



# The Role of Saudi Universities in Advancing the SDGs and Saudi Vision 2030



UNITED  
NATIONS  
SAUDI ARABIA



## Research Team

### Lead Researcher:



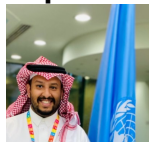
Reema Alanazi graduated from Princess Nourah bint Abdulrahman University with a bachelor's degree in Arts and Design. After graduation, interested in inspiring change and generating substantial solutions to various realities and challenges, she began volunteering with the United Nations Online Volunteer platform. Through this platform, she helped support the development of reading centers to promote learning for children in rural Cameroon by creating incentives for the organization's capacity to engage with youth and local communities while supporting research for an automated analysis of the Sustainable Development Goals (SDGs). She initially joined the United Nations Resident Coordinator Office (RCO) in the KSA as the Partnerships and Coordination Assistant, after which she became the RCO's Partnerships Consultant with a focus on increasing engagement with the academic sector. Throughout her time with the RCO, Reema worked on capturing and analyzing the data collected from participating Saudi universities concerning their engagement with the SDGs. She then developed recommendations based on these results in order to support the advancement of the Saudi academic sector in achieving the SDGs in the KSA.

### Edit and Design:



Abby Klinkenberg is a writer and editor based in San Francisco, California. She graduated *summa cum laude* from the University of California, Los Angeles, with a dual bachelor's degree in Political Science and English Literature and earned two master's degrees from Humboldt Universität zu Berlin in Global Studies and Interdisciplinary Social Sciences. She supports the Resident Coordinator Office in the KSA in an editorial and design capacity.

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## 1. Introduction

Over the course of the last decade, the Kingdom of Saudi Arabia (KSA) has conveyed its commitment to the United Nations (UN) 2030 Agenda for Sustainable Development (2030 Agenda) and its 17 Sustainable Development Goals (SDGs) by bolstering national capacities to institutionalize the SDGs. In terms of both targets and goals, the KSA's Saudi Vision 2030 aligns with the 2030 Agenda and the KSA has been making significant progress towards their joint realization. However, the two most recent *United Nations Sustainable Development Cooperation Frameworks* (UNSDCF) covering the periods 2017–2021 and 2022–2026 have illuminated recurrent patterns and challenges that are preventing the overall achievement of the SDGs, which impacts the KSA's global SDG ranking as published in the annual *Sustainable Development Report* (SDR). These two most recent frameworks identify issues with data availability that remain a critical obstacle to the attainment of SDGs. The challenge of data availability and the capacity of statistical bodies has also been highlighted in the *2018 Voluntary National Review* (VNR).<sup>1</sup> In the upcoming years, the Government of the KSA will prioritize strengthening data collection systems and building the capacity of statistical bodies.<sup>2</sup>

Within this context, this research paper on the role of Saudi universities in the realization of the SDGs and Vision 2030 exists as an analytical report that encompasses a broad range of partnership recommendations and activities for the United Nation County Team (UNCT) and Sustainable Development Steering Committee to consider. The objective of this report is to set out a path to revitalize the academic sector as an active agent for SDGs progress in both the KSA and the wider region. It specifies the SDGs and components of Saudi Vision 2030 that are most and least advanced by the initiatives of participating Saudi universities and formulates recommendations to facilitate increased partnerships (with other academic institutions, civil society organizations, and government entities) towards the end goal of realizing the 2030 Agenda. In this regard, the following report is also meant to provide the UNCT and the Sustainable Development Steering Committee with a snapshot of the current achievements of participating Saudi universities in their pursuit of the SDGs as well as a path forward bolstered by initiatives that aim to advance academic partnerships in the KSA.

## 2. Background

Over the next four years, the KSA will undergo extensive work to enact the joint strategy signed between the UN and the KSA as outlined in the UNSDCF 2022–2026.<sup>3</sup> Alongside national priorities, the strategy works to advance four strategic priority areas: (1) People, (2) Planet, (3) Prosperity, and (4) Peace, Partnership, and Other Cross-Cutting Issues. In parallel, the country will brace for the next United Nations High-Level Political Forum on Sustainable Development in 2025. While the KSA has

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<sup>1</sup> "Towards Saudi Arabia's Sustainable Tomorrow: First Voluntary National Review," *United Nations Development Programme*.

<sup>2</sup> "National Strategy for the Statistical Development Summary," *General Authority for Statistics | Kingdom of Saudi Arabia*, <https://www.stats.gov.sa/en/page/63>.

<sup>3</sup> "United Nations Sustainable Development Cooperation Framework with the Kingdom of Saudi Arabia 2022–2026," *United Nations Resident Coordinator Office in the KSA*.

planned significant efforts to reach its myriad outcome milestones, the next phase requires concentrated work and coordinated efforts across all sectors. In this regard, in *Saudi Arabia's Roadmap for Achieving the SDGs by 2030*,<sup>4</sup> developed by the Ministry of Economy and Planning in 2021, revealed that there are some structural issues that need to be addressed in order to improve the performance of the KSA across all SDGs. The KSA must fully integrate the SDGs within its policy-making processes, prioritize sustainability in its plans, and organize its efforts at both national and sub-national levels. Along with *Saudi Arabia's Roadmap to Achieve the SDGs by 2030*, the 2018 VNR identified some key structural issues preventing the KSA from realizing its potential, such as the insufficient adaptation of SDG targets and indicators to local contexts and the insufficient monitoring and tracking of SDG implementation progress at national and sub-national levels.

Issues with data availability occupy a critical position in preparing the path to achieve the SDGs and enhance the KSA's global SDG ranking. Both the KSA's UNSDCF 2022–2026 and the 2018 VNR identify challenges relating to data availability. Addressing this issue will require strengthening statistical capacities and data-collection systems for improved SDGs monitoring and local adaptation.

While the KSA has developed mechanisms to combat challenges in the social, economic, environmental spheres over the last two decades, there are some evident historical challenges that continue to inhibit the KSA's realization of the 2030 Agenda and its ambitions to be a global leader in sustainable development. The issue underlying the SDG indicators relates to the indicators' ability to deliver comprehensive information about the SDGs in the KSA. By relying exclusively on quantitative information, these indicators and the conclusions they suggest are comparatively limited. They do not take into account qualitative data that is necessary to fully depict the extent to which the SDGs are being implemented and realized in regions across the KSA. Consequently, over the years, the KSA has been reporting an inconclusive interpretation of SDG implementation, which constrains the KSA's potential to disclose experiences and share practices with both developed and least developed countries (LDCs).

As institutions of higher education, universities can viably contribute to the KSA's ambitious plan to achieve the SDGs and Vision 2030 by responding to the challenges and systemic issues it faces. By conducting qualitative research and providing qualitative data in reference to the SDG indicators, universities can support the KSA's progress. Universities can be significant actors in preparing for the next VNR planned for 2025, as they can provide meaningful support in the implementation, adaptation, and strengthening of SDG monitoring practices.

### Historical Context

Since the 1992 inception of the Rio Declaration on the Environment and Development – also known as Agenda 21<sup>5</sup> – at the Earth Summit in Rio de Janeiro, Brazil, more

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<sup>4</sup> "Saudi Arabia's Roadmap for Achieving the SDGs by 2030," *Ministry of Economy and Planning*, 19 December 2021.

<sup>5</sup> United Nations Conference on Environment & Development, Rio de Janeiro, Brazil. *Agenda 21 : programme of action for sustainable development, Rio Declaration on Environment and Development*,

than 178 countries have adopted it as “a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment.”<sup>6</sup> Since then, similar commitments have been made to advance the cause of sustainable development at the supranational level: at the Millennium Summit in September 2000, the UN declared the start of a new decade for sustainability. With the Millennium Summit, the UN sought to advance a new development strategy suited to the changing realities and needs of the twenty-first century. At its conclusion, the 189 Member States adopted the Millennium Declaration, in which the eight Millennium Development Goals (MDGs) were disclosed.<sup>7</sup> Building upon the MDGs, in June 2012, the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil, launched a process to develop a set of Sustainable Development Goals (SDGs) and established the United Nations High-Level Political Forum on Sustainable Development.<sup>8</sup> A few short year later, in 2015, the United Nations formed the United Nations 2030 Agenda for Sustainable Development (2030 Agenda).

On the 25 September 2015, the international world witnessed the inception of the 2030 Agenda and its 17 Sustainable Development Goals (SDGs). Above all, Agenda 2030 is “a plan of action for people, planet, and prosperity.”<sup>9</sup> At the heart of the 2030 Agenda is its 17 SDGs and 169 targets, developed to address the challenges of poverty, hunger, and climate change, and to outline bold transformative steps towards a resilient and sustainable path. The SDGs are integrated, indivisible, and universal – they target three dimensions of sustainable development: the economic, the social, and the environmental.<sup>10</sup>

The 2030 Agenda brings urgent attention to the importance of global partnerships as a vehicle to fully realize the SDGs. Article 60 of the 2030 Agenda emphasizes that “we will not be able to achieve our ambitious Goals and targets without a revitalized and enhance Global Partnership and comparably ambitious means of implementation.”<sup>11</sup> The success of the 2030 Agenda is directly linked to the recognition that the SDGs indicators and targets are critically bound to SDG 17: *Partnerships for the Goals*, which is divided into five categories: finance, technology, capacity building, trade, and systemic issues.<sup>12</sup> It proposes that countries around the world strengthen their collaboration and cross-sectoral partnerships to empower the realization of the 2030 Agenda. This goal emphasizes the importance of activating diverse agents through multi-stakeholder partnership and expresses a call for worldwide engagement.

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*statement of forest principles : the final text of agreements negotiated by Governments at the United Nations Conference on Environment and Development (UNCED), 3–14 June 1992, Rio de Janeiro, Brazil, United Nations Doc A/CONF.151/26/Rev.1, April 1993, <https://sustainabledevelopment.un.org/outcomedocuments/agenda21>.*

<sup>6</sup> “The 17 Goals,” *United Nations | Department of Economic and Social Affairs*, <https://sdgs.un.org/goals>.

<sup>7</sup> “The 17 Goals,” *United Nations | Department of Economic and Social Affairs*.

<sup>8</sup> *Ibid.*

<sup>9</sup> United Nations General Assembly, *Resolution 70/1: Transforming our world: the 2030 Agenda for Sustainable Development*, 1.

<sup>10</sup> *Ibid.*

<sup>11</sup> *Ibid.*, 28.

<sup>12</sup> *Ibid.*, 26–27.

## The Potential and Role of Academia in Advancing the SDGs

Academia holds a central role in the legitimacy, progress, development, and incubation of the 2030 Agenda: “universities are uniquely placed to lead the cross-sectoral implementation of the SDGs, providing an invaluable source of expertise in research and education on all sectors of the SDGs.”<sup>13</sup> Offering evidence-based solutions and developing critical and cutting-edge knowledge through research and innovation, academic institutions must be strengthened and revitalized in order to ensure progress towards achieving the SDGs. Universities, in particular, as academic institutions of higher learning, take on a leading role in cross-sectoral implementation efforts and develop multi-faceted capacities for generating ever-evolving streams of knowledge. As such, universities play an integral part in mobilizing resources. This characteristic of universities corresponds well to Target 16 of SDG 17: *Partnerships for the Goals*: “Enhance the Global Partnership for Sustainable Development, complemented by multi stakeholder partnerships to mobilize and share knowledge, expertise, technology, and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries.” In this context, “academia can promote partnership to mobilize knowledge, expertise, technology, and financial resources.”<sup>14</sup>

In addition to the significant part that universities play in mobilizing resources, they too are catalysts for inspiring change. Hence, for universities to have major role in development, they must not be restricted to a narrow path when it comes to implementation of the SDGs: “it is far too simplistic to limit the functions of universities to research, teaching and service, and that higher education in developing nations should take on the mantle of responsibility for growth and development.”<sup>15</sup> The five core thematic areas of SDG 17: *Partnerships for the Goals* (finance, technology, capacity building, trade, and systematic issues) can be supplemented by the resources of universities. In articulating this direction, Dr. Piyushi Kotecha, the CEO of the Southern Africa Regional Universities Association, expressed that “institutions of higher education cut across thematic areas through the knowledge and graduates they produce.”<sup>16</sup>

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<sup>13</sup> Fadi El-Jardali, Nour Ataya, and Racha Fadlallah, “Changing roles of universities in the era of SDGs: rising up to the global challenge through institutionalising partnerships with governments and communities,” *Health Research Policy and Systems* 16, 38 (2018), <https://health-policy-systems.biomedcentral.com/articles/10.1186/s12961-018-0318-9>.

<sup>14</sup> “Approaches to SDG 17 Partnerships for the Sustainable Development Goals (SDGs),” *Global University Network for Innovation*, July 2018, [https://www.academia.edu/40903245/Approaches\\_to\\_SDG\\_17\\_Partnerships\\_for\\_the\\_Sustainable\\_Development\\_Goals\\_SDGs?auto=download](https://www.academia.edu/40903245/Approaches_to_SDG_17_Partnerships_for_the_Sustainable_Development_Goals_SDGs?auto=download).

<sup>15</sup> Paloma Duran y Lalaguna and Ekaterina Dorodnykh, “Chapter 10: The Role of Private–Public Partnerships in the Implementation of Sustainable Development Goals: Experience from the SDG Fund,” in Leal Filho, W. (eds) *Handbook of Sustainability Science and Research*, World Sustainability Series, Springer, 2018, [https://doi.org/10.1007/978-3-319-63007-6\\_60](https://doi.org/10.1007/978-3-319-63007-6_60).

<sup>16</sup> Duran y Lalaguna and Dorodnykh, “Chapter 10: The Role of Private–Public Partnerships in the Implementation of Sustainable Development Goals: Experience from the SDG Fund.”



Figure 1: United Nations Sustainable Development Goals



### Advancing the SDGs in the KSA

The KSA has a firm and long-standing commitment to sustainable development: its five-year development plans, initiated in 1970,<sup>17</sup> were in essence concentrated on citizens’ needs and ambitions. Similarly, Agenda 2030 is founded on the ‘five Ps’: People, Plant, Prosperity, Peace, and Partnerships.<sup>18</sup> The KSA solidified its commitment through the Royal Order that mandated that the Minister of Economy and Planning follow up with the prime beneficiaries and accorded it the pivotal role of aligning the national development vision with the SDGs.<sup>19</sup>

The 2022 Sustainable Development Report (SDR) displays a snapshot of the KSA’s SDG/SDR indicators, where it makes a statement about the KSA’s prolonged statuses of conscientious work and plans relating to development and sustainability. In this report, the KSA ranks 96<sup>th</sup> out of 163 countries.<sup>20</sup> Below, Figure 2 provides a snapshot of the current condition of the SDGs in the country.

<sup>17</sup> “Sustainable Development Goals (SDGs),” *Ministry of Economy and Planning*, <https://www.mep.gov.sa/en/sustainabledevelopment/Pages/Introduction.aspx>.

<sup>18</sup> United Nations General Assembly, *Resolution 70/1: Transforming our world: the 2030 Agenda for Sustainable Development*, 2.

<sup>19</sup> “Sustainable Development Goals (SDGs),” *Ministry of Economy and Planning*.

<sup>20</sup> Sachs et al., *Sustainable Development Report 2022 | From Crisis to Sustainable Development: the SDGs as Roadmap to 2030 and Beyond*.

Figure 2: 2022 Sustainable Development Report: KSA SDG Snapshot

▼ OVERALL PERFORMANCE

COUNTRY RANKING

**SAUDI ARABIA**

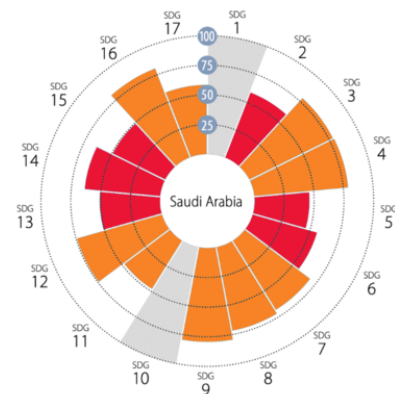
**96** / 163

COUNTRY SCORE



REGIONAL AVERAGE: 66.7

▼ AVERAGE PERFORMANCE BY SDG



■ Major challenges ■ Significant challenges ■ Challenges remain ■ SDG achieved ■ Information unavailable

H.R.H. Crown Prince Mohamed Bin Salman is seeking to increase the rankings of Saudi universities by mobilizing resources to ensure that three Saudi universities rank among the top 200 worldwide by 2030<sup>21</sup> as part of Saudi Vision 2030.<sup>22</sup> In this regard, Saudi Vision 2030 is an ambitious plan with large role to play in supporting the progress of both Saudi academia and the SDGs. This can be seen in the fact that Saudi Vision 2030 objectives are intimately linked to and integrated with the SDGs. Through the implementation of SDG 4: *Quality Education*, the KSA's overall SDG ranking as specified in the SDR can significantly improve.

It is with this fact in mind that this research paper investigates the role of Saudi universities in terms of advancing the SDGs. It seeks to determine how to enhance partnerships in the academic sector towards advancing, implementing, and ultimately achieving both the SDGs and Saudi Vision 2030. This paper reviews the efforts and contributions of 16 participating Saudi universities with a keen interest in discovering the extent to which academia has been engaged in the implementation of the SDGs. It strives to invigorate the role of academia in achieving the 2030 Agenda moving forward.

### 3. Methodology

This paper aims to explore participating Saudi universities' contributions towards advancing the SDGs and Saudi Vision 2030. It also strives to gauge their interest in forging partnerships with various stakeholders (other academic institutions, civil society organizations, government entities) to advance the SDGs. It is only by engaging with Saudi universities that these questions can be answered. Survey research emerged as the most viable methodological route for this paper given its ability "to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not

<sup>21</sup> "Transcript: Saudi Crown Prince Mohammad bin Salman's full interview on Vision 2030," *Al Arabiya English*.

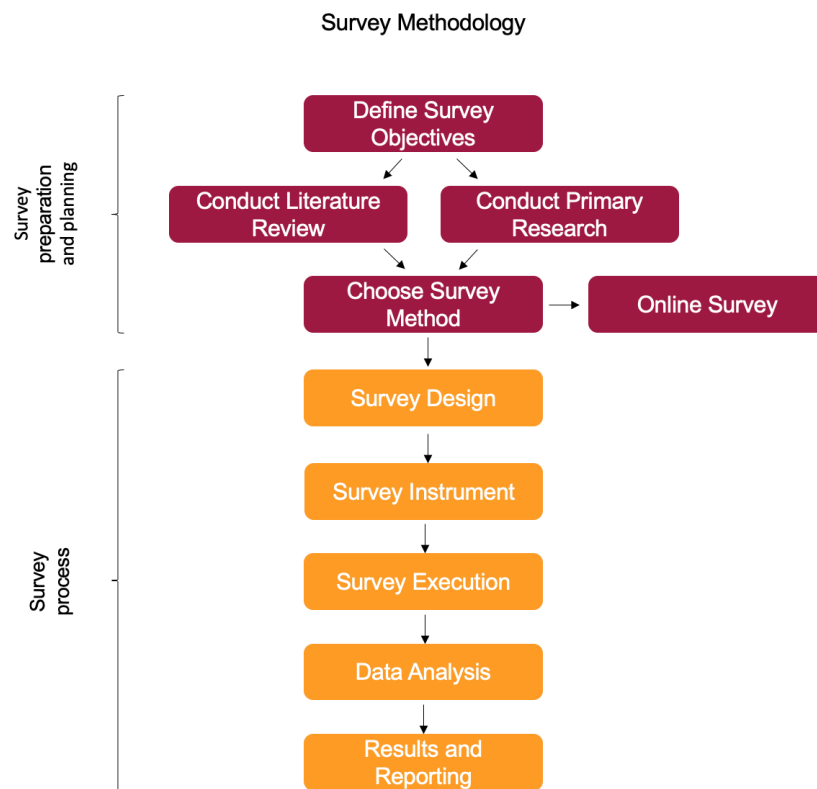
<sup>22</sup> Saudi Arabia's Crown Prince launches scholarship program strategy," *Al Arabiya English*, Al Arabiya, 07 March 2022, <https://english.alarabiya.net/News/gulf/2022/03/07/Saudi-Arabia-s-Crown-Prince-launches-scholarship-program-strategy>.



specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context.”<sup>23</sup> Consequently, the survey was internally by the UN Resident Coordinator Office (RCO) in the KSA designed to collect data from participating Saudi universities with an eye towards identifying the extent to which they are involved in accelerating the achievement of the SDGs and Saudi Vision 2030, as well as their various partnership inclinations.

Bearing these objectives in mind, this research was conducted following the general structure outlined in Stephen Isaac & William Michael’s *Handbook in Research and Evaluation: A Collection of Principles, Methods, and Strategies Useful in the Planning, Design, and Evaluation of Studies in Education and the Behavioral Sciences*. Below, Figure 3 depicts the methodological process followed by this research.

Figure 3: Survey Methodology, adapted from Isaac & Michael’s *Handbook in Research and Evaluation: A Collection of Principles, Methods, and Strategies Useful in the Planning, Design, and Evaluation of Studies in Education and the Behavioral Sciences*



### Survey Preparation and Planning

Following from the definition of these survey objectives and the initial literature review and primary research (conducted in the form of situating this research in its proper historical context and considering the relevant frameworks of the SDGs and Saudi Vision 2030), it was necessary to decide upon the most conducive survey method.

<sup>23</sup> Stephen Isaac and William Michael, *Handbook in Research and Evaluation: A Collection of Principles, Methods, and Strategies Useful in the Planning, Design, and Evaluation of Studies in Education and the Behavioral sciences*, Edits Pub (3<sup>rd</sup> edition), 1 January 1995.

Given the national scope of this research, the circumstance of the COVID-19 pandemic, and the ease and availability of technology at the university level, the online survey method emerged as the most effective option. A widely known method used to gather data relating to facts, opinions, and attitudes, this methodology also provides space for flexible, nuanced responses when buttressed by an effective and targeted survey design.

This research relied upon an online survey instrument to collect data from participating Saudi universities regarding their contributions to advancing the SDGs via various initiatives, such as activities, research, outreach projects, and programs. SurveyMonkey software was determined to be the best fit for this project based on its intuitive interface and its high level of mainstream familiarity.

### Survey Process and Design

Developed internally by the UN RCO, the survey was broken into four sections: (1) general information relating to the given university's size, faculties, and colleges; (2) its activities relating to the advancement of the SDGs; (3) its activities relating to the advancement on Saudi Vision 2030; and (4) its appetite to enter into partnerships to advance the SDGs. While the first section was designed to collect basic data relevant to understanding the participating university's wider research and community outreach practices, the second section (Figure 4) concerning activities relating to the advancement of the SDGs collected data about universities' general SDG advancement, the SDGs targeted by university initiatives, universities' involvement in research and outreach programs, and their interest building partnerships. The third section (Figure 5) concerning activities relating to the advancement of Saudi Vision 2030 collected data about universities' contributions to the three Saudi Vision 2030 pillars, its six Level 1 Overarching Objectives, and its 27 Level 2 Branch Objectives. The fourth section (Figure 6) asked universities whether they are interested in forming partnerships to achieve the SDGs with other academic institutions, civil society organizations, or government entities. A copy of the survey sent out to the universities can be found in Appendix A.

Each section of the survey (apart from the initial collection of basic data on the participating universities themselves) begins with a "yes" or "no" question relating to the section topic. If the respondent indicated "yes," the respondent was then prompted to answer one or more subsequent questions that were posed in both open (questions that allow free-form written responses) and closed (questions that require selection from a fixed number of options) formats. Below, Figures 4, 5, and 6 depict the survey design.

Figure 4: Survey Questions Design: Participating Saudi Universities and the Advancement of the SDGs



Figure 5: Survey Questions Design: Participating Saudi Universities and Saudi Vision 2030

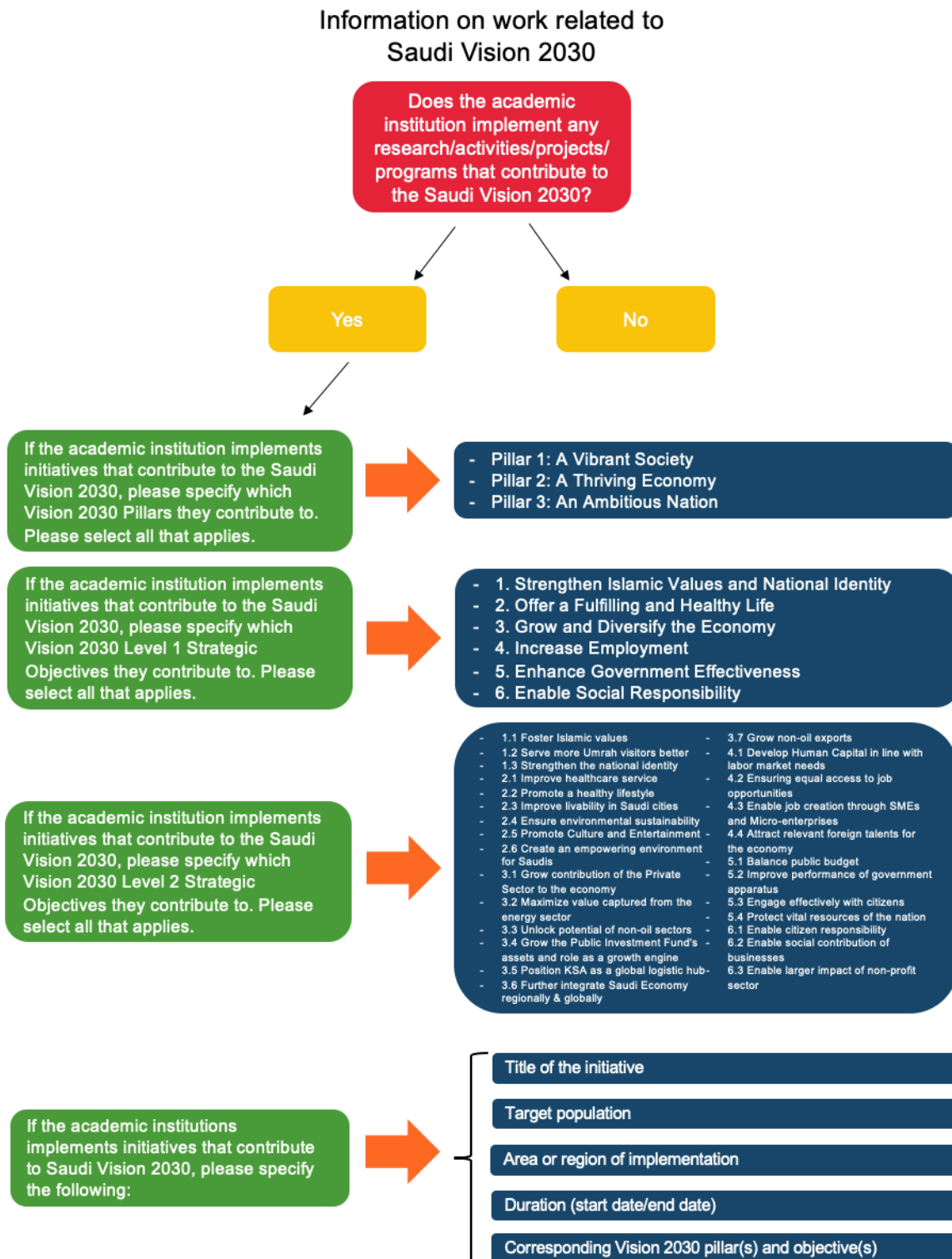
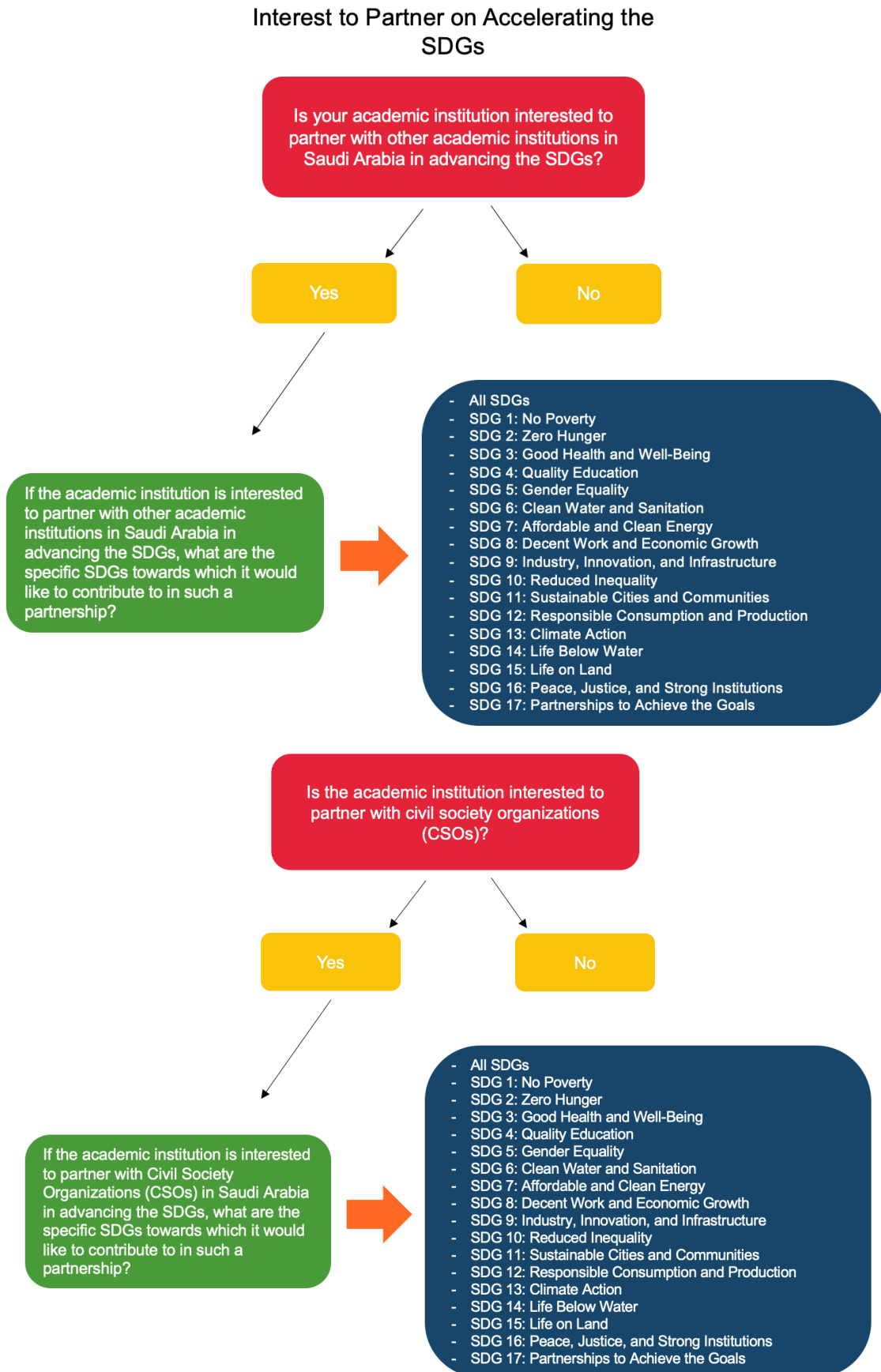
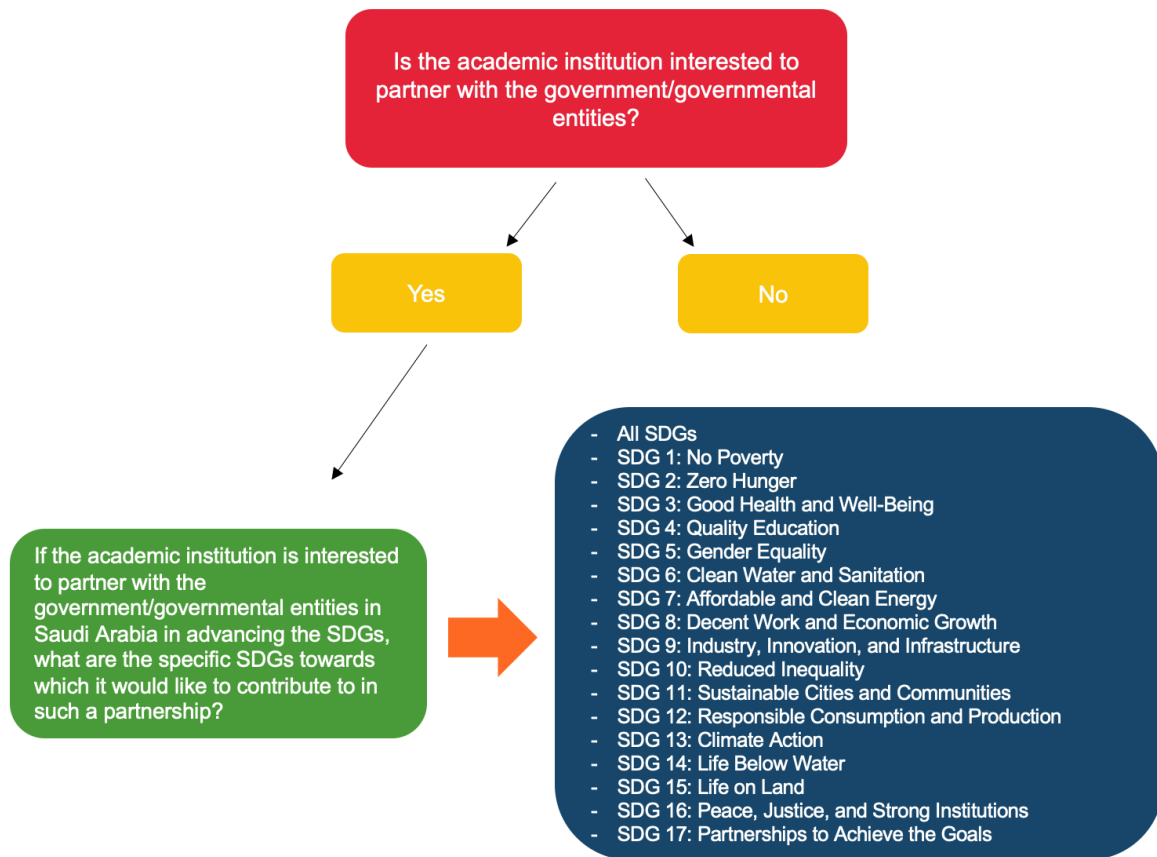


Figure 6: Survey Question Design: Participating Saudi Universities' Interest in Forming Partnerships to Accelerate the SDGs





### Survey Execution and Data Collection

On July 13, 2021, the survey was distributed to 83 Saudi universities by the Ministry of Education and received 16 responses within the one-week response period. It is possible that the response rate was impacted by the fact that the distribution date fell on the business day before the Eid holiday.

The following 16 universities provided responses within the one-week response period:

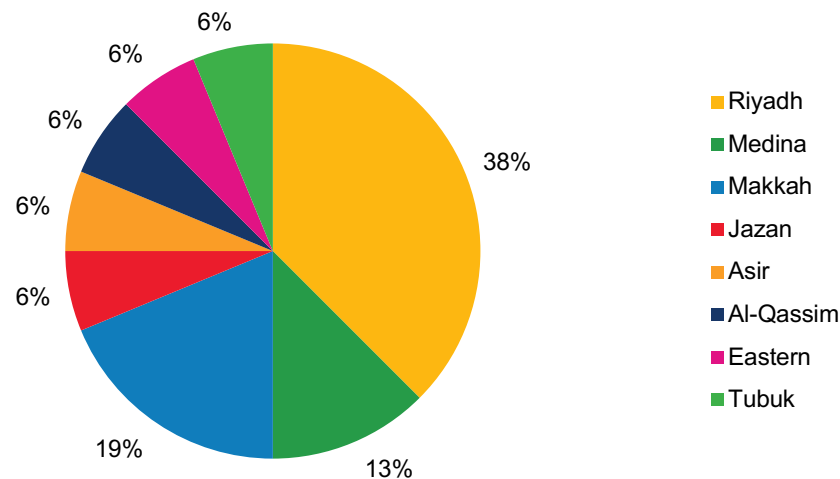
1. Imam Mohammad Ibn Saud Islamic University
2. Islamic University of Madinah
3. Jazan University
4. King Khalid University
5. King Saud Bin Abdulaziz University for Health Science
6. Majmaah University
7. Prince Sattam Bin Abdulaziz University
8. Princess Nora bint Abdul Rahman University
9. Shaqra University
10. Taibah University
11. Taif University
12. Umm Al-Qura University
13. Qassim University
14. University of Hafr Albatin
15. University of Jeddah



## 16. University of Tabuk

Of the 16 participating universities, six (38%) are located in the Riyadh province, three (19%) in the Makkah province, two (13%) in the Medina province, and one (6%) in each of the Al-Qassim, Asir, Eastern, Jazan, and Tabuk provinces. While the geographic distribution tilts towards the political capital of Riyadh, participating universities belong to eight provinces, which constitutes a majority of the 13 Saudi provinces.

Figure 7: Geographic Distribution of Participating Saudi Universities by Province



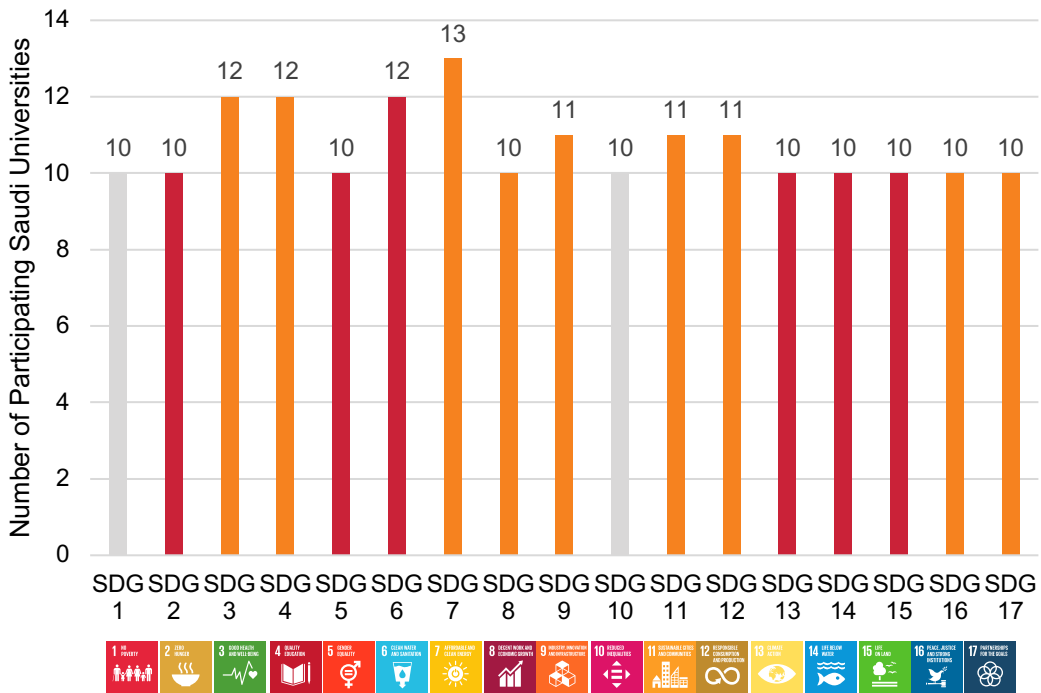
The RCO team compiled the universities' responses and proceeded to identify recurring themes, patterns, and activities within them. This adopted method of analysis was selected to preserve the wide-ranging and nuanced contributions of Saudi universities. Not all participating universities responded to all of the questions posed in the survey, as noted and described on a case-by-case basis in the results and analysis section below.

## 4. Results and Analysis

### Participating Universities' Efforts Towards Advancing the SDGs

The findings of the survey showed that all 16 participating Saudi universities support the advancement of one or more of the SDGs; 10 of the 16 participating universities (63%) target all the SDGs. Furthermore, three target SDG 7: *Affordable and Clean Energy*; two (13%) target SDG 3: *Good Health and Well-Being*, SDG 4: *Quality Education*, SDG 6: *Clean Water and Sanitation*; and one (6%) targets SDG 9: *Industry, Innovation, and Infrastructure*, SDG 11: *Sustainable Cities and Communities*, and SDG 12: *Responsible Consumption and Production*.

Figure 8: SDGs Advanced by Participating Saudi Universities



Participating Saudi Universities’ Initiatives: SDG Correspondence Rates

According to the survey results collected from 10 of the 16 participating Saudi universities, 33 university initiatives are currently working towards the advancement of the SDGs. Of these, 13 (39%) thematically focus on health, six (18%) on the environment, four (12%) on energy, four (12%) on technology and innovation, three (9%) on research, and three (9%) on water.

Figure 9: Thematic Focus of Participating Saudi Universities’ Initiatives

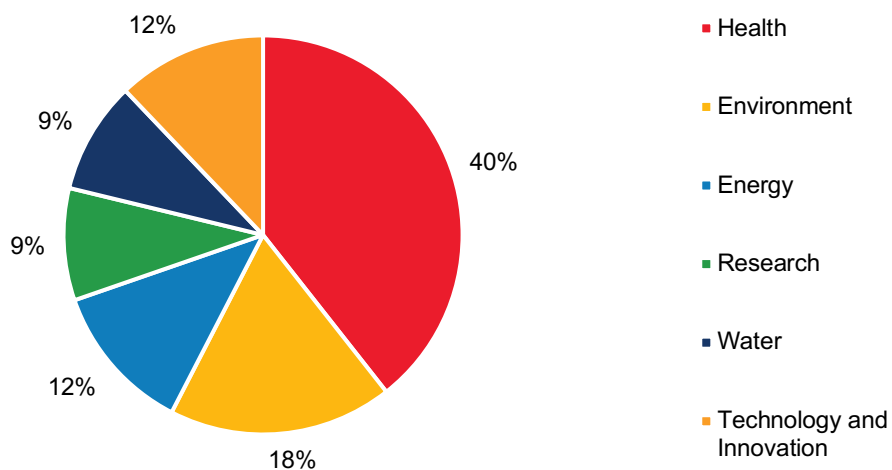
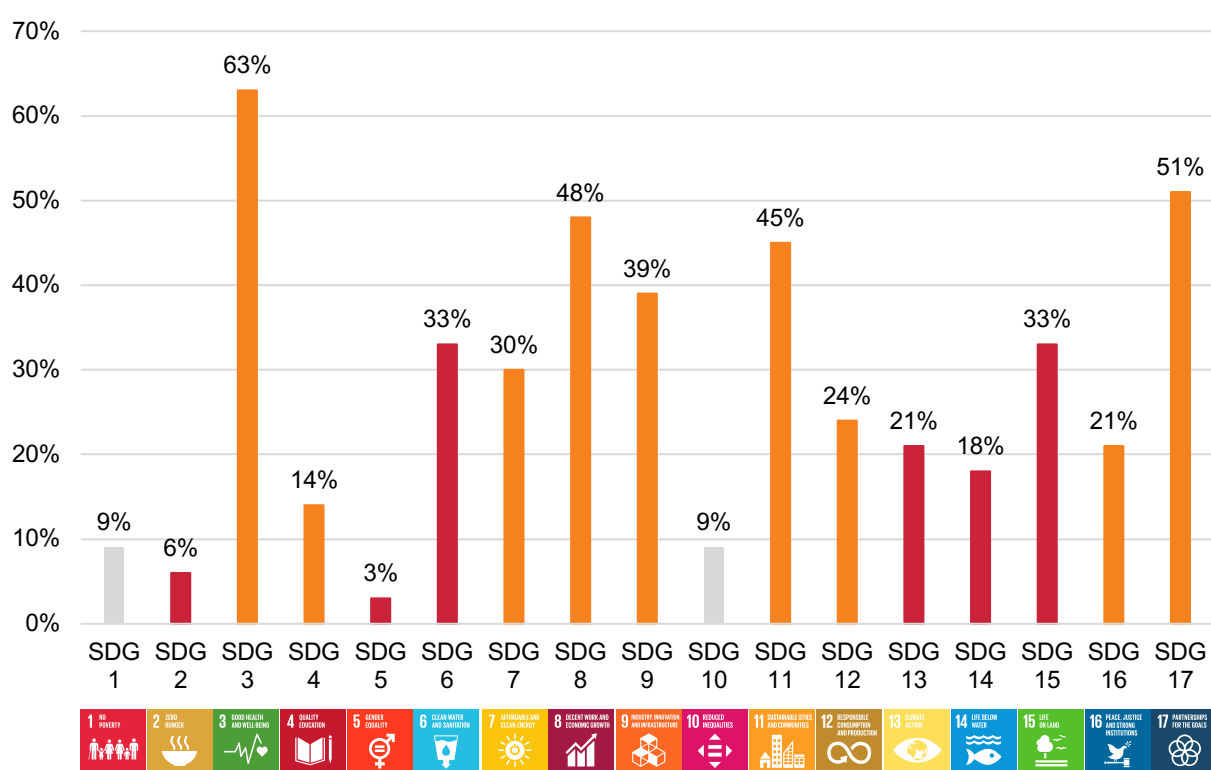


Figure 10, below, visualizes the rates of correspondence between Saudi universities’ 33 initiatives and each SDG. The findings reveal the highest correspondence rates – above 50% – with SDG 3: *Good Health and Well-Being* (63%) and SDG 17: *Partnerships*

for the Goals (51%). Relatively high correspondence rates that fell between 30% and 48% were found between participating Saudi university initiatives and SDG 8: *Decent Work and Economic Growth* (48%), SDG 11: *Sustainable Cities and Communities* (45%), SDG 9: *Industry, Innovation, and Infrastructure* (39%), SDG 6: *Clean Water and Sanitation* (33%), SDG 15: *Life on Land* (33%), and SDG 7: *Affordable and Clean Energy* (30%). Another five SDG correspondence rates fell between 14% and 24%: SDG 12: *Responsible Consumption and Production* (24%), SDG 13: *Climate Action* (13%), SDG 16: *Peace, Justice, and Strong Institutions* (21%), SDG 14: *Life Below Water* (18%), and SDG 4: *Quality Education* (14%). Participating Saudi university initiatives exhibited particularly low correspondence rates – below 10% – with SDG 1: *No Poverty* (9%) SDG 10: *Reduced Inequalities* (9%), SDG 2: *Zero Hunger* (6%), and SDG 5: *Gender equality* (3%).

Figure 10: Correspondence Rates Between Participating Saudi Universities’ Initiatives and the SDGs

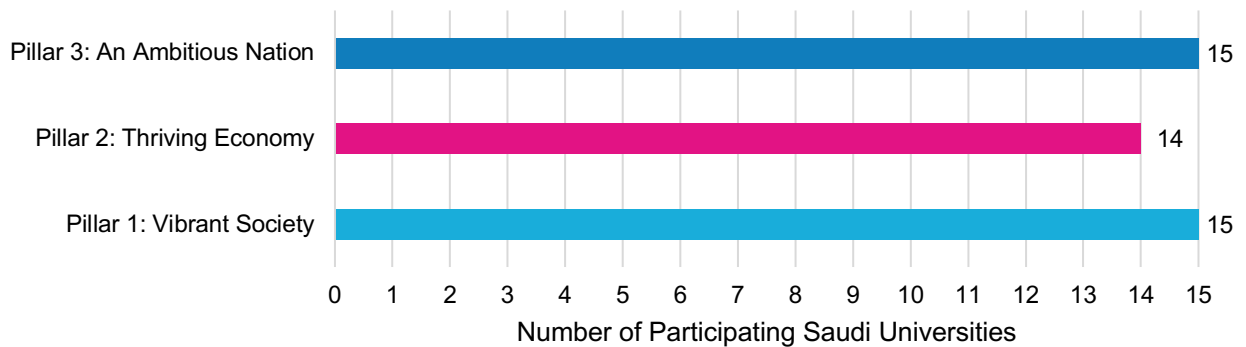


The findings of the 2022 Sustainable Development Report (SDR) – as seen in Figure 2 – which provides a snapshot of the KSA’s progress relating to each of the SDGs, are generally mirrored in these findings. The 2022 SDR indicated that SDG 1: *No Poverty* and SDG 10: *Reduced Inequalities* could not be measured as evidenced by the gray “No Data” score; the low correspondence rate of 9% between participating Saudi university initiatives and SDGs 1 and 10 reflect a similar lack of institutional focus on these SDGs. The average correspondence rate of the SDGs facing “Major Challenges” in the 2022 SDR is 19% and that of the SDGs facing “Significant Challenges” is nearly twice as high, at 37%. These findings indicate that participating Saudi universities’ initiatives tend to focus on the SDGs that are already the most advanced in the KSA.

### University Initiatives: Saudi Vision 2030

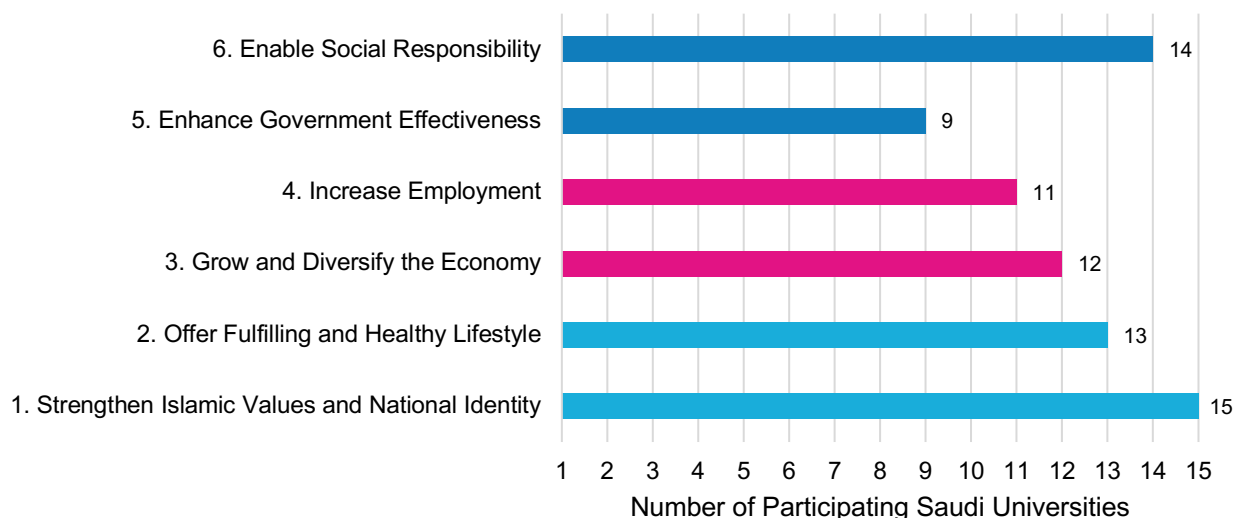
The survey results indicate that Saudi universities are working towards the goals of Saudi Vision 2030: all 16 participating Saudi universities stated their interest in implementing initiatives that contribute to Saudi Vision 2030. Of the 15 participating Saudi universities that responded to the questions concerning Saudi Vision 2030, all 15 responded that they advance Pillar 1: *Vibrant Society* and Pillar 3: *An Ambitious Society* scored at 100%; 14 (93%) responded that they advance Pillar 2: *Thriving Economy*.

Figure 11: Participating Saudi Universities' Advancement of Saudi Vision 2030 Pillars



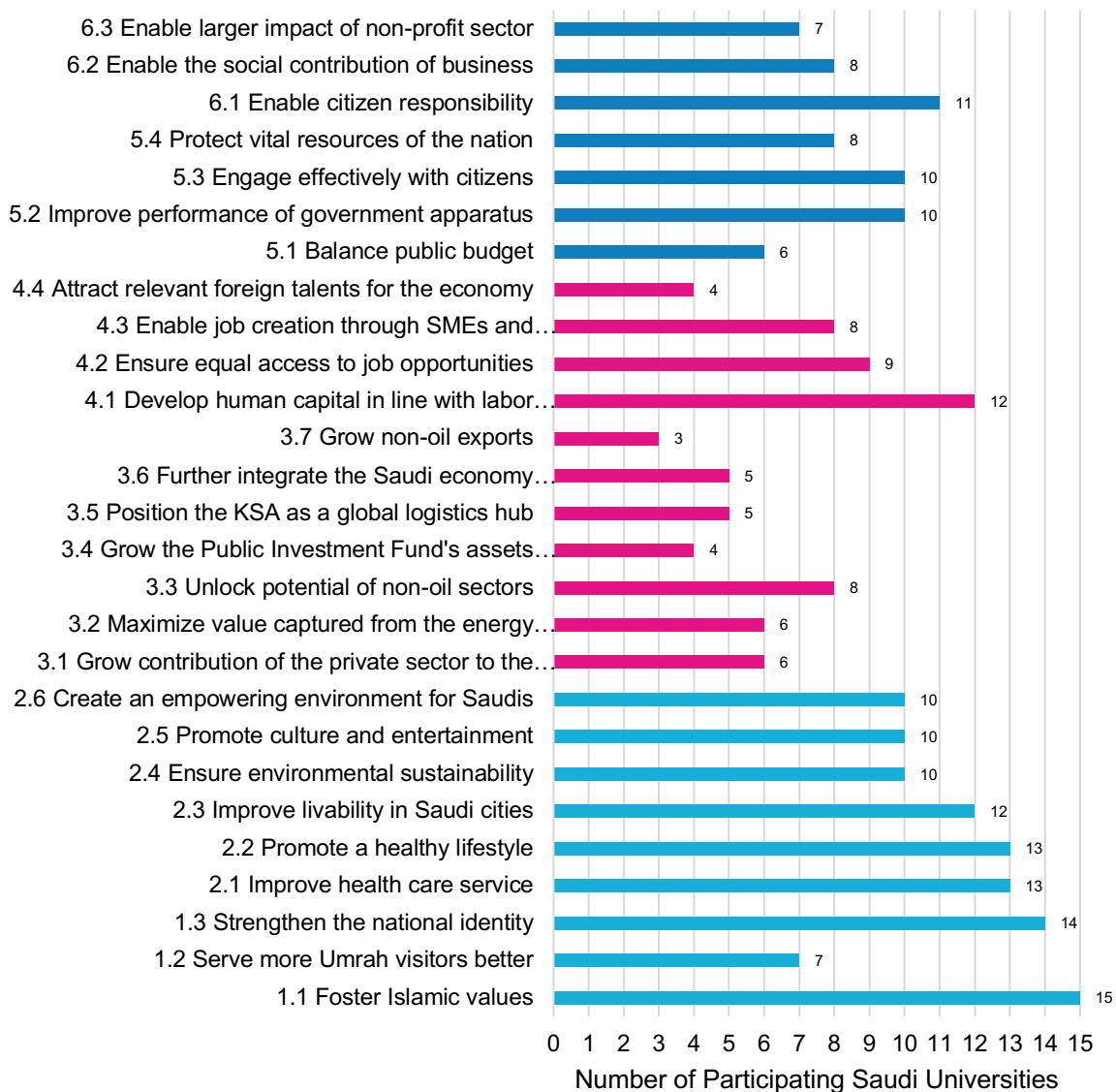
At the level of the six Saudi Vision 2030 Level 1 Overarching Objectives, all 15 participating Saudi universities (100%) indicated that they advance 1: *Strengthen Islamic Values and National Identity*, 14 (93%) indicate that they advance 6: *Enable Social Responsibility*, and 13 (87%) indicated that they advance 2: *Offer Fulfilling and Healthy Lifestyle*. Additionally, 12 indicated that they advance 3: *Grow and Diversify the Economy*, 11 indicated that they advance 4: *Increase Employment*, and 9 indicated that they advance 5: *Enhance Government Effectiveness*. At the level of the three Vision 2030 pillars and the six Overarching Objectives, universities demonstrated very rates of institutional advancement.

Figure 12: Participating Saudi Universities' Advancement of Saudi Vision 2030 Level 1 Overarching Objectives



Regarding universities' contributions towards the 27 Saudi Vision 2030 Level 2 Branch Objectives, the data is more varied. As can be seen below, in Figure 13, the number of participating Saudi universities that advance each objective ranges significantly, from all 15 advancing 1.1: *Foster Islamic values* to only three advancing 3.7: *Grow non-oil exports*. Those with the highest positive response rates all fall under Pillar 1: *Vibrant Society*: all 15 participating Saudi universities (100%) advance 1.1: *Foster Islamic values*, 14 (93%) advance 1.3: *Strengthen the national identity*, 12 (87%) advance 2.1: *Improve health care service*, and 12 (87%) advance 2.2: *Promote a healthy lifestyle*. Those with the lowest positive response rates fall under Pillar 2: *Thriving Economy*: five (33%) participating Saudi universities advance 3.5: *Position the KSA as a global logistics hub*, five (33%) advance 3.6: *Further integrate the Saudi economy regionally and globally*, four (27%) advance 3.4: *Grow the Public Investment Fund's assets and role as a growth engine*, four (27%) advance 4.4: *Attract relevant foreign jobs for the economy*, and three (20%) advance 3.7: *Grow non-oil exports*.

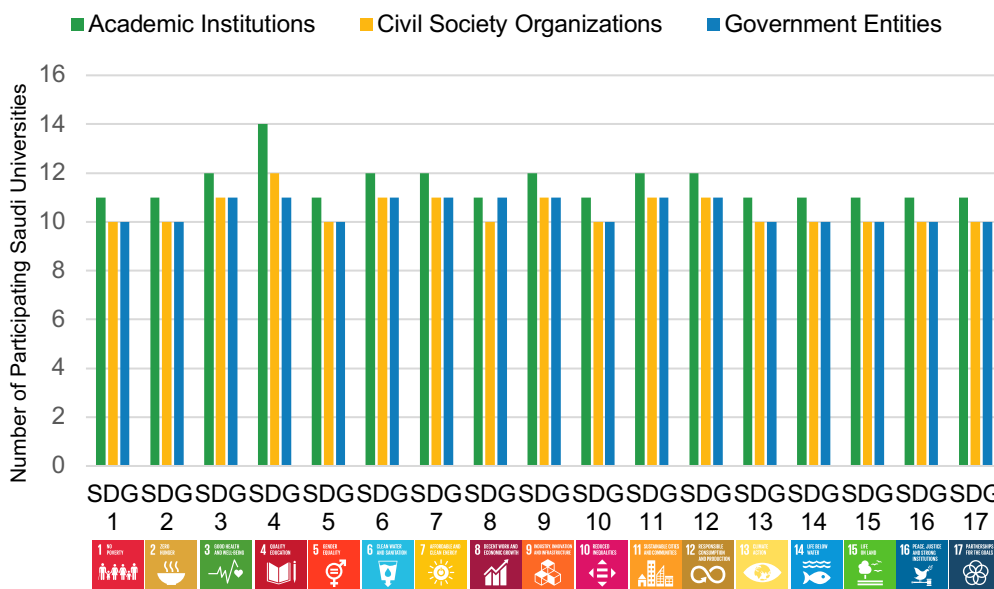
Figure 13: Participating Saudi Universities' Advancement of Saudi Vision 2030 Level 2 Branch Objectives



### Participating Universities' Interest in Forming Partnerships:

All 15 universities of the universities that responded to the question asking whether they are interested in forming partnerships with other academic institutions answered affirmatively. Of the 15 universities that responded to the question relating to which of the SDGs they are interested in advancing with academic partnerships, 11 (73%) are interested in advancing all SDGs; three (20%) are interested in advancing SDG 4: *Quality Education*; and one (7%) selected a combination of SDG 3: *Good Health and Well-Being*, SDG 6: *Clean Water and Sanitation*, SDG 7: *Affordable and Clean Energy*, SDG 9: *Industry, Innovation, and Infrastructure*, SDG 11: *Sustainable Cities and Communities*, and SDG 12: *Responsible Consumption and Production*.

Figure 13: Participating Saudi Universities' Interest in Forming Partnerships with Various Stakeholders to Advance the SDGs



Of the 14 universities that responded to the question asking whether they are interested in forming partnerships with civil society organizations (CSOs), 13 (93%) answered affirmatively while one (7%) answered negatively. Of the 12 universities that responded to the question relating to which of the SDGs they are interested in advancing with CSO partnerships, 10 (83%) are keen to advance all the SDGs; one (8%) is interested only in advancing SDG 4; and one (8%) is interested in advancing each of SDG 3: *Good Health and Well-Being*, SDG 4: *Quality Education*, SDG 6: *Clean Water and Sanitation*, SDG 7: *Affordable and Clean Energy*, SDG 9: *Industry, Innovation, and Infrastructure*, SDG 11: *Sustainable Cities and Communities*, and SDG 12: *Responsible Consumption and Production*.

Each of the 14 universities that responded to the question asking whether they are interested in forming partnerships with government entities responded affirmatively. Of the 13 universities that responded to the question relating to which of the SDGs they are interested in advancing with government entities, 10 (77%) are interested in advancing all the SDGs; one (8%) selected SDG 4: *Quality Education*; and one selected SDG 8: *Decent Work and Economic Growth*; and one (8%) selected the combination of SDG 3: *Good Health and Well-Being*, SDG 6: *Clean Water and Sanitation*, SDG 7:



*Affordable and Clean Energy, SDG 9: Industry, Innovation, and Infrastructure, SDG 11: Sustainable Cities and Communities, and SDG 12: Responsible Consumption and Production.*

### Participating Universities' Research and Outreach Programs

The research found that all 16 universities surveyed are involved in research. Participating Saudi universities invest in multiple research areas: for example, the Islamic University of Al-Madinah conducts research on the techniques, frameworks, and applications of “smart city” technology that helps scale up the quality of life of residents and visitors of Madinah. In particular, they focus on issues relating to water conservation and waste management, energy efficiency and renewable energy, and emerging issues in Islamic and Arabic studies. Another example is Jeddah University, which is deeply involved in the scientific disciplines and multidisciplinary fields. Scholars there focus on sustainability, logistics, environment, and health and well-being.

The survey also revealed that 15 out of the 16 participating universities are involved in community outreach programs and projects. Among the varied outreach activities are those relating to International Women's Day, Green University Initiatives and Green Region Initiative, Live Language Program for Hajj and Umrah, Talent Week, and Gulf Day of Talent and Creativity. Diverse partnership agreements were also developed with entities including the Open Arab University, the Commission for Social Development, Aljazeera Bank, and the Ministry of Social Affairs.

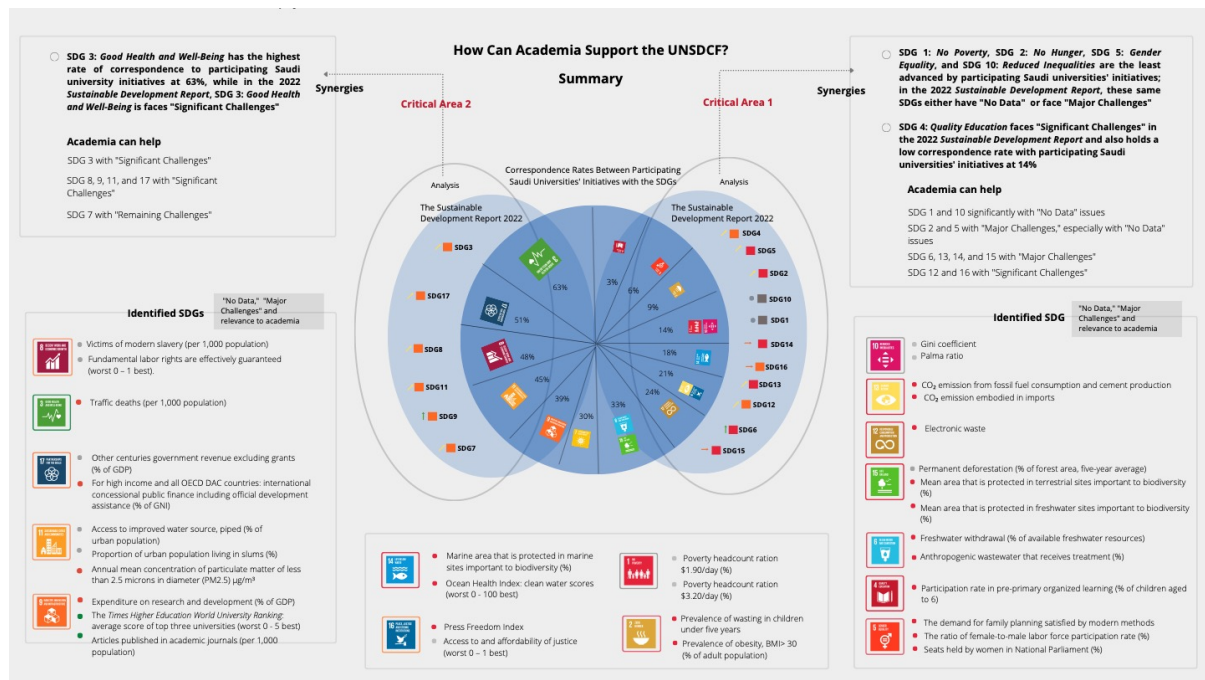
## **5. Recommendations**

The following recommendations set out in this paper aim to activate the role of academic intuitions in accelerating the achievement of the SDGs and Saudi 2030 Vision. They also urge universities to take on the role of dynamic partners and stakeholders in the realization of the SDGs. The recommendations strive to enhance the KSA's global ranking of 96<sup>th</sup> of 163 countries in terms of SDG achievement, as stated in the *2022 Sustainable Development Report (SDR)*.<sup>24</sup> The recommendations emerge from an overlapping analysis (shown in Figure 14) of the correspondences between universities' initiatives, the SDGs, and the 2022 SDR. The analysis aims to identify whether universities' performances regarding the SDGs intersect with areas identified in the 2022 SDR. The analysis identified synergies and determined common areas of concern, in addition to mapping universities' roles in advancing the SDGs.

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<sup>24</sup> Sachs et al., *Sustainable Development Report 2022 | From Crisis to Sustainable Development: the SDGs as Roadmap to 2030 and Beyond*.

Figure 14: Overlapping analysis of the correspondences between Saudi universities' initiatives, the SDGs, and the 2022 Sustainable Development Report



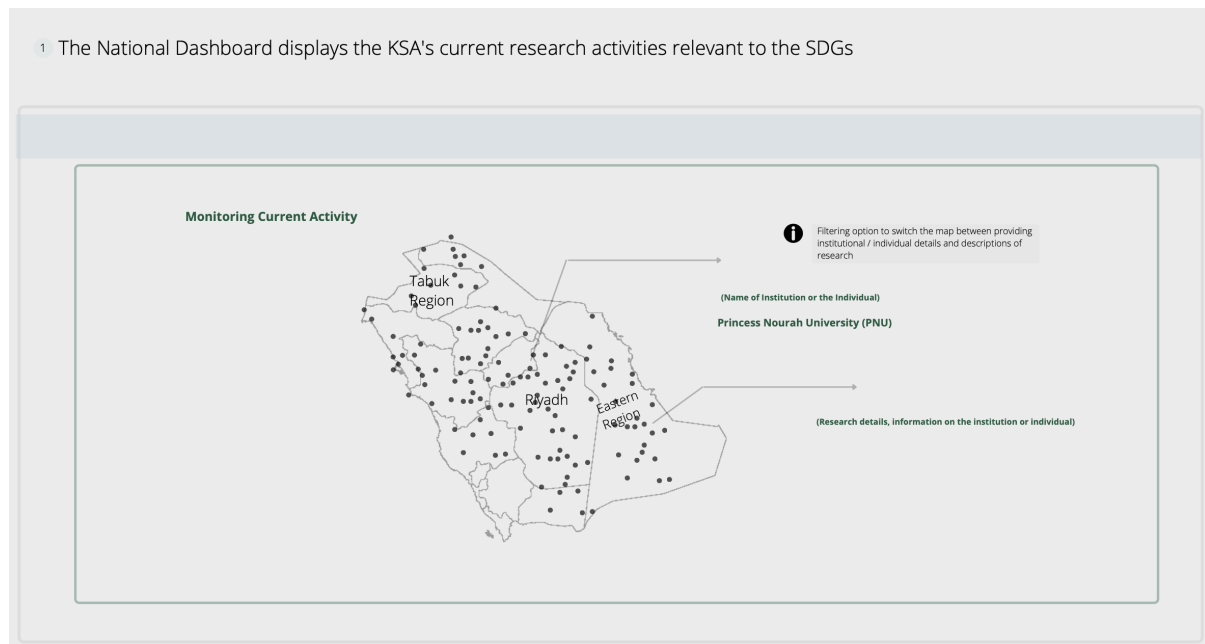
The following recommendations were specifically designed to respond to the KSA's current progress areas of need regarding SDGs advancement. The recommendations are meant to support the Sustainable Development Steering Committee; the KSA's Ministry of Economy and Planning, Ministry of Education, and General Authority for Statistics; the United Nations County Team (UNCT) and other UN agencies; and universities as they consider opportunities for partnerships and determine future SDG-related actions. The recommendations are presented under two categories: three proposed partnerships opportunities and six more general partnership proposals.

### Proposed Partnership Opportunities

#### *National Dashboard to Prompt Action for Research on the SDGs*

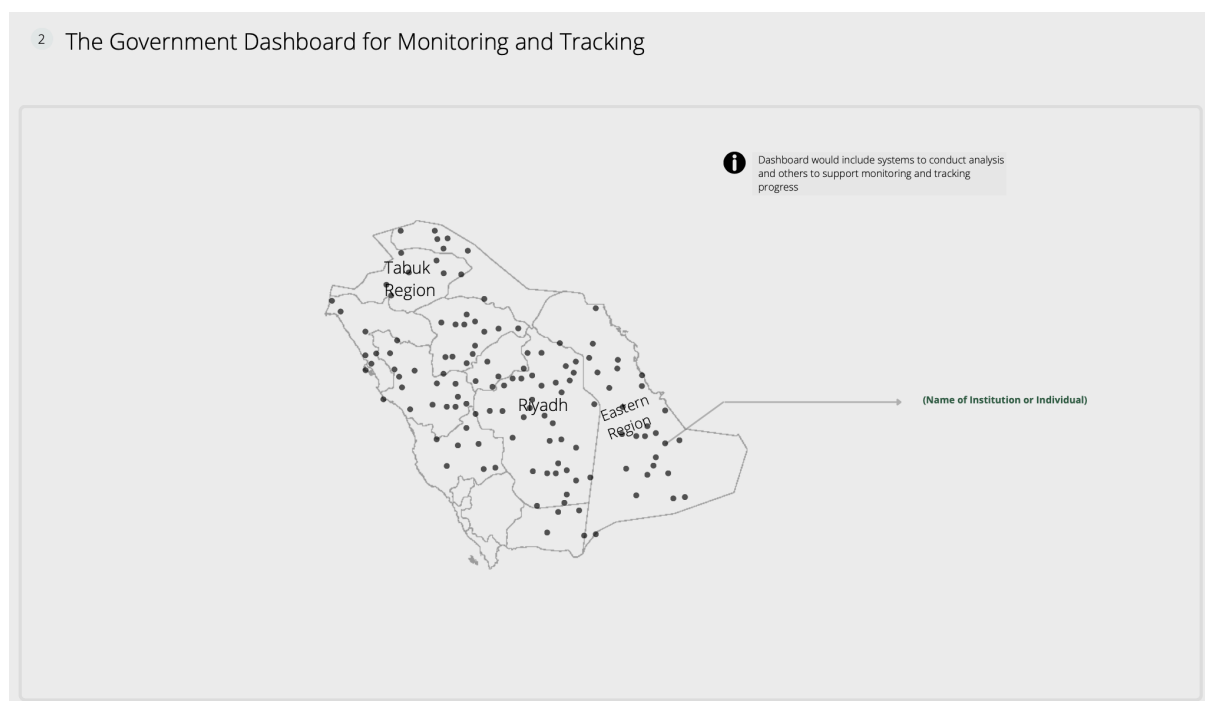
Considering the KSA's ambition to strengthen collaboration among relevant stakeholders across public, private, and non-profit sectors, a National Dashboard would act as a platform to establish academia as an organized partner working towards the development of the SDGs at the country level. The National Dashboard would be founded for the sole purpose of promoting research that works towards the advancement of the SDGs. It would establish a platform that gathers information relating to past, present, and ongoing research activities to showcase the status of research and contributions directed towards SDG achievement (as shown in Figure 15, below).

Figure 15: National Dashboard: Monitoring Current Research Activities



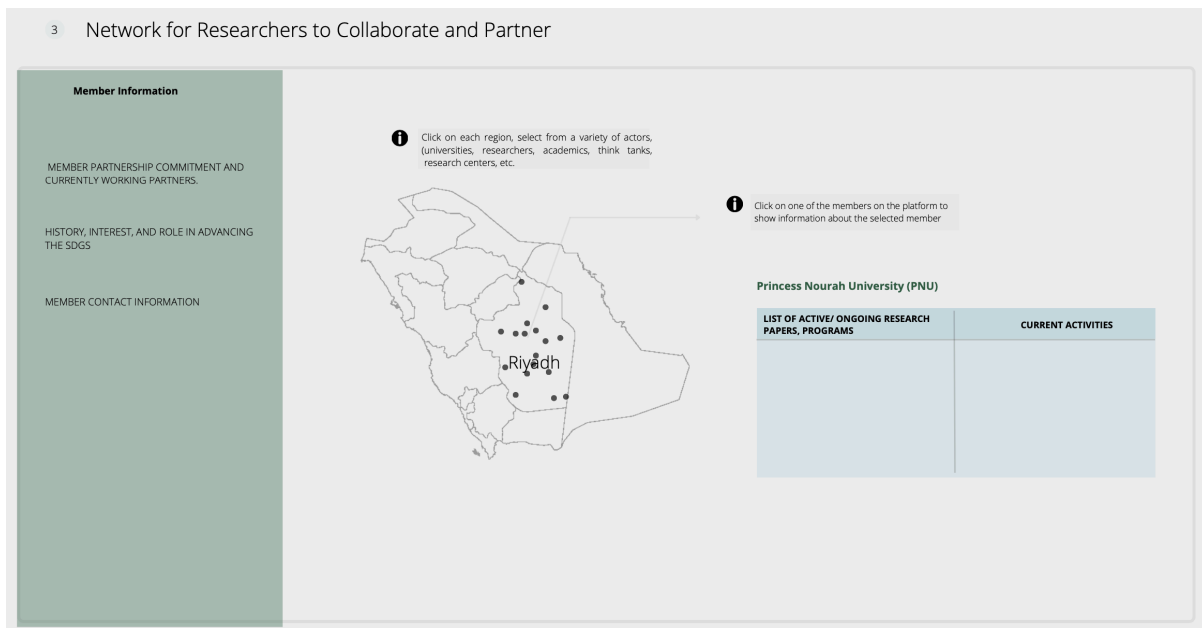
Over time, the platform would cultivate a history of the KSA's research contributions towards the SDGs with a high degree of accuracy and transparency. The National Dashboard can assist the Saudi Government monitor and track the status of various research activities (as shown in Figure 16, below). This tool would ideally prove especially useful for the KSA's Ministry of Economy and Planning and General Authority for Statistics given their pivotal role leading in the effort to achieve the SDGs in the KSA.

Figure 16: National Dashboard: Government Monitoring and Tracking



The National Dashboard would provide entities and individuals (including researchers, academics, scientists, academic institutions, think tanks, and research centers) with a networking platform and digital environment that would foster connection and collaboration. It would strive to facilitate partnership opportunities among and between wide national and international populations of scholars. It would also be a hub for joint expertise (as shown in Figure 17, below).

Figure 17: National Dashboard: Network for Researchers to Collaborate and Partner



The National Dashboard would not be restricted to researchers, academics, and UN professionals – it would also be available to students across all levels of higher education (bachelor’s, master’s, and doctoral students) to link and align their research with the aims of the SDGs. The platform would be open to the public; high school and university students would be able to utilize the platform as an open source that reviews current research priorities and projects. The platform would allow for collaboration through partnerships opportunities such that the National Dashboard would align the activities and projects of schools and universities with research objectives and targets.

### *Academic Network for SDGs Development*

The Academic Network for SDG Development would follow in the footsteps of the United Nations Academic Network for Development Dialogue (ANDD), which capitalizes on SDG-related knowledge in the form of a partnership between United Nations Economic and Social Commission for Western Asia supported by the Academic Council on the United Nations System and Qatar University. The ANDD strives to “create an intellectual sharing process to bridge the local knowledge gap and foster academic expertise and scientific findings to support progress towards sustainable development in the region.”<sup>25</sup> We would recommend applying the same

<sup>25</sup> “Academic Network for Development Dialogue,” Qatar University | Office of VP for Research & Graduate Studies, <https://www.qu.edu.qa/research/research->

paradigm to the context of the KSA with the aim of building an effective mechanism to better realize the SDGs across the country, generate stronger external responses to the KSA's need for aid and academic expertise, and encourage academic institutions in the KSA to take up their role in advancing the SDGs.

The Academic Network for SDG Development would utilize major streams of academia to build strong a infrastructural foundation to adhere to the fulfillment of national needs and generate effective and efficient data for the advancement of the SDGs. These major academic streams would be conveyed through five instruments: (1) an Innovation Committee, (2) a Research Committee, (3) a financing instruments, and (4) initiatives.

The Innovation Committee would focus on bringing together scholars, academics, and researchers to build infrastructure that would support more effective paths towards achieving the SDGs. Similarly, the Research Committee would bring together scholars, academics, UN professionals, and researchers to explore political, economic, social, and environmental challenges to the realization of the SDGs. To address the lack of funding, the network would include a financing instrument that would functions as a financing portal to provide stakeholders with two funding stream options: (1) co-funding programs, such as the Global Compact Network, and (2) awqaf funds. The Global Compact Network is a network of companies committed to the SDGs, while the awqaf is a "key non-profit institution in Muslim societies that has played a historical role in providing social services and contributing to development."<sup>26</sup> Lastly, the fifth instrument would consist of all initiatives – programs, projects, activities, etc. – produced under the Academic Network for SDG Development.

### *Voluntary University Review at the Sub-National Level*

The KSA's first Voluntary National Review (VNR), conducted in 2018, identified three challenges to the realization of the SDGs. One of these key challenges is "Promoting the SDGs at Sub-National Levels." This issue comes down to the ability to adapt and translate KSA-wide SDGs targets and indicators to local and regional contexts. In considering the various stakeholders and influential agents that have the potential to address this challenge, the Saudi university infrastructure has emerged as a promising long-term beacon. Through research, innovation, capacity building, generating evidence-based solutions, universities are well positioned to localize the SDGs.

The concept of the Voluntary University Review (VUR) is a similar review developed and generated by universities that would measure universities' progress on the SDGs and provide data and information on the universities' alignment with the SDG framework and 2030 Agenda. The VUR would help local governments understand and translate the SDG targets and indicators into their local context. Consequently, the

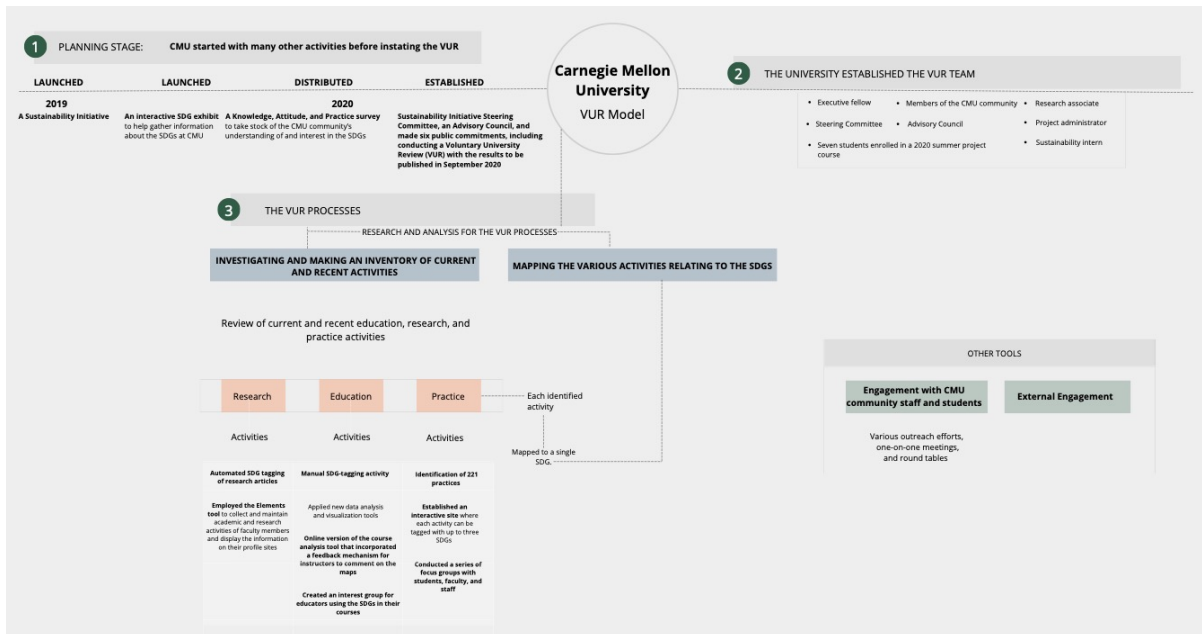
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[activities/ANDD#:~:text=The%20Academic%20Network%20for%20Development,Nations%20\(UN\)%20and%20Academia.](#)

<sup>26</sup> "The Role of Awqaf in Achieving the SDGs and Vision 2030 in KSA," *United Nations Resident Coordinator Office in the KSA and The Islamic Corporation for the Development of the Private Sector (ICD)*, 26 September 2021, [https://saudiarabia.un.org/sites/default/files/2021-09/The%20Role%20of%20Awqaf%20in%20Achieving%20the%20SDGs%20and%20Vision%202030%20in%20KSA%20%28ENGLISH%29\\_0.pdf](https://saudiarabia.un.org/sites/default/files/2021-09/The%20Role%20of%20Awqaf%20in%20Achieving%20the%20SDGs%20and%20Vision%202030%20in%20KSA%20%28ENGLISH%29_0.pdf).

VUR would support the promotion and adaptation of the SDGs on sub-national levels. Below, you can find a summarized snapshot of the first VUR conducted by Carnegie Mellon University (Figure 18), detailing the university’s step-by-step methodology.<sup>27</sup>

Figure 18: Carnegie Mellon University’s Voluntary University Review Model

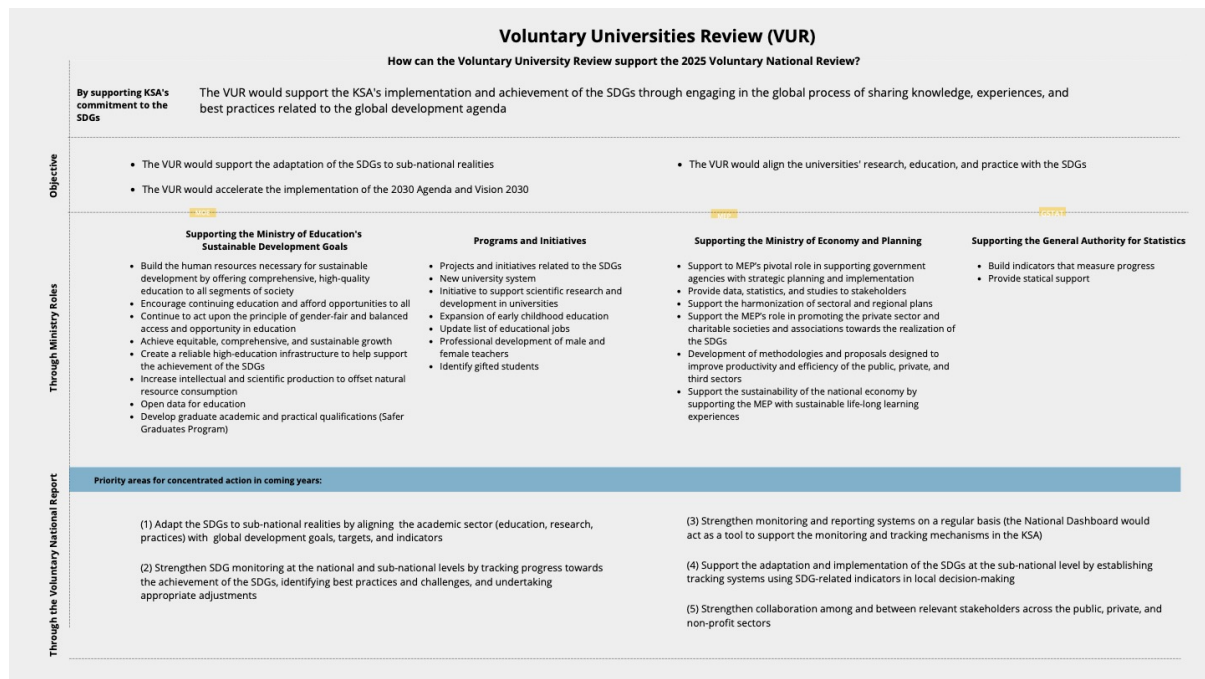


The implementation of the VUR by Saudi universities would support the KSA engage with the global process of sharing knowledge, experiences, and good practices related to the SDGs. By establishing systems for tracking SDG-related indicators in local decision-making processes, the VUR would support the VNR with identified priority areas, strengthen systems for regular monitoring and reporting, and support the adaptation and implementation of the SDGs at the sub-national level. Furthermore, in Figure 19, you can find more information on how the VUR can support the VNR through analyzing the roles of the Ministry of Economy and Planning, Ministry of Education, and General Authority for Statistics in achieving the SDGs in the KSA.

<sup>27</sup> “2021 Voluntary University Review of the Sustainable Development Goals,” Carnegie Mellon University | Sustainability Initiative, September 2020, <https://www.cmu.edu/leadership/the-provost/provost-priorities/sustainability-initiative/cmu-vur-2021.pdf>.



Figure 19: The Voluntary University Review in the KSA



## Other Proposed Partnership Opportunities

### Annual Global Research Program

The Annual Global Research Program would be a research program for students to initiate and facilitate collaboration with other national and international students on various research projects. The program would promote the integration of expertise, strengthen and support knowledge sharing processes, and promote innovation.

### University SDG Innovation Hubs

University SDG Innovation Hubs would primarily support universities as they create and promote knowledge, integrate the SDG framework into their coursework, and inspire innovation. In addition, these SDG innovation hubs within universities would align with the given university's governance structures to further enable existing programs and projects and promote new pathways.

### Partnerships for Greater Impact Program

The Partnerships for Greater Impact Program would bring students from different schools and regions together to participate in solving the challenges facing the Saudi Government, the private sector, and the global sphere regarding the SDGs. The program would enable college and high school students to collaborate with partners from all sectors, providing them with the chance to apply their knowledge to real SDG problems and global conditions.

### Activate the National Platform of Volunteerism in the KSA for the SDGs

The National Platform for Volunteerism in the KSA would provide the UN with the opportunity to integrate their work and values while promoting the SDGs in local contexts. The program would be established by collaborating with schools and universities to facilitate SDG-related volunteer and partnership opportunities.

#### *The SDG National Schools Program*

The SDG National Schools program would enhance public education's engagement with and advancement of the SDGs by creating an interactive platform for schools to provide educational material on the SDGs, build incentives, and foster SDG implementation in schools. The platform would help nurture the young Saudi population's creative and critical skills by developing various extracurricular activities, such as dialogues, trips, workshops, and SDG volunteering opportunities.

#### *National Benchmarking for the SDGs*

The National Benchmarking tool would accelerate the progress of realizing the SDGs by comparing processes and performances of previous SDG scores to establish appropriate intermediate benchmarks. The benchmarking tool would serve as a reference point for the KSA to report its progress in a regular manner.

We developed two suggestions: (1) assign regional research teams to set benchmarks that would accelerate the country's SDG progress and (2) establish a group of specialists responsible for breaking down each SDG into meaningful fields of action and formulating recommendations particular to the KSA.

## **6. Conclusion**

This research analyzed Saudi universities' activities towards advancing the SDGs. In order to determine the level of implementation of the SDGs by Saudi universities, the UN RCO developed an online survey that was distributed by the KSA's Ministry of Education to 83 Saudi universities, of which 16 responded. The research presented charts that describe the correspondence rates between universities' initiatives and both the SDGs and Saudi Vision 2030. It also elaborates on universities' involvement in research and outreach programs and their interest in building partnerships to advance the SDGs.

The analysis revealed that all 16 participating Saudi universities aim to advance the SDGs. Of these, 10 (63%) target all 17 SDGs, which suggests Saudi universities' ambition and enthusiasm for Agenda 2030. The research identified the SDGs that are most and least targeted by the activities of Saudi universities, capturing a sense of how the SDGs are currently implemented across the country. In analyzing the rates of correspondence between universities' initiatives and the SDGs, we identified exceptionally low university advancement of SDG 1: *No Poverty* (9%), SDG 2: *Zero Hunger* (6%), SDG 4: *Quality Education* (3%), and SDG 10: *Reduced Inequalities* (9%). On the other hand, SDG 3: *Good Health and Well-Being* (63%) and SDG 17: *Partnerships for the Goals* (51%) showcased the highest correspondence rates with participating universities' initiatives.

The analysis generated information on which SDGs Saudi universities are interested in targeting through partnerships with other entities. Of the participating Saudi universities, 11 of 15 (73%) exhibited interest in building partnerships with other academic institutions in order to advance all SDGs; 10 of 12 (83%) exhibited interest in forming partnerships with civil society organizations to advance all SDGs; and 10 of 13 (77%) exhibited interest in forming partnerships with government entities to advance all SDGs. This crucial data provides us with an understanding of which directions are most viable when encouraging universities take the lead in forging partnerships to advance the SDGs.

This research paper analyzed the current activities of participating Saudi universities as they strive to advance the SDGs. It gained insight into the KSA's university system, which plays a key role as a major stakeholder and partner as the KSA forges ahead with its ambitions to realize the 2030 Agenda and Saudi Vision 2030. In this regard, this research provided a grounded foundation from which specific partnerships recommendations could be tailored to revolutionize the academic response to the SDGs and Saudi Vision 2030. The findings of this research are intended to support the Sustainable Development Steering Committee with its plans to achieve the 2030 Agenda for SDGs and guide further implementation.

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## Appendix A. Copy of Survey

### Information about the academic institution

1. What is the official name of the academic institution?

In Arabic:

In English:

2. Please provide contact information of the academic institution:

Name of the head of the  
academic institution

Name of contact person

Mailing address

E-mail address

Phone number

3. Please list all the different faculties/departments/colleges of your academic institution:

4. Please specify the size of the academic institution, in terms of:

Number of faculty:

Number of general staff:

Total number of students:

Number of national  
students:

Number of international  
students:

5. Is the academic institution involved in research?

Yes

No

If yes, please list the area(s)/subject(s) of research projects:

6. Is the academic institution involved in any community outreach projects or programs?

Yes

No

If yes, please specify the type of such projects/programs:

## Information on work related to Sustainable Development Goals (SDGs)

7. Does the academic institution implement any research/activities/projects/programs that aim towards the advancement of any of the global Sustainable Development Goals?

- Yes
- No

8. If the academic institution implements any research/activities/projects/programs that aim toward the advancement of any of the global SDGs, what are the academic institution's targeted SDGs through such initiatives?

- All SDGs
- SDG 1: No Poverty
- SDG 2: Zero Hunger
- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 6: Clean Water and Sanitation
- SDG 7: Affordable and Clean Energy
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation and Infrastructure
- SDG 10: Reduced Inequality
- SDG 11: Sustainable Cities and Communities
- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action
- SDG 14: Life Below Water
- SDG 15: Life on Land
- SDG 16: Peace and Justice Strong Institutions
- SDG 17: Partnerships to achieve the Goal

**9. If the academic institution implements any research/activities/projects/programs that aim toward the advancement of any of the global SDGs, please specify the following:**

The research/activities/projects /programs title(s)	<input type="text"/>
Target population	<input type="text"/>
Area or region of implementation of such research/activities/projects /project	<input type="text"/>
Duration (start date/end date)	<input type="text"/>
Corresponding SDGs	<input type="text"/>

## Information on work related to the Saudi Vision 2030

10. Does the academic institution implement any research/activities/projects/programs that contribute to the Saudi Vision 2030?

- Yes  
 No

11. If the academic institution implements initiatives that contribute to the Saudi Vision 2030, please specify which Vision 2030 Pillars they contribute to. Please select all that applies.

- Pillar 1: A Vibrant Society  
 Pillar 2: A Thriving Economy  
 Pillar 3: An Ambitious Nation

12. If the academic institution implements initiatives that contribute to the Saudi Vision 2030, please specify which Vision 2030 Level 1 Strategic Objectives they contribute to. Please select all that applies.

1. Strengthen Islamic Values & national identity  
 2. Offer a fulfilling & healthy life  
 3. Grow & diversify the Economy  
 4. Increase employment  
 5. Enhance government effectiveness  
 6. Enable social responsibility

14. If the academic institutions implements initiatives that contribute to Saudi Vision 2030, please specify the following:

The title of the initiative:

Target population:

Area or region of implementation:

Duration (start date/end date):

Corresponding vision pillar(s) and objective(s):

## Interest to partner on accelerating the SDGs

15. Is your academic institution interested to partner with other academic institutions in Saudi Arabia in advancing the SDGs?

- Yes
- No

16. If the academic institution is interested to partner with other academic institutions in Saudi Arabia in advancing the SDGs, what are the specific SDGs towards which it would like to contribute to in such a partnership?

- All SDGs
- SDG 1: No Poverty
- SDG 2: Zero Hunger
- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 6: Clean Water and Sanitation
- SDG 7: Affordable and Clean Energy
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation and Infrastructure
- SDG 10: Reduced Inequality
- SDG 11: Sustainable Cities and Communities
- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action
- SDG 14: Life Below Water
- SDG 15: Life on Land
- SDG 16: Peace and Justice Strong Institutions
- SDG 17: Partnerships to achieve the Goal

17. Is the academic institution interested to partner with civil society organizations (CSOs)?

- Yes
- No



18. If the academic institution is interested to partner with Civil Society Organizations (CSOs) in Saudi Arabia in advancing the SDGs, what are the specific SDGs towards which it would like to contribute to in such a partnership?

- All SDGs
- SDG 1: No Poverty
- SDG 2: Zero Hunger
- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 6: Clean Water and Sanitation
- SDG 7: Affordable and Clean Energy
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation and Infrastructure
- SDG 10: Reduced Inequality
- SDG 11: Sustainable Cities and Communities
- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action
- SDG 14: Life Below Water
- SDG 15: Life on Land
- SDG 16: Peace and Justice Strong Institutions
- SDG 17: Partnerships to achieve the Goal

19. Is the academic institution interested to partner with the government/governmental entities?

- Yes
- No

20. If the academic institution is interested to partner with the government/governmental entities in Saudi Arabia in advancing the SDGs, what are the specific SDGs towards which it would like to contribute to in such a partnership?

- All SDGs
- SDG 1: No Poverty
- SDG 2: Zero Hunger
- SDG 3: Good Health and Well-being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 6: Clean Water and Sanitation
- SDG 7: Affordable and Clean Energy
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation and Infrastructure
- SDG 10: Reduced Inequality
- SDG 11: Sustainable Cities and Communities
- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action
- SDG 14: Life Below Water
- SDG 15: Life on Land
- SDG 16: Peace and Justice Strong Institutions
- SDG 17: Partnerships to achieve the Goal