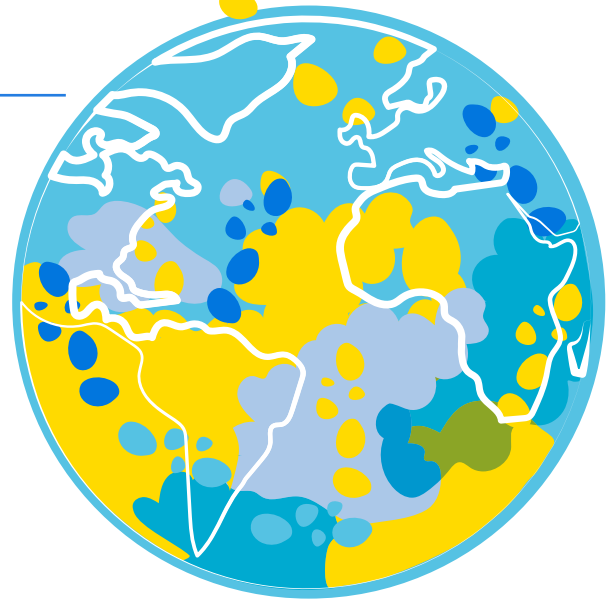




# LAUDATO SI' IN ACTION WITHIN SACRU:

SACRU- Strategic Alliance of  
Catholic Research Universities

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UC | Chile



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SACRU– Strategic Alliance of  
Catholic Research Universities

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The Strategic Alliance of Catholic Research Universities is a network of universities dedicated to research and teaching excellence, engagement, and global collaboration informed by Catholic social teaching.

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1. †Deceased

# INTRODUCTION LAUDATO SI' SACRU REPORT

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This report has been created by Working Group 2 “Catholic Identity and Laudato Si’: The Common Home and Social Justice”, of the Strategic Alliance of Catholic Research Universities (SACRU). WG2 reflects the Catholic identity of the SACRU member universities and how they have committed themselves to the principles of Laudato Si’, seeking to care for the Common Home and its inhabitants.

This group is focused on reaching three objectives:

- Objective 1: Create evidence on how Laudato Si’ is integrated in our campus life.
- Objective 2: Strengthen the role of our universities in research and public engagement - thus promoting Laudato Si’ principles outside the university.
- Objective 3: Establish a dialogue with secular universities.

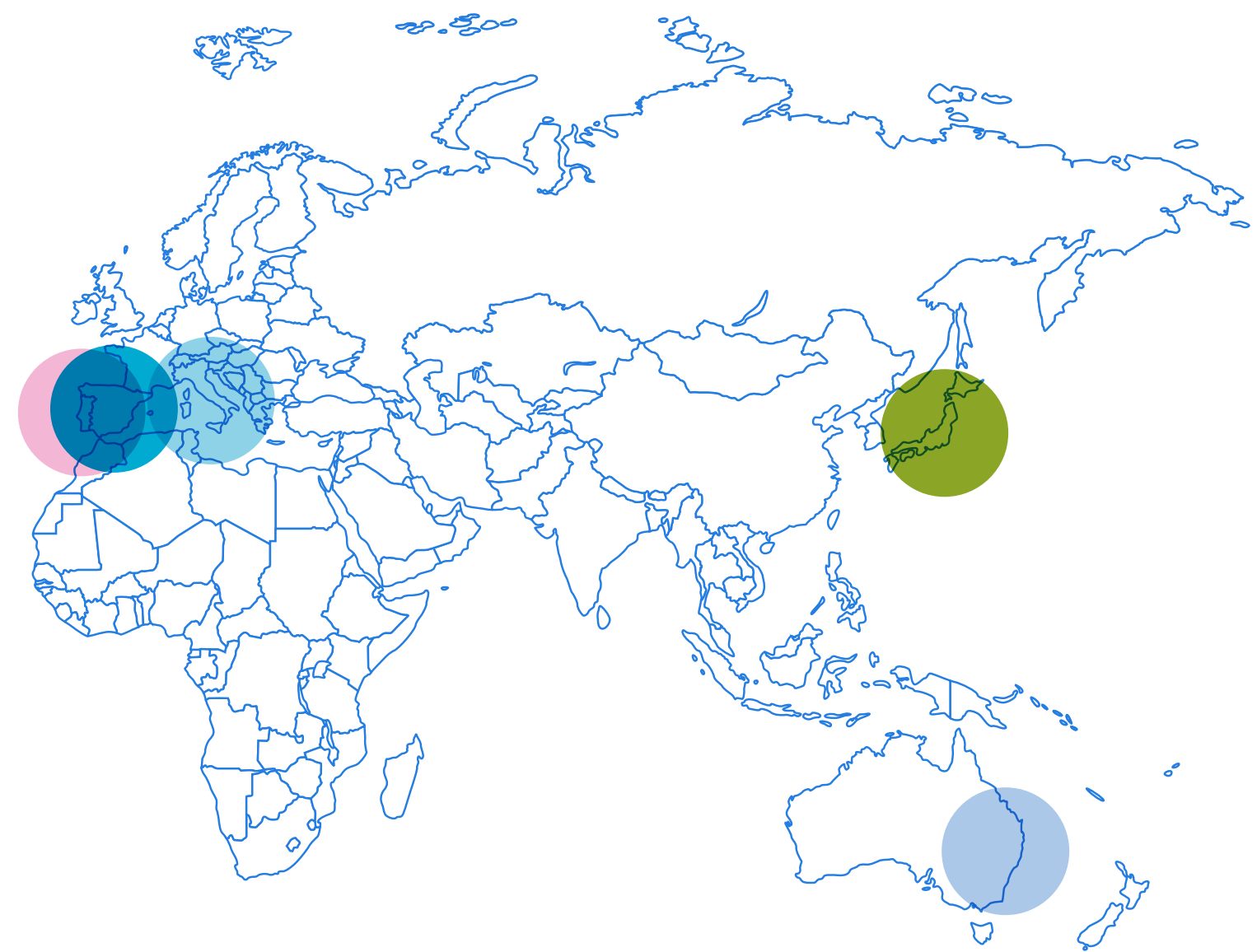
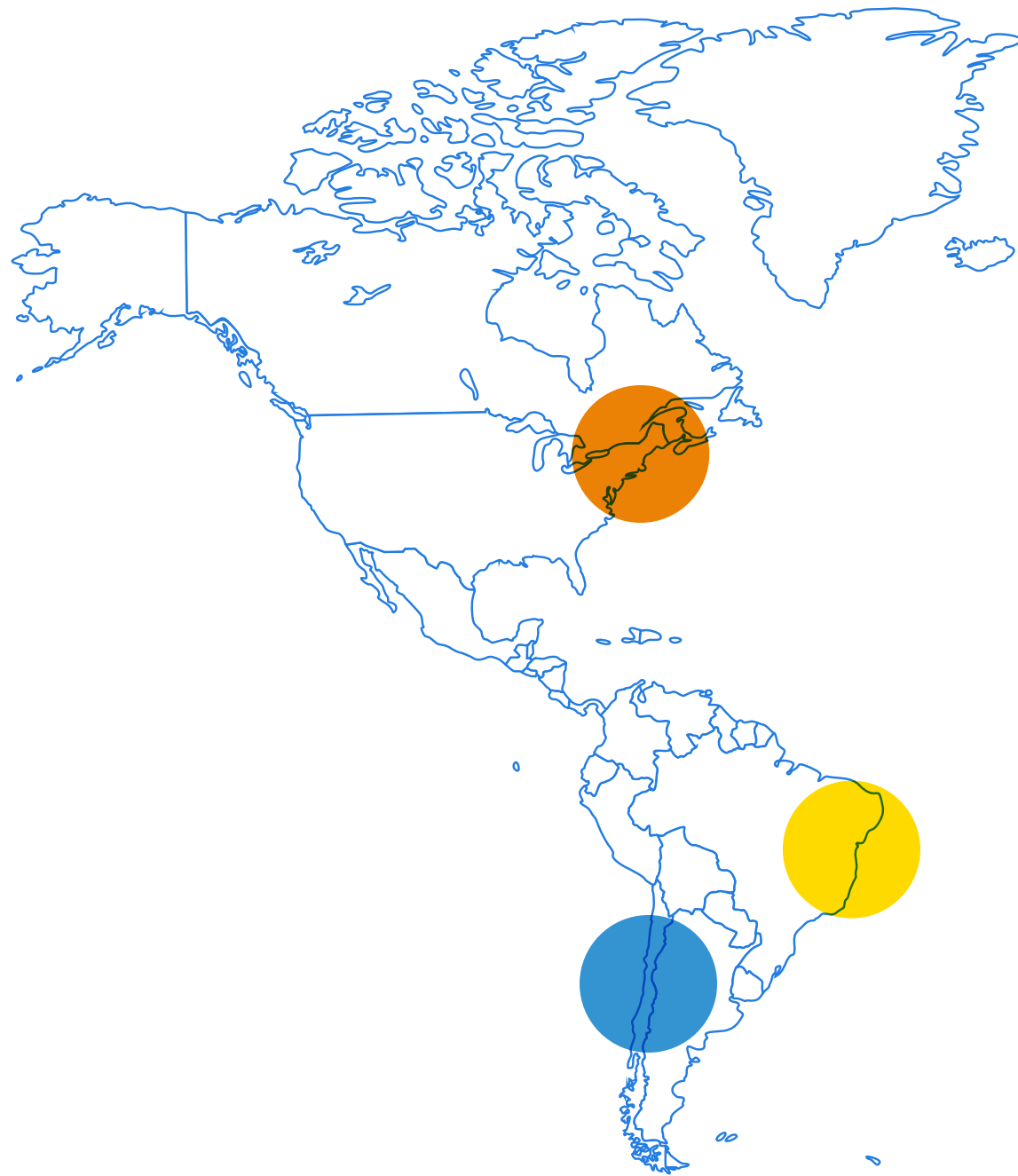
*“The urgent challenge of protecting our common home includes the concern of uniting the entire human family in the search for sustainable and integral development, since we know that things can change”,* says Pope Francisco in Laudato Si’. In that sense, Catholic universities have a lot to do. As the Pope tells us: *“Young people demand a change from us. They wonder how it is possible to try to build a better future without thinking about the environmental crisis and the suffering of the excluded”*.

This report seeks to answer that call. It presents a display of today’s campus initiatives that are being developed across SACRU universities, identifying how Laudato Si’ is integrated in several aspects of the university community such as education, research, campus life and public outreach. This document also presents the series of webinars that were developed jointly combining efforts across the 8 universities of SACRU.

This document is a combined effort of the Working Group members and many contributors from SACRU university community members. It is formed by 15 people from 8 universities: Australian Catholic University, Boston College, Pontificia Universidad Católica de Chile, Pontificia Universidade Católica do Rio de Janeiro, Sophia University, Universidade Católica Portuguesa, Università Cattolica del Sacro Cuore, and Universitat Ramon Llull.

We would like to thank all members of the SACRU community and all the people who made this report possible. We hope this report will reach a global audience with which we can share all the activities related with sustainability that are being developed and are taking place in our campuses.

We are convinced that the only way to successfully respond to Pope Francis’ call is in community. The joint work marked by the Catholic identity, and the creation and strengthening of ties between people, make it possible to create warmer and more humane spaces, with harmony and respect for our common home



- Australian Catholic University, North Sydney, NSW, Australia
- Boston College, Chestnut Hill, Massachusetts, United States of America
- Pontificia Universidad Católica de Chile, Santiago, Chile
- Pontificia Universidade Católica do Rio de Janeiro, Rio de Janeiro, Brazil
- Sophia University, Tokyo, Japan
- Università Cattolica del Sacro Cuore, Milan, Italy
- Universidade Católica Portuguesa, Lisboa, Portugal
- Universitat Ramon Llull, Barcelona, Spain

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**SACRU MEMBERS**  
INCLUDE THE  
FOLLOWING

## SACRU MEMBERS INCLUDE THE FOLLOWING



### AUSTRALIAN CATHOLIC UNIVERSITY, NORTH SYDNEY, NSW, AUSTRALIA

ACU, a publicly funded Catholic university is a multi-campus institution with seven campuses across the eastern states of Australia and a campus in Rome, Italy. ACU's history in Australia stretches back long before our formal establishment in 1991. The seeds for a Catholic university in Australia were planted when our patron, Saint Mary Mackillop, established the Sisters of St Joseph to educate young Australians in 1866. ACU is founded on a deep historical commitment to the mission of a Catholic university, and which find expression in the university's core values of truth, academic excellence, and service. They are also reflected in other important values that enhance the ACU experience for students and staff, including equity, diversity, accessibility, wellbeing, and sustainability.



### BOSTON COLLEGE, CHESTNUT HILL, MASSACHUSETTS, UNITED STATES OF AMERICA

A Catholic liberal arts university founded in 1863 by the Society of Jesus (the Jesuits). Boston College, located 6 miles from the city of Boston, is committed to international collaboration and service. Students are challenged to explore and reflect on the big questions like, what difference will I make? How will my knowledge serve the world? Boston College is comprised of the Morrissey College of Arts and Sciences, Carroll School of Management, The Connell School of Nursing, Lynch School of Education, the School of Social Work, the Law School, and the Woods College of Advancing Studies.



### PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE, SANTIAGO, CHILE

UC Chile was founded in 1888 by the Archbishop of Santiago Mariano Casanova and in 1930 received the title of "pontifical" being linked to the Vatican. Pontificia Universidad Católica de Chile aspires to achieve excellence in the creation and transfer of knowledge, based on the values of the Catholic Church with a strong public commitment. Along with its international partners it contributes to global wellbeing. It has 4 campuses in Santiago and 1 in the south of the country, 18 faculties in all areas of knowledge, 5 interdisciplinary institutes and 1 multidisciplinary undergraduate program, and a network of field centers and stations throughout Chile. In terms of Sustainability, UC Chile is considered the top university in Chile according to the international ranking GreenMetric developed by the University of Indonesia. UC Chile is making great efforts in sustainability, with the goal of being carbon neutral by 2038; as well as gender equity and diversity, promoting students from diverse socioeconomic backgrounds and Indigenous peoples.



### PONTIFÍCIA UNIVERSIDADE CATÓLICA DO RIO DE JANEIRO, RIO DE JANEIRO, BRAZIL

Located on the slopes of Serra da Carioca, in a fragment of the Atlantic Forest, the Pontificia Universidade Católica do Rio de Janeiro (PUC-Rio) was founded in 1940 by Cardinal D. Sebastião Leme and Father Leonel Franca S.J, to provide higher education, since then, the university has operated under the supervision of the Society of Jesus and under the supreme authority of the Cardinal Archbishop of Rio de Janeiro as its Grand Chancellor.

PUC-Rio undertook the task of assisting the community, based on Christian ethical values, solidarity and human respect and because of that, since 2014, the university, although private, is a philanthropic and not-for-profit institution, based on democracy, pluralism, growth and enrichment of society. One of PUC-Rio's greatest strengths is the enormous sense of belonging of its teachers, students and staff, which supports the dynamic articulation between academic and community life. This articulation facilitates the dialogue between departments and interdisciplinary, allowing greater integration between science and faith. Allowing the university to carry out its mission of academic excellence, seeking the transformation of society and the awakening of socio-environmental awareness.



### SOPHIA UNIVERSITY, TOKYO, JAPAN

The origin of Sophia University can be traced back to more than 450 years ago when the Jesuit missionary Francis Xavier came to Japan in 1549 to spread Christianity in Japan. The actual foundation of the university began. In 1908, three Jesuit priests arrived in Japan in response to a request from the Roman Pontiff at that time, Pope Pius X. Five years later, in 1913, they opened the first Catholic university in Japan on the Kioi site where Sophia still stands. Sophia University is a community devoted to human development, pursuing truth and values rooted in a Christian worldview. Each member of the community is called on to participate in building up the University, fulfilling their respective roles with a sense of joint responsibility and humility, while recognizing the dignity and fundamental human rights of others.



### UNIVERSIDADE CATÓLICA PORTUGUESA, LISBOA, PORTUGAL

A great university translates its core values into social impact, measuring ambition with social responsibility, laboring not for the profit of the few but for the good of humanity. As a leading research university, Universidade Católica Portuguesa (UCP) contributes to the strengthening of society by producing life-changing science, educated citizens and forward-looking entrepreneurs.

Over the past 50 years, Universidade Católica Portuguesa has drawn on the great tradition of Catholic universities to develop an internationally-minded transformational education and research model. We boast amongst our alumni, a Nobel Prize winner, several of the world's top CEO's and political leaders, renowned scientists, Church leaders and social entrepreneurs. They are world leaders representing the quality of our education and inspired by their alma mater's determination in the pursuit of ethically driven, creative and innovative solutions.

We aim to continue to foster cutting-edge science, to further innovative educational models and continuously improve on the quality of our infrastructure. While doing so, we act to empower the capabilities and creativity of students, inspiring them to do better, to aim high and to be professionally relentless in the pursuit of the common good.

We believe that a valuable education for the future is guided not by simple tradition, knowledge and opportunity, but that on top of all this is energized by the ultimate goal of using science to build a better world and foster a dignified living for all. Join us and be part of a new generation of creative leaders.

At UCP, we create value with values.



### UNIVERSITÀ CATTOLICA DEL SACRO CUORE, MILAN, ITALY

Founded in Milan in 1921 by Agostino Gemelli, Università Cattolica del Sacro Cuore (UCSC) operates from campuses in Milan (the University's headquarters), Rome, Brescia, Piacenza and Cremona. With its 12 faculties, more than 40,000 students, a teaching staff of 1,283 permanent professors and researchers, 260 research fellows and 493 PhD students, UCSC is one of the largest non-state universities in Europe. UCSC is a not-for-profit institution.

In article 1 of its Statute, UCSC states that "In line with the spirit of its founders, the Università Cattolica specifically aims at assuring the presence of committed people in the academic and cultural world who are prepared to address and solve the problems of society and culture, enlightened by the Christian message and Christian moral principles". UCSC presents itself by stating "We live our values. We believe in the person, because more than professionals, we educate women and men so that everyone can express their full potential. We believe in freedom of thought, so that the human and professional expertise that we hand over to our students will always be an ally for them and for their future. We believe in society, because everything we give to each student becomes a resource for our society. We want it imbued with professionalism but, above all, with humanity and trust. And above all, we believe in the future with sensible optimism, because constructing tomorrow's world is a commitment but we make it happen by building it together, collectively cultivating talents."



### UNIVERSITAT RAMON LLULL, BARCELONA, SPAIN

Ramon Llull University (URL), located in Barcelona, is a private, not-for-profit university, with a Humanist and Christian inspiration, and promotes public service. Its main aim is to provide quality, personalized education to respond to society's needs. URL comprises 9 prestigious institutions of higher education and research and 1 affiliated centre: IQS, Blanquerna, La Salle, Faculty of Philosophy, Esade, Pere Tarrés Faculty of Social Education and Social Work, Ebro Observatory University Institute, Vidal i Barraquer Mental Health University Institute, Borja Institute of Bioethics and ESDi Higher School of Design (affiliated centre).

The Mission of our University, as defined in its ideology, is achieved through teaching, research and knowledge transfer, specifically:

Teaching in a critical and creative way, according to the specific methods and requirements of university education in the context of the internationalisation of studies. Training university students in a profound ethical sense of the profession, in a spirit of solidarity and service for a fairer society. Attending to the continuous training of professionals, according to their principles and orientations. Within the scope of knowledge that it covers, cultivating free and high-quality scientific and technical research to the benefit of society and in dialogue with the various disciplines. Transferring research results through the dissemination, enhancement and transfer of knowledge. Contributing, from its own culture, to dialogue, understanding and exchange between different cultures and among the people who carry these cultures, regardless of their origin or condition, and promoting equal opportunities. The University is founded on the recognition of academic freedom, which encompasses teaching, research and study freedom, inspired by and fully consistent with the founding ideology. Ramon Llull University was created on March 1st, 1990, and approved by the Parliament of Catalonia on May 10th, 1991. URL was founded as a not-for-profit private university with Humanist and Christian ideals, dedicated to providing public service.



**LAUDATO SI'**



## LAUDATO SI'

In 2015, Pope Francis published his second encyclical, *Laudato Si': On Care For Our Common Home*. Unlike previous Catholic encyclicals, *Laudato Si'* was addressed to all global citizens as an urgent appeal to engage in dialogue about how we are to address the ecological crises that affect all people, but most especially the poor.

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*“Whether believers or not, we are agreed today that the earth is essentially a shared inheritance, whose fruits are meant to benefit everyone. For believers, this becomes a question of fidelity to the Creator, since God created the world for everyone. Hence every ecological approach needs to incorporate a social perspective which takes into account the fundamental rights of the poor and the underprivileged. The principle of the subordination of private property to the universal destination of goods, and thus the right of everyone to their use, is a golden rule of social conduct and “the first principle of the whole ethical and social order”.[71] The Christian tradition has never recognized the right to private property as absolute or inviolable, and has stressed the social purpose of all forms of private property. Saint John Paul II forcefully reaffirmed this teaching, stating that “God gave the earth to the whole human race for the sustenance of all its members, without excluding or favouring anyone”.[72]”*

*Laudato Si'* provides a comprehensive explanation of the roots of our socio-ecological crises, including climate change, pollution, fresh water distribution, biodiversity loss, the decline in the quality of human life and society, and inequality. Pope Francis highlights our throwaway culture, technocratic paradigms, compulsive consumerism, and misguided anthropocentrism. The encyclical also provides lines of approach and action centered on an Integral Ecological lens to understand the interconnectedness between people, policies, and the environment, a dialogue on new economic policies at every scale of government, and improved dialogue between religion and science. Ultimately *Laudato Si'* calls for a deep and lasting ecological conversion within each of us to live in balance with our ecosystem and our neighbors.

111.

*Ecological culture cannot be reduced to a series of urgent and partial responses to the immediate problems of pollution, environmental decay and the depletion of natural resources. There needs to be a distinctive way of looking at things, a way of thinking, policies, an educational programme, a lifestyle and a spirituality which together generate resistance to the assault of the technocratic paradigm.”*

## ROLE OF UNIVERSITIES

Catholic universities have a mission for social justice, and can and ought to play a pivotal role in nurturing the ecological conversion of citizens that is called for in *Laudato Si'*. Moreover, student formation— development of the whole person — is at the heart of a catholic education. SACRU member universities can respond to *Laudato Si'* through their teaching, research, campus life, and public outreach. Pope Francis dedicates an entire chapter to “ecological education and spirituality.”

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*Many things have to change course, but it is we human beings above all who need to change. We lack an awareness of our common origin, of our mutual belonging, and of a future to be shared with everyone. This basic awareness would enable the development of new convictions, attitudes and forms of life. A great cultural, spiritual and educational challenge stands before us, and it will demand that we set out on the long path of renewal.*

Universities are a place for dialogue within and across disciplines as well as different knowledge and differing points of view. Dialogues occur formally through seminar series, panel discussions, faculty forums, and conferences; and informally in faculty meetings, committee work, and social gatherings. Pope Francis is calling for dialogue between economists and political scientists, between theologians and religion scholars and scientists. This call for cross disciplinary dialogue comes at a time when interdisciplinary curriculum is developing at universities.

Importantly, SACRU members have a mission to advance human knowledge and understanding through pure and applied research. Through strategic directions in research, universities can be, as Pope Francis called it, “laboratories for the future.” Transitioning from a competitive, colonial, extractive economy with high environmental externalities and social injustices to a cooperative, regenerative economy that supports integrated human and ecosystem health requires transformative methodologies as well as scientific advances in renewable energy, carbon capture, circular economic models, sustainable agriculture, freshwater cycling, urban design, policy, and social innovations. Additionally, university scholarship in applied ethics, political philosophy, theology, and other bodies of knowledge that critically engage with society’s values and virtues is essential for a paradigm shift.

The university campus is a microcosm of a city, where human behavior interacts with infrastructure that varies in its efficiency of natural resource use and recycling and that interacts with the ecological environment. Thousands of students live in resident halls that use energy in the heating, cooling, ventilation, and electricity demands of the building. Residence halls also are a main user of freshwater on campus for bathing and washing clothes. Students eat meals in the dining halls and whether their food waste is composted or directed to a landfill depends on the systems in place for recycling and composting. The college campus also provides green spaces for recreation, rejuvenation, and connection with nature— important elements for ecological conversion. However, the value of green spaces can extend to creating supportive habitat for , native plant and animal species. When designed for sustainable living, university campuses are ideal places to cultivate the next generation of ecological citizens and environmental changemakers.

## INTERNAL ASSESSMENT OF SACRU

Data for this report originated from the contributions of members of the SACRU Working Group 2 and their offices and colleagues at their respective institutions who provided information on academic programs, courses, research, campus life and public outreach for their universities. We are currently developing a survey and in the future, we will distribute it to administrators, faculty, staff and student organization leaders of each SACRU institution to capture more detailed information about the different ways member universities are engaging with *Laudato Si'*.

The goal of this research report is to participate in the global dialogue on integral ecology, socially just economic policies, and the common good by illustrating examples of how SACRU universities put into action the principles of *Laudato Si'*. We used sustainability curriculum and campus initiatives as some of the metrics for how SACRU universities can live out the principles of *Laudato Si'*. Individually each university can do more to engage with *Laudato Si'* and collectively we can learn from one another to advance this dialogue and action to build a path towards care of our common home and intragenerational social and ecological justice.

# SACRU SERIES

## SACRU SERIES OF WEBINARS

SACRU held a series of webinars in 2021 about the role of universities in confronting the ecological crisis. These webinars emerged from one of the SACRU working groups, called: “Catholic Universities Caring for Our Common Home and the Wellbeing of All People”. The series of webinars was entitled “Integral Ecology and the Working Future: Re-imagining University Education”, whose central goal was to reflect on the role of universities in the ecological crisis and the urgent necessity of finding systemic solutions from the academy.

Intended to deepen the conversation about the role of universities in this changing context, especially considering the socio-environmental crisis, each webinar posed the same four questions to all the speakers to orient their presentations and stimulate further dialogue:

- In this COVID pandemic and amidst the many other challenges, such as the ecological crisis, that we face as global citizens, what is the role of a University, of its staff and its students?
- Rather than preparing for the future then, how do you see Universities as “preparing the future”?
- What transformations are required to enable this orientation? How might these come about?
- What kind of work is emerging in your context, and in your discipline?

The following paragraph intended to frame the theme of the webinars was also sent to the speakers:

Higher education around the world is at an inflection point. The ongoing impact of COVID, along with broader technological, demographic, and political shifts have accelerated the need to rethink the role and nature of the University. This kind of transformation transcends discussions of research, curriculum, learning delivery, and student support. It goes beyond questions of operating models and operational capacity. It invites us to think about how we can do better things, not simply how we can do things better. This series of webinars is thus focused on an exploration of the most profound questions of meaning at a University and with that, the very meaning of a University itself.

- The first webinar was held on May 18th, and held a dialogue between keynote speakers: David Orr (Oberlin College, USA) and Oscar Mateos (Ramon Llull University, Catalonia/Spain):
- The second webinar was held on June 15th, and held a dialogue between keynote speakers: Mary Evelyn Tucker (Yale University and the Forum on Religion and Ecology, USA) and Juan Carlos Muñoz (Pontifical Catholic University of Chile):
- The third webinar was held on July 1st, and held a dialogue between keynote speakers: Joshtrom Kureethadam Coordinator Ecology and Creation at the Vatican Dicastery for promoting Integral Human Development) and Tara Pisani Gareau (Boston College, USA):

<https://www.youtube.com/watch?v=qFawtMf-PIQ>  
<https://www.youtube.com/watch?v=gReqclBYK8w>  
<https://www.youtube.com/watch?v=G68ZCjw4kxs>

**EDUCATION**



This mission is embodied in a wide variety of academic programs. The SACRU Alliance of eight Catholic research universities cumulatively has 17 minors and certificates, 36 bachelor's degrees, 35 Master's programs, and 11 PhD programs that contain sustainability curriculum (Table 1).

TABLE 1. Overview of degree programs at SACRU member institutions that contain sustainability curriculum

SACRU Members	Minors/Certificates	Bachelors/Majors	Masters	PhD
Australian Catholic University	<ul style="list-style-type: none"> <li>Global Health</li> <li>Geography, Environment and Society</li> <li>International Development Studies</li> <li>Global Studies</li> </ul>	<ul style="list-style-type: none"> <li>International Development Studies</li> <li>Applied Public Health</li> </ul>	<ul style="list-style-type: none"> <li>Public Health (Global Health and Advocacy)</li> </ul>	<ul style="list-style-type: none"> <li>Doctor of Ministry (D.Min)</li> </ul>
Boston College	<ul style="list-style-type: none"> <li>Environmental Studies</li> <li>Place after Environmental Studies</li> <li>Managing for Social Impact</li> </ul>	<ul style="list-style-type: none"> <li>Environmental Geoscience, B.S.</li> <li>Environmental Studies, B.A.</li> <li>Human-centered Engineering</li> <li>Global Public Health and Common Good</li> </ul>	<ul style="list-style-type: none"> <li>Master of Science in Earth and Environmental Sciences,</li> <li>Master of Science in Teaching</li> <li>Master of Social Work</li> </ul>	<ul style="list-style-type: none"> <li>Earth and Environmental Sciences</li> </ul>
Pontificia Universidad Católica de Chile	<ul style="list-style-type: none"> <li>Sustainable Development</li> <li>Integrated Coastal Management</li> </ul>	<ul style="list-style-type: none"> <li>Marine Biology</li> <li>Urban Planning</li> <li>Forest Engineering</li> <li>Sustainable development</li> <li>Engineering and environmental Science</li> <li>Natural resources engineering</li> </ul>	<ul style="list-style-type: none"> <li>Agricultural and Environmental Economics</li> <li>Agri-food Business Management</li> <li>Animal Production Systems</li> <li>Physiology and Plant Production</li> <li>Natural Resources</li> <li>Sustainable Architecture and Energy</li> <li>Human Settlements and the Environment</li> <li>Urban Development</li> </ul>	<ul style="list-style-type: none"> <li>Agricultural Sciences</li> <li>Ecology (Biological Science)</li> <li>Architecture and Urban Studies</li> </ul>
Pontificia Universidade Católica do Rio de Janeiro	<ul style="list-style-type: none"> <li>Social and Environmental Impact Businesses</li> <li>Environmental Forensic Expertise</li> <li>Environmental Social Governance</li> <li>Sustainable project management</li> <li>Sustainable Finance 4.0</li> </ul>	<ul style="list-style-type: none"> <li>Geography and Environment</li> <li>Biology</li> <li>Design</li> <li>International relations</li> <li>Philosophy</li> <li>Communication</li> <li>Environmental , Civil, Chemical and Electrical Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Master in Biogeography and Historical Ecology</li> <li>Professional Master's in Urban and Environmental Engineering</li> <li>Professional Master's in Sustainability Science</li> <li>MBA in Social Governance</li> <li>Master in International Relations</li> <li>Master in Social Service.</li> <li>Professional Master in Management</li> <li>Professional Master's in Contemporary Civil Law and Legal Practice</li> </ul>	
Sophia University		<ul style="list-style-type: none"> <li>Sophia Program for Sustainable Futures:</li> <li>Journalism, BA</li> <li>Education, BA</li> <li>Sociology, BA</li> <li>Economics, BA</li> <li>Management, BA</li> <li>International Relations, BA</li> <li>Area Studies, BA</li> <li>Green Science Program</li> <li>Green Engineering Program</li> </ul>	<ul style="list-style-type: none"> <li>M.A. in Global Environmental Studies</li> <li>M. S. in Green Science and Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Global Environmental Studies</li> <li>Green Science and Engineering</li> </ul>
Universidade Católica Portuguesa	<ul style="list-style-type: none"> <li>Food Safety</li> <li>Food Innovation</li> <li>Environment and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Bioengineering</li> <li>Microbiology</li> <li>Nutritional Sciences</li> <li>Philosophy, Politics and Economics (PPE)</li> <li>Social Work</li> <li>Health Sciences</li> </ul>	<ul style="list-style-type: none"> <li>Social Work</li> <li>Biotechnology and Innovation</li> <li>Applied Microbiology</li> <li>Food Engineering</li> <li>Sustainable Business and Social Innovation</li> <li>Evaluation of Social Programmes and Projects</li> <li>Social Innovation and Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>Biotechnology</li> <li>Food Science, Technology and Nutrition</li> </ul>
Università Cattolica del Sacro Cuore		<ul style="list-style-type: none"> <li>Agricultural Sciences and Technology</li> <li>Management for Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Governance of the Environment for Integral Ecology: Climate Risk, Adaptation and Education</li> <li>Precision and Sustainable Agriculture</li> <li>Food &amp; Beverage: Management and Sustainability of Food Services</li> <li>Management and Communication for Sustainability: Education, Green Jobs and Circular Economy</li> <li>Conservation of Cultural Heritage and Performing Arts Management</li> <li>Sustainable Business Administration</li> </ul>	<ul style="list-style-type: none"> <li>National Doctoral Programme in Sustainable Development and Climate Change</li> <li>Doctoral School in Agro-Food Systems, Area Sustainable Plant and Animal Production</li> </ul>

# EDUCATION

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*“A great cultural, spiritual and educational challenge stands before us, and it will demand that we set out on the long path of renewal.”*

At the very heart of SACRU is a rich liberal arts education steeped in Catholic tradition. Pope Francis calls for a broad environmental education aimed at creating an “ecological citizenship.” Catholic colleges and universities are in a unique position to amplify the messages of Laudato Si’ through core curriculum, degree programs, and other academic initiatives.

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*“Ecological culture cannot be reduced to a series of urgent and partial responses to the immediate problems of pollution, environmental decay and the depletion of natural resources. There needs to be a distinctive way of looking at things, a way of thinking, policies, an educational programme, a lifestyle and a spirituality which together generate resistance to the assault of the technocratic paradigm. “*

Our institutions have the responsibility of educating our young people on values, knowledge and attitudes that allow building a more just, sustainable and regenerative society, as part of the transformative process that the planet and our own society need.

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*“Environmental education should facilitate making that leap towards the transcendent which gives ecological ethics its deepest meaning. It needs educators capable of developing an ethics of ecology, and helping people, through effective pedagogy, to grow in solidarity, responsibility and compassionate care.”*

Our commitment is deep: to provide a humanized education inserted in the communities where educational processes come to life. We seek to educate people aware of the reality of the planet, and the relationship of the human being with each other and with nature; committed to help improve people's quality of life and their territories, encouraging them to put their skills at the service of others.



## AUSTRALIAN CATHOLIC UNIVERSITY

As a Catholic university, ACU's approach to integral ecology and sustainability, along with related work designed to promote human dignity and the common good, is inspired by the vision of Pope Francis. Laudato Si' captures the interconnectedness of social, economic and ecological justice in building and protecting our common home, and guides our efforts to progress the 7 Laudato Si' Goals through local, national and regional leadership of the Laudato Si' Action Platform.

ACU is Australia's only national university, with seven Australian campuses across four states in Brisbane, North Sydney, Strathfield, Blacktown, Canberra, Melbourne and Ballarat. Alongside our local and national presence, we also have a campus in Rome, Italy, bringing together researchers and students from all over the world. International placements are available for students in all faculties, making the ACU student experience a truly global one.

With over 33,000 students, more than 125,000 alumni and 200+ international partners, ACU is not only one of the largest Catholic Universities, it is also rated among the best. Our institutes, centres and faculties boast internationally renowned scholars and produce world-leading research. In the most recent Excellence in Research for Australia (ERA) assessment, ACU was ranked first or equal first in a number of strategically important discipline areas such as, religion and religious studies, psychology, clinical sciences, nursing, public health and health services and cognitive sciences.

Through our research, teaching, and community engagement we are dedicated to making a positive difference in society and to the lives of individuals with whom we interact. ACU has also worked steadily to transform the way we operate and through improvements in energy efficiency, water conservation, and waste recycling.

### COURSE SPOTLIGHT

**All Roads Lead to ...: Mapping Laudato Si and the SDGs**, Taught at the ACU Campus di Roma, this unit provides participants with an introduction to the central precepts, principles, and purposes of the UN Sustainable Development Goals (SDGs) and Pope Francis' 2015 encyclical, *Laudato Si'*: On Care for our Common Home. Structured around a critical assessment of both frameworks, participants are invited to assess how the social, cultural, political, and legal aspects of the SDGs are addressed, advanced, or challenged by the moral charter of *Laudato Si'* in shaping contemporary concepts of global development. It also invites students to consider how the *Laudato Si'* goals and the SDGs challenge the Church and broader society to reflect on models of development, consumption patterns, current commitments and practices to embark on a path of personal and collective learning.

**Environmental Sustainability: The Global Challenge**, This unit of study aims to introduce students to the principles, theory and actions of sustainability, and also introduces the role of environmental processes in shaping the environment with a focus on the interaction of humans with their environment and the causes of environmental crises. Using an interdisciplinary approach, students will become equipped with a comprehensive understanding of sustainability and the global challenges of population growth, urbanisation, climate change, energy supply, agriculture, development and environmental pollution and degradation. The connections between our environment, poverty and social justice issues are explored, with domestic and international initiatives to promote environmental sustainability evaluated. This unit particularly highlights indigenous sustainability practises and processes, and illustrates how Aboriginal and Torres Strait Islander and world First Peoples knowledges can advance sustainable environmental management. By using these ideas to explore the most pressing issues of the 21st century, this unit will prepare students to apply the principles of sustainability and environmental management to their future careers and wherever sustainability ideas and actions are needed.

**The Australian Environment: Values and Ethics**, Environmental philosophy and ethics play a central role in environmental science. This unit begins to provide a strong ethical framework by analysing the major traditions of ethical thinking about the environment with extensive reading, discussion and reflective writing. Students study the works of various writers ranging from Christian traditions to radical theories to understand the various philosophies and their influence on people. Students will begin to explore Australian Indigenous spirituality and connection with the land, and the conflict between Western and Australian Indigenous values.





## BOSTON COLLEGE

Boston College (BC) engages both undergraduate and graduate students in sustainability curriculum. There are two interdisciplinary minors that directly engage with *Laudato Si'* principles. The Global Public Health and Common Good minor involves coursework and research in diverse areas of public health such as infectious disease epidemiology, the epidemiology of cancer, children's environmental health, environmental epidemiology, nutritional epidemiology and refugee health. The GPH&CG minor emphasizes the ethical, moral and legal foundations of global public health. In the interdisciplinary minor, Managing for Social Impact and the Public Good, students explore the personal and professional challenges of managing corporate, non-profit, and public sector organizations in ways that foster the public good. The MSI&PG minor teaches students about ethical decision making, social justice, and corporate responsibility.

The Environmental Studies Program is an interdisciplinary bachelor of arts major and minor program focused on sustainability that draws courses from the natural sciences, social sciences, and humanities. ENVS students take foundational courses in environmental science, environmental sociology, environmental history, and research methods. Within the ENVS major, students select an 18-credit concentration in biodiversity conservation; climate change and societal adaptation; environmental entrepreneurship; environmental health; environmental justice and policy; or food and water sustainability.

For BC students who are seeking to address environmental challenges through natural science approaches, there is the Environmental Geoscience major offered in the Department of Earth and Environmental Sciences. This bachelor of science program serves as a major for students who wish to concentrate in the scientific aspects of sustainability and understanding of earth processes.

The department of Earth and Environmental Sciences offers a multidisciplinary Master of Science and PhD program of study in Earth and Environmental Sciences. The graduate programs prepare students to advance environmental science careers in academia, government, and the private sector. The Earth and Environmental Sciences department also partners with the Lynch School of Education to offer a Master in Science Teaching, which prepares students to be future Earth Science teachers in High School and Middle School science teachers.

Boston College has convened two international symposia in Global Public Health on topics pertinent to *Laudato Si'*. In 2019, there was an international conference on Ethical Challenges in Global Public Health: Climate Change, Pollution, and the Health of the Poor. In 2021, Boston College held a conference on The Rising Global Cancer Pandemic: Health, Ethics, and Social Justice. Proceedings from both conferences were published in the *Journal of Moral Theology*.

### COURSE SPOTLIGHT

The Ethics of Global Public Health and the Common Good - PHCG3223/THEO3223: Global public health is both an urgent good and a needed right that is integral to a vision of just society. The course studies, first, the ethical issues raised by global public health (from epidemics and pandemics to poverty and underdevelopment); second, the ethical approaches to address them (from rights to the common good); third, concrete solutions and praxes. International examples from Africa, Asia, Europe, and the Americas help to identify the ethical agenda and to implement it. The course's readings, analyses, and proposals engage: health sciences, anthropology, social sciences, philosophical and theological bioethical discourses, and social doctrine by considering, among others, Catholic and Protestant contributions.

Environment and Public Health - ENVS3345: This course is designed as a seminar to give students an introduction to the field of environmental public health. The course explores current and fundamental literature of environmental health (EH) science. Major topics include air and water pollution, global sanitation and waste, toxicology, pesticides, food security, climate and the disproportionate burden of EH problems on vulnerable communities in the U.S. and around the world. The course has a strong emphasis on environmental justice and on the global health impacts of our environmental footprints. Students will learn about the debates and issues foregrounding the need to view ecology and human society as a whole in order to understand and prepare for these changes. The course emphasizes evidence-based approaches for arriving at program strategies and policy recommendations to improve environment health response for the most vulnerable. A significant thrust of the course will be to enable students to think of policy and programmatic approaches to communities vulnerable to environmental and climate variability.

Children's Health and the Environment - PHCG 4140: This course provides students with a fundamental understanding of the powerful influence of the environment on health and disease in children. It enables students to understand why children are uniquely sensitive to toxic chemicals and other environmental hazards and how toxic exposures in early life can influence risk of disease across the lifespan. It familiarizes students with the major environmental hazards of our time, including lead, mercury, pesticides and air pollution as well as with the links between the built environment, climate change and children's health. Using case studies, it explores the linkages between children's environmental health and social justice. It discusses options and strategies for translating science to public policy to prevent diseases of environmental origin in children and advance the common good.

Global Implications of Climate Change - EESC1501/SOCY1501: In this interdisciplinary "complex problems" core course first-year students learn the science behind climate change, the roles that social, political, and economic conditions play in understanding and internalizing climate change, the disproportionate contributions to and impacts of climate change, and the different roles of governments, businesses, religious communities, and individuals for enacting (or preventing!) ambitious solutions to climate change.



## PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE

UC Chile seeks to train students with the fundamental skills, knowledge and values to face the challenges that emerge from the different facets of the socio-environmental crisis. This training is part of the graduate profile that the University is committed to promote among all students, for which it teaches courses, academic certificates and undergraduate and graduate programs that contribute to training in sustainability through its 18 faculties. The offer of academic courses and programs focused or related to sustainability has increased in recent years, due to the interest of students and the university's commitment to advance in this field.

During 2018, the university graduate profile was modified adding as an attribute that all graduates should "Promote integral ecology and sustainability". In addition, "Sustainability and Integral Ecology" was integrated as a minimum requirement within the general education program, which implies that from the second semester of 2021, all new students must take at least one approved sustainability course to meet the requirement for general education.

In addition and deeply inspired by the Pope's encyclical *Laudato Si'*, the University has recently created the "Institute for Sustainable Development" whose main objective consists in promoting sustainability at the academic front (teaching, research and impacts on society). Several initiatives have been started for achieving this goal, such as training professors on ecoliteracy, promoting inter and transdisciplinary research and mapping research contribution to the Sustainable Development Goals. In addition, the institute designed "SUS1000 - Sustainability" a flag-ship interdisciplinary lecture on sustainability which aims to provide an exceptional learning experience to students, so they would become engaged with the care of the planet. As of the first term of 2022, there were about 500 students in 13 different sections taking the class.

### COURSE SPOTLIGHT

**Sustainability - SUS1000:** The course seeks to raise awareness and provide a transformative learning experience based on fundamental knowledge about the main characteristics of the current socio-environmental crisis and its potential global and local solutions. It offers a critical and interdisciplinary vision inspired by the Papal Encyclical *Laudato si'*, focused on the care of the common home and structured around the 17 SDGs. The course includes dialogues between experts providing high-level keynote talks from different disciplines and experiences. These experts provide diverse perspectives of the same issues: academia, industry and social and environmental activism. The course is also structured around weekly learning circles, which are classes with different active learning methodologies. The evaluations consist in reading reports, and the development of a field work project with a partner from local governance, foundations or social organizations.

**Regenerative Food Systems - SUS2001:** It is an interdisciplinary course created during 2019 which analyzes the characteristics of a regenerative food system from a theoretical-practical approach. The structure of the course includes lessons and field trips with professors and interdisciplinary expert guests, where the different phases of the food system are studied in a systemic approach. The course has a workshop-type practical learning space, which focuses on urban gardening management.

**Governing the commons: a sustainability challenge - SUS2021:** The course allows students to understand and problematize the tragedy of the commons and the different strategies for cooperation in the management of resources and territories, understanding that the commons are not a universal tragedy. The design is based on a critical and interdisciplinary vision of the governance of the commons, and its advances and applications. It is developed through the study of theory, concepts, cases and practical exercises, considering a mixed online-face-to-face methodology, as well as field trips.

**Climate change: a multidisciplinary perspective - SUS2038:** A collaboration between the Center for Global Change and the Institute for Sustainable Development. The course introduces the climate change problem in its different dimensions: science, mitigation and adaptation. The learning experience includes conceptual contents, understanding the systemic processes of climate change, and a transdisciplinary approach according to the uses and concrete actions for the public and private fields. Expository classes and a carbon neutrality workshop are included in the course methodology. The evaluations incorporate a knowledge test of the concepts and phenomenon's science, the development of proposals for mitigation actions, and a video project with adaptation solutions.

**Sustainability and Indigenous Worlds - SUS2031:** This course poses the challenge of sustainability from the perspective of the indigenous pasts, presents, and futures, along with the worlds they propose. Particularly, it seeks to: (a) understand how sustainability is understood and practiced in different indigenous cosmologies; (b) understand the relationship between the colonization process and the current socio-environmental crisis and finally (c) identify indigenous contributions so students can imagine alternative forms of socio-ecological actions. The learning methodologies are based on lectures and indigenous academic guests; as well as team work, discussion forums and individual essays.

**Sustainability (MBA class) - EAM558:** This class seeks to encourage reflection and promote critical thinking about different factors and dimensions of the current planetary socio-environmental crisis in the context of the top MBA program in Latin America. For this, the class contemplates the review of the crisis from a global perspective as well as from diverse, limited but interrelated dimensions, which correspond to a selection of the Sustainable Development Goals proposed in the 2030 agenda by the UN. The course includes regular lectures and lectures with different experts, discussion and resolution of cases related to firms and organizations, together with active learning activities focused on reflection and group analysis, as well as individual weekly work including readings of complementary material and preparation of group work.

**Fisheries - BIO370M:** New undergraduate courses are being designed and offered to broaden students' perspectives about the socio ecological crisis humanity is currently facing. A new international Master program on Sustainability and Environmental Policy, following a problem-solving approach and immersion in the territory using a network of field research centers.





## PONTIFÍCIA UNIVERSIDADE CATÓLICA DO RIO DE JANEIRO

PUC-Rio demonstrates the importance of sustainability in its mission, not only because of the multitude of undergraduate courses that teach this subject in its disciplines such as Biology, Geography, Administration, Law, various Engineering, Design, Social Work and International Relations, but also for its national pioneering in the creation of instruments that allowed advancing in the battle for a sustainable university and also for a more sustainable society.

In 1999, PUC-Rio founded the Nima (Interdisciplinary Center for the Environment), created by the Biologist, Professor and then Rector of the university, Fr. Josafa Carlos de Siqueira, S.J. In order to be a center for interdisciplinary discussions on socio-environmental issues across the Campus, NIMA proposes to establish interaction between the University and the Environment, and between Society and Nature.

Father Josafá Siqueira was also one of the greatest promoters of Laudato-Si, having written books and given lectures on the Encyclical throughout Brazil and Latin America, and having created in 2017 the first Brazilian discipline fully inspired by the encyclical and the defense of Human Rights: Social and Environmental Ethics and Human Rights (CRE1175)

### COURSE SPOTLIGHT

**Social and Environmental Ethics and Human Rights - CRE1175:** Mandatory subject for all 40 undergraduate courses at PUC-Rio, created and totally inspired by the legacy of Laudato Si, is a transdisciplinary approach between Biology, Theology, Philosophy and Human Rights in face of the contemporary socio-environmental crisis. The course brings anthropological, historical, philosophical and theological foundations of socio-environmental ethics and its relationship with Human Rights, from the perspective of the Christian contribution to critical discernment and the construction of a new sustainable, fair and inclusive society in face of Anthropocene Challenges. The course aims to develop ecological awareness of what is happening in our Common Home, while awakening to the ethical crisis in which humanity lives. It reflects on the existence of a single socio-environmental crisis and on the need for a collective and democratic solution for the realization of human rights, which cannot exist without a minimally preserved planet.

**Environmental Ethics - BIO1133:** Concepts and approaches of environmental ethics. Environmental ethics in the philosophy of western culture. Environmental ethics in traditional cultures. Environmental ethics and biodiversity. Environmental ethics and spirituality. Environmental ethics and the great socio-environmental challenges of the national and international community. Ethics and environmental education. The experiences of building ethical-environmental values in the processes of training multiplier agents in local communities.

**Special Topics In Design - "Living With The Biochip" - Art 1858:** BioChip is a course offered to all PUC Rio students as well as to the surrounding community through an open study and research group (BioChip) that works with living models of vegetables. Biochip research finds resonance and analogy with the practice of Ecological Agriculture in relation to the Earth with a different point of view than conventional agriculture, which only seeks solutions focused on a certain problem. In ecological agriculture, holistic solutions are sought that consider the entire ecosystem where plants seek their own nutrients. Raw seeds, vegetables and fruits, as they are found in nature, are live concentrates of stored information - like a "BioChip". Recognizing that this information can be decoded from direct contact with living models and that the colors generated by Earth's life recover matrisc information in our body, that is, directly related to our origin as mammals. The BioChip proposal is looking for a revitalization of the human relationship with living nature.



Photo: Students from various courses at PUC-Rio 1) in a dynamics of deepening in human rights and sustainability (CRE1175). 2) On a Biophilia excursion (BIO1133) aimed awakening in students a love for the exuberant nature of the campus itself.



## SOPHIA UNIVERSITY

Since its founding in 1913, Sophia University has realized the vision of its Jesuit founders in being a bridge between East and West based on the principles of charity, globalism, and dialogue for promoting human development. Sophia continues to meet the challenges of today's world through education and research by developing undergraduate and graduate programs in sustainability science to address the 2030 UN Sustainable Development Goals.

The University is continuing its development of the Sophia Program for Sustainable Futures (SPSF), a new English-based undergraduate program launched in 2020. It offers bachelor's degrees in seven fields of study: journalism, education, sociology, economics, management, international relations, and area studies. The SPSF provides students with a broad understanding of the world's diversities and teaches them the practical skills needed to contribute to building sustainable futures for others, with others.

As Sustainable Development Goals (SDGs) set by the UN, a wide range of global level issues related to war and conflicts, economic disparity, poverty, environment, education and more are required to be tackled by international communities. Against the backdrop of today's rapidly globalizing world, society is witnessing an eruption of such global issues transcending nations and regions and complex, difficult issues where diverse value systems collide. SPSF aims to establish curricula to work on finding solutions to these new issues and foster students' abilities to overcome them.

The Graduate School of Global Environmental Studies (GENV) was established in 2005 to focus specifically on environmental problems, an area which we consider as one of the greatest challenges facing humanity

[https://www.sophia.ac.jp/eng/program/undergraduate\\_c/spsf/index.html](https://www.sophia.ac.jp/eng/program/undergraduate_c/spsf/index.html)

today. The curriculum combines social and natural sciences, in recognition of the fact that effective environmental studies spans a number of scholastic disciplines including law, policy, administration, economics, population, energy, and engineering. The school is devoted to fostering graduates (at the Master and PhD levels) able to serve effectively as business persons, professionals, consultants or scholars in the area of environmental protection, conservation and sustainability.

The International Graduate Course provides educational programs for students who intend to obtain degrees in English. The curriculum consists of three fields, Economics and Business Administration for the Environment, Law and Policies and Sociology for the Environment and Science and Engineering for the Environment. One of the strategies of this course is to enhance the capacity of students to contribute to the solving of current environmental issues through a variety of practical and discipline specific programs. Moreover, students collaborate with the Graduate School of Science and Technology and the Graduate School of Economics so as to create an integrated and interdisciplinary curriculum.

### COURSE SPOTLIGHT

God, Man and the World: Philosophical and Theological Dialogues on Sustainable Development - GSC20040: This course examines worldviews from philosophy and theology in comparative perspective to broaden and deepen our conceptual understanding of "sustainable development". *Laudato si'* is a key document studied in the course. These lenses are used to examine global issues related to the environment, economy, gender and demography, and education.

Catholic Social Teaching and the Church Today - GSE72080: This course explores Catholic social teaching as well as some current issues facing the identity of the Catholic Church under the Pontificate of Pope Francis, including the pope's personalism and focus on environmental justice.



Photo: Sustainable water management study in Lake Tega (February 2021)

<https://www.genv.sophia.ac.jp/english/index.html>



# UNIVERSIDADE CATÓLICA PORTUGUESA

Universidade Católica Portuguesa (UCP) is committed to the promotion of sustainable development and the protection of the “Common Home”. It thus works to make a coherent contribution to the 17 Sustainable Development Goals (SDGs) and the UN 2030 Agenda, in the light of Pope Francis’ encyclicals *Laudato si’* and *Fratelli tutti*, on Integral Ecology and Social Friendship respectively, from which the 7 *Laudato si’* Goals (LSGs) also emerged. At UCP we assume the following definition of Sustainability: «Sustainability is our responsibility with the adoption and implementation of strategic objectives that ensure respect for the human person and social equity, for the environment and for economic development, oriented towards the common good, in order to create prosperous, healthy, solidary, diverse and resilient communities for this generation and generations to come».

Issues related to sustainability have always been present in the value matrix of what is taught at UCP. In recent years there has been an effort to specifically locate the characterization of the UN Sustainable Development Goals (UN SDGs) in the context of the subjects taught. This effort has been reflected not necessarily in a change of contents, but in an emphasis of aspects that were already present in the curricula, now painted with the colours of the 17 UN SDGs and the 7 *Laudato si’* Goals (LSG) inspired by the encyclical. In this sense, it is common in many of the subjects taught in undergraduate and master’s degrees to ask for the 17 SDGs or the 7 LSGs to become evident within the subjects taught.

Under the UCP Strategic Development Plan, a new discipline, “SDG Curricular Units”, was also launched, inspired by the 2030 Agenda and Pope Francis’ encyclical *Laudato si’*, seeking new economic and social models. The project kicked off at the beginning of the second semester of this academic year (2021/22), with the academic unit “Humanity’s great challenges”, addressing climate action and SDG 13. The topics will deal with the facts of climate change, management that creates value and extracts value, global climate

change law, climate, common home and anthropology, among others, resulting from an interdisciplinary project that brings together the areas of management, biology, law and theology.

In addition to this exercise, an attempt has been made to create programmes, subjects or areas within subjects exclusively devoted to the issue of sustainability, but this does not lead to the ghettoisation of sustainability, as the subject continues to be equally permeable to almost all areas of knowledge taught.

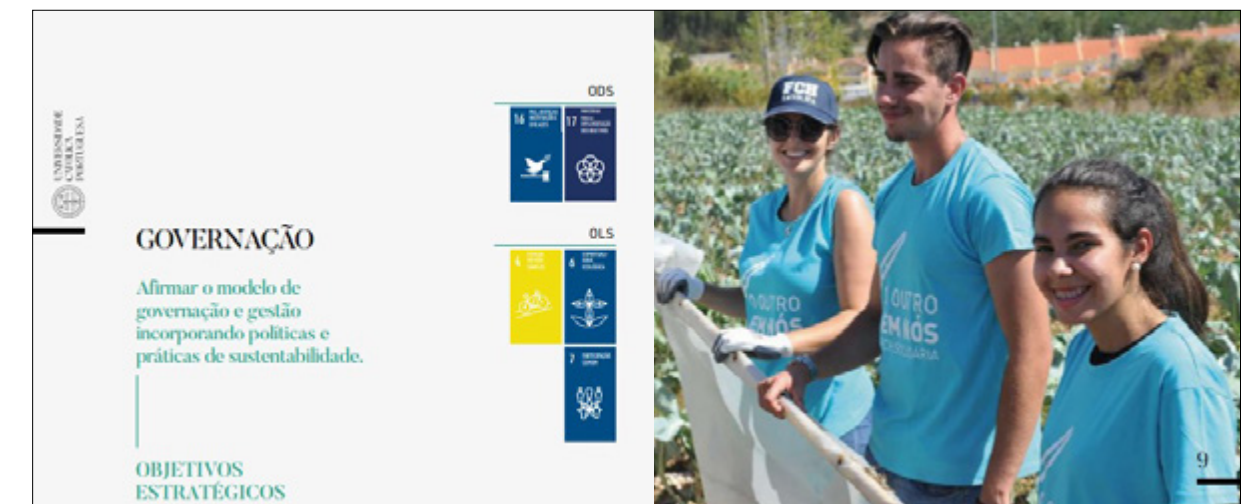


Photo: UCP Strategic Plan 2021-2025, Governance



Photo: UCP Strategic Plan 2021-2025, Social Dimension

For example, the Center for Responsible Business & Leadership, focused on research, teaching and consulting, acts as an agent of change amongst students and executives, helping them to understand the impact of Responsible Business and its value creation in corporate strategies. Also, CESOP LOCAL, which addresses the issue in the public policies of local government in proximity to the population.

Professional Student Clubs play a vital part of the academic experience. Groups of students create Clubs within their areas of interest with the purpose of organizing events or activities that foster networking and contact between the University and the business world. For example, Católica for Future's mission is to create positive awareness towards a more sustainable environment. CFF seeks to create a space for people to discuss, get involved and learn about sustainability.

Other initiatives related to sustainability can be highlighted such as the launch of the Innovation Hub in Sustainability and Regeneration, a partnership between UCP and Panetiers New Generation. This hub aims to create a space for innovation and management in a circular perspective, with the goal of full sustainability (net-zero) and / or regeneration (positive pursuits), anticipating the future and adaptation to global environmental challenges.



Photo: Student Club activities Católica 4 Future



## UNIVERSITÀ CATTOLICA DEL SACRO CUORE

UCSC - multidisciplinary and open to innovation - is strongly committed to the frontiers of research and quality services for sustainability and integral ecology. Since many years, the actions and activities carried out by the UCSC to sustain and promote sustainability and sustainable choices stretch throughout the three Missions of universities (education, research and public engagement). In particular with reference to the educational offer, UCSC has been developing for a long time now a wide selection of courses, ranging from the undergraduate to the doctoral level, which try to apply the principles of sustainability and integral ecology, following the Laudato Si' teaching and call to action, in a transdisciplinary way, involving most of the faculties.

### BACHELOR'S DEGREE IN MANAGEMENT FOR SUSTAINABILITY

A three-year degree, innovative in content and perspectives. A course designed by the Faculty of Economics and Law of the Piacenza Campus starting from the firm concept of sustainability that must inspire future decisions and actions in institutional, political, social and economic systems, and from the awareness of a growing need in the world of jobs, of new professionals dedicated to sustainability. The course offers an experiential teaching that explores sustainability as an area of expertise and as an orientation driver in the assessment of the economic, social and environmental conditions in which business activities fit into.

### MASTER IN SOCIAL IMPACT ECONOMY & MANAGEMENT

The first level Master in Social Impact Economy & Management was launched in collaboration with the Faculty of Foreign Languages and Literatures at the Brescia Campus. It tackles the issue of the social impact economy as a whole with a concrete approach, deepening the fundamental aspects of modern social entrepreneurship (profit and non-profit) and sustainable management. It trains contemporary entrepreneurs and

managers who, within non-profit organizations and the public administration, aim to carry out business, projects and management models with a high impact in society. The master is also aimed at entrepreneurs and managers who intend to deepen the topic to bring and develop welfare and community innovation initiatives for employees in their companies of origin.

#### EXECUTIVE MASTER IN SOCIAL ENTREPRENEURSHIP (EMSE)

EMSE - organized by ALTIS in collaboration with the Human Foundation - aims to increase the professional skills and the innovative power of entrepreneurs, managers and operators of non-profit organizations and companies that deal with social innovation and CSR. Designed for those who already work or aim to operate in non-profit organizations and social enterprises, the Master accompanies entrepreneurs and managers of the non-profit sector in improving the management of a social enterprise and in setting up and designing new areas of activity aimed at the creation of social start-ups.

#### UNESCO CHAIR ON EDUCATION FOR HUMAN DEVELOPMENT AND SOLIDARITY AMONG PEOPLES

Established officially on 6th April 2018, the UNESCO Chair on Education for Human Development and Solidarity Among Peoples is located at the Brescia Campus of the Università Cattolica del Sacro Cuore. Over centuries, religious leaders, ministers, citizens and philanthropists have given birth to significant experiences that have marked the story of Brescia and created important preconditions for the development of a particular “pedagogic sensibility” and inclusive actions. The Chair aims to contribute to the following goals: promote the access of young children to high level health and education, with a particular focus on children in poverty and social exclusion conditions; improve the quality of education, supporting in particular the development of an equitable and inclusive society; guarantee personalized learning opportunities; increase the number of qualified teachers, welcoming their personal, psychosocial and professional needs; promote the development of “south-south” cooperation processes; guarantee and promote justice and gender equality.

#### COURSE SPOTLIGHT

**Policies for Sustainability, Land Use, Cultural Heritage management:** The course aims to introduce students to policies for sustainability, land use management, landscape and cultural heritage by providing them with legal and theoretical guidelines for the policies to take place, the framework of tools used to implement them, and the explanation of the logic behind decisional and regulatory processes. The complexity of these strictly integrated and interconnected policies entails the adoption of a multi-disciplinary analytic approach to better understand operating rules, governance processes and development stages.

**Economics of Sustainable Development:** The aim of the course is to analyse the complex relationship between economy, society and the environment, using the paradigm of sustainable development, and to provide an understanding of environmental and natural resource economics, its conceptual foundations and practical tools of analysis.

**Environmental Pedagogy and Integral Human Development:** The course objective is to provide some fundamental elements regarding integral human development with particular reference to the educational and training realms. The aim of the first part of the course is to offer the fundamental elements of Environmental pedagogy, in order to learn the reflection in pedagogical terms on the role of education in the transition towards a model for a sustainable society.

**Economic policies for natural resources and the environment:** The course provides students with a fundamental knowledge of the principles behind the design and the implementation of policies for the sustainable governance of natural resources and the environment. It addresses global and European climate and energy policies and the strategies for the circular economy, with a specific attention to the international dimension and cooperation for development.



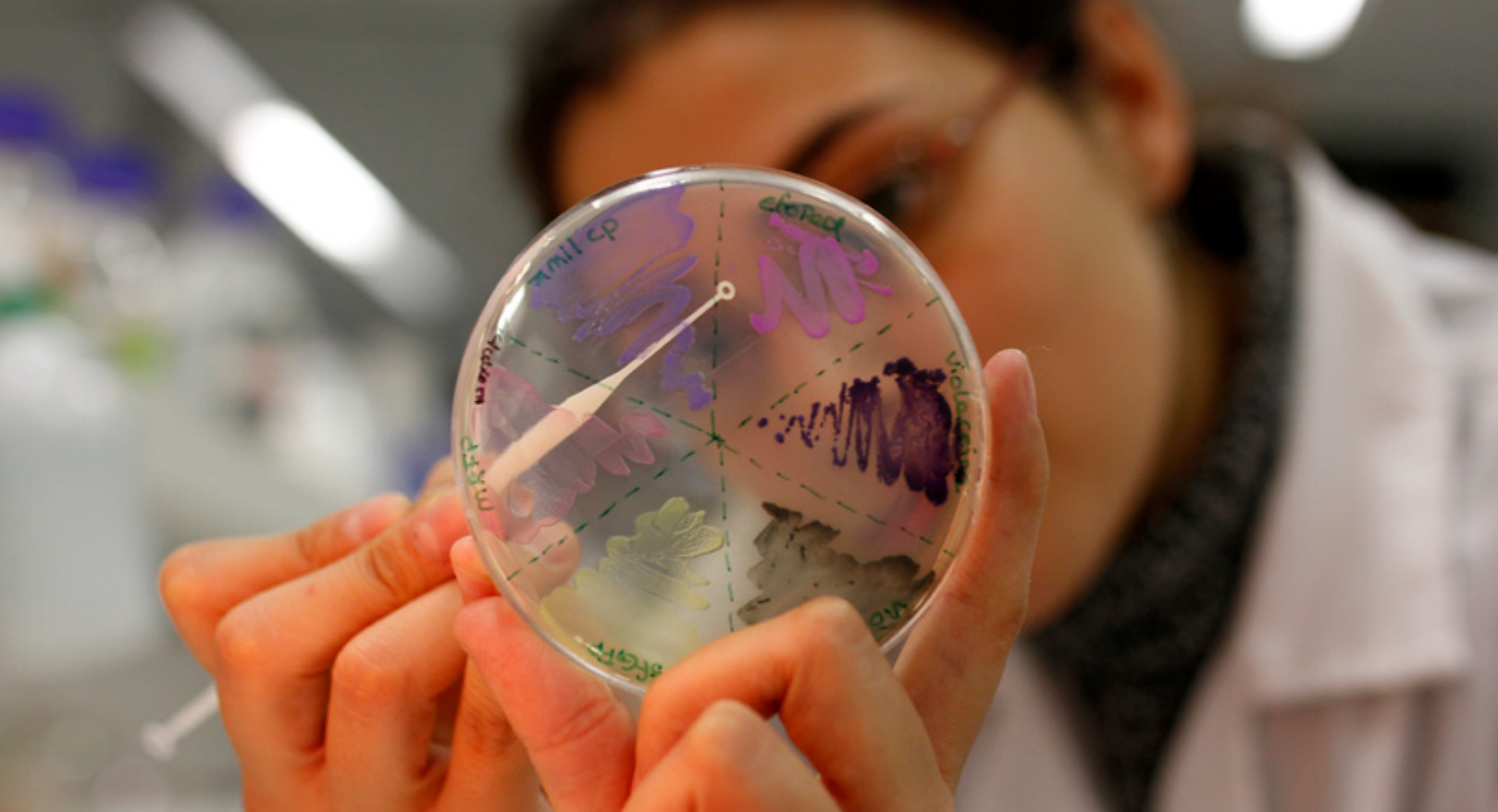
## UNIVERSITAT RAMON LLULL

Blanquerna School of Communication and International Relations. Seminar VIII Year 21-22 - Global Communication Management Degree. The students of 4th year devoted this subject to create the communication plan for the European Laudato Si' Alliance, as a punctual real project. They analyzed the encyclical and worked as a communication and marketing team for this organization during the second semester of the Year 21-22. This has been the content of the entire subject of Seminar VIII and students have been evaluated.

La Salle-URL Master of Science in Building Construction Management, specialization in Sustainability and Energy Efficiency. Focused on sustainable architectural and urban design, respecting the environment and integrating installations of energy efficiency systems. Students learn about Energy Efficiency in the buildings associated with high consumption systems, using the necessary tools to improve its performance. They also know how to increase the energy input from renewable energy sources.

Laudato si Reading Seminar. The institution has created a space for analysis and discussion on the content of Laudato si in the form of a reading seminar. The seminar is open both to professors and students. The main purpose is to work on the text and discuss the possibilities of applying the contents of the encyclical, first of all in Ramon Llull University, but also beyond our institution. On the other hand, the intention is to link this academic work with the Sustainable Development Goals Commission of Ramon Llull University.

**RESEARCH**  
(2010 - 2022)



SACRU universities are deeply engaged in research that advances society's collective knowledge on global climate, landscape and ecological change; the effects of pollution on human and ecosystem health; alternative energy development; sustainable urban design; watershed management; sustainable food systems and ecological land management; environmental justice and indigenous people's rights; environmental policies; consumption behavior; and many other areas that advance our understanding of the environmental crises we find ourselves in and the solutions we can implement and adopt. SACRU universities also conduct ecology research that seeks to understand the behavior, evolution, and biotic interactions of wild species and the structure and function of ecological communities.

140.

*...Ongoing research should also give us a better understanding of how different creatures relate to one another in making up the larger units which today we term "ecosystems". We take these systems into account not only to determine how best to use them, but also because they have an intrinsic value independent of their usefulness. Each organism, as a creature of God, is good and admirable in itself; the same is true of the harmonious ensemble of organisms existing in a defined space and functioning as a system.*

In this section of the report we highlight several of the research areas and topics that are currently being explored at SACRU universities.

## RESEARCH (2010-2022)

Laudato Si' stresses the importance of independent, interdisciplinary research to provide stakeholders with unbiased information to be able to make fully informed decisions.

135.

*Certainly, these issues require constant attention and a concern for their ethical implications. A broad, responsible scientific and social debate needs to take place, one capable of considering all the available information and of calling things by their name. It sometimes happens that complete information is not put on the table; a selection is made on the basis of particular interests, be they politico-economic or ideological. This makes it difficult to reach a balanced and prudent judgment on different questions, one which takes into account all the pertinent variables. Discussions are needed in which all those directly or indirectly affected (farmers, consumers, civil authorities, scientists, seed producers, people living near fumigated fields, and others) can make known their problems and concerns, and have access to adequate and reliable information in order to make decisions for the common good, present and future. This is a complex environmental issue; it calls for a comprehensive approach which would require, at the very least, greater efforts to finance various lines of independent, interdisciplinary research capable of shedding new light on the problem.*

# AUSTRALIAN CATHOLIC UNIVERSITY

Inspired by Laudato Si' and its commitment to ecological conversion and the common good, ACU is committed to animating an Integral Ecological paradigm by elevating its practice of the Laudato Si' Action Platform centred on mission-based ecological praxis so that it becomes a normative, visible and positive part of the daily experience of campus life, and community engagement.

This commitment has recently been translated in our Research and Enterprise Plan and the expansion of our research-related activities. Grounded in the university's mission, the Research and Enterprise Plan aims to achieve sustainable excellence in the development of future research capability, effective infrastructure and systems, fundamental research, the translation of research and the application of research. Beyond any single component of research-related activity, the Research and Enterprise Plan is designed to nurture all components of the research ecosystem. This decidedly integrating and outward focussed research agenda is given its clearest expression in the articulation of three university wide research themes. Signalling the focus of our research efforts at an institutional level, the research themes define societal and planetary issues that require cross-discipline collaboration while simultaneously fostering multi-disciplinary efforts aligned to the addressing them. It is thus that issues such as opportunity and justice, integral development, human flourishing and social cohesion, along with religious literacy, ethical frameworks and human centred technology are engaged through research concentrations, collectives and specific projects or programs. Principle amongst these are the following:

## RESEARCH PROJECTS

- Global Compact for Education: in partnership with Pontificia Universidad Javeriana ACU has been selected to advance the research theme of Technology and Integral Ecology. Water has been selected as the research and learning focus and the emerging project includes partnership with Australian National University (ANU), the Water Justice Hub and, participation in the forthcoming UN Water Conference. The project is particularly concerned to address issues of water security and for indigenous peoples in various countries and contexts.
- Professor Ester Cerin, 'The impact of the Environment and Pollution On Cognitive Health (EPOCH): Building the knowledge base through international collaboration' (UK Research Initiative-National Health and Medical Research Council Collaborative Grant)
- Professor Rhonda Craven, 'Transforming Lives and Communities: Impact of Quality Indigenous Education' (ARC Linkage Project)
- Dr Tonya Rooney, 'Climate Action Network: Exploring climate change pedagogies with children' (Social Sciences and Humanities Research Council of Canada)
- Professor Michele Haynes, 'Architectural Design to Improve Indigenous Health Outcomes' (Australian Research Council Discovery Project)
- Dr Tom Barnes, 'End of the line? Work and society in post-industrial cities' (ACU Early Career Scheme)

## RESEARCH INSTITUTES AND CENTRES

### Institute for Humanities and Social Sciences (IHSS)

Dedicated areas of research within IHSS include gender and women's history; refugees, migration and humanitarian studies; social and political change; Australian colonialism and Indigenous history; political economy; and literary studies.

- Research Centre for Refugees, Migration, and Humanitarian Studies  
This centre explores the historical and contemporary displacement of refugees across the world as well as government policy on refugees and humanitarian agencies.

Led by the award winning Professor Joy Damousi, this centre brings together researchers with expertise in forced and unforced migration across time and place in the modern world. Research foci includes expanding understandings of government policy on refugees and humanitarian agencies, the role of non-state actors including missionaries and churches, child refugees, and modern slavery.

- Research Centre for Social and Political Change  
The Research Centre for Social and Political Change generates research on the structure and bases of power in contemporary societies and diverse political arenas, as well as producing major advances in social and political theory. Researchers in the Centre contribute broadly to scholarship in several domains such as sociology and political science, including democratic theory and practice, citizenship studies, populism, political economy, religion and religious transformation, family transition, trust, and power. The Centre's members have expertise in global society as well as in regional areas, including Western Europe, the United States, China, Iran and the Middle East as well as Australia.

### Institute for Positive Psychology and Education

The Institute for Positive Psychology and Education (IPPE) tackles the significant issues of our time through positive psychology. We conduct multi-disciplinary research to address critical educational and psychosocial issues, and translate theory to inform effective policy and practice. Our work demonstrates how individuals, communities and organisations can not just succeed but flourish and thrive. Current projects include:

- Compassion at the heart of well-being
- Enabling Indigenous Australians to flourish and thrive

### Mary MacKillop Institute for Health Research (MMIHR)

The Mary MacKillop Institute for Health Research (MMIHR) aims to address critical public health issues by identifying and responding with innovative programs that deliver better health outcomes and transform lives. MMIHR brings national and international health experts together with leading organisations across a broad portfolio of health-related research areas. By fostering an environment of collaborative research, without discipline-based boundaries, the impact MMIHR can make is profound and extensive. The team of leading researchers are driven to improve the quality of health interventions through research that tests and improves the effectiveness of existing health-related programs, health service delivery and health education, and community planning and design.

Our research enables us to develop and shape individual, social and community programs based on a rigorous analysis and synthesis of observational and experimental data, from the molecular to societal level.

### Institute for Religion and Critical Inquiry (IRCI)

Established in 2014 to advance the University's strategic goal of making ACU world-leading institutions for studies in religion, philosophy, and history, IRCI comprises three collaborative and interdisciplinary research programs: Biblical and Early Christian Studies, Medieval and Early Modern Studies, Religion and Theology.

- Two new and exciting ARC-funded projects within IRCI are uncovering the voices of women and disabled people in the ancient world. Dr Kylie Crabbe's study of early Christian protagonists seeks to show how disability functions in historical sources and their receptions over time. The research will also contribute to contemporary reflection on the nature of impairment considering urgent questions arising from the Disability Royal Commission and COVID-19 measures. Dr Dawn LaValle Norman is exploring how women's voices served as intellectual role models in ancient philosophical dialogues. Her work explains the long history behind modern gender disparity in the study of philosophy.



## BOSTON COLLEGE

### SCHILLER INSTITUTE FOR INTEGRATED SCIENCES AND SOCIETY

The Schiller Institute for Integrated Science and Society. “The mission of the Schiller Institute is to create and sustain emerging initiatives in basic and applied science; generate new knowledge through collaborations drawing upon the expertise that resides in all eight of BC’s schools and colleges; develop new interdisciplinary approaches to important societal problems and deploy new methods of scholarship, tools and technologies; foster scholarship and learning for and within local and global communities; educate the next generation of science and technology leaders and innovators; and promote partnerships with industry, NGOs and government organizations.”

One way that the Schiller Institute fosters learning and researching is through the Schiller Institute Grants for Exploratory Collaborative Scholarship (SIGECS). This program supports collaborative research projects and creative activities in the Schiller Institute’s principal research focus areas of energy, the natural environment, and health. In the spring of 2021, the Schiller Institute is highlighting and sponsoring projects by students and student groups that grapple with race and environmental justice.

### MORRISSEY COLLEGE OF ARTS AND SCIENCES

Earth and Environmental Sciences Department. “The Department of Earth and Environmental Sciences explores the processes that shape our evolving planet. The faculty integrate a strong commitment to education and outreach with an active, cutting-edge research program that addresses a broad array of topics in the Earth and Environmental Sciences spanning climate and environmental change, tectonics and dynamics of Earth’s interior, and the science of water throughout the Earth.” The department has a cluster of faculty who do research on climate change. There are also faculty members who do research on land use change and sustainable agriculture.

- Climate change cluster (Yi Ming, Jeremy Shakun, Hilary Palevsky, Hanqin Tian, and Xingchen “Tony” Wang)
- Land use and terrestrial ice changes (Mark Behn, Noah Snyder)
- Sustainable Agriculture (Tara Pisani Gareau)

Sociology Department. “At Boston College, sociologists conduct methodologically sophisticated and theoretically engaged research on many of the most serious challenges facing the world today. The department has particularly strong concentrations of faculty expertise in the areas of: Aging and the Life Course; Environmental Sociology; Family and Carework; Global and Transnational Sociology; Political Sociology; Race, Class and Gender; and the Sociology of Development.”

<https://www.bc.edu/content/bc-web/centers/schiller-institute.html>  
<https://www.bc.edu/bc-web/schools/mcas/departments/sociology.html>

### SCHOOL OF SOCIAL WORK

“The Center for Social Innovation (CSI) aims to advance faculty research and expertise in the design, implementation, and assessment of innovative social interventions to complex social problems. CSI will foster the use of new methods from data science, design thinking, systems science, and implementation science. In time, CSI will lay the foundation for translational science to develop, test, and scale effective clinical and policy interventions.”

An example of a professor doing research in the School of Social Work is Praveen Kumar. He focuses on environmental inequities, poverty, and global health. His research is grounded in implementation science and advances theoretical concepts and empirical evidence on the interface of environmental and global health, addressing challenges of vulnerable communities.

### THE GLOBAL OBSERVATORY ON PLANETARY HEALTH AT BOSTON COLLEGE.

Boston College established the Global Observatory on Planetary Health in 2018 to track the impacts of pollution, climate change and biodiversity loss on human health and to develop science-based solutions for protecting the earth’s environment, preventing disease, saving lives and advancing social justice. The work of the Observatory is inspired and guided by Pope Francis’ teaching in his encyclical letter, Laudato Si’, calling on all of us to care for our planet - our Common Home, end social and economic injustice, and prevent the disease, disability and premature death that fall disproportionately upon the poor. Researchers in the Observatory are currently examining the impacts of pollution and climate change on children’s health, heart disease, cancer, and ocean health; studying the health hazards of plastics across their entire life cycle; and developing options for reform of national and international chemical policy.



Photo: Studying the water quality and aquatic invertebrate populations in a cranberry bog in Plymouth, MA. Tara Pisani



Photo: Studying the long-term history of past permafrost thawing events in Plateau Mountain Ice Cave, Alberta, Canada. Jeremy Shakun

# PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE

At the heart of the University is the creation and transfer of knowledge to contribute to society and thus also promote cultural changes to contribute to the great challenges among which is to achieve sustainable development. The creation of knowledge is carried out mainly through its 18 faculties, but they are concentrated in a special and often interdisciplinary way in more than a dozen research centers that are the result of collaborations with institutions, the search for resolution of local and global needs, and also emerging from our academics in their search for scientific evidence that helps to solve multiple challenges. Some of these centers are:

- Research Center for integrated Disaster Risk Management (CIGIDEN)
- Center of Sustainable Urban Development (CEDEUS)
- Center of Global change (CCG)
- Center for applied ecology and sustainability (CAPES)
- Center for Conflict Studies and Social Cohesion (COES)
- Institute for Sustainable Development (IDS)
- The LAC office of the Abdul Lateef Jammeeel Poverty Action Lab (J-PAL)
- Millennium Nucleus for Ecology and Conservation of Temperate Reef Ecosystems
- Marine Energy Research and Innovation Center (MERIC)
- Center for Coastal Socio-Ecosystems (SECOS)
- Long-term studies on marine conservation and human impacts at Marine Reserve Las Cruces managed by the Coastal Station of Marine Research (ECIM)
- Socio environmental long-term studies in Valle Exploradores Aysen lead by Patagonia Station for Interdisciplinary Research.
- Long-term fog research at Atacama Desert Research Station
- UC Center for Local Development (CEDEL)

## MAPPING THE RESEARCH CONTRIBUTION TO SDGS AT UC CHILE

As a way to enhance and make visible the creation of knowledge in sustainability, the Institute for Sustainable Development elaborated a diagnosis regarding the productivity and contribution of the university research to different Sustainable Development Goals (SDG). This diagnosis covered all the articles published during 2017 associated with UC academics that belong to journals indexed in Web of Science or SCOPUS databases. Each of the 2,379 articles was reviewed and categorized according to their taxation to the 17 SDGs and each of the 169 targets associated with the SDGs. Based on the categorization, it was determined that 58.68% of the works contributed to at least one of the SDGs.

Some important results of this study are:

- In those articles that contribute to two SDGs, the most frequently identified relationships are between Health and Well-being matching Peace, Justice and Solid Institutions; Health and Wellbeing with Quality Education; and Affordable Energy with Industry, Innovation and Infrastructure.
- The SDGs addressed by a greater number of faculties are: Health and Well-being (14); Innovation, Industry and Infrastructure (14); Quality Education (13); and Peace, Justice and Solid Institutions (13).
- According to this categorization, the SDGs with the least amount of articles directly associated are: Gender Equality; End to Poverty; and Partnerships to achieve the Goals.



# PONTIFÍCIA UNIVERSIDADE CATÓLICA DO RIO DE JANEIRO

Mapping the research contribution of PUC- Rio for sustainability we could mention the following initiatives:

## The Socioenvironmental Platform of BRICS Study and Research Center

The BRICS Center is a Study Band Research Center (BPC) dedicated to the analysis and study of the multiple global transformations underway and their implications for Brazil and the Global South. It also intends to contribute to the debate and formulation of policies aimed at reducing inequalities and promoting a broad rights agenda, with emphasis on BRICS countries (Brazil, Russia, India, China and South Africa).

The BPC builds its reflection from a critical and multidimensional understanding of the persistent asymmetries in the international system, the different models of development, the reproduction of inequalities, the deepening environmental crisis, the formats of global governance and the role that countries play. The South have, can and should play in this changing scenario. Currently, the main research programs are: BRICS, BRICS-Urbe, GSUM, LACID, Socio-environmental Platform and the Development Innovation and Governance Program.

The Socio-Environmental Platform is a research center of the BRICS Policy Center, within the Institute of International Relations at PUC-Rio, which functions as a space for learning, disseminating information and exchanging knowledge. Its projects are dedicated to promoting research, critical analysis, debates and dialogues that bring together different sectors on topics such as global environmental governance, the main international conventions on the environment, polycentric climate governance and subnational actors, as well as justice, environment and climate. Aiming at building and disseminating knowledge, the Platform's team produces materials such as the Meio Descomplicado podcast, whose episodes address socio-environmental issues, both nationally and internationally, in a simple and direct way; the reports of the Socio-environmental Radar; as well as policy briefings, fact sheets and papers on subjects to which it is dedicated.

## LABORATORY OF BIOGEOGRAPHY AND HISTORICAL ECOLOGY (LBEH)

The Laboratory of Biogeography and Historical Ecology is innovative in its interdisciplinary proposal to integrate the knowledge of Geography, Ecology and History, in order to investigate how the landscape transformation process took place, both in urban and rural areas. It supports the theoretical foundation of socio-ecological systems that precisely integrates the socio-cultural dimension with the ecological dimension. Thus, the investigations in this laboratory seek to understand the pattern of spatial distribution of different organisms and the relationship between human beings and these organisms. Responsible: Dr. Alexandro Solorzano.

## CLIMATE POLICY INIATIVE (CPI)

CPI is an analysis and advisory organization with deep expertise in finance and policy. Its mission is to help governments, businesses, and financial institutions drive economic growth while addressing climate change. Its vision is to build a sustainable, resilient, and inclusive global economy. CPI works closely with government agencies and civil society to chart paths for improvement. CPI's Brazil Policy Center focuses on strategic areas, including Climate Law and Governance, Conservation, Energy, Financial Instruments, Infrastructure, and Sustainable Agriculture. CPI's Brazil office is led by Juliano J. Assunção, professor in the Department of Economics at PUC-Rio.



Photo: 1) Petroleum and Energy Laboratory. 2) Vehicular Engineering Laboratory from PUC-Rio : seeking energy alternatives, waste treatment and less polluting vehicles.

## ENGINEERING

PUC Rio has numerous sustainability research projects in the fields of its ten Engineering Departments. And its most recent results are presented on the ecoa platform. The Chemical Engineering, Civil and Environmental Engineering, Computer Engineering and Mechanical Engineering courses stand out for their infinity and quality of work.

In the search for new energy alternatives, less polluting raw materials, better monitoring of environmental degradation and biocontamination, waste management and greenhouse gases, treatment of water resources and alternatives for sustainable agricultural efficiency, we have several laboratories and research centers such as LQA, CEV and LAC.

## LABORATORY OF ATMOSPHERIC CHEMISTRY

The Atmospheric Chemistry Laboratory (LQA) at PUC-Rio was created in 2009 by Prof. Adriana Gioda. LQA performs studies of chemical characterization of particulate material, mainly using the techniques of ICP-MS and ICP OES and ion chromatography. In addition, it also performs toxicological studies and applies statistical tools and models in order to understand how the chemical composition of environmental matrices (particles, gases, waters, sediments, etc.) vary over time, their sources and the effects on climate, health and ecosystems.

## VEHICULAR ENGINEERING CENTER

The CDEV is a natural consequence of the LEV - Laboratory of Vehicle Engineering at PUC-Rio, which was inaugurated in 2003 with strong support from FINEP and PETROBRAS. Since its conception, the CDEV was designed to work in the energy production line through the use of fuels in an efficient and sustainable way. The first works focused on replacing Diesel, a non-renewable and partially imported fossil fuel, with less polluting and more efficient ones. Several projects were carried out, using natural gas, ethanol, gasoline and other biofuels.

## LABORATORY FOR ADVANCED COLLABORATION (LAC)

Laboratory for Advanced Collaboration (LAC) was founded in October 2003, as a joint venture between LES (Software Engineering Laboratory) and TecGraf – both from PUC-Rio – and, since then, LAC has had Prof. Markus Endler as its head and Principal Investigator. LAC's main mission is to grow to become a center of excellence in scientific research, development, and innovation of practical distributed and mobile systems. We aim to enable and enhance the development of scalable applications that are socio-economic relevant and sustainable. Its research with drones, image processing and artificial intelligence has been used in pest control and precision agriculture.

# SOPHIA UNIVERSITY

## SOPHIA INSTITUTE FOR HUMAN SECURITY (SIHS)

The Sophia Institute for Human Security considers poverty, environment, health care, immigrants and refugees, and peacebuilding as the five important human security issues for an international society. The SIHS will work on the realization of human security through academic research by becoming an international center of excellence using social science research methods to design effective policies for institutions to solve these issues. The SIHS considers the following two basic policies as essential for the realization of human security:

- To tackle the realization of human security through social science research results; and
- To promote research based on local circumstances and problems while collaborating with local researchers.

## TRANS-DISCIPLINARY AND TRANS-NATIONAL RESEARCH PROGRAM FOR ACHIEVING REGIONAL SUSTAINABLE DEVELOPMENT GOALS (SDGS) THROUGH RIVER BASIN ENVIRONMENT CONSERVATION AND MANAGEMENT

Different from conventional research activities that are often discipline-specific, this project is trans-disciplinary and is an integrative research initiative under the strong leadership of the president of Sophia University. It is designed to develop a top world-class research platform at Sophia University which partners with other prestigious research institutions around the world for conducting advanced research on sustainable development via integrated river basin study. The primary focus is to establish a next generation framework of river basin governance with new concepts and to develop new guidelines of river basin management accordingly. The ultimate goal is to contribute to achieving the SDGs at watershed scale.

Project features include probing into environmental problems from both macro and micro perspectives, dealing with both engineering and regulatory aspects, targeting both wet and dry regions, exploring solutions for both disaster reduction and ecosystem conservation, combining economic development with environmental ethics, having research fields in both developed and developing countries.

## INSTITUTE FOR STUDIES OF THE GLOBAL ENVIRONMENT

The Institute for the Studies of the Global Environment was established in 1994 as a research center for environmental law within the law faculty of Sophia University. In 1999 it was expanded to be a research organization affiliated with the university.

The goal of the Institute is to conduct comprehensive studies on environmental issues from both natural and social science perspectives. In addition to research, activities have included the provision of environmental education to all undergraduate students of Sophia University through an initiative sponsored by the Mitsubishi Corporation.

A fundamental concept for the Institute is the progression from undertaking inter-disciplinary research to trans-disciplinary research. This will enable us to deepen our understanding of nature and help us better contribute to the well-being of both humanity and the Earth.



## UNIVERSIDADE CATÓLICA PORTUGUESA

In the research dimension, we can highlight some research centres that contribute to deepen the themes related to sustainability, such as:

- **CBQF: Research Groups on Circular Economy and Sustainability:** The CBQF (Centro de Biotecnologia e Química Fina) was established in 1990, with the mission to steadily develop and disseminate, to the economic and social arena, knowledge and innovation in pivotal areas - Food and Nutrition, Environment and Health with key impacts on human health, well-being and the economy. Currently, activities are supported by thirteen Thematic Research laboratories structured in four research groups, alongside collective resources and specialized platforms: Environment and Resources; Food and Nutrition; Biobased and Biomedical Products and Fermentation Solutions
- **PROSPER - Center of Economics for Prosperity** is a research center on economics and complementary scientific areas, with the goal of improving public debate on the Portuguese and European economies. The Center aims to contribute toward helping private and public agents in their response to the main economic challenges, through scientific research, by producing new and relevant analyses, using the wealth of existing microdata to understand the workings of the Portuguese economy.
- **Research Center for Human Development (CEDH)**, aimed at fostering research with impact on Human Development from the perspectives of Psychology and Education. CEDH takes a multidimensional perspective on human development, giving relevance to its individual, organizational, cultural and political levels. At the same time, CEDH views human development as including all stages of the life cycle, considering and analyzing the different transitions that guide life trajectories in the context of contemporary societies.
- **The Project: «Common home and new ways of living interculturally»:** Public theology and ecology of culture in pandemic times, from CITER.
- **“A Sociedade do Cuidado”** at CEPCEP;
- **Projects from ATES - The Transversal Area of Social Economy (ATES).**
- **Launch of a Postdoc program on Integral Human Development** by CADOS (in preparation; first call in Jan. 2022), are representative of some of the research areas of UCP.



Photo. Seminars organised by Research Centre for Theology and Religious Studies (CITER)

## UNIVERSITÀ CATTOLICA DEL SACRO CUORE

### ASA – GRADUATE SCHOOL OF ENVIRONMENTAL STUDIES

The Graduate School for Environmental Studies (ASA) is a research and teaching dedicated to advancing the state of knowledge and practice for sustainable development and fostering new lifestyles and consumer behaviours.

- A fundamental feature of ASA's identity is its multidisciplinary. Such dimension can be traced back to (1) the multiplicity of disciplinary backgrounds characterizing the scientific directors, the researchers, the professionals which constitute ASA (such as pedagogists, psychologists of organization and marketing, environmental sociologists, economists, engineers, physicists, etcetera); (2) the different methods and approaches used to improve the state of knowledge about the analysed research issues; and (3) the range of educational programs (e.g., Summer Schools, Postgraduate Courses and Master's programs) to train, grow and qualify future professionals of high multidisciplinary profile interested to foster forms of human, organizational and environmental development.
- **Research areas and topics:** Education, Human development and environment; Laudato Si' and care of common home; Health and Wellbeing; Scientific knowledge and governance; Management and environmental communication; Circular economy, smart cities, green jobs

<https://asa.unicatt.it>



### SMEA – GRADUATE SCHOOL OF MANAGEMENT AND AGRI-FOOD BUSINESS

Mission of the Graduate School is to cultivate and spread a managerial culture for the agri-food system through consulting, research and educational activities. In line with the other UCSC Graduate Schools – excellence institutes founded to pursue cutting-edge research and develop educational curricula on the most up-to-date topics and trends –, SMEA offers different international training opportunities in economics for the agri-food system, and contributes to research on these topics through collaboration with regional, national and international institutions.

Research areas and topics: Agri-food Business and Marketing; Agri-food supply chain; Consumption and nutrition; Policy and trade; Bioeconomy and sustainability

### ALTIS – GRADUATE SCHOOL OF BUSINESS AND SOCIETY

The Graduate School aims to favour, through research, training and strategic consultancy to companies, private and public, the diffusion of a responsible managerial culture, the reconciliation of competitiveness and corporate social responsibility, the interaction between profit and non-profit sector for the development of the Country, the good governance and a sustainable internationalization.

Research areas and topics: Integration of social and environmental responsibility (CSR) in the relevant business sector of an enterprise, as well as in its corporate governance and industrial plan; Management of non-profit enterprises; Partnerships among private, no-profit and public sectors for the creation of shared value; Internationalisation of enterprises, with particular attention to the contribution it represents for the development of emerging and developing countries; Dissemination, at the international level, of the “industrial cluster” model, with particular attention to geographical areas of specific interest for Italian enterprises and clusters such as, Latin America, China, Eastern Europe, the Mediterranean Basin and the African continent.

### OPTER OBSERVATORY FOR THE TERRITORY: BUSINESS, TRAINING, INTERNATIONALISATION

The OPTER, established in 2017 at the Brescia Campus of Università Cattolica del sacro Cuore, offers concrete development support for local entrepreneurship, through training, research and advice initiatives on innovation and internationalisation.

### BIODNA CENTRE FOR RESEARCH ON BIODIVERSITY AND GENOME EVOLUTION

The Research Centre for Biodiversity and Ancient DNA - BioDNA, focuses on genome evolution by studying genetic diversity in animals, plants and microorganism through the analysis of their DNA. A deeper knowledge of the information embedded in a species genome allows to better understand the influence of human activities on both terrestrial and aquatic ecosystems, to optimise conservation efforts, and to better manage domestic species genetic variation, with outcomes in both the agronomic and food production fields. By adding both the geographical and time perspective to the analysis of molecular variability, it is possible to shed light on the evolutionary history of those organisms that, since the Neolithic, have accompanied humans during migrations and conquests, ultimately providing new layers of information on human history itself. BioDNA focuses on three main research topics: Biodiversity; Traceability; Food security, food quality and animal welfare.

<https://smea.unicatt.it>

<https://altis.unicatt.it/altis-home?rdeLocaleAttr=en>

<https://centridiateneo.unicatt.it/osservatorio-osservatorio-per-il-territorio-impresa-formazione-internazionalizzazione-osservatorio#content>

<https://centridiricerca.unicatt.it/biodna>

## UNIVERSITAT RAMON LLULL

The Ramon Llull University develops its public service project through higher education, research and transfer from social initiative. These three elements are fully integrated in the mission of the University and are addressed with the commitment to society and always from an ethical point of view.

The URL promotes quality research aimed at responding to the main challenges of our society. For this reason, its research groups are in constant contact with the social, political, economic and cultural agents of our environment in order to know the current challenges and to be able to offer answers that contribute value to society, help economic growth and the expansion of knowledge.

The research activity of the URL is based on 57 research groups, the principal investigators (PI) of which have shown in the following search engine how their research contributes to the achievement of the Sustainable Development Goals (SDGs).

The results show that the three SDGs most represented in the URL's research activity are objectives 3- Good health and well-being, with 23 groups; 4-Quality education, with 18 groups, and 10-Reduced inequalities, with 15 groups.

### ACTIONS

Partners at the European Laudato Si' Alliance Survey

Ramon Llull University (through the Blanquerna Observatory on Media, Religion and Culture) is one of the partners in this international research led by Saint Mary's University and supported by ELSiA. The focus is to map the initiatives that European dioceses are carrying out aligned with Laudato Si'.







## CAMPUS LIFE IN SACRU UNIVERSITIES

The college campus, where students live, learn, play, and grow, is an important locus for fostering integral ecological living. The university campus is a microcosm of a city, with a diverse landscape of buildings, a central heating plant, green spaces, roads, and pedestrian pathways. Inside university halls, energy use is substantial in order to power laboratories, computers, projectors, lighting, elevators, dining services, and sporting events. The university must also make a number of decisions about procurement- from office supplies to food supplies- and must manage their waste through recycling, composting, or diverting to a landfill, all of which impacts the environmental health and quality of an area. The system of sustainability measures established at a university (for example having recycling and compost bins accessible throughout the campus) influence the culture of sustainability among its residents (such as how well people recycle and compost their trash). A basic principle in ecology is that structure determines function. Thus, the Sustainability Office is an important hub for advancing sustainability initiatives on college campuses that reduce energy use, water use, and material waste.

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*“Authentic development includes efforts to bring about an integral improvement in the quality of human life, and this entails considering the setting in which people live their lives. These settings influence the way we think, feel and act. In our rooms, our homes, our workplaces and neighbourhoods, we use our environment as a way of expressing our identity. We make every effort to adapt to our environment, but when it is disorderly, chaotic or saturated with noise and ugliness, such overstimulation makes it difficult to find ourselves integrated and happy.”*

Unique to Catholic universities is dedicated spaces for prayer and contemplation. The chapels, shrines, labyrinths, botanical gardens, and wooded pathways of SACRU universities offer quiet places to restore one’s balance, reconnect with nature, inspire ideas, and talk to God. The ecological conversion that Pope Francis asks for in each of us cannot happen without a reconnection to the natural world and time for reflection.

In this section we highlight the variety of ways SACRU universities integrate Laudato Si principles into campus life.

## AUSTRALIAN CATHOLIC UNIVERSITY

### ACU SUSTAINABILITY WEEK

ACU held its third annual Sustainability Week between August 21–27. This year’s theme was ‘renewability’, inviting us to respond in both practical and personal ways to challenge of caring for our environment: practically, by using our resources in renewable and sustainable ways; and personally, by renewing our individual and organisational commitment to sustainable practices. More than 2,600 users interacted with a dedicated internal Workplace group during the week and several hundred staff and students participated in two live Teams discussions. A wide range of other forums and events showcased how ACU is working advancing the Laudato Si’ Goals and the SDGs and encouraged our University community to act in support of a better world.

### OPERATIONS

ACU’s operational sustainability program has prioritised carbon management and maintained its ongoing work to limit the costs and impacts of waste generation and water and gas consumption. ACU’s operations and facilities teams have continued these efforts through 2022 with the implementation of initiatives that aim to reduce the university’s environmental footprint, including:

### ENERGY EFFICIENCY

Energy efficiency is a key principle of ACU’s environmental management, leading to ACU becoming the most energy efficient university in Australia. It is twice as energy efficient as the Australian university sector overall and around three times more efficient than the sector’s heaviest energy users. This has helped ACU not only to constrain its greenhouse gas emissions, but also to shrink its energy costs per student to among the lowest of any Australian university. ACU’s Properties and Facilities staff pursue the university’s energy efficiency goals daily through their operation of heating, cooling and lighting systems and the construction and renovation of buildings to high standards of sustainability.

### EMISSIONS

In 2021, ACU generated approximately 30,000 tonnes of carbon dioxide equivalent (CO<sub>2</sub>e) from its direct use of electricity, natural gas, refrigerant gases and vehicle fuel, as well as its use of goods and services from its entire supply chain. These indirect sources of greenhouse gas emissions include air travel, catering, construction of new buildings, office equipment, waste disposal and consultancies. ACU’s 2021 emissions were around 8,000 tonnes of CO<sub>2</sub>e lower than in 2020, because in 2021 ACU for the first time purchased 100% renewable electricity.

### RENEWABLE ENERGY

In 2021, ACU’s Australian campuses became powered by 100 per cent renewable electricity. This supply of renewable power was rolled out over six months, commencing with Brisbane Campus in January, followed by the Miguel Cordero student residence in March, and the remainder of ACU’s campuses in July. ACU’s purchase of 100 per cent renewable electricity eliminates the university’s single largest source of greenhouse gas emissions: the electricity derived from the combustion of fossil fuels. In a typical year, electricity from fossil fuels contributed at least 15,000 tonnes of greenhouse gas to ACU’s carbon footprint.



### CARBON OFFSETS

ACU updated its Travel Policy in 2021 to require the offset of greenhouse gas emissions from staff air travel. ACU will purchase these offsets from Aboriginal and Torres Strait Islander communities that generate carbon offsets through their traditional land management practices. To raise the funds to purchase the offsets, ACU applies a levy on every air travel journey equal to four per cent of the ticket cost. In 2022, ACU has increased the quantity of offsets that it purchases as well as diversified the sources of its offsets as part of its project to achieve carbon neutrality.

### WASTE REDUCTION

Over the past five years, ACU has reduced its waste generation per student by around 60 per cent. ACU now produces among the lowest amounts of waste per student in the sector (only three universities generate less waste per student) and our waste generation per student is less than half the sector average. There are a few reasons for this achievement:

- As a result of wide-ranging educational initiatives, staff and students have become more mindful consumers. While the change has been incremental, it is clear that ACU's bins now contain far less of every type of consumer waste; in particular, food containers, plastic water bottles and food.
- ACU learning, teaching and operations no longer rely on paper. Staff and students have learned to study, teach, research and work online, leading to much less paper waste per year.
- ACU's facility management teams have radically improved their focus on waste management day to day, helped along by smarter cleaning and waste contracts that require material efficiency.

### GREEN AND SOCIAL BONDS - A WORLD FIRST

ACU has issued sustainability bonds to raise funds for projects aligned with the university's commitment to securing a sustainable future. In 2017, ACU secured \$200 million through the sale of bonds to some of Australasia's biggest institutional investors. ACU was the first organisation in Australia and the first university globally to issue a sustainability bond under the sustainability guidelines issued that year. A further \$50 million bond was issued in 2020. The university adopted an innovative approach to combine green and social bond principles established by the International Capital Market Association. Our sustainability bonds support projects that reflect our mission in delivering positive social and environmental outcomes. This includes contributions to our research institutes to finance health and education research programs that benefit vulnerable and marginalised people.

- Green bonds are used to support projects with an environmental objective, such as climate change mitigation and adaptation, resource conservation, biodiversity, and pollution prevention and control.
- Social bonds aim to address or mitigate a specific social issue and/or seek to achieve positive social outcomes. A social issue is one that threatens, hinders, or damages the wellbeing of society or a target population within it.

### CAMPUS MINISTRY AND REFLECTIVE PRAYER SPACES

Campus Ministry is part of the Directorate for Identity and Mission which is focused on animating the faith life on all ACU Campuses. Campus Ministry is particularly concerned with the principles that guide and the practices that advance integral human development, the service of faith and promotion of the Gospel. Grounded in the university's Catholic identity and the charisms of our foundation religious communities, Campus Ministry's outreach embraces people of all faith traditions. The Campus Ministry team are on hand, online and at each campus, dedicated to the wellbeing of staff and students and its doors are always open.

### OUR CHAPELS

Each of our campuses also has a chapel. Here, you can join weekday Mass, Adoration engage in multiple opportunities for reconciliation, along with Christian meditation, and celebrate significant moments each year with our student community. During the day our chapels are open for students, staff and the local community to take some time out and enjoy quiet prayer.

While our chapels are open to all who wish to find respite from a busy and noisy world, ACU is proud to have multifaith prayer rooms for students of all faiths who want a quiet space to reflect.

### ABORIGINAL AND TORRES STRAIT ISLANDER STUDENT SERVICES

Each ACU campus has its own hub for Aboriginal and Torres Strait Islander students. The Indigenous Higher Education Units (IHEU) are welcoming, culturally safe and supportive places. The Indigenous Higher Education Units also offer free tutorial assistance (face to face, online or in a group), a wide range of cultural activities, scholarships, networking and professional development opportunities and within an environment that promotes positive Aboriginal and Torres Strait Islander identity.

Indigenous Higher Education Units have also been to the fore in the development of Cultural Gardens. These carefully curated spaces often incorporate a Yarning Circle, Dancing Circle, Bush food & medicine, and link together culture, spirituality, art and environment in ways that reflect and promote the values of Indigenous knowings.



# BOSTON COLLEGE

## OFFICE OF SUSTAINABILITY

The Office of Sustainability, is a hub for the many green initiatives on campus. From the rooftop Beehive to the Tree Canopy phone application, the Office of Sustainability creates sustainability initiatives that help promote an environmental culture on campus. Successful efforts are results of the shared commitment among faculty, staff, student environmental clubs, and the formation of partnerships that work toward developing a more sustainable campus. The Office of Sustainability creates sustainable initiatives per BC's Institutional Master Plan and promotes and educates the campus community about the importance of being sustainable.

## RESIDENTIAL LIFE

The Sustainability Living Learning Community is a community of sophomores interested in exploring the broad topic of sustainability, engaging in service, and being part of a new opportunity to promote environmental awareness. Students do not need to have prior experience to participate— only an interest in and commitment to living in an intentional community around the issues of sustainability. The SLLC meets weekly for a service activity or seminar. Students are engaged in making the campus more sustainable.

## DINING SERVICES

BC Dining strives to advance sustainability initiatives on campus through local sourcing in dining halls and the management of both plastic and food waste. A dedicated Sustainability Team of 8 student interns is supported by the Director of BC Dining in implementing these programs and gaining student support. BC Dining introduced its FRESH to Table program in 2013 which allows students to try samples of new recipes made with FRESH ingredients - fairly traded, regional, equitable, sustainable, and healthy. The students' favorite meals can be added to the dining rotation to bring more FRESH, delicious meals to the menu. BC Dining also partners with many local farms to bring seasonal produce to a weekly Farmers' Market and actively looks for ways to source local and global products made by women and minority-owned businesses. Students and faculty can also take part in a CSA Program through BC Dining to support Ward's Berry Farm in Sharon, MA. All of these initiatives further BC Dining's goals to serve food from FRESH producers in all dining locations on campus.

In order to reduce plastic waste, BC Dining has a Choose2Reuse initiative. It promotes the use of reusable china and silverware in the dining halls and reusable cups are being piloted in Stuart Dining Hall in 2022. For those who take food to go, BC Dining's Green2Go Program allows students to use reusable containers rather than the typical compostable to-go containers. Both of these support BC Dining's goal of striving towards zero waste. To tackle food waste, BC Dining implements measures to reduce food waste and properly manage it. BC Dining uses Leanpath, a system that measures and tracks the food left over at the end of each meal. Leanpath analyzes the results and shows the patterns in food waste at each dining location. Using these trends, BC Dining has been able to make changes that significantly cut down on food waste. To manage food waste, BC Dining partners with a student group on campus, Every Bite Counts. They package leftover food from dining halls and work with Rescuing Leftover Cuisine, an organization that donates to food pantries in the Greater Boston Area. All dining locations have clearly labeled compost bins with clear signage on waste sorting. BC Dining's waste management provider, Save That Stuff, is able to take all organic waste and create clean energy using anaerobic digestion. BC Dining continues to prioritize sustainability initiatives and work to educate students on the importance of sustainability within the food system.

For a 360° tour of Pine Preserve, go to: <https://www.youtube.com/watch?v=iP68U4eUSzo&t=65s>.  
<https://www.bc.edu/content/bc-web/sites/prayer-map.html>

## STUDENT CLUBS

EcoPledge works toward making Boston College a more sustainable campus, by educating and engaging the BC community in sustainability topics like fossil fuel use, energy efficiency, water conservation, recycling, environmental racism, and much more. The student club sponsors films, lectures, art shows, celebratory events, awareness events like Green Week and Harvest Fest, and community clean-ups. EcoPledge works with the Office of Sustainability to run campus-wide campaigns to promote water and energy conservation.

BC RealFood is a chapter of the national program that aims to increase access to healthy, sustainably grown, "real" food on campus. In addition to working with BC Dining on sustainability initiatives, RealFood members teach cooking classes, manage the community garden, and sponsor educational events about food justice and sustainability. They helped initiate a composting program for BC's residential halls and promote Dining's Green2Go program that allows students to use a returnable tupperware for their to-go meals. Students in the RealFood are actively working on their ecological conversion to live and eat in balance with their environment.

## GREEN SPACES

Boston College maintains green spaces on campus where the community benefits from the ecosystem services they provide like fresh air, bird song, colorful vegetation, soft earth underfoot, and recreation activities. In 2019, BC opened Pine Preserve, a previously inaccessible 4-acre wooded area adjacent to the Margot Recreation Complex. Pine Preserve has wheelchair accessible pedestrian paths, lighting, benches, and views of the Chestnut Hill Reservoir.

Boston College's campus prayer map features green spaces like the Labyrinth, Rose Garden, Stokes Amphitheater, and the Community Garden that invite visitors to take a break from their busy lives and cultivate the habit of reflection and prayer.



Boston College's Rose Garden that is part of the campus prayer map, <https://www.bc.edu/content/bc-web/sites/prayer-map.html>

# PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE

Since 2011, UC Chile has a Sustainability Office that seeks to create a culture of sustainability within the university, through the constant delivery of information that raises awareness, educates and mobilizes action and changes in habits that contribute to sustainability. In addition, the office promotes the creation of campuses as sustainable ecosystems, through the creation of projects that allow for more sustainable management and operation.

## BELOW ARE SOME INITIATIVES IN SUSTAINABILITY OF THE UNIVERSITY

**Carbon neutrality commitment.** UC Chile was the first Chilean university to declare a climate emergency and committed to being carbon neutral by 2038. To develop its carbon neutrality strategy, it generated a participatory process throughout 2020 in which more than 150 students, academics and officials participated in 10 working groups.

**Campus and Scientific Field Stations as sustainable ecosystems.** UC Chile seeks to be an example of sustainable urban ecosystems and sustainable research centers and field stations, for which it has developed projects that allow it to reduce its impact and experience sustainability. Among the outstanding projects are:

1. “Huerto San Francisco” (Orchard or farm), located in Campus San Joaquín and El Boldero, located in Campus Villarrica, Southern Chile: they are living laboratories in which educational activities, meeting and extracurricular activities take place. Students participate in this space through courses and volunteer programs; academics and civil servants through the Green Office program; school and kindergarten children; and neighbors.
2. Recycling system on campus: All university campuses have infrastructure that allows recycling in offices and patios. In addition, campaigns are implemented for the recycling and reuse of books, oil, electrical and electronic waste.
3. Organic waste recycling: The San Joaquín campus recycles all of its organic waste from food places, vegetable laboratories, offices, and patios, in an internal Vermicomposting plant, operated by the Sustainability Department and with the voluntary participation of students.



Photo: Team of the Office of Sustainability with a few members of the Program Green Office at the San Francisco Orchard.

4. Shared bicycle system: It is a long-term free bicycle loan system, aimed at academics, staff and students with the aim of promoting the bicycle as a mode of transport. Bikes are ordered through the library system (as easy as ordering a book!) and delivered to the Bike Shop which also offers free repairs through student volunteers. In addition, UC Chile offers a sustainable campus bike tour led by volunteers.
5. Sustainable food services: Thanks to collaborative work with food service operators, sustainability criteria have been developed for the operation of these services and campaigns are also being developed to encourage recycling, purchase of coffee in a bowl, among others.
6. Walkable and pedestrian campus and field stations: Since 2011 the university began a process of transformation of its main campus (San Joaquín), which has eliminated streets, transforming them into pedestrian avenues, installed bike lanes and bike racks. In Coastal Station of Marine Research at Las Cruces, a new trail was co-designed and implemented with the community.
7. Solar panels: As a way to generate education and reduce CO2 emissions, UC Chile has installed solar panels on the roofs of two buildings, and two scientific field stations, as well as solar water heaters for the campus pool.
8. Fog Collectors: Atacama Desert Research Station collects water from fog to study the influence of this medium on terrestrial ecosystems and contribute to the understanding of global change, along with fog a resource, the field station uses exclusively water collected from fog.

**Sustainability programs for the community:** The University seeks to create an informed, conscious community that takes action on the socio-environmental problems that we experience. To this end, it has developed a program to create a culture of sustainability that consists of the following projects:

1. Green Office Program: Initiative that seeks to create habits of sustainability in work spaces. As of today there are 149 offices registered with about 1,500 people participating.
2. Climate Action Ambassadors Program: The program seeks that students, staff, academics show by example that it is possible to acquire habits of sustainability. They act as ambassadors for the campaigns, activities and initiatives led by sustainability.
3. Program for Students Committed to Sustainability (ECOS): The program seeks to offer job and research opportunities in applied sustainability to campuses. The Initiative has enabled students from 12 different disciplines to work to create change on campus.
4. Communications: Sustainability must be widely communicated, for this there are communication channels (website, social networks and monthly newsletter) that report on ongoing activities and make visible the sustainability work of research centers, faculties, students and administrative units.
5. Workshops, training, events and activities: The Sustainability Department leads the implementation of initiatives every month, as a way to generate engagement with the community.

**Links with neighbors:** UC Chile seeks to create value for the institution through a permanent and bidirectional link with its neighboring communities. For this, the Sustainability Department has an area that relates to the neighbors of the campuses and generates the link between the UC community and the neighboring community with the aim of co-constructing the space we inhabit. The university has developed a “Neighbor Fidelity Card” program, which is a communication channel that offers news, services and benefits for neighbors; generates a link between courses and neighborhood needs; and also develops initiatives aimed at sustainable local development.

For more information about these and other campus initiatives you can review the UC Chile Sustainability Report at this link: [https://drive.google.com/file/d/1UsdbbHmvQca9y16\\_quZJ-BNtNZC80InZ/view](https://drive.google.com/file/d/1UsdbbHmvQca9y16_quZJ-BNtNZC80InZ/view)

# PONTIFÍCIA UNIVERSIDADE CATÓLICA DO RIO DE JANEIRO

## ENVIRONMENTAL AGENDA

In 2009 PUC-Rio created its Environmental Agenda, the first of the Brazilian universities, bringing together the vision of a multidisciplinary group of professors and students. This document has the guidelines and goals, in the short and long term, for sustainability in the university, at the level of management, teaching and research.

Among its proposals are the implementation of programs that integrate natural sources of alternative energy such as wind and solar energy; detailed monitoring of gases produced in the university's laboratories; the creation of a recycling center, the replacement of asphalt in the parking lots to facilitate the natural drainage of water and the reuse of water resources; among several others.

## ENVIRONMENT WEEKS

Event that happens every year with different sustainability themes

After 30 years of Rio-92, Rio de Janeiro celebrates the environmental legacy and calls on cities and society as a whole to build the assumptions of a sustainable and inclusive life with the Conference on Sustainable and Inclusive Urban Development – Rio+30 Cities. Based on the legacy of the Rio-92, Rio+20 and Stockholm+50 conferences, Rio+30 Cities proposes to design an ambitious urban agenda for a greener present for all.

Motivated by this event that will take place in October 2022, the Interdisciplinary Center for the Environment of the Pontifical Catholic University of Rio de Janeiro (Nima) held, on June 1st and 2nd, the XXVIII Environment Week with the theme PUC-Rio + 30. This edition was hybrid, with virtual lectures and in person activities on the Gávea campus.

The meeting proposed reflection on advances achieved by the inclusion of socio-environmental issues in teaching, research and technological development since the Global Compact for Sustainable Development of Rio-92 to Rio + 30.

## AMAZON STUDIES WEEKS

The main theme of these weeks of discussions is the forest and the traditional peoples who live in it. It includes social, environmental and political debates on Amazonian issues, from academic-scientific, cultural, artistic and recreational perspectives. It usually takes place in a symbolic hollow, designed especially for the event, which is in the middle of the campus.

## PUC RIO SUSTAINABILITY AWARD

Since 2018, every year, there is a contest for the best Socio-environmental Project in Campus. The project is part of the CRE1175 course, which is mandatory for all university graduates, although the contest is optional.

Students could create, as a group, a socio-environmental project to be applied on the University campus. This contest aims to encourage undergraduate students to build practices, based on socio-environmental projects that are applied on the PUC-Rio campus and the competition takes place during the Environment Week event.

The Projects are submitted by axis or thematic suitability as follows: environmental education, biodiversity, water, energy, atmosphere, material, waste and socio-environmental and was evaluated by professors of a multidisciplinary committee of the NIMA (Interdisciplinary Center for the Environment).

# SOPHIA UNIVERSITY

The Office of Sophia Sustainability Promotion employs student staff to encourage faculty, staff, and students to share ideas across disciplines and create new value. Student staff members are divided into three teams: Campus Team, Planning Team, and Communications Team.

The Campus Team is working to improve information barriers by upgrading the universal design of signs at the Yotsuya Campus. As part of these efforts, they have updated the Accessibility Map and planning to create an all-gender toilet.

The Planning Team was established to launch and manage projects on the theme of the SDGs. They are planning to conduct collaborative projects between companies and student staff, and lectures for junior and senior high school students, tapping the unique perspectives of students.

The main role of the Communications Team is to publicize news and information about SDG-related activities at Sophia University. They are editing Sophia University's "SDGs & Sustainability" website. As part of creating contents, they interview student organizations about their SDG initiatives and write articles about SDG-related research and academic events.

## SUSTAINABILITY FRESHMAN DAY

On May 25th, 2022, the Office of Sophia Sustainability Promotion held an event called "Sustainability Freshman Day", in which student organizations related to the SDGs presented their activity to freshmen and all other students who are interested in SDGs. There were booths where students could talk directly with members of student organizations. Each student group introduced their activities. A student who participated said it was nice to talk with the members of the student organizations, and was attracted to participate in activities for the SDGs.



Photo: Sustainability Freshman Week Event held in Sophia University (May 2022)



Photo: Poster of Sustainability Freshman Week (May 2022)

## UNIVERSIDADE CATÓLICA PORTUGUESA

In recent years the UCP has been developing, among others, the CASUS initiative - Católica for SUSTainability - with the aim of highlighting, aggregating and implementing sustainability and/or social responsibility dynamics on the four campuses, many of which are already several decades old and widely (re)known. This dimension challenges us to a more comprehensive vision of a campus that goes beyond the physical characteristics of the spaces and infrastructures, valuing the experience on an environmentally and socially responsible campus.

An example to make the campus more environmentally sustainable is the possibility of charging electric vehicles (smart charging) in the Lisbon and Porto campuses. The project involves the company Mota Engil Renewing, with which Católica has established a strategic partnership for energy and electric mobility solutions.

Universidade Católica Portuguesa has also signed the "Lisbon European Green Capital 2020 - Climate Action Lisbon 2030". Through this commitment, the University manifests its intention to adhere to this initiative and to implement a plan of action until 2030 to become more sustainable.

Other examples of operating the campus in a sustainable way:

- Universidade Católica Portuguesa, in all its campi, provides public access to its libraries, study areas, workshops, exhibits and lectures. Access is public to all buildings.
- Universidade Católica Portuguesa is an open campus that encompasses several buildings and is surrounded by green areas. Access between buildings is made through pedestrian travel and the green spaces around the campus can be used by the public
- In the campus there are special areas for bicycle parking and storage facilities. The university promotes the use of alternative sustainable transportation.
- Implementation of water efficiency and reuse initiatives, including the re-use of water on the sub terrain waters for gardening, decreasing in m3 of 30% water consumption in a year
- Reduce on the usage of single use plastic materials, decreasing 94% in the procurement of plastic water bottles
- Responsible procurement, giving preference to low carbon materials and biomaterials
- Decrease of 5% in the production of waste in a year and increase of 5% in recycling
- Installment of LED lights in all buildings.
- Installment of solar panels to provide energy.
- Optimization on the energy efficiency for light and air conditioning.
- Facilities are available for the re-charge of electric vehicles.
- Decrease in total of 2% KWh of electricity consumed between 2018 and 2019



Photo: Smart charging campaign and electric vehicle charging station

## UNIVERSITÀ CATTOLICA DEL SACRO CUORE

A competence centre on sustainable management of the four campuses of UCSC, coordinating the experiences and the activities of campus-managers and officers already active in waste management, energy, mobility, services (e.g. canteens), was created in 2020.

A steering committee giving orientation and policies on sustainable management of the campuses as well as on communication and public outreach, was created in 2020. Already active: 1) energy manager; 2) mobility manager; 3) manager for waste and recycling; 4) initiatives in students residence for waste management and energy management; 5) initiatives in canteens for food waste minimisation; 6) initiatives for plastics use minimisation by students and professors; 7) initiatives for minimising the use of printers and paper consumption.

In 2012, Università Cattolica Campus Piacenza decided to embark on a path of sustainability, through initiatives both targeting emissions and environmental impact of the campus, and the activities and research on sustainable agricultural systems.

Since 2018, Università Cattolica Campus Piacenza organizes a week focused on the economy of gift (Settimana del dono). Workshops, lectures, and events, involving students from all the faculties, are intended to highlight the role of gift in building of the social bond and in preserving and enhancing the social system.

Initiatives at the Milan campus have been introduced to safeguard the cultural heritage of the historic buildings, while at the same time reducing the energy consumption. One example is the substitution of the external illumination of the historic facade of the main campus in the city centre with high-efficiency led lights.

The new buildings of the Milan headquarters are being built at the state of the art for energy and resource efficiency. EduCATT, the UCSC branch for services to students, provides annually 600.000 meals and college accommodation for 1.240 students at the best sustainability standards.



Photo: Campaign for plastic reduction (started in 2019) in all Campuses #riempilaborraccia: UCSC branded aluminum water bottles have been distributed throughout the different campuses, paired with the introduction of plastic-free water dispensers in all the main university buildings.

# UNIVERSITAT RAMON LLULL

## CLIMATE ACTION AT URL

In 2020 the URL has set up the Working Group for the Decarbonization of the University with representatives of its institutions. The aim of this group is to draw up the Climate Action Roadmap for Ramon Llull University, which includes the university's commitments and forecasts for reducing its greenhouse gas (GHG) emissions, as well as the actions to be taken in the short and medium term to achieve them.

One of the first steps planned by the URL Plan is to adhere to the commitments presented by the Catalan Government within the framework of the first Catalan Climate Action Summit, both those of a general nature, applicable to any type of organization, as well as those of a sectorial nature, which define initiatives of a specific nature for some economic and social sectors. The URL, as an organization of the higher education and research sector, and taking into account the characteristics of its facilities, has agreed to adopt the following general and sectoral commitments:

## GENERAL COMMITMENTS TO WHICH THE URL ADHERES

The URL adheres to the goal of Catalonia achieving carbon neutrality in 2050:

1. Set a date before 2050 to achieve carbon neutrality in the organization.
2. It will publicly present, within a maximum period of one year from the signing of this commitment, a roadmap for achieving carbon neutrality of its organization with quantitative targets and an emissions reduction calendar.
3. It will adhere to the Program of voluntary agreements for the reduction of emissions promoted by the Catalan Government.
4. It will set a date from which it undertakes to fully or partially offset its emissions on an annual basis.

The URL will deepen the knowledge of the climatic impact of its activity:

1. Calculate its emissions annually, segregating the calculation by greenhouse gases and by activity segments.
2. Determine annually the carbon intensity of its activity in relation to the goods produced, the services provided or the customers or users of the activity.
3. Report on emissions associated with the products, services or activities it offers.
4. Appoint a climate action coordinator to the organization.

The URL will disseminate and encourage climate commitment in its organization:

1. Incorporate climate commitment into their codes of ethics or other corporate statements.

The URL will drive the energy transition of its business:

2. Implement a plan to increase energy efficiency with quantitative targets.
  - In the lighting
  - In the air conditioning
  - In productive activity

The URL will reduce the climate impact of mobility that generates:

3. It will establish the means for telematic meetings that avoid displacements
4. It will implement the necessary means to carry out electronic procedures (invoices, contracts, payments, notifications, taxes, correspondence, notices and minutes of meetings ...).

The URL will gradually adopt the principles of the circular economy:

5. Design the digitalisation of its activity as a useful means of reducing its climate impact.

## SECTORAL COMMITMENTS TO WHICH THE URL ADHERES

As a higher education and research institution:

1. It will turn its campuses into an active environment in climate sustainability.
2. It will guarantee the training of trained and sensitive professionals in climate matters.
3. It will contribute the knowledge of its scientific community to develop the best solutions for facing the climate emergency.

## 2021-2023 ACTION PLAN FOR THE PROMOTION OF THE 2030 AGENDA AND THE SDGS

The Commission for the promotion of the 2030 Agenda has drawn up the document "Action Plan 2021-2023 for the promotion of the 2030 Agenda and the Sustainable Development Goals (SDGs) at Ramon Llull University (URL)", which specifies 12 objectives and 20 specific actions related to these and which the URL is committed to promoting in the coming years.

The document includes five areas in which the different actions are deployed:

- Strategy and governance
- Education and teaching
- Research and transfer
- Commitment to society
- Campus initiatives

Complementarity and networking are central aspects of the URL Action Plan, which is presented below.

**PUBLIC**  
OUTREACH



## PUBLIC OUTREACH

According to Pope John Paul II (in *Ex corde Ecclesiae*) Catholic institutions of higher education share four attributes: shared Christian values and goals, reflection in the light of faith, fidelity to tradition, and a commitment to service. The Catholic intellectual tradition is based on a search for truth in all aspects of life, the human experience, and the workings of the Earth and Universe. Faith and reason are integrated and in constant conversation with one another. At the heart of the SACRU intellectual and faith network is a deep commitment to the care for all of Creation and the Common Good that allows for each and every human being to flourish and reach their full potential. Thus, the reach of SACRU purposefully goes beyond its physical campuses and student bodies to encompass and support the communities in which they are embedded, the Catholic community, and all global citizens. SACRU members extend knowledge and serve the public in a number of ways that responds to Pope Francis's call for a broad societal shift to a culture of care for one another, non-human species, ecosystems, and the biosphere.

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*“Everything is connected. Concern for the environment thus needs to be joined to a sincere love for our fellow human beings and an unwavering commitment to resolving the problems of society.”*

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*“Along with the importance of little everyday gestures, social love moves us to devise larger strategies to halt environmental degradation and to encourage a “culture of care” which permeates all of society. When we feel that God is calling us to intervene with others in these social dynamics, we should realize that this too is part of our spirituality, which is an exercise of charity and, as such, matures and sanctifies us.”*

## AUSTRALIAN CATHOLIC UNIVERSITY

At ACU, we place a high value on community outreach and engagement as a key means of advancing our mission in serving to serve the common good and enhance the dignity and wellbeing of all people and communities. It is an integral element of our learning and teaching, and a defining research of our research ecosystem. All ACU students undertake community engagement as part of the University's Core Curriculum, giving them first-hand experience of the challenges faced by marginalised communities and an appreciation of the value and dignity of all. ACU provides scholarships to commit students more deeply to community engagement through involvement with programs and partners and delivers multiple on- and off-campus events designed to inspire our students to respond to entrenched disadvantage, injustice and the often profound social issues they witness in their communities, and across the world.

### DISADVANTAGED COMMUNITY PROJECTS

Through 2021 and 2022, seven community-initiated research projects to improve safety, education and employment received dedicated University funding through ACU's Stakeholder Engaged Scholarship Unit (SESU). The projects were chosen following a competitive selection process and represent different areas of need across Australia. The funding enables university-community partnerships on short-term collaborative research, with measurable impacts for the partners as well as the communities they serve. Project collaborations include:

- Catholic response to family violence (Caritas Australia, Catholic Social Services Australia and Catholic Health Australia)
- Digital teaching strategies for adult learners at beginner- level English (Carringbush Adult Education)
- Domus Links: modern anti-slavery training for the future workforce (Archdiocese of Sydney's Anti-Slavery Taskforce)
- Impact of a peer-group program for Aboriginal and Torres Strait Islander mums (Gunawirra)
- Impact of employment-focused interventions for people from a refugee or migrant background and for people living with a disability (SydWest Multicultural Services)

A review and selection process to determine projects for 2023 is currently underway.

### PARLIAMENTARY INTERFAITH BREAKFASTS

Since 2014, Australian Catholic University has hosted five parliamentary interfaith breakfasts, bringing together parliamentarians and the leaders of many faith communities in a spirit of mutual respect and dialogue. The most recent breakfast was held on 26 November 2019 at Parliament House in Melbourne. It was attended by around 150 guests and featured addresses from the Deputy Premier of Victoria and the Leader of the Opposition. For ACU, the events provide a chance to demonstrate our mission in action, namely, to foster an appreciation of the sacred in life, and a commitment to serving the common good. It is an opportunity to not only embrace and better understand our diverse faiths, but also to reflect on the important role that faith plays in our everyday lives and in our calling to serve the community.



### ETHICS FINDER AND ETHOS LECTURE SERIES

Under the leadership of the Deputy Vice-Chancellor Ethics, ACU recently launched the Ethics Finder website. An expertly curated and easy-to-use search engine database that allows one to explore articles on a wide range of subjects such as, ethics, politics, life, love, philosophy and culture. The Ethics Finder resource is complemented by a major series of public lecture entitled Ethos that focuses on the major public ethics issues of the day and what they mean for the future of Australia. Ethos brings together leading thinkers and figures shaping public discussion to tackle current and emerging challenges for our life in common. Each event connects thought-leaders and practitioners from a wide range of fields with ACU scholars and experts to discuss the issues shaping the national conversation and some of the questions they raise for public ethics.

### ANNUAL SIMONE WEIL LECTURE

The Simone Weil Lecture on Human Value is hosted by the National School of Philosophy at ACU. First held in 2000, and as an initiative of the renowned philosopher Professor Raimond Gaita, the Simone Weil Lecture is a free public lecture held annually in Brisbane and Melbourne. Each year, a distinguished international scholar is invited to give a public lecture and academic seminar at ACU. The lectures are inspired by Simone Weil's ethical vision that is rooted in attentive compassion and obligation to others, her unstinting desire for the Good, and her non-negotiable commitment to justice.

In addition to the flagship events listed, the various school, centres, institutes and faculties of ACU host a wide-range of public events and social engagements, they partner with stakeholders across various ministries of the Church (health, education and social services), organisations and institutions and they provide learning opportunities available through an array of Short Course and micro-credentials. As a Catholic university, ACU enthusiastically embraces the principles and the vision of Pope Francis in *Laudato si'* and is guided by them in our ongoing commitment to care for our common home.



## BOSTON COLLEGE

“Our call is to live lives of conviction, service, and faith, to stand out like Gasson Hall’s tower at night—a light to the world.” – Father William Leahy, S.J., University President

### COMMUNITY SERVICE

With the motto, “men and women for others,” community service is at the heart of Boston College education. Serving others allows BC students to better understand systemic conditions that create injustice, to deepen their compassion for people suffering from economic, racial, or physical disadvantages, and to grow closer to God. The majority of BC students engage in service work during their time at the university and many continue to serve disadvantaged communities after they graduate with organizations like The Jesuit Volunteer Corps, America Corps, and the Peace Corps. Community service at BC takes place within three concentric spheres- the greater Boston area, the US, and the world; and the common threads running through the spheres are compassion, solidarity, reflection, and action. BC’s PULSE program is a signature service-learning program that has provided over 3 million hours of service to the greater Boston area throughout its 50-year history. Students enroll in a year-long philosophy and theology course called Person and Social Responsibility and are matched with a community partner organization to serve and be in companionship with people experiencing hardship like homelessness, food insecurity, disability, immigration, and incarceration. Appa Volunteers is an alternative spring break service-immersion program committed to working alongside underserved populations in the United States. Biweekly meetings delve into the structural roots of poverty and how faith can direct us to respond. Arrupe International Immersion is a year-long commitment to weekly group meetings and a 7-10 international immersion trip over the winter break to learn about the realities of poverty, migration, human rights, food insecurity, and inequality and to develop solidarity with a partner community.

### ALUMNI

The Boston College Energy and Environmental Alumni Network (BCEEAN) was formed in 2009 to provide environmental career networking, help alumni stay abreast of developments in the fields of energy and sustainability, serve as a resource, and enhance the ways Boston College contributes to a sustainable economy. BCEEAN hosts alumni events on a wide range of environmental and sustainability topics (e.g. consumption, environmental racism, sea level rise). Recent events include:

- “From Ambition to Action: Implementing Environmental Justice in the Workplace”
- “From a Big Carbon Footprint to Sustainable Living: Consumption and the Climate”
- “Driving Innovation and Growth Through Sustainability”

### CONFERENCES

“Our Common Home: An Ethical Summons to Tackle Climate Change” was a conference hosted in 2015 after the publication of *Laudato Si*. Distinguished presenters over four days discussed how the moral voice of faith communities can offer distinct contributions to address climate change, as well as the national and international policy implications of the international climate conference (COP21) held in Paris, and theological considerations of the encyclical.

### OFFICE OF GLOBAL ENGAGEMENT

The Office of Global Engagement aims to expand BC's global presence and impact by developing international partnerships and opportunities for collaborative learning. For example, during the summer of 2020, when our community was dispersed by the COVID-19 pandemic, The Office of Global Engagement hosted online The Show @ 6: BC and the Common Good. with the intention of bringing the community together to discuss topics related to the Common Good. The COVID-19 pandemic and structural racism are addressed in all the segments. Food insecurity, attending to the vulnerable, sustainability, and human-centered engineering are featured segments.

### REWILDING PLANET EARTH

Rewilding Planet Earth is an event series organized by the Environmental Studies Program that invites participants to take seriously the biodiversity extinction crisis, to think critically about our relationships with non-human species and ecosystems, and to participate in the UN decade for ecosystem restoration. The series emphasizes both the need to be as informed as possible and to stay engaged through shared action, community involvement, and a commitment to the common good. By helping to revitalize degraded ecosystems we create carbon sinks, mitigate climate change, increase our resilience to extreme weather, purify the air, improve access to freshwater, and achieve public health. In Laudato Si', Pope Francis implores all of humanity to experience an ecological conversion of mind and habits - a conversion that is essential not only to biodiversity, but also to the future of our own species.

### UNITED NATIONS FRAMEWORK CONVENTION ON CLIMATE CHANGE, CONFERENCE OF THE PARTIES

Starting in 2021, Boston College gained observer status as a Research and Independent Non-Governmental Organization (RINGO) to participate in the international conference of the parties on climate change. BC sent a diverse delegation of faculty and students to COP26 in Glasgow, Scotland and to COP27 in Sharm el-Sheikh. The overarching mission of the BC delegation is to listen, learn, and share knowledge about the process of garnering international solidarity to safeguard the planet from climate change and to help those who are most burdened by its effects.

## PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE

Public outreach is transversal to academic, research and student activities. A series of initiatives are presented below:

### "PASTORAL" ACTIVITIES

As a way to celebrate and reflect on the Encyclical Laudato Si', the University "Pastoral" permanently implements activities such as "Laudato Si' week"; the Social Congress that addresses social and environmental issues; it has created a Council for Sustainability; and conducts research contests focused on contributing to the country from a sustainability perspective.

### WORKSHOPS

The academic reflection on sustainability that occurs within universities must be widely shared with society, which is why the Sustainability Directorate carries out a series of webinars, workshops and seminars to address issues related to climate crisis, socio-environmental problems, drought, and other workshops focused on daily actions.

### STUDENT WORKSHOPS

The university has a wide variety of student groups that are supported by the Student Affairs Directorate and the Sustainability Directorate. They support various communities through activities such as recycling, beach cleanups, bicycle repair, education on sustainable food, among many others.



Photo: Activity called "Semana Laudato Si'" organized by our Pastoral, which invites us to reflect on sustainability in the light of the Encyclical.

## SCIENTIFIC OUTREACH

The UC Research Centers carry out permanent work to share and involve communities in the development of knowledge. Below are just some of the activities carried out during the previous year:

1. The UC Energy Center developed the webinar “Road to Decarbonization”.
2. The Center for Local Development (CEDEL) manages an Interdisciplinary Complex for Sustainable Development that integrates transdisciplinary research for local development with several outreach activities directed for communities. The activities are focused on education for education development, socio ecological sustainability, sustainable local development, local governance and sustainable tourism.
3. The Integrated Center for Disaster Risk Management (CIGIDEN) has contributed to the formulation of guidelines to reduce the effect of natural events, has participated in the preparation of Chilean regulations, among others.
4. The Global Change Center (CCG) through its researchers, has participated in presidential commissions to prepare the Chilean NDCs, and in IPCC working groups.
5. The Network of Research Centers and Field Stations (RCER) has developed initiatives with different communities addressing issues of local sustainable development regarding access to water, clean energies, sustainable marine resources management, and sustainable tourism, among others. Centers and Stations of the network have created programs and activities of environmental education in the care of the ocean, conservation and biodiversity, and knowledge of native endemic plants, and animals, and socio-ecological ecosystems. Also, they have contributed with scientific information in environmental conflicts to promote sustainable development.
6. Chile es Mar at Coastal Station of Marine Research (ECIM): Scientific exploration of marine ecosystems from the shoreline to mesophotic reefs



Photo: Research Field Station Alto Patache, in Northern Chile (fog catcher in Chilean desert)  
Credits: Nicole Saffie

For more information about these and other outreach initiatives you can review the UC Chile Institutional Sustainability website at these links: <https://sustentable.uc.cl/> and <https://investigacion.uc.cl/en/stations/>

# PONTIFÍCIA UNIVERSIDADE CATÓLICA DO RIO DE JANEIRO

## LIVING DRAWING FAIR

LILD – Living Design Research Laboratory, from the Arts Department at PUC-Rio, in the Vivo Drawing research, works with objects, environment and society, using materials that are ready for use in nature and made available by different ecosystems .

Bamboo, earth, vegetables and seeds are examples of living models for research and design. Which, in turn, favors the exchange of information and knowledge from direct contact with the hands. These elements are also capable of participating in the organic production process, as they promote the revitalization of the environment and social relations.

For fieldwork in urban areas, an Itinerant Laboratory for Research on Learning with Living Models II was built, composed of a set of tents, which function as micro-units for the production of guided, self-sustainable research. Equipment, tools and utensils have been designed and built focusing on the use of natural materials, based on the experiments generated by itinerant use.

The Itinerant Learning Research Laboratory, in addition to receiving the surrounding community on the Campus, has been installed in several schools and local communities to demonstrate the way of doing, the art of each producer-researcher interested in investigating the living drawing in collective desire.

The “Living Drawing Fair” exposes and offers the transparency of the production processes, the techniques used and the resulting products. With the participation of the community, this act is transformed into an open class, where the learner’s question triggers the learning movement.



Photo: The “Living Drawing Fair” : fair held on Campus to receive Elementary School Students from popular municipal schools. The shape of this open-air class recalls not only the joy of religious festival days (holidays) in the public square, but also the freedom and permeability with the surroundings that fruit and vegetable fairs promote.

### PIUES- SCHOOL AND SOCIETY INTEGRATION PROGRAM

The University, School and Society Integration Program (PIUES), which functions as a management nucleus for the relations between PUC-Rio and high schools, which participates in fairs and vocational activities in schools, as well as carrying out two important and traditional initiatives: Puc for a semester and Puc for a day.

#### PUC FOR A DAY

It is an event organized annually by the university, always in the first semester, and with the participation of all departments, libraries, laboratories and other academic bodies, opening the doors to receive high school students, parents, teachers, students and alumni. students.

On this day, students have the opportunity to visit the university's premises and experience the environment of the biology course class, through guided visits to observe the fauna and flora of the campus as well as the laboratories, participating in scientific experiments presented by professors and with the collaboration of student monitors.

#### PUC FOR ONE SEMESTER

It allows students interested in Biology to participate, for a semester, in the exclusive subject, Introduction to Biology, inserting them into the dynamics of higher education by participating in theoretical and practical classes, as well as in fieldwork activities, helping them in the process option for a profession.

### URBAN VEGETABLE GARDENS

Vegetable gardens have several socio-environmental objectives as they allow the consumption of fresh and pesticide-free food and empower society in its maintenance and care for the planet.

In addition to allowing the supply of food to more vulnerable regions, the creation of urban gardens contributes to the revitalization of spaces in the city. The urban organic garden would be a way of returning to the environment everything that is taken from it, since with the urbanization and waterproofing process, cities become pockets of heat in the hot seasons of the year and contribute to the drying of rivers.

Therefore, the creation of vegetable gardens, gardens or orchards allows the greening of the city and pre-supposes the increase of its own sustainability, insofar as all the organic matter that would be discarded in a sanitary landfill can also be used as a fertilizer resource.



Photo: Management and harvest day in one of the various community gardens at PUC-Rio  
PUC Rio has several urban gardens and also has courses for students and society on how to do it.

## SOPHIA UNIVERSITY

### DECARBONIZATION AT SOPHIA UNIVERSITY'S YOTSUYA CAMPUS THROUGH ELECTRIC AND GAS ENERGY

Since June 1, 2020, Sophia University's Yotsuya Campus (Chiyoda Ward, Tokyo) has been switching its electricity consumption so that 100% of energy is from renewable sources. In March 2022, the campus achieved a 100% shift to renewable sources of energy. Additionally, on December 1, 2021, Yotsuya Campus switched its entire natural gas consumption to carbon-neutral LNG.

Accordingly, all of the roughly 17 million kilowatt hours of electricity and 910 thousand cubic meters of natural gas used by the campus each year has been switched to energy sources that are effectively carbon neutral. In this way, the university's largest campus in terms of energy consumption is making a significant effort toward decarbonization.

### SOPHIA SCHOOL CORPORATION'S ESG INITIATIVES

Sophia School Corporation signed the United Nation's Principles for Responsible Investment (PRI) in November 2015 in order to implement the principles of UN Global Compact in its investment management practice. PRI's mission is that all investors incorporate ESG issues into investment analysis and decision-making processes for realization of a sustainable society. By signing the PRI, Sophia incorporates ESG issues into its investment policy consistent with Sophia University's founding philosophy. As a school corporation and a responsible asset owner, Sophia is committed to contribute towards the global sustainability issues all of us face through ESG investment.

### SOPHIA JOINS CLIMATE ACTION 100+

Sophia School Cooperation has announced its participation in Climate Action100+ as a supporter (Oct. 16, 2020). Climate Action100+ is a global investor initiative to engage the world's largest corporate greenhouse gas emitters who have an impact on solving global environmental issues in constructive dialogue on information disclosure and greenhouse gas emissions reduction.

# UNIVERSIDADE CATÓLICA PORTUGUESA

UCP wanted, in the Special Year of Laudato si', to give voice to multidisciplinary, establishing bridges and bringing together the different areas of knowledge in a set of diversified initiatives, from a photography contest on Caring for our Common Home, to working sessions on Living Laudato si' in practice, to solidarity actions or conferences. This program was developed in partnership with Caritas Portuguesa, the Caring for the Common House Network, the Center for Christian Reflection and the Casa Velha Association and resulted in a program of eleven monthly initiatives. It brought together several areas of knowledge within the University by bringing together the areas of Economics and Management with the areas of Law and Health, Theology with the Humanities and Political Sciences, as well as Bioethics as a place of interdisciplinarity.



Photo: Isabel Capelo Gil, Rector of UCP, welcoming Cardinal Luis Antonio Tagle in the Opening Conference of the Year Laudato si'

There were moments of sharing and reflection that brought to us, from Rome, Cardinal Luis Antonio Tagle, president of Caritas Internationalis in the opening conference, the Auxiliary Bishop of Lille, Antoine Hérouard, President of the Commission of Social Affairs of the Episcopal Conferences of the European Union (COMECE), with the theme "Europe in the Just Ecological Transition", and Sister Lourdes Dill with her inspiring sharing on "Popular Economy in Solidarity", through Cáritas Brasileira.



Other dimension is the involvement of students with the community, such as the participation of undergraduate freshmen in the "Restolho" project, in Golegã. The project results from a partnership between AGROMAIS, Federação Portuguesa dos Bancos Alimentares contra a Fome, and ENTRAJUDA, whose goal is to collect all vegetables that are left in the fields after the first harvest, working to fight food waste. In 2019 a group of freshmen managed to collect 4 tons of potatoes that were donated to will be donated to Social Nonprofit Organizations. In 2020, students joined the Banco Alimentar project in Alcântara. The mission was to help people in need by sorting food, labeling packages, among other activities.

Ano Laudato si' 2020 - 2021	
23 junho	Sessão de Abertura   Cardeal Tagle
24 julho	Para ler a Laudato si'
agosto	Concurso de fotografia "Cuidar da Casa Comum"
21 setembro	Laudato si': do desafio à prática
26 outubro	A Europa na transição ecológica justa
24 novembro	A responsabilidade social e a sustentabilidade das organizações
14 dezembro	Católica Solidária
25 janeiro	A Bioética como lugar de interdisciplinaridade
24 fevereiro	A Economia Popular Solidária
24 março	Ecos e Oihres sobre a Laudato si'
22 abril	Celebração do dia da Terra
24 maio	Sessão de Encerramento   Cardeal Tolentino



Photo: Program of the Year Laudato si' and snapshot from the opening and closing conferences



Photo: Students participating in solidarity activities

# UNIVERSITÀ CATTOLICA DEL SACRO CUORE

Specific outreach initiatives connected to the Laudato Si have been:

1. 'Living the creation', on the Special Anniversary of the Laudato Si, in cooperation with the Dicastery for Integral Human Development of the Holy See, October 1st 2020, webinar with more than 300 participants
2. 'The planet we desire', in cooperation with the Committee for 'Settimana Sociale dei Cattolici Italiani' ('Week of the Italian Catholics') of 2021 on the topic 'Labour and environment', webinar with more than 3,500 participants, October 28th. UCSC Milan
3. Solidarity enterprises, sustainable citizenship, and Integral Ecology, ASA, Brescia, December 9, 2021
3. "Villaggio per la Terra"



Photo: UCSC students and professors in Rome on the occasion of "Villaggio per la Terra"

The Catholic University, together with Earth Day Italy, organised since 2018, a week of education and dissemination activities on the topics of the UN 2030 Agenda and its 17 SDGs on the occasion of the Earth Day celebrations (April 22nd). Through the pedagogical coordination of the Alta Scuola per l'Ambiente (ASA) more than 200 students of UCSC were involved throughout the years, who collaborated to the success of each edition by involving external actors in activities onsite in Rome in 2018 and 2019, and through the development of informative materials such as videos in the online editions of 2020 and 2021.

<https://www.villaggioperlaterra.it/>, <https://www.earthdayitalia.org/EVENTI/Villaggio-per-la-Terra>

# UNIVERSITAT RAMON LLULL

## BLANQUERNA OBSERVATORY ON MEDIA, RELIGION AND CULTURE SEMINAR ON ECOLOGY AND SPIRITUALITY. WITH JAIME TATAY SJ.

Open event in the University with Prof. Tatay as the guest reflecting on Ecology and Spirituality, based on his book *Ecología integral. La recepción católica del reto de de la sostenibilidad* (BAC, 2020).



Photo: Session about ecology and spirituality with Prof. Tatay in Blanquerna School of Communication and International Relations.

## IQS (INSTITUT QUÍMIC DE SARRIÀ) GREEN FRIDAYS

Group of students promoting initiatives and campaigns that raise awareness on ecology and climate change.



Photo: Instagram account and "Green Fridays" sessions at IQS- Ramon Llull University.

<http://www.obsblanquerna.com/aftwerwork-obs-ecology-and-spirituality/>  
<https://www.instagram.com/greenfridaysiqs/>

### SEMINAR HORIZON 2030

To promote URL's initiatives for the 2030 UN Agenda.



Photo: Some moments of the Seminar about Horizon 2030.

### 2ND URL DAY FOR THE PROMOTION OF THE 2030 AGENDA «THE FUTURE IS FLEETING»

With eight years to go before the 2030 Agenda is finalized, the challenges posed by the effects of the climate crisis are becoming increasingly important. Catalan universities, including Ramon Llull University (URL), have placed the 2030 Agenda and the Sustainable Development Goals (SDGs) at the forefront of their strategies. This 2nd URL Day for the promotion of the 2030 Agenda, entitled «The future is fleeting», aims precisely to highlight the need to continue promoting and reviewing the commitments of our university with the different SDGs, on this occasion, especially with SDG 7 (Clean and affordable energy), 11 (Sustainable cities and communities) and 12 (Responsible consumption and production).



Photo: Poster of the 2nd URL Day for the promotion of the 2030 Agenda «The future is fleeting».

## LAUDATO SI' IN ACTION WITHIN SACRU:

SACRU – Strategic Alliance of  
Catholic Research Universities



# SACRU

STRATEGIC ALLIANCE OF CATHOLIC RESEARCH UNIVERSITIES



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