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# ISRHEI as a self-assessment tool for Social Responsibility in Portuguese Higher Education and a way to contribute to the SDGs

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**ARE PORTUGUESE HIGHER EDUCATION INSTITUTIONS (HEIs)  
COMMITTED WITH THE DEVELOPMENT OF  
SOCIAL RESPONSIBILITY AND SUSTAINABILITY?**





# THE OBSERVATORY OF HEIs SR (Portuguese acronym ORSIES)

2018



# ORSIES

OBSERVATÓRIO DA RESPONSABILIDADE SOCIAL  
E INSTITUIÇÕES DE ENSINO SUPERIOR

Since **2016**...

30 Portuguese HEIs





# INDICATORS OF SR OF HEIs (ISRHEI) – Working group since 2019, training since 2021, 2020/21 and 2021/22 assessment, 2 reports

Tool for:

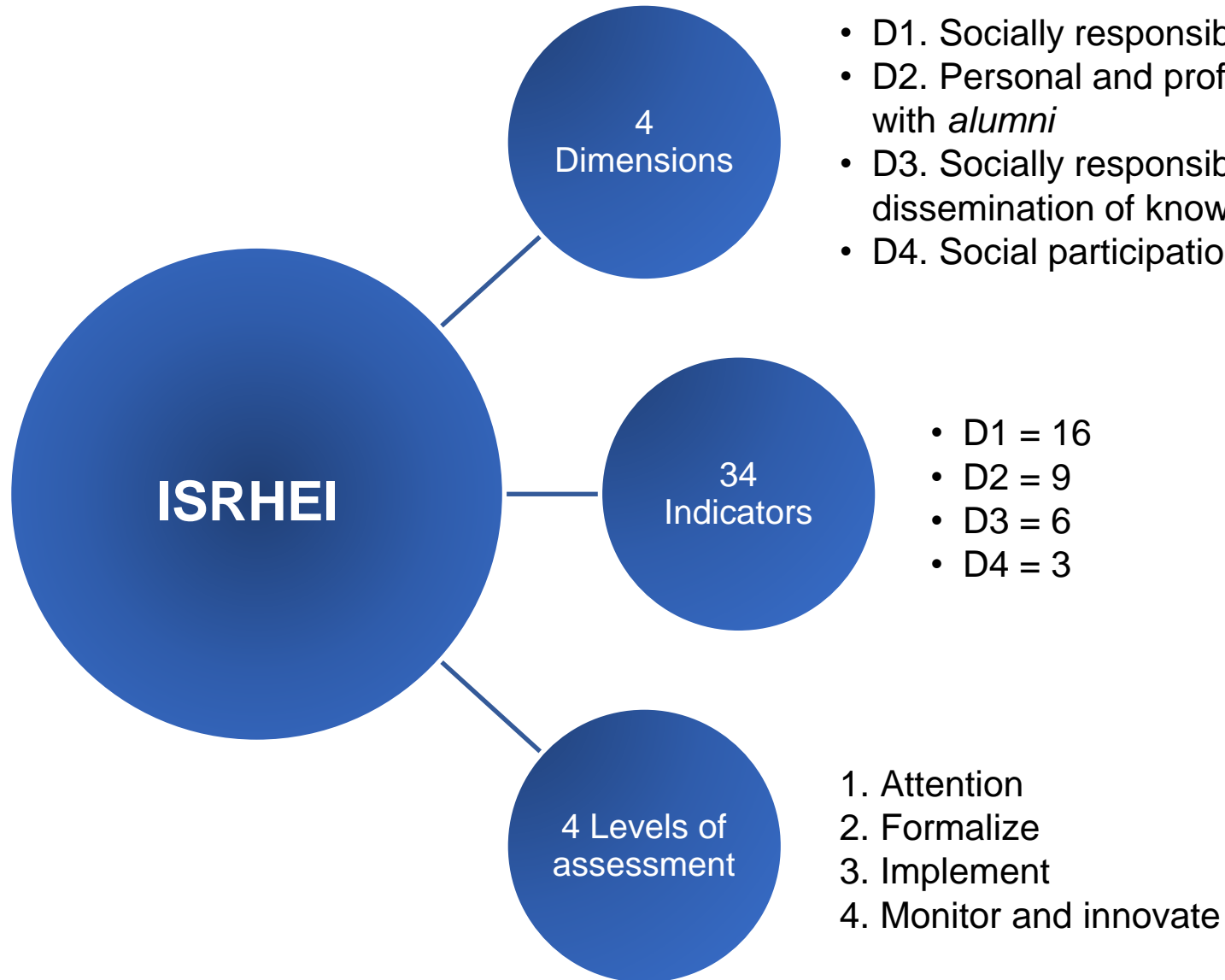
- self-diagnosis
- self-assessment



Support HEIs to

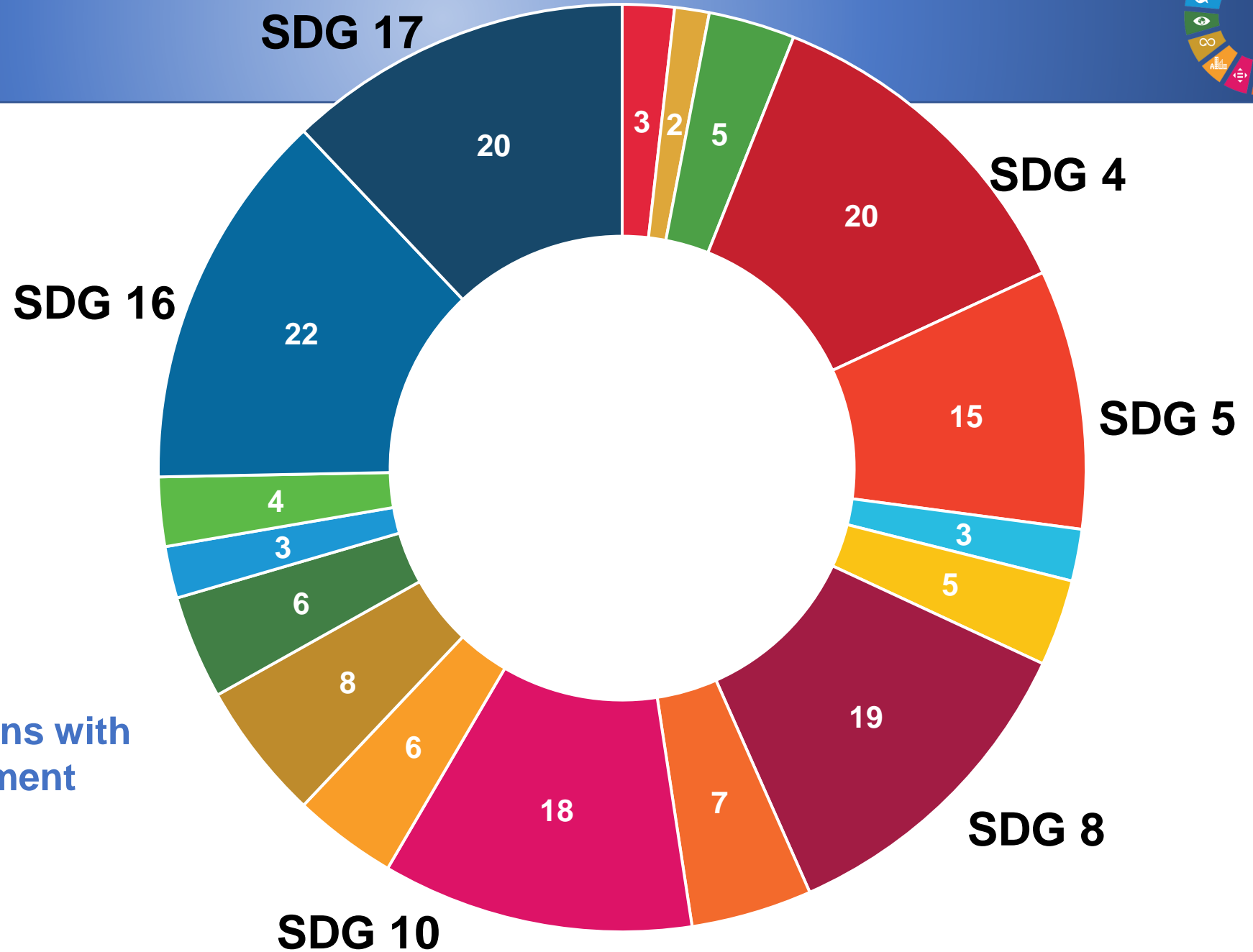
**Level of commitment towards sustainability and SR**





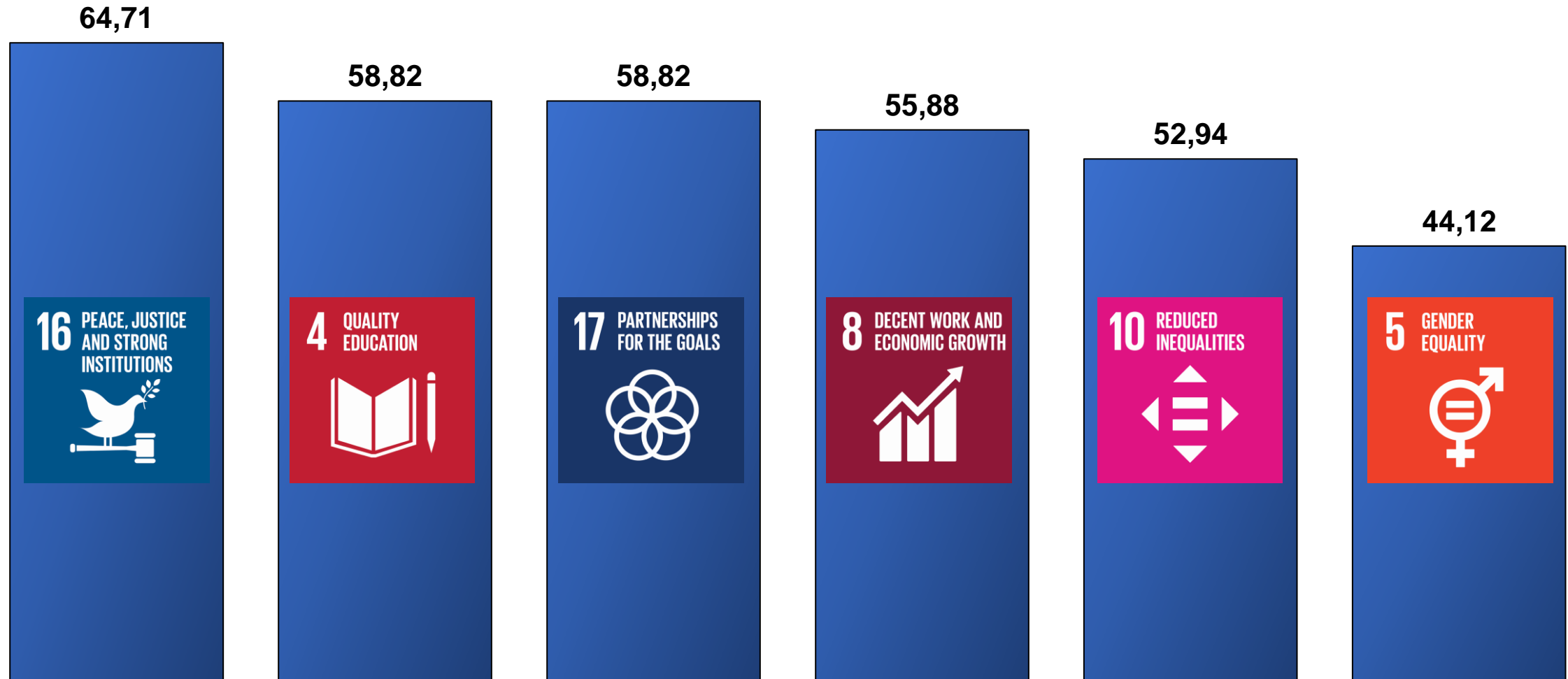
... **alignement/correlations with Sustainable Development Goals (SDGs)...**





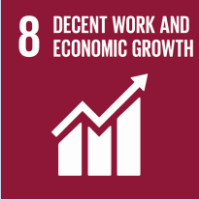









... alignment/correlations with Sustainable Development Goals (SDGs)

# SDGs at ISRHEI



# SDGs at ISRHEI by DIMENSION



<p><b>Dimension 1</b> Socially responsible <i>campus</i></p>	<p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p>  <p>75%</p>	<p><b>10</b> REDUCED INEQUALITIES</p>  <p>68,75%</p>	<p><b>5</b> GENDER EQUALITY</p>  <p><b>56,25%</b></p>
<p><b>Dimension 2</b> Personal and professional training of students and relationship with <i>alumni</i></p>	<p><b>4</b> QUALITY EDUCATION</p>  <p>100%</p>	<p><b>17</b> PARTNERSHIPS FOR THE GOALS</p>  <p>100%</p>	<p><b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS</p>  <p><b>77,78%</b></p>
<p><b>Dimension 3</b> Socially responsible management of knowledge production and dissemination</p>	<p><b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS</p>  <p>83,33%</p>	<p><b>17</b> PARTNERSHIPS FOR THE GOALS</p>  <p>83,33%</p>	
<p><b>Dimension 4</b> Participation in the community</p>	<p><b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS</p>  <p>100%</p>	<p><b>17</b> PARTNERSHIPS FOR THE GOALS</p>  <p>100%</p>	



# SDGs GOALS & TARGETS at ISRHEI



## ODS – Goals & Targets

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

**4.3** - By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

**4.4** - By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

**4.7** - By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

## 4 QUALITY EDUCATION



## ODS – Goals & Targets

PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL

**8.5** - By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

**8.8** - Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

## 8 DECENT WORK AND ECONOMIC GROWTH



## ODS – Goals & Targets

PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

**16.6** - Develop effective, accountable and transparent institutions at all levels

**16.7** - Ensure responsive, inclusive, participatory and representative decision-making at all levels

**16.10** - Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

**16.A** - Strengthen relevant national institutions, including through international cooperation, to build better response capacity at all levels, particularly in developing countries, to prevent violence and combat terrorism and crime

## 16 PEACE, JUSTICE AND STRONG INSTITUTIONS



## ODS – Goals & Targets

ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

**5.1** - End all forms of discrimination against all women and girls everywhere

**5.5** - Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

## 5 GENDER EQUALITY



## ODS – Goals & Targets

REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES

**10.2** - By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

**10.3** - Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

## 10 REDUCED INEQUALITIES



## ODS – Goals & Targets

STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT

**17.16** - Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that 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

**17.17** - Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships

## 17 PARTNERSHIPS FOR THE GOALS



# ISRHEI as a tool for targeting SDGs



**HEIs** have been **called upon to contribute** to the achievement of the **17 SDGs** and its **169 targets**.

Through their core mission - **teaching** and **research** - but also as organizations with a strong impact on people and territories, **HEIs aligned with SR and sustainability** already implement various measures aimed at responsible and inclusive performance, and promoting local and global development.

Analysing the **results of the ISRHEI in the last two years** allows highlighting the current contribution to the SDG targets and pointing out future priority lines of action for the achievement of the 2030 Agenda.

## RELATÓRIO GLOBAL

Indicadores de Responsabilidade Social das Instituições de Ensino Superior

2020 / 2021



**17 HEIs**

## RELATÓRIO GLOBAL

Indicadores de Responsabilidade Social das Instituições de Ensino Superior

2021 / 2022

**20 HEIs**





0 – Early stage


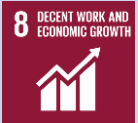


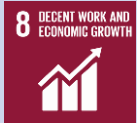


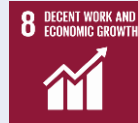



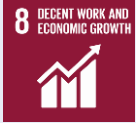


1 - Attention

2 - Formalise

3 - Implement

4 – Monitor and Innovate

2,6

	2020-21	2021-22
<p><b>Best Score</b></p> <p>&gt; 2,6 (Medium High)</p>	<p><b>#23</b> Lifelong learning  <b>#20</b> (In)success and academic dropout  <b>#5</b> Participation and management of initiatives on Ethics, Social Responsibility or Sustainability  <b>#11</b> Integration of Social Action measures  <b>#8</b> Relations with representative entities of HEI members</p>   	<p><b>#23</b> Lifelong learning  <b>#5</b> Participation and management of initiatives on Ethics, Social Responsibility or Sustainability  <b>#20</b> (In)success and academic dropout  <b>#8</b> Relations with representative entities of HEI members  <b>#11</b> Integration of Social Action measures</p>   
<p><b>Lowest Score</b></p> <p>&lt; 2,6 (Low and Medium Low)</p>	<p><b>#25</b> Relationship with <i>alumni</i>  <b>#14</b> Environmental education  <b>#13</b> Environmental management system  <b>#9</b> Personal and professional development  <b>#29</b> Diffusion and transfer of knowledge to vulnerable populations  <b>#17</b> Training for active citizenship</p>    	<p><b>#25</b> Relationship with <i>alumni</i>  <b>#14</b> Environmental education  <b>#29</b> Diffusion and transfer of knowledge to vulnerable populations  <b>#13</b> Environmental management system  <b>#7</b> Recruitment and remuneration policy  <b>#9</b> Personal and professional development  <b>#19</b> Collaborative learning  <b>#31</b> Open Science</p>     



2,6

0 – Early stage

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## BEST SCORES

2020-21

2021-22

### D1 - Socially responsible *campus* [organisational impacts]

**#5** Participation and management of initiatives on Ethics, Social Responsibility or Sustainability  
**#11** Integration of Social Action measures  
**#8** Relations with representative entities of HEI members

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**#11** Integration of Social Action measures  
**#8** Relations with representative entities of HEI members

### D2 - Personal and professional training of students and relationships with *alumni* [educational impacts]

**#23** Lifelong learning  
**#20** (In)success and academic dropout

**#23** Lifelong learning  
**#20** (In)success and academic dropout  
**#18** Curriculum development and training impacts

### D3 - Socially responsible management of the production and dissemination of knowledge [cognitive impacts]

**#27** Research on sustainable development  
**#26** Collaborative research

**#27** Research on sustainable development

### D4 - Social Participation [social impacts]

None of the indicators has a score > 2,6

None of the indicators has a score > 2,6



2,6

0 – Early stage

1 - Attention

2 - Formalise

3 - Implement

4 – Monitor and Innovate

## LOWEST SCORES

2020-21

2021-22

### D1 - Socially responsible *campus* [organisational impacts]

#14 Environmental education  
 #13 Environmental management system  
 #9 Personal and professional development

#14 Environmental education  
 #13 Environmental management system  
 #9 Personal and professional development  
 #7 Recruitment and remuneration policy

### D2 - Personal and professional training of students and relationships with *alumni* [educational impacts]

#25 Relationship with *alumni*  
 #17 Training for active citizenship  
 #19 Collaborative learning

#25 Relationship with *alumni*  
 #17 Training for active citizenship  
 #19 Collaborative learning

### D3 - Socially responsible management of the production and dissemination of knowledge [cognitive impacts]

#29 Diffusion and transfer of knowledge to vulnerable populations  
 #31 Open Science  
 #28 Diffusion and transfer of knowledge

#29 Diffusion and transfer of knowledge to vulnerable populations  
 #31 Open Science  
 #30 Scientific dissemination and transfer practices integrated into teaching

### D4 - Social Participation [social impacts]

#32 Community networks and partnerships  
 #34 Service delivery and collaborative work  
 #33 Integration of learning/social intervention and articulation between the academic and extra-curricular contexts

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 #34 Service delivery and collaborative work  
 #33 Integration of learning/social intervention and articulation between the academic and extra-curricular contexts



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# Alignment between the ISRHEI indicators with the 17 SDGs and the contribution of the Portuguese HEIs



# CONCLUSIONS AND IMPLICATIONS



- The **commitment of the Portuguese HEIs with the development of SR and Sustainability is strong**, due to the similarities between the comparison of the ISRHEI's self-assessment, according to the global report from 2020/21 and 2021/22.
- The **SDGs 4, 8 and 10** are already **strongly developed** by the Portuguese HEIs.
- Nevertheless, the **SDGs 4, 8, 16 and 17** need **more attention** from HEIs pursuing a continuous improvement.
- The **SDGs 13** needs a **special attention**, according to the ISHREI results.

By using the **ISRHEI** tool, the HEIs are also contributing to **Peace** and **Prosperity** for **People** and **Planet**, answering the call for a **Partnership** action proposed by the United Nations 2030 Agenda for Sustainable Development.

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