

WHAT IS GAINED WHEN UNIVERSITY LEADERSHIP REVIEWS AND RECOMMITS TO EQUALITY CONSIDERING THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT?

¿QUÉ SE GANA CUANDO EL LIDERAZGO UNIVERSITARIO REVISY SE COMPROMETE CON LA IGUALDAD TENIENDO EN CUENTA LA AGENDA 2030 PARA EL DESARROLLO SOSTENIBLE?

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Submitted / Recibido: 31/01/2023

Accepted / Aceptado: 11/04/2023

To cite this article / Para citar este artículo:
 Fernández-Fernández, I., Sáez de Cámara, E., & Imaz, L. (2024). What is gained when university leadership reviews and recommits to equality considering the 2030 Agenda for sustainable development. *Feminismo/s*, 43, 245-272. <https://doi.org/10.14198/fem.2024.43.10>

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Abstract

In 2015, all United Nations Member States adopted the 2030 Agenda for Sustainable Development, an ambitious initiative that aims to confront society's biggest challenges in a decisive and coordinated fashion. One such challenge is set out in SDG 5, achieving gender equality. Following the adoption of the 2023 Agenda, many higher education institutions have implemented strategies to make tangible progress towards this goal. To that end, universities have been drawing on their previous work in gender equality (in addition to other areas such as climate change, inclusivity, and quality education), constituting a solid foundation for embarking on this new path. However, the 2030 Agenda mandates that the challenges affecting people and the planet be viewed in an integrated manner and that social, economic, and environmental aspects interact in unprecedented ways, underscoring

the fact that continuing with previous policies is not sufficient; instead, we need to aim higher and devise more integrated and interrelated ways that will ultimately be more effective. In this paper, we analyse how the University of the Basque Country (UPV/EHU) has tackled these challenges at the policy level, and we report the steps the university has taken to place gender equality in a broader framework of sustainable development as an integrated whole. The new approach reworked the university's educational model, led by the Vice-Rector's Office of Innovation and Social Commitment, Sustainability and Equality Office. The new model has been taken up throughout the university and guides the institution for specific policies, plans and programmes in Education for Sustainable Development. We describe the initiatives with the most significant relevance for SDG 5 and the results for the last five academic years (2017-2021). The results show that significant progress is possible if appropriate and converging instruments are deployed, and efforts are sustained over time and supported by ongoing and rigorous monitoring of the results.

Keywords: Sustainable Development Goals (SDGs); Gender equality; Higher Education; Leadership; Education for Sustainable Development (ESD); Educational Policy; Educational Innovations; Educational Management.

Resumen

En 2015, todos los Estados miembros de las Naciones Unidas adoptaron la Agenda 2030 para el Desarrollo Sostenible, una ambiciosa iniciativa que pretende afrontar los mayores retos de la sociedad de forma decidida y coordinada. Uno de estos retos se establece en el ODS 5, la igualdad de género. Tras la adopción de la Agenda 2030, muchas instituciones de Educación Superior han puesto en marcha estrategias para lograr avances tangibles hacia este objetivo. Para ello, las universidades han tenido en cuenta las acciones previas en materia de igualdad de género (además de en otras áreas como el cambio climático, la inclusividad y la educación de calidad), lo que constituye una base sólida para emprender este nuevo camino. Sin embargo, la Agenda 2030 exige que los retos que afectan a las personas y al planeta se consideren de forma integrada y que los aspectos sociales, económicos y medioambientales interactúen de una manera sin precedentes, lo que subraya el hecho de que no basta con continuar con las políticas anteriores, sino que hay que apuntar más alto e idear formas más integradas e interrelacionadas que, en última instancia, serán más eficaces. En este documento, analizamos cómo la Universidad del País Vasco (UPV/EHU) ha abordado estos retos a nivel de políticas, e informamos de los pasos que ha dado la universidad para situar la igualdad de género en un marco más amplio de desarrollo sostenible como un todo integrado. Se reelaboró el modelo educativo de la universidad, liderado por el Vicerrectorado de Innovación y Compromiso Social, y la Oficina de Sostenibilidad e Igualdad. El nuevo modelo ha sido asumido por toda la universidad y orienta a la institución para políticas, planes y programas específicos en Educación para el

Desarrollo Sostenible. Describimos las iniciativas con mayor relevancia para el ODS 5 y los resultados de los últimos cinco cursos académicos (2017-2021). Estos muestran que es posible lograr avances significativos si se despliegan instrumentos adecuados y convergentes, se mantienen los esfuerzos en el tiempo y se apoyan en un seguimiento continuo y riguroso de los resultados.

Palabras clave: Objetivos de Desarrollo Sostenible (ODS); Igualdad de género; Educación superior; Liderazgo; Educación para el Desarrollo Sostenible (EDS); Política educacional; Innovación educativa; Gestión educativa.

1. CONTEXT

The dream of equality between women and men gave rise to the feminist movement, which has been making inroads largely thanks to and in collaboration with the millions of women who have fought throughout the decades. The 1948 Universal Declaration of Human Rights and the World Conferences on Women in Mexico (1975), Copenhagen (1980), Nairobi (1985) and Beijing (1995) are testaments to the fruits of the struggle. The Beijing Declaration and Platform for Action, unanimously adopted by 189 countries, marks a milestone in the struggle for gender equality, having set the foundation for establishing common strategic goals for achieving gender equality and the commitment to monitor the results continuously. However, because inequality persists, the 2030 Agenda for Sustainable Development, the most recent and significant initiative in international joint action, prioritises this challenge in Sustainable Development Goal (SDG) 5, which aims to «achieve gender equality and empower all women and girls» (United Nations, 2015).

Universities, as institutions committed to public service, have been responding to the international calls to promote policies on equality, and they have established, with varying degrees of responsiveness and commitment, plans of various types and varied results. The 2030 Agenda for Sustainable Development, adopted in 2015 by the United Nations (UN) general assembly, and the role it confers to higher education in attaining its goals, represents a milestone of the utmost importance for rethinking and redefining the equality policies that have been crafted to date. The 2030 Agenda is an umbrella that encompasses goals in areas such as climate change, the fight against poverty and quality education while also making it

possible to resituate the role of gender equality and give it a new significance in accelerating and promoting the achievement of the other established goals and targets (Dugarova, 2018).

Nevertheless, interconnecting the SDGs in practice is not an easy undertaking. Although the transversality of gender is a recurring concept in global prescriptive frameworks, existing empirical evidence tells us that SDG 5 does not function as a catalyst for other goals, and it has a low level of interconnectivity (Asadikia et al., 2020). While advances have been observed for specific indicators, predictions suggest that it will take 100 years for the globe and 54 years for Western Europe to overcome the gender gap concerning political empowerment. In this context, considering that the SDGs do not effectively consider gender in their implementation, the gender gap may widen rather than narrow (Leal-Filho et al., 2022).

What is happening in universities? How are they digesting the UN mandates on sustainable development? What approaches are out there in this regard? What strategies have been established for integrating the SDGs? What can be done to facilitate the integration of SDG 5 with the other SDGs? As we noted above, universities have interpreted the 2030 Agenda differently. The systematic analysis of the experiences reported shows that the most significant difficulty is establishing a whole-institution approach in each university such that there is an impact on each of the four areas of activity (research, teaching-learning, governance/internal management, and transfer) and at the different levels of the organisation under which they are carried out: macro (rector's offices), meso (departments, schools, faculties and dean's offices) and micro (classroom) (Fia et al. 2022; Leal-Filho et al., 2022). What is certain is that an approach meant to affect an organisation entirely and substantially as complex as a university requires time, practice, creativity, and robust mechanisms for evaluating change. The area that has made the most progress is Education for Sustainable Development, which focuses on teaching and learning. However, as we will see, it has an interesting impact on governance, transfer, and research.

In the case of teaching and learning, transversalizing the 2030 Agenda has moved from an operational challenge to a pedagogical one, requiring universities to rethink how teaching happens. It urges a shift from teaching subjects related to sustainable development or, as the case of interest here,

to gender equality, to a focus on Education for Sustainable Development (ESD). The Berlin Declaration holds that ESD must be based on and promote respect for nature, human rights, democracy, the rule of law, non-discrimination, equity, and gender equality. It furthermore underscores the need to work to understand sustainability challenges and their complex interlinkages and explore alternative solutions (UNESCO, 2021). This insistence on interconnection and intersection invites universities to imagine new curricula integrating transversality, more transformative methodologies, and action-oriented learning experiences (Strachan et al., 2021).

Hundreds of universities have already begun to do this work. However, a detailed analysis of the existing research reveals that the incorporation of SDGs in degree programmes is predominantly done at the micro level in certain subjects and by faculty members with greater awareness. However, there is a lack of reported experience at the meso level, the intermediate level at which departments, faculties and schools operate (Fia et al., 2022).

In this article, we present an analysis of the policy developed at the University of the Basque Country (UPV/EHU) around sustainability, an area that has been recognised as a best practice in different contexts (Gobierno Vasco, 2020; REDS, 2020a, 2020b), paying close attention to the patterns of achievement about SDG 5. We begin by reviewing the work on gender equality carried out by the university since 2006 and which served as a springboard for putting forth a global and holistic approach to Education of Sustainable Development that aims to promote synergies among the SDGs. In this sense, we are presenting a reinterpretation of the educational model that guides the UPV/EHU at a macro level and in which the policy on equality plays an enhanced role through the Equality Campus, a planning and management tool that synthesises what was previously equality plans, resituating them within a rationale that interconnects with the two other sectoral plans, the Inclusion Campus, and the Planet Campus. Next, we present the strategies that have been developed for implementing ESD at the meso level, primarily from the perspective of those involved in academic leadership, namely the Vice-Rector's Office of Innovation and Social Commitment, the Office of Equality, and the Office of Sustainability, which have worked jointly to interweave and hybridise their approaches. We end with an analysis of

the results for the years 2017-2021, focusing on the aspects that are directly linked to gender equality and SDG 5.

2. FROM GENDER EQUALITY PLANS TO THE EHUAGENDA 2030 FOR SUSTAINABLE DEVELOPMENT

The UPV/EHU has been interested in gender equality since 2006, the year the Office of Equality was created and a year prior to the passage of Spain's Organic Law 4/2007 on universities, which urged higher education institutions to create units and services dedicated to equality. The UPV/EHU's first action was to assess the situation of women and men within the university and across its three campuses, which it published as a report with sex-disaggregated data for the entire university – students, service and administrative staff and teaching a research staff – across different areas of university activity. Following the assessment and report, the Equality Committee was created to coordinate the drafting of the university's first gender equality plan, which was to include the directives that would guide university-wide activity in matters relating to equality. Since then, three gender equality plans have been drafted and approved, along with their respective programmes for the various axes: training, research, relations with society and governance (Dirección para la Igualdad de la UPV/EHU, 2009, 2014, 2019). Each plan has a budget and, despite being only an academic director and an equality specialist, devised actions that were actively supported by the university's Equality Committee, providing legitimacy and resonance within the university community.

The third plan, approved in 2019, was implemented differently and represented a departure in qualitative terms from the previous plans. The UN adopted the 2030 Agenda in 2015, and the UPV/EHU had already aligned itself with its unprecedented mandate that universities play a central role in bringing about its ambitious global plan to transform the world. The UPV/EHU, with support from the Basque Government and IHOBE, a publicly owned environmental management company, undertook an institution-wide analysis following the steps outlined by Sustainable Develop Solutions Network Australia/Pacific (SDSN Australia/Pacific, 2017): 1. Mapping what they are already doing 2. Building internal capacity and ownership of the

SDGs 3. Identifying priorities, opportunities and gaps 4. Integrating, implementing and embedding the SDGs within university strategies, policies and plans 5. Monitoring, evaluating and communicating their actions on the SDGs. That gave rise to a process of strategic reflection that affected all areas of the university and whose result would impact subsequent policies.

A map was made of all activities related to the SDGs that were considered a priority, and the university could make a tangible and committed contribution. This exercise allowed for an analysis of the results of the previous equality plans from a new perspective. It was observed that despite the effort made, achievements were limited to the assessment of the situation regarding equality and a first step toward raising awareness within the university community: awards for the best final-year undergraduate projects, final Master's projects and doctoral theses on gender, in-person training courses for teaching staff and administrative and service staff, and the offering of on-campus seminars and conferences. These initiatives were adequate as a first step. However, it was deemed time to accelerate and expand the implementation of policies on equality and that the programmes that address equality should be more implementation-driven and directed toward tangible results. The time had come for greater effectiveness in attaining more significant levels of gender equality in university life, teaching, research, and transfer to the public.

After the mapping was completed, a whole-institution strategy was developed, integrating the UPV/EHU's priorities and operationalising them through criteria and indicators that can be measured and monitored (Sáez de Cámara et al., 2021). The first significant impact was the reformulation of the university's IKD educational model, which guided the university's teaching and learning policy and was adopted in 2010 (Fernández & Palomares, 2010). Nearly ten years on and working within the framework of the 2030 Agenda, in 2019, the university launched its renewed educational model, IKD i3, with a focus on three (Basque) «i» s: ikaskuntza (teaching) x ikerketa (research) x iraunkortasuna (sustainability). IKD i3 prescribes that all learning activities must combine learning, research and sustainability. This strategy seeks a) exponential growth in teaching innovations within degree programmes, in developing unprecedented and highly impactful curricular processes and products that promote the development of complex competencies, b) the integration of research as a capacity to be developed by students

and c) attainment of the SDGs (UPV/EHU, 2019a). In short, regardless of the degree programme, all UPV/EHU students must have the opportunity to learn through experiences in enquiry and research encompassing issues related to sustainable development. This global institutional mandate is expected to lead to innovation in teaching teams both within and between degree programmes such that more and more students become involved in these kinds of learning experiences. It thus establishes requirements at the overarching macro level. Then it directs them to the intermediate level of school, faculty and department, where the directors of degree programmes are.

In addition to redefining its educational model, the UPV/EHU drafted its own 2030 Agenda for Sustainable Development, focusing on a rationale for creating interconnections between existing priorities and practices (Figure 1).

Figure 1. Diagram of concentric circles: integration, transversality, and precision in the EHUagenda 2030 for Sustainable Development



Source: UPV/EHU

This holistic and integrated vision, represented by concentric circles, allows the macro, meso and micro levels to work together and provides coherence and synergy. Three plans or «campuses» were created: Equality Campus, Planet Campus and Inclusion Campus, each functioning as a sector plan that envelops the IKD i3 educational model and puts it into practice. The key feature of these sector plans is that they go beyond ESD and affect governance, internal management, and even research and transfer, though these latter two are more challenging to influence.

Equality Campus is based on SDG 5, «Gender equality». As mentioned above, it was set up based on our university's experiences regarding equality policies for women and men; however, it came up against fresh challenges. As a priority, it attempts to make gender perspective and feminist theory part of the teaching environment as well as of final-year undergraduate and Master's projects. Moreover, it addresses the struggle against gender violence, sexist conduct, and gender-based discriminatory attitudes in the university environment by implementing and promulgating the UPV/EHU Protocol Against Gender Violence (Dirección para la Igualdad, UPV/EHU, 2019) and buttressing the role of women in university leadership. Some of the essential programmes in this sector plan will be analyzed in detail in section 3.

Analyzing the institution from the perspective of the UN 2030 Agenda resulted in the EHUagenda 2030 for Sustainable Development (University of the Basque Country, 2019a), which included defining 12 SDGs and thirty-five priority targets. The targets were not considered literally but were adopted as benchmark targets considering their scope and objectives (Table 1). As such, they provide an umbrella for operationalizing the Equality Campus' action points and how they translate into teaching and learning.

Table 1. SDG 5 targets adopted by the EHUagenda 2030

5.1	End all forms of discrimination against all women and girls everywhere.
5.2	Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
5.4	Recognise and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
5.5	Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.
5.c.	Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

In addition, a panel of 58 indicators was defined for a monitoring process to be carried out following the reality of the university (University of the Basque Country, 2019b). The SDG 5 indicators are the number of persons requiring action on the UPV/EHU gender violence protocol; the percentage of women in charge of research groups; the percentage of women in academic positions; the percentage of women in top academic positions (*professor*), and the number of postgraduates in feminist and gender programmes. These are very general measures and should be complemented with other local and more specific data, as shown in the results section.

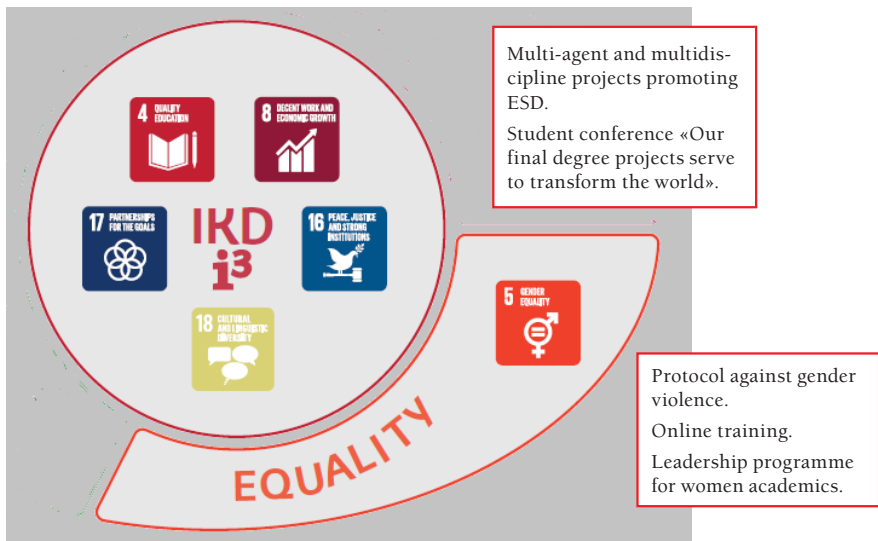
3. INTEGRATING, IMPLEMENTING AND EMBEDDING SDG 5 WITHIN UNIVERSITY STRATEGIES, POLICIES AND PLANS

Although research has been done on creating and measuring sustainability indicators in universities (Avelar et al., 2019; Griebeler et al., 2022), the essential questions undoubtedly are: How might a general strategy be turned into the concrete plans that make it possible to achieve the stated goals effectively, and what types of programmes or plans might help university campuses become more sustainable in terms of how they operate and in terms of the degree programmes in which an authentic ESD is developed and goes beyond the more naïve views of «teaching sustainability». To answer

these questions, it has been necessary to consider how university policies on equality are designed for the university community and as well as change our conceptions of how equality is taught and learned, removing them from the single-subject and thematic processes of specific courses and interweaving them throughout at the level of the degree programme and in interaction with other SDGs.

This section will present the most noteworthy initiatives for promoting gender equality in the UPV/EHU that were reconfigured and strengthened following adopting the EHUagenda 2030 for Sustainable Development. We divide our analysis into two levels. The first is linked to the Equality Campus, which directly impacts the general SDG 5 indicators, which are specific and sectoral. The second relates to teaching and learning and affects degree programmes; at this level, we will analyse the initiatives that attempt to concretise the most innovative and interconnected ESD initiatives (Figure 2).

Figure 2. SDG 5 within the Equality Campus and teaching and learning framework



3.1. The Equality Campus: spaces that are aware, free of gender violence and empowering

As mentioned above, The Equality Campus is a sector plan comprising one of the core elements of the UPV/EHU's educational model. Its *raison d'être* is to go beyond activities that raise awareness of equality and open up space for plans and programmes that deliver results in impact; the aim is to go beyond raising awareness and good intentions and achieve new levels of accurate and verifiable equality. It was concluded that before this point, university policy had thought of the university community as a passive subject that took in information related to gender and equality. Evidence of this is the fact that the budget for the Office of Equality prioritised spending on the organisation of workshops, courses and seminars, the majority of which were very short-term ways to circulate information. The Equality Campus aims to reverse the previous tendency and approach the university community as an active subject capable of addressing the present inequality.

The Equality Campus comprises various fields of action, three of which we focus on in the following subsections: the Protocol against Gender Violence, online training and the leadership programme for women academics.

3.1.1. *University life without gender violence*

One of the first fields of action reoriented with adopting the EHUagenda 2030 and establishing the Equality Campus was to revise the Protocol Against Gender Violence (Dirección para la Igualdad, UPV/EHU, 2018). The central idea was to create an effective tool for eradicating gender violence on all of the university's campuses and to serve and support any individual member of the university community (teaching staff, students, service and administrative staff) experiencing such violence.

The protocol came from a working group of female and male students, female and male teaching staff, other staff, and union representatives. In addition to analysing the protocols of other universities, a listening and commenting phase was held; over a year, over 300 people participated. The university's Governing Board approved the protocol on 7 June 2018, and a committee comprising representatives of the university's Safety, Prevention and Psychological Support services and the Office of Equality was created to

hear cases of gender-based violence. The protocol places the victims of violence at the centre of the process, and care and support are not contingent on the victim having previously reported the incident to the police or the courts. It covers victims who experience violence either on- or off-campus, as well as when the violence is based on the expression of gender identity or sexual orientation. Persons affected are attended to promptly, with confidentiality and care, seeking to prevent re-victimisation at all costs.

In 2020, the UPV/EHU's Protocol against Gender Violence was awarded a Menina Prize by the Delegation for the Spanish Government in the Basque Country for an outstanding public project or initiative for its capacity to raise awareness of and knowledge about gender-based violence (Gobierno de España, 2020).

3.1.2. Online training for the entire university community

Courses and workshops on equality were already being taught regularly. However, the university's commitment to SDG 5 impelled the Office of Equality to seek more effective and expanded training formats that would lead to broader involvement from students, lecturers, and administrative and service staff. To that end, the university signed a collaboration agreement with Emakunde, the Basque Institute for Women, whose training catalogue was adapted to the virtual environment and made available to the university and other public sectors. This online training is free and open to the entire university community. Participants receive credit for completing assignments, and undergraduate students are given elective credits. The offered training includes courses on inclusive language, equality between women and men, new masculinities, sexual diversity, violence against women, and coeducation.

The online training is closely linked to all the outreach activity and information developed concerning the Protocol against Gender Violence. For example, two training programmes that address the prevention of gender-based violence have been developed, one for women (Indartu Programme) and one for men (Eraldatzen Programme).

3.1.3. *Empowered women academics*

The UPV/EHU continues to run its leadership programme for women academics, Akademe, first launched in 2016 (Dirección para la Igualdad, UPV/EHU, 2017). This training and support programme seeks to develop the self-leadership and leadership skills of women academics to motivate them to enter and remain in positions of responsibility in research, teaching, and transfer. This programme aims to build collaborative networks among women academics who have attained stability in their careers and are ready to assume leadership roles. Thirty people participate each academic year, and seven editions have been held.

Akademe is an eminently practical programme that integrates coaching techniques and combines classroom and working sessions with sessions that take place online and focus on applying what was learned. It is based on a learning-by-doing approach, where participants engage in experimentation, self-reflection and sharing, and there is a balance between theory, experience, and practice. This approach favours learning adapted to each participant's needs and to different leadership styles.

3.2. Multiagent and multidiscipline projects promoting ESD

Education for Sustainable Development demands a transformation in how teaching and learning occur in universities. Moving away from a model that teaches topics related to sustainability and towards an approach that operates at the more significant level of degree programmes requires a major overhaul and innovative approaches to teaching that move beyond the narrow lens of subjects and draw lecturers out of the model of individual, solitary teaching. Hence, students connect with the challenges facing people and the planet and learn to confront them cross-disciplinary.

Our search for areas in the curriculum that could support interconnections with SDGs resulted in three major projects that organise learning within the framework of a degree programme and even between degree programmes: Campus Bizia Lab, the student conference «Our End of Year Projects help change the world» and IKD i3 Laboratory.

Campus Bizia Lab is a UPV/EHU programme from the Erasmus Project-funded University Educators for Sustainable Development (UE4SD) for

addressing the sustainability challenges at our university's three campuses through a cross-cutting approach involving students and administrative and academic staff. It consists of a research-action process aimed at developing a high-impact practice among students (cross-cutting learning based on challenges in sustainability), in which lecturers act as researchers in their practices. These practices are curricular and are handled via final-year projects for undergraduate degrees and Master's courses. These sustainability challenges, which were defined by the Campus Bizia Lab community when it began to operate (in the 2017-18 academic year), include Education for Transformation, Gender Equity, and other challenges strongly connected to SDG 5 (Dirección para la Sostenibilidad, UPV/EHU, 2018). The calls are competitive, and in 2022 funds to carry out projects were given to 54 groups.

The final undergraduate and Master's projects undertaken within the ESD framework usually participate in the student conference titled «Our final degree projects serve to transform the world». This pioneering initiative, held since 2018 at the three campuses of the UPV/EHU, intends to make visible and recognise the research work carried out by undergraduate students related to SDGs of the 2030 Agenda, including SDG 5. The conference is organised and runs like a scientific conference, and eight awards are given for the best project, two for each theme (People, Planet, Prosperity, Peace-Partnerships).

The third curricular innovation project is the IKD i3 Laboratory. In a bid to extend the IKD i3 model (see section 2) and promote ESD beyond final projects for bachelor's and Master's degree programmes, the IKD i3 Laboratory was launched in 2019 to mobilise teaching teams to lead the work of adding sustainability challenges into degree programme curricula through the use of active, collaborative and research-based teaching-learning strategies in order to develop in students the complex competences needed to act ethically and effectively in today's world. Teaching teams draft proposals for redesigning their subjects in a way that establishes a roadmap with ESD serving as the common thread. The proposals from academic staff are implemented gradually and involve different degrees of engagement and application levels. Also, in this case, it is a competitive call; the selected teaching teams receive funding to develop their programme. In 2022, 54 projects were ongoing.

4. RESULTS AND DISCUSSION

This section reports the relevant results for the initiatives developed and implemented in the Equality Campus, focusing on ESD. For our discussion, we will refer to the EHUagenda 2030 for Sustainable Development indicators corresponding to SDG 5 and the data collected in the abovementioned programmes. Our discussion is focused on the input of these mesoscale initiatives to the overall contribution of a higher education institution towards attaining gender equity. For our discussion of ESD, we will present the results for two of the initiatives we presented above and closely examine their impact in terms of interconnection among the SDGs.

4.1. Transformations in university life: results from the Equality Campus

The results relating to the SDG 5 general indicators are presented in Table 2. These general indicators describe tendencies at the macro level and are part of the university's sustainability policy scorecard. The results highlight three main issues, which we analyse below.

Table 2. Evolution of the SDG 5 indicators adopted by the EHUagenda 2030 for the academic years 2017-18 through 2021-22

Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
1. Several persons require action on the UPV/EHU gender violence protocol.	19	12	12	12	47
2. Percentage of women in charge of research groups.	32.9%	37.1%	39.5%	41.7%	43.4%
3. Percentage of women in academic positions.	47.4%	48.0%	49.8%	58.0%	47.3%
4. Percentage of women in top academic positions (<i>professor</i>)	25.5%	25.4%	26.0%	26.5%	26.5%
5. Several people are completing postgraduate programmes on feminism or gender.	55	62	74	67	68

The first indicator reflects the actions taken to ensure university campuses are free of gender-based violence. According to Pikara Magazine (Jara, 2018), the UPV/EHU is one of three universities in Spain, registering the highest number of reports of gender-based violence. Since 2017, the UPV/EHU has dealt with nearly 100 reports of violence: the number of reports for the most recent academic year (2021-2022) is twice the number of incidents reported for the first year (19) and three times the number reported in the intervening years (12). These high numbers are seen as a positive result because it demonstrates that university community members are becoming more willing to report incidents of gender-based violence, particularly within the student body. We view this increase as a consequence of the UPV/EHU's policies that actively favour equality and diversity. The more effective the policies are, the more people report incidents of violence.

Transforming campuses into safe spaces does not only depend on a protocol being in place; the protocol's effectiveness is related to additional factors that create an environment that supports actions against gender violence. In this particular case, our protocol is known as a practical resource for a variety of reasons: the very process of jointly constructing the protocol, the fact that it was unanimously approved by the Governing Board, its broad dissemination (a poster promoting the protocol and whose design was selected by the student body as part of an open design call is in every classroom), its inclusion in every faculty's or school's orientation of first-year students and the active engagement on the part of all the equality committees and dean's offices.

One of the elements that contribute to ameliorating situations of inequality is training. Indicator 5 measures the results for official postgraduate studies, which vary along the usual ranges in Master's programmes. In addition, we must acknowledge the contribution of massive online training. While these figures are not collected as part of the general indicators for SDG 5 in the EHUagenda 2030, they are tracked by the Equality Campus. Since 2018, online training on equality, diversity, and gender-based violence has been available to all groups within the university (Table 3). Since 2018, 5,727 people have completed the courses and received credit, resulting in 178,344 hours of instruction. These figures do not include the number of registered people who still need to complete a course.

One important qualitative factor is that the online training offered was not limited to looking at gender from the perspective of equality of women and men – it also addressed sexual diversity, thereby increasing the visibility of groups that are subject to discrimination due to gender. This has accompanied the approval of other measures on campus, such as unisex toilets, a third option (non-binary or other) for indicating sex on official documents and a protocol for name changes for transgender persons.

Table 3. Online courses related to equality and their characteristics
 (2018-2021)

Course	Number of hours	Number of people receiving credit	Number of training hours
Gender equality (UPV/EHU and Emakunde)	25	1,206	32,444
Inclusive language	25	1,088	27,200
New masculinities. Men and equality: challenges and resistances	25	1,097	27,425
Let's talk about Coeducation	75	533	39,975
Sexual diversity	30	628	18,840
Child sexual abuse	30	617	18,510
Violence against women	25	558	13,950
Total		5,727	178,344

This multi-pronged approach to combatting gender-based violence in the university community has spurred alliances with other agents within Basque society (transfer). The UPV/EHU has helped create, via ad hoc agreements and contracts, a collaborative network to address gender-based violence, much of which operationalises as online training. The UPV/EHU recently implemented two training programmes – one addressing violence against women and the other childhood and adolescent sexual abuse – for professionals working for the Basque Public Administration, with 2,371 people obtaining certificates. Thanks to these training programmes, the UPV/EHU

recently became an affiliate of the Basque Government's 2022-2025 Strategy to stop violence against children and adolescents, to which several postgraduate training programmes are linked.

Indicators 2, 3 and 4 relate to women's academic empowerment and constitute a second block of results. Empowering women academics and mobilising them to take on positions of influence connects to university governance and the culture surrounding university life. The Akademe above leadership programme for women academics is the most relevant initiative: 224 women have completed the programme. Other measures have been taken in parallel, such as awarding points to university research calls when women are principal or co-principle investigators, which undoubtedly encourages women to access these leadership positions. Increases have been observable and sustained, from 32.9% in 2017 to 43.4% in 2021.

The percentage of women in academic posts is also satisfactory, with an average of around 50%. This balance between women and men is the principle, the main goal. It is also the case that since 2017 the UPV/EHU has been led by women rectors, and the teams within the rectorate have had equal numbers of women and men. That a woman governs the university is an important symbol of a watershed moment (her presence in the media demonstrates that a woman can govern a large major institution), as well as raising awareness of the policies related to SDG 5.

The most problematic indicator relates to women in top teaching positions. The percentage of women full professors has increased by only 1% in the last five academic years: compared to 25.5% in 2017-2018 against 26.5% in 2021-2022. This state of affairs reflects the underrepresentation of women academics in positions of high status, even though they have more than enough merit to attain those positions. This situation is a structural problem that affects all universities, and as such external agencies that control quality in the university should start operating from a feminist perspective. The efforts made with the university have yet to bear fruit, and more work needs to be done.

4.2. New ways of teaching and learning: results for ESD in relation to SDG 5

As noted above, the UPV/EHU has put out two competitive calls for innovation projects, with the selected teaching teams receiving funding. Because this line of work is very experimental, the general indicator for the EHUagenda 2030 is linked to SDG 4. It considers the number of professors participating in projects on innovation in sustainability. As Table 4 shows, the number has increased considerably – the most recent data counts 459 professors, about 14% of the university's faculty. Nevertheless, this indicator is evidence of the degree of activity ongoing in teaching and learning regarding the development of the IKD i3 educational model and, thus, ESD.

Table 4. Evolution of the number of professors participating in innovation projects for the academic years 2017-18 through 2021-22

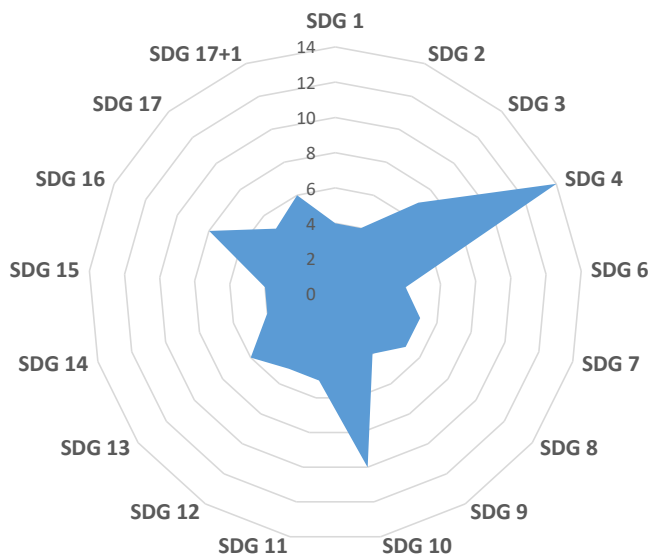
Indicator	2017-18	2018-19	2019-20	2020-21	2021-22
Number of professors who participate in sustainable innovation projects	137	234	394	459	-

As we noted at the outset, our interest is showing to what extent SDG 5 is present and how connections can be made with other themes regarding the interconnection indicated by UNESCO (2021). For this analysis, we looked at data for the two initiatives described in the previous section: IKD i3 Laboratory and the student conference «Our final degree projects serve to transform the world».

An analysis of the multiagent and multidiscipline projects promoting ESD over the last five years shows that work on SDG 5 features in 17 projects – representing approximately a quarter of the projects launched – and that SDG 5 is addressed in conjunction with other SDGs, as shown in Figure 3. The most common combinations are the joint contribution of SDG 5 and SDG 4 (Quality education), present in 14 of the 17 projects, and the joint contribution of SDG 5 and SDG 10 (Reducing inequalities), present in 10 of the 17 projects. Figure 3 illustrates that SDG 5 is often combined with mainly social topics, while combinations with economic or environmental

topics are still at initial levels. The move away from isolated thematic areas has been set in motion, but it is necessary to begin developing connections with SDGs that are thematically more distant. Regardless, all 17 projects foresee greater or lesser contributions to the SDGs.

Figure 3. Number of IKD i³ Laboratory projects combining SDG 5 (Gender equality) with another SDG



As shown in Table 5, the number of contributions has doubled since the initiative's launch (from 55 in 2018 to 115 in 2022). The percentage contributing to SDG 5 has been above 22% in all editions, with the most recent edition seeing the most significant contribution to date: one-third of the projects took SDG 5 into account. Furthermore, SDG 5 has been among the top five SDGs in all conference editions (Table 6). In that sense, the SDGs are interconnected in the curricula of the degree programmes in the final degree projects presented at the student conference, representing the culmination of student work done at the UPV/EHU concerning sustainability.

Table 5. The number of final year projects presented at the UPV/EHU student conference over the last five editions and the number of projects contributing to SDG 5 in absolute and relative terms

Edition	2018	2019	2020	2021	2022
Number of contributions	55	62	85	116	115
Number that contributes to SDG 5	15	17	19	31	38
Percentage that contributes to SDG 5	27.27	27.42	22.35	26.72	33.04

Table 6. The top five SDGs appearing in final year projects in the last five editions of the UPV/EHU student conference

2018	2019	2020	2021	2022
SDG 3	SDG 4	SDG 3	SDG 3	SDG 3
SDG 5	SDG 10	SDG 10	SDG 10	SDG 10
SDG 11	SDG 3	SDG 13	SDG 4	SDG 5
SDG 12	SDG 5	SDG 12	SDG 5	SDG 4
SDG 7	SDG 9	SDG 5	SDG 12	SDG 16

5. CONCLUSIONS

Our analysis of the UPV/EHU's policy on sustainability concerning SDG 5 for the years 2017-2022 reveals that adopting a whole-institution approach has an impact in both quantitative and qualitative terms, though such an approach requires institutional solid will that is deployed upstream and downstream at the macro, meso and micro levels (Fia et al., 2022; Filho et al., 2022). In the case of the UPV/EHU, adopting the methodology proposed by SDSN Australia/Pacific (2017) spurred strategic reflection that influenced an area as significant and cross-cutting as our educational model. However, it simultaneously obliged us to operationalise the new model by defining goals, targets, and indicators that were continuously recorded and analysed

to make changes and improvements. In short, what is needed are schemes that allow for a collective understanding of what outcomes are desired and a set of functional tools that provide empirical evidence for what is happening.

Our quantitative results capture advances linked to changes in how university policies on equality are conceived and in the university culture in general. Drafting our sustainability agenda and building on what already exists considering our aim to move to a qualitatively different panorama has led to several shifts in SDG 5.

First, the university community has gone from being a passive subject that receives information about equality to being an active subject committed to eradicating inequality. Whether through actions and initiatives such as the university-wide, collaborative creation of Protocol Against Gender Violence (which included an active listening and commenting process and the creation of an inter-service committee to deal with reports of gender-based violence), online training for students, lecturers and administrative and service staff, or the Akademe programme for empowering women academics, the members of the university community progressively become subjects with the power to transform and protagonists of change. Working under the auspices of the Office of Equality, with the support of the Rector's Office and in a close and participatory manner with the community, the equality committees in schools, faculties and dean's offices have been the key to embedding the notion that equality is an issue that concerns us all. The increase in the number of people served through the protocol is evidence of this.

Second, the Equality Campus bolsters the construction of equality from multiple viewpoints addressed simultaneously: gender-based violence, equality, new masculinities, inclusive language, diversity, and childhood sexual abuse. They encompass equality within a broad and complementary perspective, bringing together the interests of different groups within the university. Therefore, their spread has a more significant impact. Examples of this (more) comprehensive policy are the measures adopted for transgender people (unisex toilets, expanded options for indicating gender, and the name change protocol), measures that had not been contemplated previously. A new concept of equality is being constructed within the university. The view of gender, with its different dimensions, is widening: the more it is extended, and the more it is grounded in constructing a university community free of

gender stereotypes, the more impact it has, and the more progress is made. True equality cannot emerge without changing current mandates on gender.

Third, there is a transition in matters related to equality, gender, and diversity, where we move from a reproduction model (more superficial and passive) towards one of immersion (deeper and more active) and seek impact and tangible results. The critical element in the whole process is the student body. Students are the ones who accrue the most credits for online training, who report more incidents of gender-based violence and who participate the most in programmes like Indartu and Eraldatzen. Hence, the final degree project is included as a driving element for work on issues related to SDG 5 and spaces such as the student conference to strengthen the interconnections listed above.

Fourth, this immersion model is transferrable beyond the university. Once an online training programme has been tested over three years, it is transferred outside the university via agreements or contracts. When a protocol is implemented, companies and public institutions are interested in its creation and application. Interest is similarly generated by the implementation of the third checkbox for gender on official forms and unisex toilets. Because the policies transmit credibility and are grounded, there is increased media coverage. This strategy makes it possible to develop networks, such as the mass training of Basque Public Administration workers in male violence and child abuse. Such networks have a domino effect, igniting, in turn, other pioneering training initiatives at the university.

Finally, the multiagent and multidiscipline projects promoting ESD (e.g., Campus Bizia Lab and IKD i3) at the UPV/EHU allow faculty and students to combine teaching with research and sustainability, thereby opening up avenues for the acquisition of complex (transversal) competencies using active methodologies. As a result, the expectation of exponential and inter-connected growth emerges. SDGs can overlap in the same project. An intersectional approach is essential when working on equality, gender, diversity and violence – the perspective of people with disabilities, adolescent girls and boys, transgender people, migrants, and refugees, among others, cannot be excluded. The cumulative capacity of this new university mentality is a breeding ground for projects that can ignite students' creativity when seeking solutions to real problems.

In any event, we are talking about processes in motion that must respond to new challenges. The inequality between women and men is shifting, taking on new forms that must be carefully monitored. These changes take root, but they are processing whose quantitative and qualitative results must always be subject to exhaustive and rigorous analysis. The path is not linear, and the quest is ongoing.

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