



# WINNERS' BROCHURE 2016



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# GUPES GREEN GOWN AWARDS

## AWARDING SUSTAINABILITY EXCELLENCE

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The GUPES Green Gown Awards are a joint initiative supported by the United Nations Environment Programme (UNEP) and the Environmental Association for Universities and Colleges (EAUC) that expands the Green Gown Awards further across the globe through the Global Universities Partnership on Environment and Sustainability (GUPES) network of over 800 universities and colleges. This exciting partnership with GUPES recognises universities and colleges as leaders in sustainability as well as being able to continue their learning from global leaders.

The GUPES Green Gown Awards are open to GUPES Members across 6 regions. Applications are equally welcomed from institutions. Each GUPES region has pre-selected the category that features the region's most prominent progress and achievements.

**1: Africa: Continuous Improvement: Institutional Change**

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**2: Asia and the Pacific: Community Engagement**

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**3: Europe: Student Engagement**

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**4: Latin America and the Caribbean: Community Engagement**

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**5: North America: Student Engagement**

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**6: West Asia: Continuous Improvement: Institutional Change**

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The GUPES Green Gown Award Winner from each of the 6 regions will automatically be entered into the International Green Gown Awards contest.

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**"ALL AROUND THE WORLD UNIVERSITIES ARE BEACONS OF HOPE FOR A MORE SUSTAINABLE FUTURE. THE GUPES GREEN GOWN AWARDS RECOGNISE AND CELEBRATE THE POWERFUL CONTRIBUTION OF UNIVERSITY STAFF AND STUDENTS AND MOST IMPORTANTLY LET US LEARN AND BENEFIT FROM THEIR EXCELLENCE".**

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Iain Patton, CEO, EAUC

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**"UNIVERSITIES ARE A RICH SOURCE OF INNOVATION, COMMITMENT AND PASSION FOR A SUSTAINABLE FUTURE OF PEOPLE AND PLANET IN HARMONY. THE GUPES GREEN GOWN AWARDS SHOWCASE THIS, AND PROVIDE A SOURCE OF INSPIRATION AND CAN-DO SPIRIT THAT THE UN ENVIRONMENT PROGRAMME APPLAUDS AND CELEBRATES."**

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Monika G MacDevette (PhD), Deputy Director, Division of Environmental Policy Implementation (DEPI) OIC, Environmental Education & Training Unit (EETU), United Nations Environment Programme

Founded by HEEPI, the Green Gown Awards are administered by the EAUC. For more information please visit [www.greengownawards.org](http://www.greengownawards.org)

Disclaimer: The information provided within this publication has been provided solely by the applicant as defined by the Awards through the two stage process. No member of the Green Gown Awards team or steering group will be liable for any misrepresentation.



We are delighted to present the 2016 GUPES Green Gown Awards Finalists and share their inspiring examples of sustainability best practice, together with some words of advice and encouragement on lessons learnt along the way when implementing their projects. We hope many readers will be inspired and motivated by these sustainability projects.

## GUPES GREEN GOWN AWARD CATEGORIES

### COMMUNITY ENGAGEMENT

Recognising initiatives by tertiary education institutions which create significant benefits for local communities, disadvantaged groups (including disability and accessibility in the broader sense) and/or society as a whole in either their host country or developing countries.

### CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE

Recognising sustained and successful activities to improve the performance of tertiary education institutions, faculties and buildings over a number of years and offers a whole institution approach.

### STUDENT ENGAGEMENT

Recognising that students and staff must work together to achieve goals using the "top-down method" and "grass roots method" to achieve maximum understanding and engagement across an institution.

## 2016 GUPES GREEN GOWN AWARD JUDGES

The judging panel are representatives from each region. We thank the judges for their time, commitment and valuable contributions.

### BANSON

#### EAUC

George Washington University

GUPES Chair, Tongji University, China

GUPES Steering Committee member, Florida Gulf Coast University, USA

GUPES Steering Committee member, Nigeria

GUPES Steering Committee member, Rhodes University, South Africa

GUPES Steering Committee member, Stony Brook University, USA

GUPES Steering Committee member, Technische Universität Dresden, Germany

Center for Environmental Education (CEE) India

UNEP Regional Office for Africa

United Nations Environment Programme (UNEP) Environmental Education and Training Unit

UNEP Regional Office for Asia and the Pacific

UNEP Regional Office for Europe

UNEP Regional Office for Latin America and the Caribbean

UNEP Regional Office for North America

Universidad Nacional Autónoma de México, México

Universidad Pedagógica "Enrique José Varona", Cuba

University of Nairobi

University of New South Wales, Australia

University of the West Indies, St. Augustine, Trinidad and Tobago

WTA Education Services

## CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE

### Strathmore University Strathmore Energy Research Centre



#### Development and implementation of a solar PV outreach training module for capacity building in East Africa

Strathmore Energy Research Centre (SERC) received funds to develop and implement solar PV training and outreach programme which will comprise of training, testing and certification services throughout many areas in the country.

The goal of the project is to train at least 100 trainers and through them 1000 technicians to certification level T2 within 36 months. A suitable number of mobile labs fitted with hands-on training equipment and training materials will be acquired as part of the project.

The program had a special additional activity of empowering women technicians through training on design, installation, maintenance, operation and maintenance of solar systems. This was done in collaboration with Arizona State University under the VOCTEC program.

#### TOP 3 LEARNINGS

1. We faced high clearance charges from customs during the importation of the VOCTEC toolkits and therefore opted for locally available materials.
2. We have built capacity for 25 vocation institutions to offer solar PV courses.
3. We have created a network of institutions for liaison and project opportunities, through this, we are able to share and learn more about similar projects.

#### WHAT IT MEANS TO WIN...

"Strathmore Energy Research Centre is a competence centre on renewable energy, energy efficiency and sustainability. Winning the GUPES Award will bring recognition to our institution and thus make it easier to spread the concept of sustainability in the minds of the young in Kenya and the Eastern African region."

**Prof Izael Pereira Da Silva, Director, Strathmore University Energy Research Centre**

# WINNER

# ASIA AND THE PACIFIC

## COMMUNITY ENGAGEMENT

### Fiji National University



### **Our climate-smart landscapes: watershed protection using agroforestry systems and soil conservation to enhance community resilience to climate change in six upper watershed communities in Ba (Viti Levu) Fiji Islands**

Community engagement and climate change adaptation (CCA) can be made simple and effective, by implementing Fijian traditional agroforestry systems (TAFS), community-empowerment, training and capacity-building and replicating of local initiatives.

This creates ownership for long-term sustainability, while protecting vulnerable watersheds from hillside erosion.

Project funders were GEF-SGP and ACP-EU-FORENET. Work started by USP-PACE-SD (in 2010/11), then transferred to CSTD-FNU (2013/14) for necessary follow-up with the Fijian Forestry Department and local Planting Committees/Contracts.

#### TOP 3 LEARNINGS

1. Community Based Adaptation (CBA) works if communities themselves take ownership.
2. Publishing of technical reports and disseminating lessons-learned.
3. Collaboration and well-planned coordination is needed to undertake any CB Adaptation project.

#### WHAT IT MEANS TO WIN...

"We (as CSTD) and as part of FNU, are very honoured to receive this Green Gown Award, as this would propel CSTD and FNU towards quality international recognition, involving ourselves as well in further climate change community-based activities and provide an opportunity to demonstrate to others that resilience can be achieved through simple practical measures that don't require large external funding. Sustainability is derived from bottom-up practical means of adaptation; thus creating shared interest and mutual interconnectedness, emphasizing traditional knowledge, and strengthening institutional research and development endeavours in Small Island Developing States (SIDS)."

**Prof Nigel Healey Vice-Chancellor/Principal**

## COMMUNITY ENGAGEMENT

**De La Salle University**  
Center for Social Concern and Action (COSCA),  
Campus Sustainability Office



### Local Fishers protecting Nemo and Friends: an effort in Coastal Resource Management of Talim Bay

COSCA's effort focused on a consultative process of listening to the problems besetting the fishers and their families and informing them that a possible solution can come from basically protecting and conserving their natural resource base.

Fishers, among others essentially were encouraged to take a closer look at establishing their own version of a Marine Protected Area, a key resource management option designed to protect a vital part of the municipal coral reefs, seagrass beds and mangrove forest to ensure the integrity of these ecosystems. The operative concept was to sustainably utilize through regulation and peoples' participation.

#### TOP 3 LEARNINGS

1. Community members as major partners in local development.
2. Academe needs to learn from appropriate grassroots technology.
3. Resource management is managing people not resources.

#### WHAT IT MEANS TO WIN...

"This has become our source of institutional pride and at the same time a reminder that these types of initiatives should be replicated in other areas as well."

**Br Raymundo B Suplido FSC, PhD, President,**  
**De La Salle University**

## STUDENT ENGAGEMENT

### Chalmers University of Technology



**CHALMERS**



#### Challenge Lab

In the Challenge Lab students learn to explore, define and act upon global challenges that will transform the way we live together on this planet. The current scenarios of resource shortages, land use and energy are creating many challenges for our societies. These can be solved by collaboration in complex systems and the Challenge Lab empowers students to be leading change agents in these collaborations. Challenge Lab acknowledges, equips and empowers students to have transformative impact in society.

In the Challenge Lab, a multi-disciplinary international team of students work together with industry clusters, the public sector and academia to take upon the greatest challenges we have. Space is created for the students in a dynamic environment to be in charge to connect projects, companies and public sector initiatives together with academia to identify "leverage points" in the system, where they then suggest and initiate solutions to take all sectors forward. The topics are formed through the process in the lab and are aimed in the local context, but transferable elsewhere. Challenge Lab believes that students have an ability that goes beyond what any actor in society can do alone and we let them be the transformative leaders our planet is in dire need for.

#### TOP 3 LEARNINGS

1. We learned how to engage in transitions towards a sustainable society.
2. We learned that students have a power as change agents in the system.
3. We learned that stakeholders love to work with students and going beyond "business as usual".

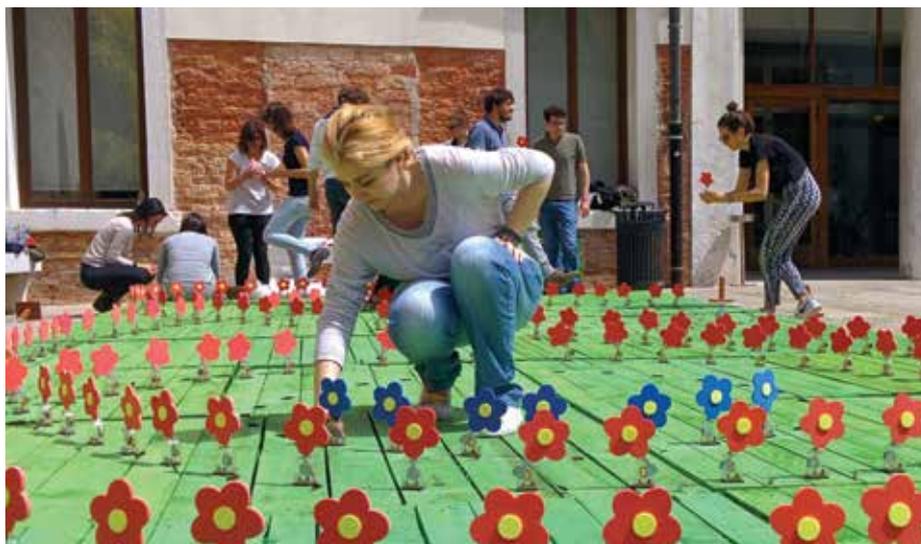
#### WHAT IT MEANS TO WIN...

"From the university's standpoint we will gain recognition that verifies that we are on the right track in our work to bring transformative change being a long-term actor in society."

**John Holmberg, Vice President, Chalmers University of Technology**

## STUDENT ENGAGEMENT

### Ca' Foscari University of Venice



#### Using art to promote sustainability: the "Dancing Solar Flowers" project

Many of the projects implemented by Ca' Foscari University of Venice are to make more sustainable campuses and management, but also to integrate sustainable issues in teaching and research. In the last few years the University decided to use art as an instrument to promote sustainability, to engage and educate students and community.

The artwork "Dancing Solar Flowers", by the artist Alexandre Dang, was one of the most successful experiences realised in terms of involvement in sustainability matters. The installation, displayed from 7 May till 22 November 2015 in the Ca' Foscari main courtyard, consisted of an artificial field made by reused pallets, where we "planted" hundreds of flowers dancing thanks to the sun light.

Further, this project connected some of the main research and teaching fields of Ca' Foscari; staff and students have been involved in the setting-up of the installation and in the development of research materials related to the artwork.

#### TOP 3 LEARNINGS

1. The active involvement in the project motivated students also to promote peer engagement on other initiative regarding sustainable issues and allowed them to put in practice their own cross competencies by actively working on the project.
2. Developing a project which arouses the people's curiosity, in order to pushing them to know more and to increase awareness of problems related to human's behaviours and allowing the diffusion of sustainable solutions.
3. Creating projects in connection with the city and territory.

#### WHAT IT MEANS TO WIN...

"We are honoured to receive this prestigious recognition which highlights Ca' Foscari commitment towards sustainability. It is especially important to be awarded this prize in the category of student engagement, as we believe Universities must have a special role in fostering new generations to meet the global challenges."

**Prof Michele Bugliesi, Rector**

# WINNER

# LATIN AMERICA AND THE CARIBBEAN

## COMMUNITY ENGAGEMENT

### Universidad San Francisco de Quito



## Proyecto de Innovación Socioambiental

### Social and Environmental Innovation Projects for Ecuador (PISA)

Proyecto de Innovación Socio-Ambiental (PISA) pursues social-environmental innovation projects to improve quality of life in different communities in Ecuador using Human-Centered Design. In collaboration with École des Ponts' d.school Innovecteurs class, Universidad San Francisco de Quito began this project as a pilot seminar to work with communities using ethnographic research, fast prototyping and community level implementations to address their own identified needs.

The initial case studies are in Galapagos and in an indigenous Andean community. In Pambamarca (Andes) a water collection system with a fog collector was implemented to increase the quantity of water available for agricultural purposes in the community. In El Progreso (Galápagos) a cleaning protocol and a filtration system in the collection tanks were installed to improve water quality and people's trust in running water from the government's system. Both projects are establishing microenterprises with members of the community that take care of the long-term sustainability of the projects.



UNIVERSIDAD SAN FRANCISCO

### TOP 3 LEARNINGS

1. We better understand Design Thinking as a tool to address social issues in communities, putting the user in the centre of design of a program.
2. We have strengthened our ties to the community of El Progreso in Galápagos, understanding that listening to the users, even in traditional public services can make a difference in the usage of those services, increasing trust in the system.
3. We have creatively addressed a water accessibility issue with an Andean community that is vulnerable to the effects of climate change, increasing resilience and adaptability, an issue we expect to continue encountering in our work.

### WHAT IT MEANS TO WIN...

"USFQ is honored to receive the GUPES Green Gown Award. We are inspired to use social innovation to strengthen our community engagement as well as encourage freedom of thought and education."

**Carlos Montúfar PhD, Rector, USFQ**

# HIGHLY COMMENDED

# LATIN AMERICA AND THE CARIBBEAN

## COMMUNITY ENGAGEMENT

### Red Costarricense de Instituciones Educativas Sostenibles (REDIES)



RED COSTARRICENSE DE INSTITUCIONES  
EDUCATIVAS SOSTENIBLES



#### National advocacy and management of environmental indicators in the Costa Rican Network of Sustainable Educational Institutions - REDIES

By joining REDIES, each institution commits to the systematization of its environmental performance through compliance indicators, and quantitative and qualitative indicators classified into five thematic areas. As of this year, our network has a web based IT platform and a manual that has allowed systematizing all indicators. Because of these implementations 92.9% of our institutions have environmental policies; 78.6% run energy management plans; 71.4% have water management plans; 78.6% carry out solid waste management plans; 42.9% are on route to reducing their emissions; 59.3% have implemented Environmental Education programs; and 64.3% are implementing community outreach programs based on environmental issues. Volunteers from our network's institutions have participated for 5 years in national education programs on waste management. REDIES has organized five national forums.

#### TOP 3 LEARNINGS

1. We have strengthened our capacity as well as increased our collective learning.
2. Through partnerships built on trust, respect, and the transfer of knowledge, as well as individual and group experiences, we are achieving our goals.
3. Consistency in our communication and the reflection of our purpose has enabled us to stay relevant and achieve plausible results.

#### WHAT IT MEANS TO WIN...

"For EARTH University, an institution that has supported REDIES since its inception, this adds momentum to our efforts of strengthening the network and continuing projects we have undertaken.

Furthermore, it will strengthen the relationship with other educational institutions, both public and private, promoting the development and management of environmental education in Costa Rica."

**Daniel Sherrar, Provost, EARTH University**

# HIGHLY COMMENDED

# LATIN AMERICA AND THE CARIBBEAN

## COMMUNITY ENGAGEMENT

### Universidad del Norte



#### **Ecocampus Uninorte Program: between the knowledge and action to obtain the knowhow**

Ecocampus Uninorte program is a strategy created at Universidad del Norte in 2014 to visualize and optimize the environmental management of its campus and increase environmental awareness through education, research and promotion to generate well-being and harmonious development of the university community.

The program frames multiple initiatives that range from the development of projects designed to empower the university community on its path to more responsible conducts towards the environment to the sustainable management of technical aspects of the campus.

Since the creation of the program more than 2500 members of the university community and visitors have been involved in the different education and participative activities, especially restoration and urban agriculture projects.

#### TOP 3 LEARNINGS

1. We found out that there's a natural and big interest from university community members, especially students, to take part in environmental projects and be informed about the different environmental problems occurring on their territory. New generations really want to make positive changes on the planet.
2. Easily replicable initiatives such as restoration and urban agriculture projects proved to be great platforms for environmental education and also created valuable spaces for social cohesion among the university community.
3. In order to achieve sustainability in higher education institutions academy and administration must work hand by hand.

#### WHAT IT MEANS TO WIN...

"Winning this award will be an important recognition to our strong commitment to nature's protection and sustainable development of our society. It will also celebrate the incessant work of each one of the persons that arduously got involved with the activities of the program and helped us build a future where earth and humanity can coexist in harmony"

**Dr Jesús Ferro Bayona, Rector**

# WINNER

# NORTH AMERICA

## STUDENT ENGAGEMENT

### The University of British Columbia



#### SEEDS Sustainability Program

Over the past 16 years, UBC's SEEDS (Social Ecological Economic Development Studies) Sustainability Program engaged over 6,000 students, faculty and staff on hundreds of Campus as Living Lab sustainability projects, resulting in over 1,200 publicly-accessible research reports.

Facilitating collaborations across operational and academic units, the program develops student career capital through experiential learning, while contributing to the implementation of operational sustainability plans. Notable projects include:

1. Sustainable food efforts, including community garden guidelines; creating over eight campus food gardens and a farm-to-institution partnership ensuring local food procurement;
2. Launching of a \$1 million Sustainability Revolving Fund that provides loans for energy and water-saving projects;
3. Social sustainability initiatives, including creative public realm installations around concepts of identity, refuge and home, based on interviews with UBC students who arrived in Canada as political refugees.

#### TOP 3 LEARNINGS

1. Invite all stakeholders to the table: Our students' sustainability projects proved to be an excellent opportunity to reach across institutional silos to forge new partnerships that advance our community sustainability goals.
2. Even the big projects start small - project management is critical: Our incremental radicalism approach ensures we iteratively build on previous projects and leverage collective institutional memory.
3. Early engagement and active involvement is key: we connect with members of community early on to scope the project, foster positive relationships, and incorporate a participatory action research approach that helps us co-create tangible results.

#### WHAT IT MEANS TO WIN...

"Winning a GUPES Green Gown Award helps demonstrate UBC's ongoing commitment and leadership in sustainability by spotlighting our SEEDS program on a global scale. This is a humbling recognition which will only strengthen our commitment to continue sharing our model and building partnerships with other institutions around the world."

**Michael White, Associate Vice-President, Campus + Community Planning, The University of British Columbia**

## STUDENT ENGAGEMENT

### McGill University



#### Catalyzing a culture of sustainability at McGill University with the Sustainability Projects Fund (SPF)

The Sustainability Projects Fund (SPF) is a crown jewel of McGill University's sustainability efforts and a best-practice model for universities. The SPF's main goal is to build a culture of sustainability on McGill's campuses through the development and seed-funding of interdisciplinary projects.

With an annual value of CAD 885,000 in 2016, the SPF is the largest dedicated campus sustainability fund of its kind in North America among McGill peer institutions, and is uniquely committed to collaboration between students and staff in its financing, decision-making, and project implementation.

Since its creation in 2010, the Fund has awarded over \$5 million to 155 projects, which have yielded dramatic and lasting improvements to McGill's social, economic, and environmental sustainability performance. Every significant sustainability achievement at McGill over the past several years, from local and sustainable food sourcing to emissions reduction to Aboriginal engagement, has been facilitated to some degree by SPF funding.

#### TOP 3 LEARNINGS

1. Nurture engagement – We learned to empower and leverage our most invested and passionate individuals to bring ideas into reality. This included developing tools and communicating transparent and participatory processes.
2. Be unafraid – We learned to ask 'why not?' instead of 'why', allowing SPF projects to embody McGill's sustainability ethos of ambitious realism. We choose to learn from failures instead of shying away from them and use campus as a living laboratory where knowledge is applied and learning is experiential.
3. Create a community – Instead of taking ownership of all projects, we learned to play a facilitator role, bringing together diverse persons who would normally not work together, distributing leadership, and helping them share and celebrate their successes.

#### WHAT IT MEANS TO WIN...

"McGill students, in collaboration with staff and faculty, have always been catalysts of change and innovation on our campuses. Winning the GUPES Green Gown Award will be a testament to what is possible when we encourage these partnerships and harness their potential to make a more sustainable world."

**Principal and Vice-Chancellor Suzanne Fortier**

## COMMUNITY ENGAGEMENT

### Aklan State University

#### Manduyog Biodiversity Conservation Program

The Aklan State University nestles at the foot of the majestic Manduyog Hill which is naturally blessed with a cool and green environment. Given this rare privilege there is a concerted effort among students, employees and community to protect its rich natural resources and preserve its spiritual and cultural endowment. One initiative of the University is to perform tree-planting activities.

The school have established seedling banks which serves as a repository for different species of trees. Another project is the Science and Technology Farm prioritising the conservation of native animals. An Organic Farming Systems Laboratory was also conceptualised, designed to produce organic crops and vegetables.



#### TOP 3 LEARNINGS

1. Program sustainability lies on social acceptance.
2. Environment conservation should be concerted efforts.
3. Biodiversity promotes economic sustainability.

## COMMUNITY ENGAGEMENT

### Xavier University

#### Solid Waste Management: The ATENEO Way

As a Jesuit university, Xavier participates in the Jesuit mission of reconciliation with God, reconciliation with others, and reconciliation with creation. Environmental protection is embedded in the University mission. The Solid Waste Management Program (SMW) aims to improve cleanliness of the University and to attain zero waste.

The program has achieved results that include support from top management; procurement of color-coded bins strategically located in grounds, hallways and offices; operation of Materials Recovery and vermicomposting facilities; monthly revenue from recyclable materials; initiation of information, education and communication campaign; and recognition of University initiatives at local and international level. SWM process include: 1) Segregation at Source; 2) Collection of solid material; 3) Cleaning, sorting and storage of Recyclable Materials; and 4) Disposal to the controlled dumpsite. Moreover, Xavier University, as an academic institution, should be a catalyst in supporting the Philippine government in its solid waste management program.



#### TOP 3 LEARNINGS

1. Commitment - Environment protection is embedded in the University mission, thus we ensure that this is translated into actual practice and concrete activities.
2. Teamwork - We recognised that every member of the University community plays a vital role in program implementation.
3. Challenge - We are tasked by the Association of Jesuit Colleges and Universities in Asia Pacific (AJCU-AP) to become a prototype green campus for other Jesuit schools in the region.

## COMMUNITY ENGAGEMENT

### Universidad Nacional del Centro del Peru

#### Mi Patita Ideal

The group "CAMBIEN", from the Faculty of Architecture of the National University of the Center of Peru, related to the care and protection of animals, specifically pets, has done different activities like "Campaign of sterilization and castration for pets", and later we implemented the project " Mi Patita ideal" to help change people's attitude, increasing sensitivity and raising awareness through art, related to care and protection of pets.

We were able to raise awareness and sensitize students and the community to the importance of animal care and treatment with the support of institutions and interested groups so that they take a change in attitude. The students participating self-financed their activity via management.



#### TOP 3 LEARNINGS

1. We as volunteers become aware of the problem in order to act.
2. We participate actively not only elaborating the project, but like doers to be involved in the problem and to be part of the solution.
3. We integrate into the society through social projection to be leaders and managers.

## COMMUNITY ENGAGEMENT

### Universidad San Ignacio de Loyola (USIL)

#### USIL, Shaping entrepreneurs through sustainability

In Peru, people from the outskirts of Lima have limited access to high quality education due to educational organizations being allocated in central districts of the city. On the other hand, districts such as Independencia stand out as an emerging district brought about by their entrepreneurs who have played a leading role in the development of the area.

Is in this context, San Ignacio de Loyola's University built The Institute of Entrepreneurs-North Lima in Independencia to provide access to high quality education in a modern and sustainable infrastructure, which obtained the Leadership in Energy and Environmental Design GOLD Certification. Some of the main benefits have been greater access to high quality education, savings in time and cost of transportation, 26.5% more efficiency in energy and 43% in water. USIL's investment is of great importance in order to continue fostering better employment opportunities and development for the people of North Lima.



#### TOP 3 LEARNINGS

1. The change of mindset and the well-being we generate to the people who work and study there, to the environment, and the surrounding communities is uncountable.
2. Our decisions have an important impact in the development of our community, society and country.
3. Involving all our stakeholders in each step was very important as allowed us to execute a decentralized educational and infrastructural project with a social and environmental perspective.

## ABOUT GUPES

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The Global Universities Partnership on Environment for Sustainability (GUPES) is one of the flagship programmes of UNEP's Environmental Education and Training Unit (EETU). GUPES was the result of a consultative forum organised by UNEP and its partners, to deliberate on ways of escalating UNEP's engagement with universities. It builds on the successes of the Mainstreaming Environment and Sustainability in African Universities (MESA), the nascent Mainstreaming Environment and Sustainability in the Caribbean Universities (MESCA) and the Asia-Pacific Regional University Consortium (RUC). At present, over 800 universities and regional partners/focal points from five different continents are part of the growing GUPES network. Institutions can join GUPES for free at [http://www.unep.org/training/programmes/New\\_Membership.asp](http://www.unep.org/training/programmes/New_Membership.asp).

### OVERALL GOAL OF GUPES

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GUPES aims to promote the integration of environment and sustainability concerns into teaching, research, community engagement, the management of universities including greening of university infrastructure/facilities/operations, as well as to enhance student engagement and participation in sustainability activities both within and beyond universities. This is done in accordance to the Agenda 2030 for Sustainable Development, the UN Decade of Education for Sustainable Development 2005-14, and the outcome document of the Rio+20 Summit - The Future We Want, United Nations Environment Assembly Resolution "Investing in human capacity for sustainable development through environmental education and training"—among others .

### GUPES OBJECTIVES

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- To provide a strategic platform for the mainstreaming of environment and sustainability concerns into university systems across the world, and to facilitate inter-university networking on sustainability issues with emphasis on South-South and North-South tertiary partnerships;
- To build, through university education systems, a professional capacity and leadership needed for the prevention of and responses to environmental issues, risks and associated sustainable development challenges;
- To contribute to revitalizing the global higher education system and enabling it to address current sustainable development challenges with emphasis on UNEP's seven thematic priorities;
- To contribute to the knowledge generation within UNEP's seven priority thematic areas and other contemporary environmental and sustainability issues, risks and challenges;
- To optimize development opportunities provided by ecosystem services in a sustainable manner in line with the principles of "Green Economy" and in the context of sustainable development;
- To help prepare the world for the projected impacts of global climate change, disasters and conflicts, harmful substances and hazardous wastes, as well as to assist in reversing and mitigating these and other negative environmental and sustainability trends.

Find out more at <http://unep.org/training/programmes/gupes.asp>



## ABOUT GREEN GOWN AWARDS

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The Green Gown Awards recognise the exceptional sustainability initiatives being undertaken by universities and colleges across the world.

With sustainability moving up the agenda, the Awards have become established as the most prestigious recognition of best practice within the further and higher education sector.

The Awards originated in the UK in 2004 and the Awards grow every year and have an international presence - the Australasian Green Gown Awards are now entering their 7th year. The Les trophées des campus responsables, the French speaking Green Gown Awards – open to institutions in France, Belgium, Switzerland, Luxembourg and French-speaking Canada - are now entering their 3rd year.

### INTERNATIONAL GREEN GOWN AWARDS

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The winners of each regional Green Gown Awards programme then go head to head for the coveted International Green Gown Awards.

The international judging criteria will be based on a comparison of the projects as a whole, with the ultimate deciding factor being which project has the biggest scale of impact - using the regional application submissions.

The winners of each International category in each region will be chosen for the International Green Gown Award. You cannot apply directly for these Awards but the winners of each eligible category will be put forward automatically.

### DO YOU WANT A GREEN GOWN AWARDS IN YOUR REGION?

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Our model is for the Green Gown Awards success to be replicated across different regions and countries. We support networks and agencies to deliver the Green Gown Awards locally and you have the confidence in establishing a well respected brand and awards programme for immediate success.

If you are interested in delivering the Green Gown Awards in your country or region then contact [greengown@eauc.org.uk](mailto:greengown@eauc.org.uk).



UK Green Gown Awards  
are in their 12<sup>th</sup> year



Australasian Green Gown Awards  
are in their 7<sup>th</sup> year



International Green Gown Awards  
are in their 5<sup>th</sup> year



French speaking Green Gown Awards  
are in their 3<sup>rd</sup> year

The Green Gown Awards are administered by the Environmental Association for Universities and Colleges (EAUC).

### SHARING BEST PRACTICE

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One of the key aims of the Green Gown Awards is the focus on the dissemination of all the great initiatives being run by the finalists. We hope that by creating awareness about these projects, others will be encouraged and motivated to replicate within their own institutions.

Case studies and short videos highlighting the projects from each Finalist are available at [www.greengownawards.org](http://www.greengownawards.org).



# GUPES Green Gown Awards

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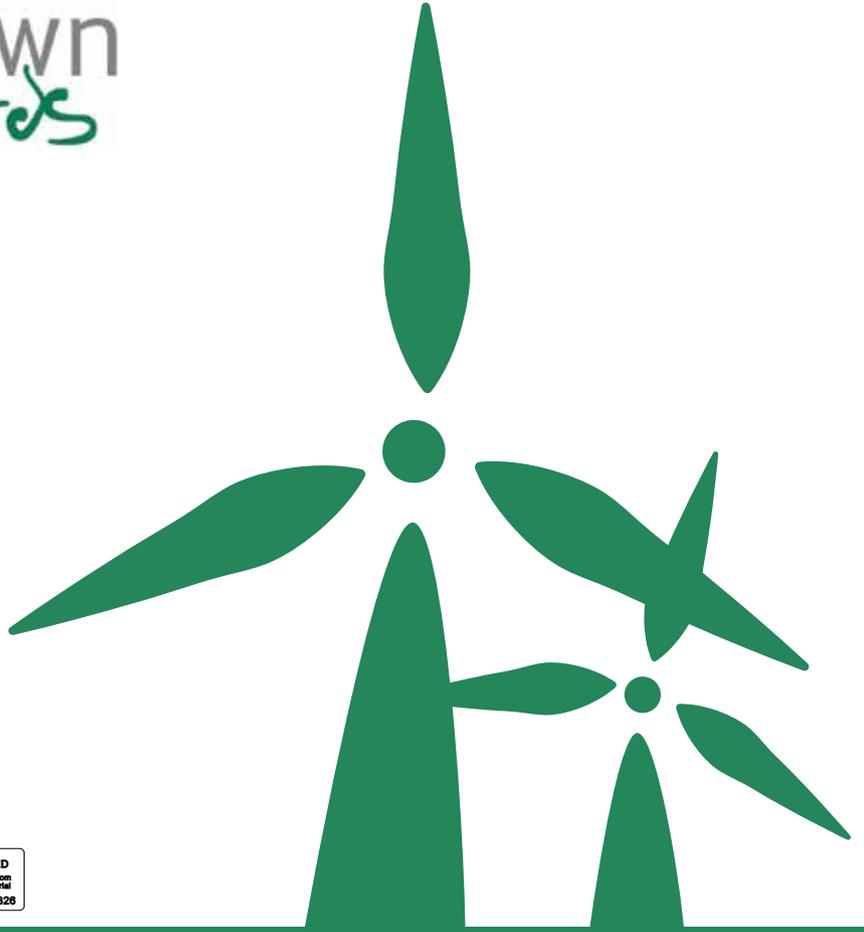
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