



The Hashemite University Sustainable Development Framework (2022-2027)

Table of Contents

Introduction	3
About The Hashemite University	3
Guided by Sustainable Development Goals	4
Why the SDGs Need Universities?	5
Why the Hashemite University needs the SDGs?	6
The Hashemite University Contribution to the SDGs.....	8
A. Research on the SDGs.....	8
B. Education for sustainable development:.....	9
C. Operations and governance aligned with SDGs.....	10
D. External Leadership and public engagement.....	11
Summary	12

Introduction

The world is facing a confluence of crises that threaten the very survival of humanity. All of these crises – and ways to prevent and navigate them – are addressed holistically in the Sustainable Development Goals (SDGs). The Sustainable Development Goals Report 2022 charts progress toward realizing the 17 Goals. It is a collaborative effort between the Department of Economic and Social Affairs and more than 50 international and regional agencies, based on millions of data points provided by over 200 countries and areas. Using the latest available data and estimates, it reveals that the 2030 Agenda for Sustainable Development is in grave jeopardy due to multiple, cascading, and intersecting crises. COVID-19, climate change, and conflict predominate. Each of them, and their complex interactions, impact all the Goals, creating spin-off crises in food and nutrition, health, education, the environment, and peace and security. To put the world on track to sustainability will require concerted action on a global scale.

Universities have a critical role in contributing to the achievement of the SDGs. This Section expands on this discussion by looking in more detail at how The Hashemite university can contribute to the SDGs. The core functions of university activity are learning and teaching; research; organizational governance, culture and operations; and external leadership. The SDGs present great opportunities for creating, strengthening, and communicating links between these areas; therefore, a university-wide approach to engagement with the SDGs is best.

About The Hashemite University

The Hashemite University (HU) is a pioneer university regionally and internationally. The mission of the university is raising the level of scientific research, postgraduate studies, curriculum development, creating a university environment for excellence, creativity, and leadership, and preparing eligible human capital capable of contributing to the scientific process and product and community service to keep up with the times and modernization. A Royal Decree was established on 19th June 1991. Teaching at the university started on 16th September 1995 on a total area of 8519 acres.

The Hashemite University is located in the vicinity of Zarqa on a strategic site parallel to the international highway that links Amman with Mafraq, at the crossroad that connects Saudi Arabia, Syria, and Iraq. The Hashemite University applies the credit hour system. This system provides students with the needed amount of flexibility and freedom in choosing the courses that satisfy their preferences and academic, cultural, and social aspirations. It also intensifies the opportunities for students from different faculties and institutes to interact and communicate with each other effectively.

Guided by Sustainable Development Goals

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 SDGs, which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. The SDGs build on decades of work by countries and the UN, including the UN Department of Economic and Social Affairs.



Source: <https://www.undp.org/>

Why the SDGs Need Universities?

The tertiary education and scientific research sectors are explicitly recognized in a number of the SDGs; however, university contribution is needed much more broadly to achieve all of the SDGs. The SDGs agenda covers a wide range of interconnected social, economic, and environmental challenges and the unique functions and expertise of universities are critical for overcoming all of these. Arguably the SDGs will not be achieved without this sector. The key roles for universities in general and the Hashemite University in particular are:

- a) Providing the knowledge and solutions to underpin the implementation of the SDGs
- b) Addressing the challenges of the SDGs will require new knowledge, new ways of doing things, hard choices between competing options, and in some cases profound transformations. The Hashemite University drives technological and societal progress through research, discovery, knowledge creation, and adoption. HU attracts and nurtures talent and creativity and is a central player in regional and national innovation systems. These services are critical for helping the global community understand the challenges, opportunities, and interactions between the SDGs; develop and implement solutions; develop and assess policy options and transformation pathways; and monitor progress.
- c) Creating current and future SDGs implementers
- d) The Hashemite University provides people with professional and personal skills and capabilities. The Hashemite University has access to large concentrations of young and curious people who are passionate, creative and have a desire for a better world. The university also increasingly influences global development through international students and alumni and capacity building activities. Achieving the SDGs will need everyone to contribute. The Hashemite University therefore needs to ensure that it is equipping current and future leaders, decision-makers, teachers, innovators, entrepreneurs, and citizens with the knowledge, skills and motivation that will help them contribute to achieving the SDGs.
- e) Embodying the principles of the SDGs through organizational governance, operations and culture. Universities are complex and diverse institutions. Through the Hashemite University staff, students, campuses, neighborhoods and supply chains, the Hashemite university has

significant social, economic and environmental footprints. By implementing the principles of the SDGs within the university's own governance, operations and culture, the university will directly contribute to the achievement of the SDGs within these extensive spheres.

- f) Providing cross-sectoral leadership in implementation. The Hashemite University holds a position of neutral and trusted stakeholders within society. As such, the university has the capacity and responsibility to guide and lead the local, national, and international response to the SDGs through cross-sectoral dialogues and partnerships. The university also has a key role in educating the public and other sectors on the SDGs and in advocating for the importance of the SDGs.

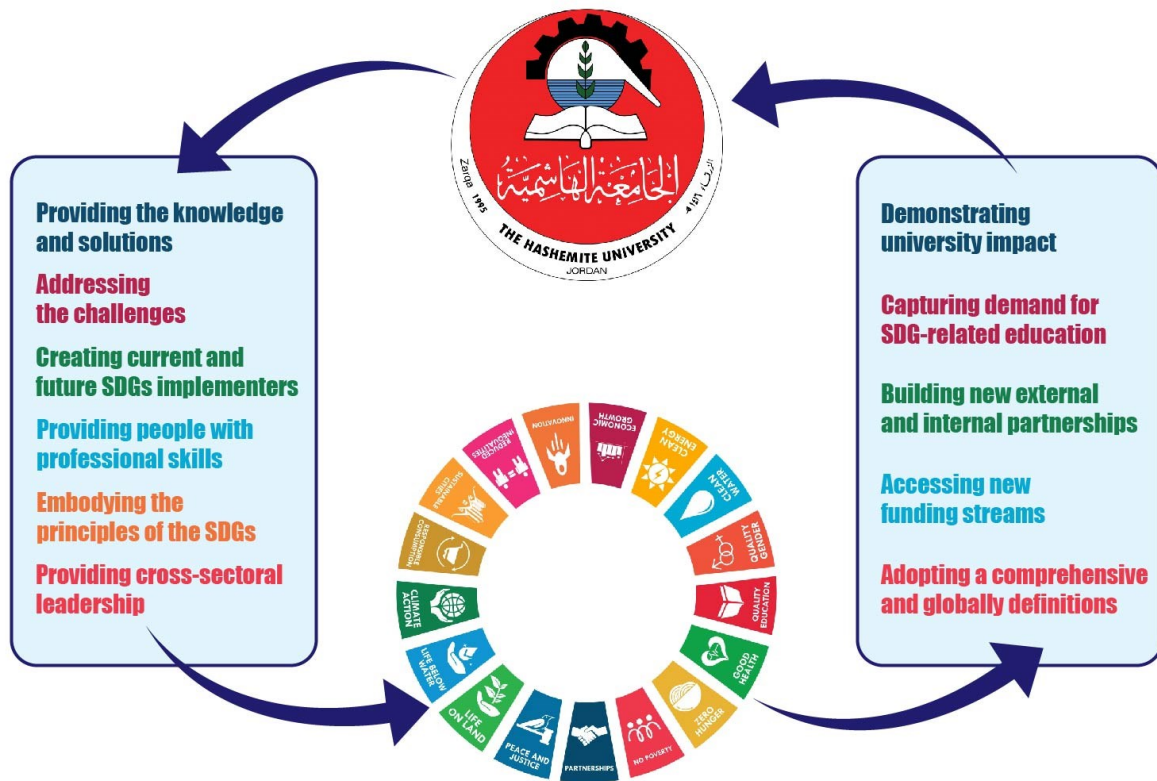
Why the Hashemite University needs the SDGs?

The SDGs are a global framework with strong buy-in and adoption among governments, business, civil society, funders, other universities and the community. The Hashemite University can draw a range of benefits from this broad support by engaging with the SDGs. Key benefits include:

- a) Demonstrating university impact. The SDGs provide a new and integrated way to communicate and demonstrate to external stakeholders – including government, funders and the community – how can the Hashemite University contribute to global and local wellbeing and therefore its impact and relevance.
- b) Capturing demand for SDG-related education. The SDGs speak to both young and old people, as global citizens wanting to make meaningful contributions to society and the environment. Additionally, as government and business increasingly embed the SDGs as a strategic focus, the demand for graduates who understand and can implement the SDG agenda will grow. Early adoption of SDG-related education will future proof an institution for these changing circumstances.
- c) Building new external and internal partnerships. One of the strengths of the SDG agenda is that it provides a common framework for different sectors and organizations to connect and work together on shared interests. This will give The Hashemite University opportunities to form new collaborations with government, industry, and the community in both research and education.

Equally, the framework can help identify common interests across different areas of the university, helping to drive cross-disciplinary partnerships, collaboration, and innovation.

- d) Accessing new funding streams. Funders including government agencies, international banks, and philanthropists – are increasingly framing funding calls around the achievement of the SDGs.
- e) Adopting a comprehensive and globally accepted definition of a responsible and globally aware university. The Hashemite University is increasingly re-thinking its role in the twenty-first century and looking to be both more responsive to societal needs and to become an agent of change towards solving global challenges. As a universally agreed framework, the SDGs provide an organizing structure for what this looks like for a university. Furthermore, given the critical role universities have in ensuring the success of the SDGs, the Hashemite university has a moral imperative to embody support for the SDGs as part of its social missions and core functions.



The Hashemite University Contribution to the SDGs

Although the SDGs are categorized into 17 areas of sustainability, we have prioritized SDGs where we can make the most significant impact and use these to focus our actions as follows:

A. Research on the SDGs is interdisciplinary and transdisciplinary. Research – using the modeling and “back casting” approaches – will play a key role in helping policymakers and the public construct, assess, and identify the most positive, efficient, and coherent pathways to achieving the SDGs. The research community had an important role in shaping the global SDG agenda, but there are still many gaps and unknowns about how best to implement it. Research has a critical role in, for example, determining how to monitor and evaluate progress, address interlinkages between the goals systematically, and incorporate the SDG agenda into national and regional policy frameworks. Research plays a lead role in policy development for sustainable development, including initiating projects to identify problems and challenges, develop policies and strategies, model likely futures with and without interventions, monitor and report on interventions, and enable adaptive management. To achieve the SDGs, the global community will need to overcome many difficult and complex social, economic and environmental challenges, some of which will require transformations in how societies and economies function and how we interact with our planet. The Hashemite University, through its extensive research capabilities and activities, has a critical role in providing the necessary knowledge, evidence-base, solutions and innovations to underpin and support this task.

To contribute to the SDGs through **research**, The Hashemite University will:

- ▶ Support the full spectrum of research approaches needed to address the SDGs, including interdisciplinary and transdisciplinary research.
- ▶ Support and incubate innovation for sustainable development solutions.
- ▶ Actively support national and local implementation of the SDGs.
- ▶ Advocate for national support and coordination of research on the SDGs.

- ▶ Support capacity building for developing countries to undertake and use research on the SDGs.
- ▶ Encourage and promote the SDGs as a topic of research within the university.
- ▶ Encourage and support researchers to engage in global research community efforts to support the SDGs (such as international assessments and syntheses of the current state of knowledge).
- ▶ Help researchers to understand how their research currently relates and connects to various goals.
- ▶ Map how the university's research and research strengths align with the SDGs and identify the key researchers.
- ▶ Arrange innovating challenges to address the SDGs for researchers across the university and external stakeholders.

B. Education for sustainable development: Provide students with the knowledge, skills, and motivation to understand and address the challenges of the SDGs. Education is one of the bedrocks of the SDGs. Quality education leads to significant sustainable development which is beneficial for individuals, communities and countries. It is also a critical means of supporting and accelerating global capacity to implement the SDGs. As such, universities, through their extensive learning and teaching activities - including undergraduate and graduate teaching, professional training, executive and adult education, online learning, co-curricular activities, and student clubs and societies - have a very important role to play in SDG implementation.

To contribute to the SDGs through **education**, The Hashemite University will:

- ▶ Integrate the SDGs and the principles of ESD (Education for Sustainable Development) into all undergraduate and graduate courses, as well as graduate research training.

- ▶ Provide training on the SDGs and ESD to all curriculum developers, course coordinators and lecturers.
- ▶ Offer executive education and capacity building courses for external stakeholders on the SDGs and the knowledge and skills needed to address them.
- ▶ Advocate for national and state education policies that support education for the SDGs.
- ▶ Engage students in the co-creation of learning environments and opportunities that support learning on the SDGs.
- ▶ Promote student volunteering activities that address the SDGs.
- ▶ Help students set up a network or club to mobilize the campus and student groups behind the SDGs through events, campaigns and projects.
- ▶ Support students to engage in national and global leadership programs for young people on the SDGs.
- ▶ Form strong links with business and industry to monitor employer trends and skills requirements, for example through business communities of practice.
- ▶ Develop exchange relationships with universities of developing countries and the countries that provide training programs for addressing the SDGs.

C. Operations and governance aligned with SDGs through providing in-depth academic or vocational training to implement SDG solutions. As the HU contains large entities so it can have significant impacts on social, cultural, and environmental wellbeing within its campuses, communities, and regions – and sometimes far beyond. These impacts directly relate to all areas of the SDGs and by acting responsibly the Hashemite University can make significant contributions to their achievement.

To contribute to the SDGs through **organizational governance**, The Hashemite University will:

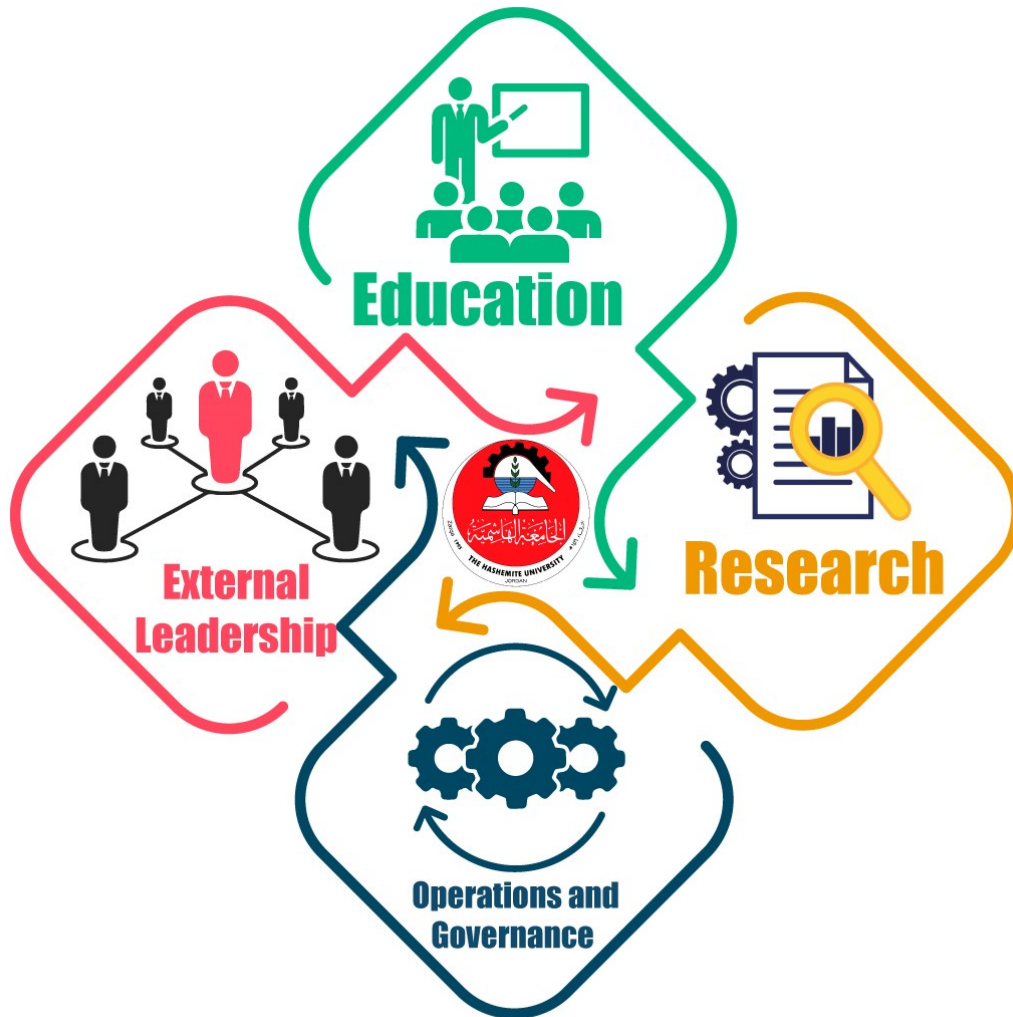
- ▶ Align university governance structures and operational policies with the aims of attaining the SDGs.
- ▶ Identify and address any key gap in the university in a response to the SDGs.
- ▶ Map how high-level university strategies, policies, plans and reporting indicators align with the SDGs and identify which organizational units are relevant to specific SDGs.

D. External Leadership and public engagement. Policy-relevant advice that uses existing knowledge and research to assist policymakers in understanding the implications of different policy options and designing new policies. Work with policymakers to identify problems, opportunities, and solutions and to assist in policy evaluation. In the end, it requires public engagement, cross-sectoral dialogue and action policy development and advocacy. Success in achieving the SDGs will depend on action and collaboration by all actors. By leveraging the unique position within society, the HU can help to lead, guide, and support the local, national, and international responses towards the SDGs. In most countries the public has little knowledge of the SDGs and little opportunity to actively participate in implementation. The Hashemite University can act as key driver to include the mass generation in the SDG agenda by increasing participation through disseminating knowledge. The Hashemite University is devoted to knowledge creation and teaching for the benefit of society and traditionally occupied a unique position in society that makes it particularly suited to provide leadership on SDG implementation.

To contribute to the SDGs through **external leadership**, The Hashemite University will:

- ▶ Strengthen public engagement and participation in addressing the SDGs.
- ▶ Initiate and facilitate cross-sectoral dialogue and action on SDG implementation.
- ▶ Play a lead role in policy development and advocacy for sustainable development.

- ▶ Demonstrate the importance of the university in SDG implementation.
- ▶ Demonstrate the commitment of the university to the SDGs.



Summary

The United Nations' Transforming Our World: The 2030 Agenda for Sustainable Development is one of the most ambitious and important global agreements in recent history. To create a more sustainable world and to engage with sustainability-related issues as described in the SDGs, individuals must become sustainability change-makers. They require the knowledge, skills, values and attitudes that empower them

to contribute to sustainable development. Education, therefore, is crucial for the achievement of sustainable development.

However, not all education supports sustainable development. Education that supports only economic growth may lead to an increase in unsustainable consumption patterns. The 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. All educational institutions must consider it their responsibility to deal intensively with sustainable development issues, to foster the development of sustainability competencies and to develop specific learning outcomes related to all SDGs. Therefore, it is vital not only to include SDG-related contents in the curricula, but also to use action-oriented transformative pedagogy.

Note: This framework has been adopted from the following article:
 SDSN Australia/Pacific (2017): Getting started with the SDGs in universities: A guide for universities, higher education institutions, and the academic sector. Australia, New Zealand and Pacific Edition. Sustainable Development Solutions Network – Australia/Pacific, Melbourne. https://ap-unsdsn.org/wp-content/uploads/University-SDG-Guide_web.pdf