



# Green Gown Awards *International*

## INTERNATIONAL WINNERS' BROCHURE 2016



Delivered in  
Australasia by

Delivered in French  
speaking regions by

Delivered in Africa, Asia and the Pacific, Europe, Latin America  
and the Caribbean, North America and West Asia supported by

Delivered in the UK  
and Ireland by



# INTERNATIONAL GREEN GOWN AWARDS AWARDING SUSTAINABILITY EXCELLENCE

The Awards are truly global

The Green Gown Awards, recognise the exceptional sustainability initiatives being undertaken by universities and colleges. They are delivered on a regional basis in Australasia, UK and Ireland and French-speaking regions in Europe and Canada and in partnership with the United Nations Environment Partnership (UNEP), the GUPES Green Gown Awards cover each of the 6 UNEP regions.

The winners of each region go head-to-head for the coveted International Green Gown Awards. The international judging criteria is based on a comparison of the projects as a whole, with the ultimate deciding factor being which project has the biggest scale of impact. The Awards provide the sector with benchmarks for excellence and are respected by national Governments, funding councils, senior management, academics and students.



## 2016 INTERNATIONAL GREEN GOWN AWARD JUDGES

The judging panel are representatives of sector organisations and/or specialists in a particular area and represent all international regions. It is their substantial experience in the sector that truly makes the International Green Gown Awards sector owned. We thank the judges for their time, commitment and valuable contributions.

**collectively**





Winners of each of the UK and Ireland, Australasia and French-speaking regions in Europe and Canada and the 6 UNEP regions in the International categories: Community, Continuous Improvement: Institutional Change and Student Engagement, went head-to-head for the coveted International Green Gown Awards and were announced on 30 March 2017 at the EAUC Annual Conference at Lancaster University, United Kingdom.

In the following pages, we are delighted to announce the 2016 winners and the equally to be applauded finalists. We congratulate each and every one of them for their outstanding sustainability initiatives. and share their inspiring examples of sustainability best practice, together with some words of advice and encouragement on lessons learnt along the way when implementing their projects. We hope many readers will be inspired and motivated by these sustainability projects. There are 14 Finalists split over the 3 international categories.

<b>International Green Gown Award Judges</b>	<b>2</b>
<b>International Winners</b>	
<b>Community</b>	<b>4</b>
Recognising initiatives by tertiary education institutions which create significant benefits for local communities, disadvantaged groups and/or society as a whole in either the host country or developing countries.	
<b>Continuous Improvement: Institutional Change</b>	<b>5</b>
Recognising sustained and successful activities to improve the performance of tertiary education institutions, faculties and buildings over a number of years and offers a whole institution approach.	
<b>Student Engagement</b>	<b>6</b>
Recognising that students and staff must work together to achieve goals using the "top-down method" and "grass roots method" to achieve maximum understanding and engagement across an institution.	
<b>International Finalists</b>	<b>7</b>
<b>Green Gown Award Regions/Contact Information</b>	<b>13</b>
<b>Sharing Best Practice – The Sustainability Exchange</b>	<b>14</b>

# INTERNATIONAL WINNER

## CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE

University of the West of England,  
United Kingdom



### Positive Footprint: Phase 2

Positive Footprints presents the University's sustainability aims for the period 2013 – 2020. It defines the mechanisms by which sustainability is embedded within day to day operations and effective decision making; contributes to UWE Strategy 2020 ambition by advancing the health and sustainability of the city- region; supports the Strategy 2020 priorities of ready and able sustainability literate graduates and guides the development of sustainable estate infrastructure.

The 11 thematic areas in Positive Footprints each have an implementation plan detailing the actions that will be delivered and mechanisms to be followed to meet the aims of the plan. Each thematic area has a project group and these groups report on a quarterly basis to the Sustainability Board.

The whole University is accredited to the ISO14001 Environmental Management System and the NUS Responsible Futures mark and these are used to ensure management systems are in place to deliver high quality environmental outcomes.



### TOP 3 LEARNINGS

1. Recognise and embrace the leaders of change at all levels in the university who will support the cultural change required to embed sustainability within a university.
2. Acknowledge that there are different rates of change in different parts of the university.
3. Recognise that all academic disciplines and professional services are engaging, and can engage further, with the sustainability journey.

### WHAT THE JUDGES THOUGHT...

Judges liked this application for its three strong facets: structure, scope and students! With its scale of impact it epitomised a whole institutional-wide approach, embracing all aspects and making it a very worthy winner. With strong methodologies and best practice across the sector, testing new approaches and activities, it offered an array of elements for global replication.

### SCALE OF IMPACT

The learning from UWE's sustainability journey is transferable beyond the HE sector and is directly relevant to overseas institutions. UWE annually graduates some 7000 individuals who will work across the world putting their sustainability skills and knowledge to positive use in their public and private lives.



# INTERNATIONAL WINNER

## COMMUNITY

### Fiji National University, Fiji



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

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

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

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



FIJI NATIONAL  
UNIVERSITY

#### TOP 3 LEARNINGS

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

#### WHAT THE JUDGES THOUGHT...

This was a superb example of empowering a community and respecting and making use of traditional knowledge, innovations and practices with intelligent, local-based action promoted in the local community. Judges particularly liked the train-the-trainer programme approach and the tangible knowledge brought to students connecting them with the environment and the land. Good focus on self-replication and dissemination. A worthy winner.

#### SCALE OF IMPACT

The wider scale impacts from this project could take the form of integration/adoption with other ACP countries, to implement climate smart landscapes (CSL) programmes. Climate change is crosscutting and global, and may be compatible in other cultural social and economic contexts, and ACP countries, Polynesia, Melanesia and Micronesia as well as Latin America, Caribbean Islands with similar climate change issues.

# INTERNATIONAL WINNER

## STUDENT ENGAGEMENT University of the West of England and University of Bristol, United Kingdom



### Green Capital: Student Capital – Unleashing the power of Bristol's Students

Student Capital is a huge and unique collaborative project aimed at creating, promoting, and celebrating student sustainability engagement at Bristol's two universities – The University of the West of England, Bristol, and the University of Bristol. To-date, students in the project have given over 125,000 hours of their time and effort to sustainability engagement in the city – amounting to over 72 years' worth of work, and over £1.2m of economic contribution to the city.

The project has linked students with over 200 local organisations; our partners include: wildlife conservation groups, local businesses, local community groups, local schools and colleges, student societies, charities and NGOs, healthcare providers, and many more. Over 600 students have been awarded the Green Capital Change Maker Award for their work in Student Capital – this award was specially-created for the project and recognises students' passion and commitment to taking sustainability action.



### TOP 3 LEARNINGS

1. Working together is essential. Teamwork is paramount – so much more can be achieved collectively than in isolation.
2. Ongoing engagement is crucial to a successful legacy.
3. Change is possible – The Student Capital is testament to the success of the European Green Capital 2015 year, and demonstrates the value of HE and the student community as a real force for sustainability action.

### WHAT THE JUDGES THOUGHT...

This dynamic city-wide project has it all. The powerful cross university and cross sector partnership programme has high levels of student engagement, curricular and extra-curricular activity, a direct impact on graduate employability. It clearly demonstrates a sustainable model for student engagement and is a very worthy winner. Partnership is the new leadership.

### SCALE OF IMPACT...

The lessons and experience of the Student Capital are of value in a range of different contexts, for example in promoting community engagement for sustainable development, or citizen engagement in local and national politics. The outputs from the Student Capital are universal, and as-such can be transferrable in the international context; for example, through sharing the Bristol Method, other cities can unleash the power of their own student communities.

## CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE

### INP ENSAT, France

#### Agro Toulouse, the dynamic campus on the move for a sustainable future

Ever since 2009, ENSAT has set great store by positioning itself as an example in sustainable development (SD) measures. Beyond the dedicated research and teaching themes, the whole life of the school revolves around projects related to SD. Whether pertaining to energy-saving measures, waste sorting, biodiversity, or reduction of environmental impacts, the entire ENSAT community is committed to SD on a daily basis. The founding of the GreenSAT organisation in 2014 served to keep the movement going and get students, teachers and staff involved by proposing and implementing concrete initiatives.

The teams' efforts were rewarded by achieving ISO 14001:2004 certification in 2014 for all the activities carried out on the main ENSAT site. ENSAT is now identified amongst its partners as a major player in sustainable development on the Toulouse site.



#### TOP 3 LEARNINGS

1. A project that unites and mobilises people – relevant, effective internal communication (awareness raising and training).
2. Initiatives for all students and staff – environmentally responsible actions adopted and achieved by all parties.
3. Remarkable results (lower energy consumption, thermal comfort and biodiversity).

## CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE

### University of Technology Sydney, Australia

#### UTS Think.Green.Do

Over the past 10 years the University of Technology Sydney, NSW (UTS) has steadily improved its sustainability performance and has emerged as a leader in the tertiary education sector.

The upper levels of University management have demonstrated a high level of commitment to sustainability by ensuring that it is embedded in strategic plans, policies and governance structures. Equally the active support of staff, students, community and industry has led to continual improvement in all areas of sustainability.

UTS has implemented a wide variety of strategic initiatives and engagement activities across academic faculties, research centres and operational divisions with successful outcomes and improved sustainability performance across all areas. These include improved energy, GHG and water intensity performance, waste recycling rates, the achievement of Green Star certified buildings, integration of sustainability into the curriculum and research focus on sustainability and the built environment.



#### TOP 3 LEARNINGS

1. Real gains in sustainability performance require commitment and support from the Vice Chancellor and Senior Executive.
2. Focused communication and engagement activities can make a significant impact on raising awareness, behaviour change and sustainability outcomes and performance.
3. Harnessing enthusiasm of sustainability champions to assist in rolling out sustainability initiatives can mitigate a lack of staff resourcing in the Sustainability team.

## Burgundy School of Business, France

**Learning by Carrying out Community Initiatives: 10 years of civic commitment!**

The quality of a manager cannot be summarised only in terms of “knowledge” or “skills”, but must today integrate the dimension of “social and soft skills”. That is why, in 2005, BSB created the compulsory “Learning by Carrying out Community Initiatives” (Pédagogie par l’Action Citoyenne – PAC) course module to train responsible managers with an ethical spirit and to contribute to local needs. It is a 40-hour course module, and is integrated into the curricula of all first and second year Grande Ecole programme students.

Each year more than 800 students are involved in this module. It corresponds to about 32,000 hours of contribution to the Community by the School and the Students. Only solidarity missions are accepted (administrative or commercial tasks are not accepted). This unique educational module has been recognised by the HALDE (“Haute Autorité pour la Lutte contre la Discrimination et pour l’Égalité”) an official French watchdog body, whose role is to fight against discrimination and encourage equality.



### TOP 3 LEARNINGS

1. Personal development: students develop soft skills and a real self-reliance being in direct collaboration with the associations.
2. Recommendations for a successful implementation: this is a strategic project which requires the support of the management team of the School.
3. Critical issues: The final goal is training future managers. Students interact with people who are in difficult social or financial situations.

## The University of Queensland, Australia

**Seeds of Change: Riverbank Restoration**

By partnering with the university community, the State Government, and local NRM groups to plant around 12,000 native seedlings at UQ’s St Lucia campus, one of Brisbane’s busiest urban spaces, this project has restored habitat for threatened species (particularly birds) by creating wildlife corridors that offer food and shelter.

It has also removed hundreds of kilos of plastic waste from mangrove areas of the Brisbane river. The project is not only a useful case study for improving biodiversity in urban areas, but also represents a valuable community engagement opportunity for UQ: two of the three tree-planting stages were carried out by staff and student volunteers, and the restored riverbank presents UQ students and researchers with ongoing scope for ecology and environmental management learning, discovery and engagement.



### TOP 3 LEARNINGS

1. Engaging the University community has helped disseminate knowledge and understanding of key sustainability issues.
2. Wide collaboration ensured that this project was guided by expert advice and valuable resources.
3. This projects’ benefits to the sector and beyond is facilitating long-term solutions for a more sustainable future.



## Universidad San Francisco de Quito, Ecuador

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

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

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



### TOP 3 LEARNINGS

1. We better understand Design Thinking as a tool to address social issues in communities.
2. We have strengthened our ties to the community of El Progreso in Galápagos, understanding that listening to the users, can make a difference, increasing trust in the system.
3. We have creatively addressed a water accessibility issue with an Andean community that is vulnerable to the effects of climate change.

## University of Salford, United Kingdom

### Castle Irwell Flood Basin Project – keeping Salford dry

Floods from the River Irwell periodically devastate the lives of the families and businesses in the Lower Broughton and Kersall areas of Salford most recently on Boxing Day 2015.

The project brings together the University, local communities, the local authority and the Environment Agency (EA) in an innovative partnership to create a flood protection scheme designed to safeguard over 1400 homes and 500 businesses, provide a high quality 5.5ha wetland wildlife habitat and improve sports facilities for local and student groups.

The land which was the University's sports fields has been excavated with the material used to build an embankment around the basin. Works started on the project in March 2015 following extensive consultation with local community and environmental groups resulting in improved access arrangements, interpretation, habitat development e.g. otter holt provision and artworks.

Scheduled to be completed in the summer of 2016, the scheme creates a 15ha basin capable of holding 580,600m<sup>3</sup> of flood water and reducing the risk of flooding from 1 in 75 to 1 in 100 years.



### TOP 3 LEARNINGS

1. Understanding the drivers, protocols and processes of the various partners.
2. Agreeing the allocation of resource inputs especially funding at the outset.
3. Maintaining excellent communication across all stakeholders throughout the life of the project.

## INTERNATIONAL FINALIST

# STUDENT ENGAGEMENT

## Aix Marseille University, France

### DD en TRANS: sustainable development is interdisciplinary

This “fun” and friendly project has had a pivotal role in our vision of sustainable development within our university community and among our partners.

Synergies have developed between the University’s students, teachers, researchers, administrative and technical staff and they have led to changes in outlook and attitudes which will have a lasting impact on participants.

Aix Marseille University (AMU) students and staff act together as part of one of the University’s “Green Plan” initiatives.

This event is open to all AMU training programmes up to the second year of a Masters. It has given students and their teachers the opportunity to present and promote pedagogical projects completed in the course of their training year on the subject of sustainable development and/or social responsibility.

This event is based on the “Think global, act local” philosophy and is part of the interdisciplinary approach which AMU is fond of using.



### TOP 3 LEARNINGS

1. Capacity of students and staff to act together at short notice to promote their project and arouse awareness in sustainable development and social responsibility.
2. Interdisciplinarity is a reality in many training programmes; it has to be assisted and facilitated to become transdisciplinary.
3. Its success is largely based on transversal work between various structures and services: Science Faculty, Sustainable Development Directorate, the Scientific Culture project unit and the Board of Student life.

## INTERNATIONAL FINALIST

# STUDENT ENGAGEMENT

## Chalmers University of Technology, Sweden

### Challenge Lab

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

A multi-disciplinary international team of students work together with industry clusters, the public sector and academia to take upon the greatest challenges we have. Space is created for the students in a dynamic environment to be in charge to connect projects, companies and public sector initiatives together with academia to identify “leverage points” in the system, where they then suggest and initiate solutions to take all sectors forward. The topics are formed through the process in the lab and are aimed in the local context, but transferable elsewhere.



### TOP 3 LEARNINGS

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

INTERNATIONAL FINALIST  
STUDENT ENGAGEMENT

## Glasgow School of Art, United Kingdom

### The RADIAL Project

RADIAL is a collective of creative thinkers from the university community across Glasgow. Students and staff are connected through a shared need to live sustainably. We believe that climate change is a cultural issue connected to inherent values we all hold; we find commonality and connection to tackle these issues, transforming current habits into meaningful habits that will build our sustainable future.

Our core aim is to collectively inspire action towards a zero waste society through the exploration, practice and sharing of ideas that are rooted in the circular economy and resource efficiency. RADIAL focuses on 3 areas: food waste prevention; extended product life cycles and increased recycling.

Highlights include: Engaged with 4000 people at 128 events; created the first cross Glasgow festival celebrating student zero waste action; recruited 117 volunteers who have volunteered 840 hours; diverted 9.1 tonnes of materials/food from landfill and diverted 34.2 tonnes of CO<sub>2</sub>e from atmosphere.



THE GLASGOW  
SCHOOL OF ART

### TOP 3 LEARNINGS

1. Facilitate space for people to take ownership of the project.
2. By ensuring events are diverse and include nourishing food you have the perfect recipe to bring people together!
3. Stay true to your core values and you will gain respect from those around you. We identify with the values of honesty, creativity and being part of nature.

INTERNATIONAL FINALIST  
STUDENT ENGAGEMENT

## University of British Columbia, Canada

### SEEDS Sustainability Program

Over the past 16 years, UBC's SEEDS (Social Ecological Economic Development Studies) Sustainability Program engaged over 6,000 students, faculty and staff to enable hundreds of innovative and impactful sustainability projects at the University of British Columbia, but with reach beyond the campus. Student research projects engage the Campus as a Living Lab, and support the integration of academic and operational work on sustainability.

Facilitating collaborations across operational and academic units, the program develops student career capital through experiential learning, while contributing to the implementation of operational sustainability plans. Notable projects include: Sustainable food efforts, including community garden guidelines; creating over eight campus food gardens and a farm-to-institution partnership ensuring local food procurement; Launching of a \$1 million Sustainability Revolving Fund that provides loans for energy and water-saving projects and Social sustainability initiatives, including creative public realm installations around concepts of identity, refuge and home, based on interviews with UBC students who arrived in Canada as political refugees.



### TOP 3 LEARNINGS

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

## University of Waikato, New Zealand

### Going Green @ Waikato: 4 Students

Going Green @ Waikato encompasses many aspects of sustainability. Student engagement plays a key part in The University of Waikato's sustainability journey, via research, course work, quirky projects, community outreach, volunteering and competitions.

They have delivered projects as diverse as: community gardens and worm farming, waste audits, building of solar powered composters, fun educational films, Zombies!, ecological education with schools, junk to art, sustainability surveys, and a student run Eco Emporium.

Some of the projects included: HOT POD: 4 Engineering students undertook the design and building of two prototype solar powered composters, currently undergoing trials; Eco Emporium (resource exchange and sustainability space); Imagine Sustainability, our inaugural symposium, stalls and workshops, in collaboration with regional council; on sustainability issues and solutions in the region; ecological days and more. Students have developed links with the community, learnt skills around project management, branding, innovation and creativity. Approx. 3000 students have been engaged and involved.



### TOP 3 LEARNINGS

1. Be prepared to change your plans – students often have better ideas.
2. Succession planning – students come and go.
3. Be creative, innovative and have fun.

## Are you a company with a passion for sustainability wishing to partner with the International Green Gown Awards?

The Green Gown Awards, recognise the exceptional sustainability initiatives being undertaken by universities and colleges on a global scale and are delivered on a regional basis in Australasia, UK and Ireland, French-speaking regions in Europe and Canada as well as the GUPES Green Gown Awards consisting of 6 UNEP regions - Africa, Asia and the Pacific, Europe, Latin America and the Caribbean, North America and West Asia.

This truly global collaboration is collectively known as the International Green Gown Awards.

Winners from each of the regional awards go head-to-head for the coveted international awards, helping to embed, encourage and reward sustainability in the world's universities and learning providers, in partnership with major organisations such as UN agencies and national educational sector and governmental bodies.

For companies partnering with these Awards, new opportunities will emerge, for example:

1. Brand awareness and promotion through supporting sustainability for all stakeholders within tertiary education and associated partners on a global scale.
2. Creation of dialogue between sectors to illustrate the benefits of online resources and webinars, all of which will be open to and branded by our partner.
3. Company association via the International Winners' Brochure and associated materials.

Want to know more? Then contact us.

We would love to hear from you.

International Green Gown Awards Team

[greengown@eauc.org.uk](mailto:green gown@eauc.org.uk)

[www.greengownawards.org/international-green-gown-awards](http://www.greengownawards.org/international-green-gown-awards)



## GREEN GOWN AWARD REGIONS / CONTACT INFORMATION

---

The Green Gown Awards are currently run in the regions outlined below. For further information on each region, categories on offer, as well as timelines for applying in 2017, please visit the central Green Gown Awards website [www.greengownawards.org/home](http://www.greengownawards.org/home)

If you are working with a country or region interested in running the Awards not currently listed, please do contact us. The Headquarters for the Green Gown Awards is under the UK & Ireland region.

---

### Headquarters and Region: UK and Ireland

Launched in 2004, the Awards are delivered by the Environmental Association for Universities and Colleges (EAUC). The Awards are open to any tertiary education establishment – including all post-16 educational institutions such as colleges, universities and learning and skills institutions.

Case studies and videos of past winners and finalists are available [here](#)

[greengown@eauc.org.uk](mailto:greengown@eauc.org.uk)

[www.greengownawards.org/green-gown-awards-uk-ireland](http://www.greengownawards.org/green-gown-awards-uk-ireland)

---



### Region: Australasia and New Zealand

The Awards were brought to Australasia in 2010 and are delivered by our partners, Australasian Campuses Towards Sustainability (ACTS). The Awards are open to all tertiary education institutions in Australia and New Zealand.

Case studies and videos of past winners and finalists are available [here](#)

[ggaa@acts.asn.au](mailto:ggaa@acts.asn.au)

<http://www.acts.asn.au/>

<http://www.greengownawards.org/green-gown-awards-australasia>

---



### Region: French speaking Europe and Canada

The Awards (Les trophées des campus responsables) were brought to French speaking Europe in 2014 and have been extended to include French speaking regions in Canada and are open in all French speaking universities and colleges, schools and specialised institutes in France, Belgium, Switzerland, Luxembourg and French-speaking Canada. They are being delivered by our partners, Campus Responsables.

Case studies and videos of past winners and finalists are available [here](#) and [here](#)

[Pauline@grainesdechangement.com](mailto:Pauline@grainesdechangement.com)

[www.tropheesdescampusresponsables.com](http://www.tropheesdescampusresponsables.com)

---



### Region: GUPES: Africa, Asia and the Pacific, Europe, Latin America and the Caribbean, North America and West Asia

Launched in 2016, and in partnership with the United Nations Environment Partnership (UNEP), the GUPES Green Gown Awards is open to institutions in each of the 6 UNEP regions.

[greengown@eauc.org.uk](mailto:greengown@eauc.org.uk)

<http://www.greengownawards.org/gupes-green-gown-awards>

---



# sustainability exchange

Delivered by the EAUC

## Sharing Best Practice – The Sustainability Exchange

As the ethos of the Awards is to ensure the lessons and examples of good practice are shared within the sector and beyond, regionally, nationally and globally, we work with all our winners, finalists and regional partners to produce case studies and short videos around their projects. Our current showcase of 500+ case studies and short videos can be accessed via the Sustainability Exchange.



Be inspired | Be motivated | Make 2017 your year to apply



Visit [www.sustainabilityexchange.ac.uk](http://www.sustainabilityexchange.ac.uk) to find out more



# Green Gown Awards *International*



Delivered in  
Australasia by



Delivered in French  
speaking regions by



Delivered in Africa, Asia and the Pacific, Europe, Latin America  
and the Caribbean, North America and West Asia supported by



Delivered in the UK  
and Ireland by

