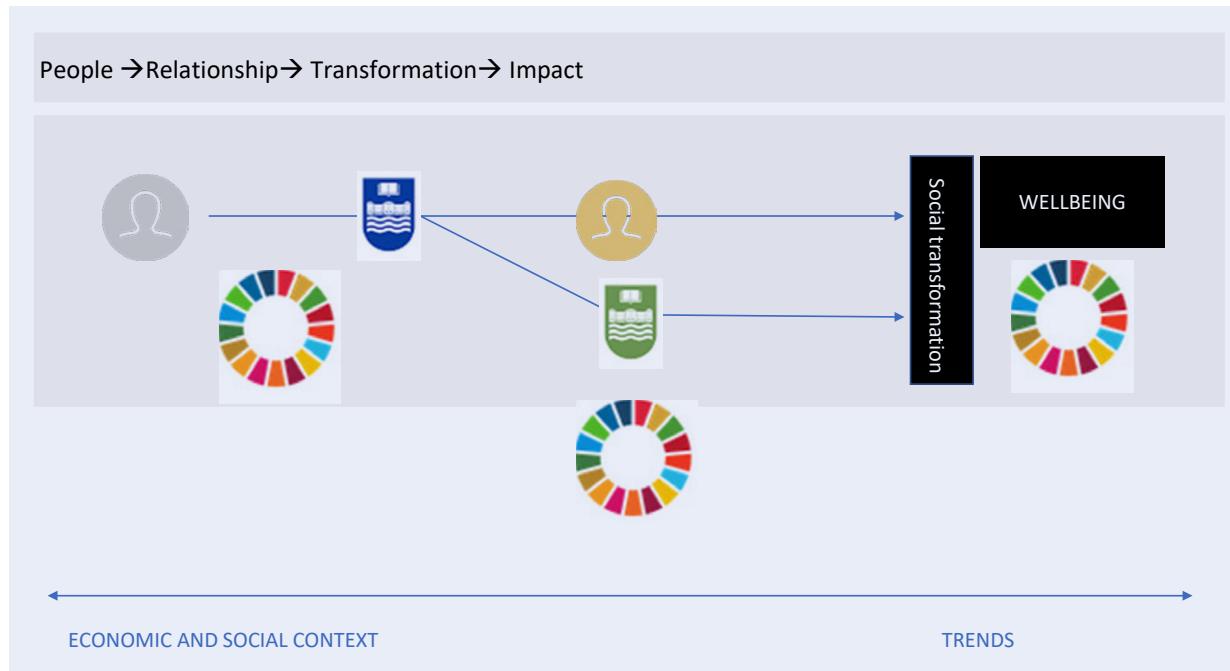
• From our perspective as a university, we will make a wider contribution to the extent that the learning processes address the SDGs in a cross-cutting manner and independently of the specific area of knowledge, without prejudice to the possibility of creating courses specifically focused on sustainable development or broader actions of dissemination and social engagement.

• Given the foundations of our conceptual model of social impact, and in order to integrate the 2030 Agenda into it, an interpretative model needs to be developed in the first place. Figure 11 shows the contribution the UD makes to different SDGs throughout the process.

6.4.

The University of Deusto's Social Impact Model

To help readers understand section 6.4, the main ideas of the conceptual model from Deusto Social Lab Report No. 3 are briefly reviewed.



Source: Prepared by the authors (Deusto Social Lab)

Figure 11. Impact overview - SDGs

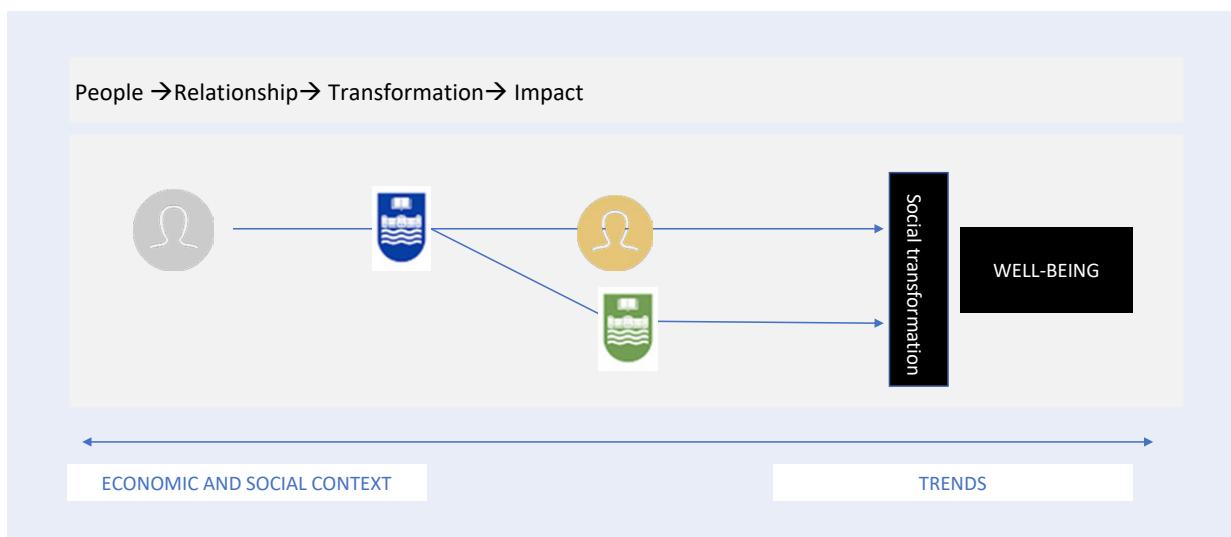
6.4.1.

Strategic anchor

The conceptual model of the University of Deusto's impact model is naturally rooted in the University of Deusto's own mission. As Vice-Chancellor José María Gibert put it, 'our mission is to serve society, to commit to creating a fairer, more compassionate and sustainable world. As a university, we achieve this by providing all-round education in skills and values, research and knowledge

dissemination focused on addressing social issues and actively engaging in university social responsibility.

To fulfil this mission, the University of Deusto consistently places the individual at the heart of its endeavours. It recognises that people are the genuine agents of change and social transformation. This has been the starting point for the reflection and co-design of its own holistic model for analysing its impact on society. This starting point forces us to reflect on several fundamental questions in order to build the foundations of a solid and coherent impact model (see figure below):



Source: Prepared by the authors (Deusto Social Lab)

Figure 12. Core elements of the Impact Model

A) People

For the University of Deusto, the individual is the main agent of change and transformation. Hence, the objective is for anyone engaging with the University of Deusto through its numerous activities and services to potentially undergo a transformation or change through reflection. In other words, a transformation or change at the societal level may also ensue by enhancing the personal dimension. Therefore, people who transform themselves in order to transform. There is therefore a need to analyse the activities carried out by the UD from the perspective of aspirational transformation. However, it also appears evident that the nature of the transformations or changes experienced, as well as their impact on society, may vary depending on the individual, their intentions and the particular stage of life they are in when they engage with the University.

Hence, it is important to gain an understanding of the diversity of the people involved, to accurately characterise the different groups and understand their motivations

when they engage with the University of Deusto. This is essential for constructing a model that can reveal the distinct impact trajectories they follow.

B) Transformation

The 2022 strategic plan of the University of Deusto, which contains the slogan 'Transforming our world together', takes a specific approach to the transformation to which the UD aspires:

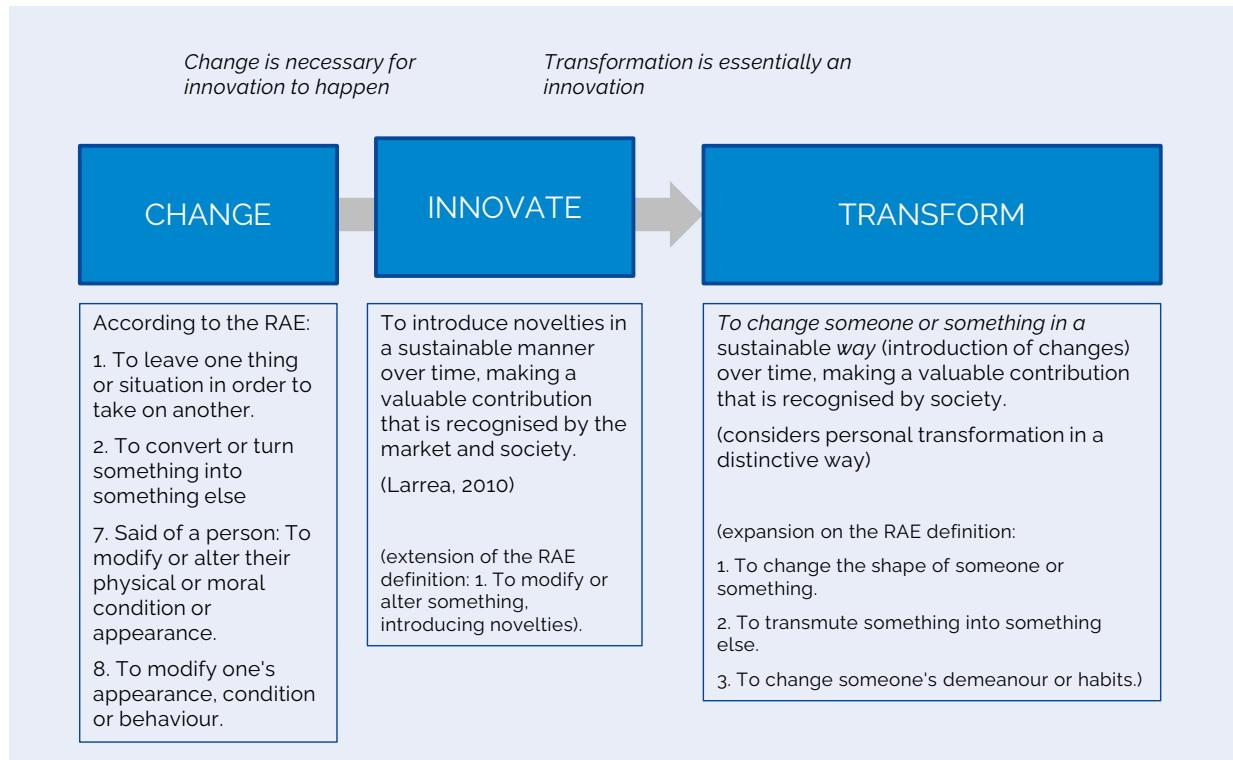
'Transforming' indicates the purpose of our endeavour; transforming in order to move towards a fairer, more humane and more sustainable world. This is at the core of the university mission and of our challenges: education, research and transfer, leadership and a commitment to society... in order to transform and humanise the world. We want to make a small contribution to a vital task performed by people who transform the world.

Since transformation is central to this, it is necessary to reflect on the meaning and significance of the concept

itself within a model that aims to understand the UD's social impact. According to the *Real Academia Española* (Royal Academy of the Spanish Language (known as RAE)), to transform is 'to make someone or something change shape, to transmute something into something else or to make someone change their behaviour or habits'. This definition is very close to the concept of innovation, which also according to the RAE, is 'to change or alter something, introducing novelties'. Broadening the definition of innovation, for Larrea (2010) innovation is 'introducing novelties in a sustainable manner over time,

providing value recognised by the market and society'. Thus, change is necessary for innovation to take place and therefore a transformation is essentially a social innovation.

In light of the above, the concept of transforming could be defined as 'changing someone's way of behaving or habits (personal dimension, essential for the UD's impact model approach) or something in a sustainable way over time, providing a value recognised by society'.



Source: Developed by the authors based on Larrea ('La teoría -imperfecta- de la innovación', 2010). Deusto Social Lab.

Figure 13. The concept of transformation. Definition and scope.

This leads to a new reflection on the kind of changes, innovations and transformations to which the UD aspires to contribute. As stated in the 2022 global strategic initiative, the aim is to move towards a fairer, more humane and sustainable world. In order to design a social impact model, it is essential to delve further into the steps undertaken by the University of Deusto in its path towards this vision. Each of these activities will have purposes that are aligned with the University's mission and vision (i.e. how the University understands its role in society and how it puts it into practice). Hence, it is vital in this process to clearly articulate these aspirational transformations, as they will serve as the foundation upon which to gauge whether the university achieves the intended impact.

C) Relationship

For the University of Deusto, transformation means that people acting 'together' undertake changes aimed at moving towards a fairer, more humane and sustainable world:

'Everyone together' is one of our hallmarks. As a unified Deusto University community that encompasses students, teaching and research faculty, research personnel, administrative and support staff, alumni and families, we embark on a shared journey and project. We do so alongside a vast array of individuals, institutions, social organisations, companies and cultural entities. This involves forging alliances and building networks. We got here together. We shall win the future together.

Therefore, the necessity for individuals to connect with one another for these transformations to occur introduces a new element that must be taken into account in the model. The insights gained from the second chapter of this document underscore the need for society to shift from a spatial paradigm to a new relational one. This new approach emphasises the importance of ecosystems, the need for collaboration and co-creation, and the importance of human connections. It has become clear that establishing a relational space is a global challenge for contemporary society, and, thus, it is also a challenge for the University itself. This cannot be tackled by the University alone; it needs the rest of the economic and social agents to generate the necessary ecosystem (the necessary relationship space) that allows people to act as agents of transformation at the service of well-being. As stated by Larrea (2019), 'the key role of the individual in the processes of social transformation showcases its double dimension: as an active agent of the transformation process (input) and as a result of the transformation process (output)'. This also applies to the University, which, in the various relationships it establishes with the different actors, is permeable to change, and also transforms itself. In addition, this transformation occurs within the 'institutional' framework through the creation of internal conditions within an organisation, enabling the individuals working within it to bring their capacity for transformation.

In this new relational paradigm that the University of Deusto is committed to, the key issue lies in how people establish relationships (since people are relational by essence) and in the understanding of the purpose underlying these relationships.

It is therefore necessary to investigate the different expressions of these relationships further in order to be able to make a rigorous assessment of the impact achieved at a later stage. The characterisation of the relationship established with the different agents will therefore be a variable that will provide the necessary information to contextualise the social contribution of the UD's activities.

For a suitable categorisation, we turn to Larrea's (2019) proposal. This proposal outlined seven relationship models based on three key factors: the frame of reference, which pertains to the broader context where the relationship arises; the purpose, connected to how strongly a shared objective or vision of the future influences each party's commitment to the relationship; and the language, representing the capacity to communicate and construct a shared narrative.

Thus, the different manifestations of a relationship are defined by Larrea as follows:

- Co-existing: sharing space and time, but not purpose or language.

- Living together: in addition to space and time, basic aspects of the general frame of reference are shared, some of the language used, but not the purpose.
- Exchanging: greater intensity in sharing frameworks and language; the first stage of sharing appears in terms of purpose, so that reciprocity can take place in the relationship.
- Harmonising: frameworks, language and general purpose are shared to a greater extent.
- Coordinating: involves bringing together to create a harmonious whole, which entails greater commitment to framework, language and purpose.
- Collaborating: involves participation in a part of a more general process with its own purpose, in which language is largely shared, but all collaborators do not necessarily have the same purpose.
- Cooperating: this is sharing at its best, in which the final purpose of all participants is the same, a common language is used and a shared narrative is constructed.

The need to understand the relational map employed in various University activities (including who is involved and the intended goals) arises from the aforementioned points. This is perfectly aligned with the strategy of understanding the impact value chain and the needs for information stemming from the two initial stages (inputs and activities).

6.4.2.

Transformation as a process.

Impact as an outcome

The commonly accepted definition of impact is that it is any change brought about by the implementation of a set of services or activities. The University of Deusto initiates these changes by performing activities or services guided by a systemic and sustained process over time. The UD's objective is to instigate transformations that are valuable to society and, ultimately, contribute to inclusive and sustainable well-being within its role as a Jesuit university.

Therefore, the University of Deusto expresses its social impact in terms of transformation. Transformation of people, but also transformation of the University itself, and ultimately, transformation of society towards the construction of a more just, humane and sustainable society. A multitude of impact dimensions emerge from this per-

spective, depending on the activities carried out by the University, thus forming a holistic, comprehensive and integrative model.

As transformation is essentially a social innovation and the UD strives to see these transformations change the world, the processes to be put in place to achieve them will be consistent with any innovation process. Thus, the vision of the stages of the innovation process must be included in the UD's social impact model, which can be summarised as follows, according to the theory developed by Larrea (2010) :

- Stimulus Stage: This stage includes all the activities aimed at fostering spaces for surprise, creating the conditions in which surprise can emerge, occur and flourish. It is the field of attitudes and emotions, of creativity.
- Conversation Stage: This stage includes activities aimed at encouraging surprise to be transformed into suggestion by listening to others, exchanging and contrasting points of view and opinions.
- Reflection Stage: These activities are designed so that the suggestion, resulting from discussing and contrasting views, can be analysed from a personal perspective, in order to evoke and activate the idea or the project.
- Action Stage: If surprise is suggestive and evocative but it is not applied to anything practical, it does not serve any purpose. Therefore, a step from theory to practice must be taken. This is the stage where activities are designed to establish the optimal conditions for actions to reach their maximum potential.
- Recognition stage: This is the stage where success can be acknowledged and enjoyed, and failure can be assessed. In this way, the usefulness of what has been achieved is returned to the process, so that success can be managed as part of the process.
- Dissemination Stage: The new application provides utility and needs to be both acknowledged and communicated; it must be disseminated to enable a new step forward. All activities that are carried out with this focus should therefore be included here.

At this point, a qualification should be made regarding the classification of the activities into these stages. For some activities, only one of these stages is likely to be relevant; but it is also likely that several stages can be relevant to a single activity. Hence, for a proper categorisation, it is crucial that those overseeing the activities within the University of Deusto specify which stage(s) the analysed activities are included in at any given time.

In conclusion, as transformation is a process, various impacts will occur at different stages over time. Therefore, at the end of this process, we will be able to talk about the University of Deusto's impact on social transformation.

6.5.

The social impact of the UD through the SDGs Interpretation model

In view of the analysis outlined in the previous section, and in order to make a preliminary attempt to translate the conceptual framework of the 2030 Agenda into our proposed model of social impact within learning processes, a reflection has been formulated. (as illustrated in Figure 14). It seeks to connect the SDGs with the learning process—primarily from the students' perspective—and to arrive at a specific set of indicators. This is an initial approach that needs to be completed from the perspective of entrepreneurial processes. In addition to the 2030 Agenda's indicators, different sources have been consulted to draw up this proposal, including those provided by the Times Higher Education Impact Rankings, the guide entitled *Cómo evaluar los ODS en las Universidades* (How to assess the SDGs in Universities (REDS, 2020)), and some case studies based on other universities that have engaged in exercises of this nature. Further development of this reflection from the perspective of the UD remains a task for future research.

Thus, if we situate the onset of an individual's learning process at the UD at the moment the relationship is initiated, a clear connection can be established with two of the SDGs: SDG1: No poverty and SDG10: Reduced inequalities. This is mainly due to the fact that the UD has a scholarship policy to provide support for those who have financial difficulties in order to contribute to their learning process at the UD. The University of Deusto also has specifically taken specific responsibility to uphold the right to equality between women and men. It has therefore committed to incorporating a gender perspective across all organisational processes, notably including teaching processes. The UD's contribution begins at this stage, continues throughout the years of learning and is deepened through various activities and methodologies, with Service Learning standing out among them.

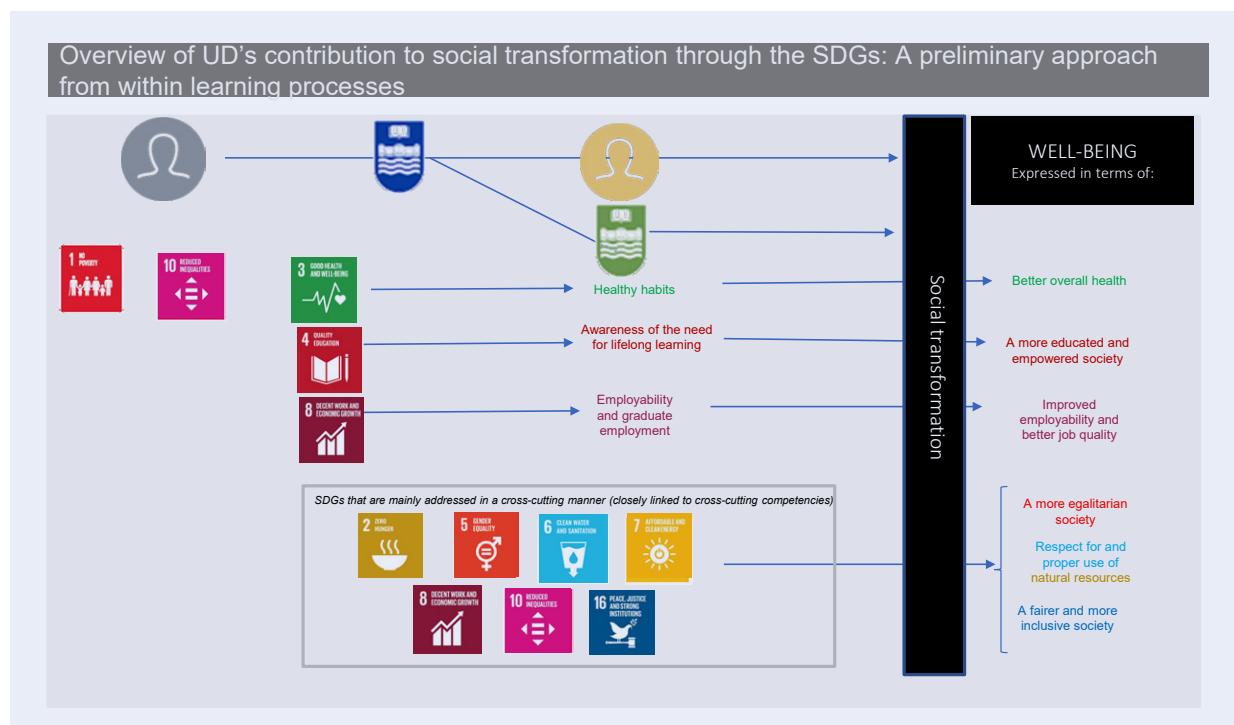
Additionally, during their learning processes, students gain experience in different generic competencies that directly touch on several of the SDGs included in the 2030 Agenda. Seven of them have been clearly identified. These are addressed by means of specific activities

that engage with the community's realities via experiential learning and practical involvement, as well as through the inclusion of these social challenges in final degree projects (TFG), among other approaches. In turn, the UD implements different activities on the Deusto Campus some of which are aimed at promoting healthy habits among the university community in general and the student body in particular, and at fostering inclusion.

In light of the above, and focusing on the SDGs seen as purposive in character, it can be concluded that the University of Deusto's aim to contribute to social transformation through learning—especially at the undergraduate level—is reflected in how its learning model is put into practice. This is supported by student-focused university

policies and a range of extracurricular activities and services available to students:

- Improved employability and better job quality
- Awareness of healthy habits and consequently, better health
- A more educated and empowered society
- An awareness of the need for lifelong learning
- A more equal, just and inclusive society
- An awareness of the respect and proper use of natural resources and environment.



Source: Prepared by the authors (Deusto Social Lab)

Figure 14. Overview of the UD's contribution to social transformation through the SDGs: A preliminary approach from within learning processes

To ground this aspiration in an actual contribution to social well-being, and drawing on both previously consulted sources and our own proposals, a panel of indicators is presented below (Table 3). Measuring these indicators will offer additional information needed to clearly and ac-

curately reflect the UD's contribution to social impact and its role in the broader process of social transformation. Some of the indicators that have already been covered by the social impact model described above are shown in italics in the table.

SDGs	Type	Indicator	Group
SDG 7. Affordable and clean energy	Purposive	% of students who took an undergraduate or postgraduate degree on this subject area (from the total) % of graduates who were educated in these areas and work in the energy sector (renewable energy sources) Final degree projects related to this social challenge Awareness-raising actions related to this area	Students Graduates Students UD
SDG 8. Decent work	Purposive	Employment rate 3 years after graduation Average salary Positions held Time elapsed until they gained their first job Graduates whose jobs were related to and commensurate with their education Satisfaction with their job Prospects	Graduates Graduates Graduates Graduates Graduates Graduates Graduates
SDG 10. Reduced inequalities	Purposive	Students served by the Social Action and Inclusion service Number of students from development countries Number of students who took <i>Service Learning</i> Number of students who engaged in volunteering/aid Final degree projects related to this social challenge Proportion of students by functional abilities % of graduates who were socially aware and engaged in actions consistent with that awareness	Students Students UD Students Students Students Graduates
SDG 16. Peace. Justice	Purposive	Proportion of law graduates Final degree projects related to this social challenge Awareness-raising and dissemination actions % of students who were socially aware and engaged in actions consistent with that awareness	Graduates Students UD Graduates

Source: Prepared by the authors (Deusto Social Lab)

Table 3. Impact overview - SDGs. Preliminary approach

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