17 PARTNERSHIPS FOR THE GOALS

SDGs' REPORT 2026 · SDG 17

Partnerships for the Goals

UNESA is working with government, universities abroad, NGOs and its own students on the SDGs.



A UNESA student teacher leads a class at Mambusao National High School, Capiz, the Philippines, during a SEA-Teacher placement with Capiz State University, reported in March 2026.

SDG 17 AT A GLANCE

Partnerships that move every other goal

SDG 17 asks universities to work with others on all the goals: to advise government, to measure and share progress, to learn from partners abroad, to work with civil society and to teach sustainability to every student and to the wider community. This report sets out what UNESA did on each of these in 2025 and 2026.

HOW UNESA WORKS ON SDG 17

The SDGs Center coordinates UNESA's work on the goals. The Directorate of Innovation, Ranking and Scientific Publication leads the university's SDG data and rankings work, the Directorate of Education and Learning Transformation sets the curriculum rules that bring the SDGs into every course, and faculties and study programmes run their own partnerships with government, universities abroad and NGOs.

This report is one of seventeen: UNESA reports its progress on each SDG separately, and each report links to the full evidence pages, with every source, at sdgscenter.unesa.ac.id.

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SDG 17 online: every evidence page, with its sources, under SDG metrics at sdgscenter.unesa.ac.id

SDG 17 AT UNESA IN TEN FIGURES

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East Java universities in the cooperation against extreme poverty that UNESA hosted on 10 February 2025
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Every
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degrees and courses on sustainability, besides the SDGs in every course plan
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POLICY AND GOVERNANCE

Rules that make the SDGs part of every course and every partnership

Two Rector's regulations set the frame for SDG 17 at UNESA: the curriculum guideline, which brings the SDGs into every study programme, and the regulation on university cooperation, which governs its partnerships.

THE CURRICULUM GUIDELINE

The Guideline for the Development, Implementation and Evaluation of the UNESA Curriculum, third edition (2025), is a Rector's Regulation that every study programme follows when it writes or revises its curriculum. It states that UNESA must take the 17 SDGs into account, that teaching, research and community service must be directed to support them, and that curriculum development must help students build the knowledge, attitudes and competences that support the SDGs.

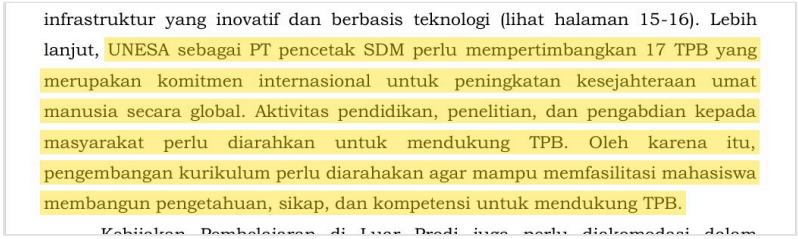
It applies the rule to every course: the course plan each lecturer writes must name, as a required component, the SDGs supported in the learning process. Its chapter on the context of the curriculum names Education for Sustainable Development as the education higher education must deliver, through topics such as climate change, disaster risk reduction, biodiversity, poverty reduction and sustainable consumption.

THE ACADEMIC GUIDELINE

The Academic and Student Affairs Guideline for undergraduate and applied undergraduate programmes, 2025/2026, finalised on 16 and 17 November 2025, governs every student from admission to graduation. It lists as the university's third goal to increase its contribution to the SDGs through education and innovation.

PARTNERSHIPS

UNESA's partnerships with government, universities, companies and civil society follow Rector's Regulation Number 13 of 2023 on University Cooperation. Its partnership information system, SIMPARE, records international partners, and its SDG information system, SIMSDG, records each unit's contribution to the goals.



infrastruktur yang inovatif dan berbasis teknologi (lihat halaman 15-16). Lebih lanjut, UNESA sebagai PT pencetak SDM perlu mempertimbangkan 17 TPB yang merupakan komitmen internasional untuk peningkatan kesejahteraan umat manusia secara global. Aktivitas pendidikan, penelitian, dan pengabdian kepada masyarakat perlu diarahkan untuk mendukung TPB. Oleh karena itu, pengembangan kurikulum perlu diarahakan agar mampu memfasilitasi mahasiswa membangun pengetahuan, sikap, dan kompetensi untuk mendukung TPB.

Kebijakan Pembelajaran di Luar Prodi juga perlu diakomodasi dalam

IN THE POLICY

Curriculum Guideline, third edition (2025), Chapter III, page 63: UNESA, as a university that educates people, must consider the 17 SDGs; education, research and community service must support them, and curriculum development must build students' knowledge, attitudes and competences for the SDGs. Highlight added.

ADVISING GOVERNMENT ON SDG POLICY

From extreme poverty to a border regency's innovation plan

UNESA gives government direct input on sustainable development policy, from identifying problems to drafting strategies, and brings ministries, courts, companies and communities into dialogue on the goals.

262
universities in the cooperation against extreme poverty, 10 February 2025

4
months to draft Mahakam Ulu's innovation roadmap, from August 2025

4
dialogues on the SDGs with ministries, a court and a provincial office

3
levels of government sent the kampung-economy policy brief

ENDING EXTREME POVERTY

On 10 February 2025 UNESA hosted the Minister of Social Affairs, the Deputy Minister of Higher Education, Science and Technology and the leaders of 262 public and private universities of East Java, who agreed to work with government to bring extreme poverty to zero. The universities are to supply the studies on which poverty policy is based.

A ROADMAP FOR A BORDER REGENCY

From August 2025 UNESA's Graduate School spent four months helping Mahakam Ulu Regency, a frontier region of East Kalimantan on the border with Sarawak, draft its Regional Innovation System roadmap, to be built into the regency's development planning.

PLANNING AND CITY POLICY

On 19 May 2025 Urban and Regional Planning students presented their studio analyses and planning proposals to East Java's provincial spatial planning office, whose officials gave technical input. Public Administration lecturers turned a study of kampung economies in Surabaya and Malang into a policy brief on building mutual help into sustainable city policy, presented in June 2025 and sent to city, provincial and national government from August 2026.

HOW THE MAHAKAM ULU ROADMAP WAS MADE

1. Policy study
Review and coordination with the regency, August 2025

2. Mapping
Local actors and potential, through surveys and interviews

3. Strategy
Focus groups with government, academics, business and civil society

4. Public test
The draft roadmap tested in public

5. Roadmap
Indicators, short to long-term action plans and monitoring

DIALOGUES ON THE SDGS, 2025 AND 2026

DATE	DIALOGUE	WITH	SDGS
10 Feb 2025	Cooperation to end extreme poverty, hosted by UNESA	Ministry of Social Affairs; Ministry of Higher Education; 262 universities	1
3 Dec 2025	International Day of Persons with Disabilities, Pasuruan	Provincial Social Affairs office; companies; disability communities	10, 16
24 Apr 2026	Dialogue on administrative justice	Surabaya Administrative Court; Tilburg University	16
26 Jun 2026	Seminar on sustainable development planning, with an agreement	Bappenas training centre (national planning ministry)	8, 17

GATHERING AND MEASURING SDG DATA

Measuring progress with international partners

UNESA contributes its data to the international measures of university sustainability, hosts research on how the SDGs are measured, and publishes its own progress on every goal.

28th
of more than 2,100 Indonesian universities in UI GreenMetric 2026 (15 September 2026)

13 Mar
2026: all units' GreenMetric data submitted by the deadline

2
international SDG conferences hosted: ICoSBi (12 July 2025) and ICSSF (24 January 2026)

17
SDGs' Reports, one for each SDG, including this one

UI GREENMETRIC

In March 2026 the Directorate of Innovation, Ranking and Scientific Publication coordinated every unit to submit UNESA's 2026 UI GreenMetric data, on setting and infrastructure, energy and climate change, waste, water and transport, which it mapped to SDGs 6, 11, 12 and 13. Supporting documents were gathered in one central repository. On 15 September 2026 GreenMetric placed UNESA 28th of more than 2,100 universities in Indonesia, 15th among state legal-entity universities and 4th among teacher-training universities.

THE IMPACT RANKINGS

UNESA measures its progress on all 17 SDGs through the Times Higher Education Impact Rankings. On 5 May 2026 the directorate held a workshop on SDG strategy in university governance and a focus group on bringing teaching, research and community service data into one integrated dashboard for SDG reporting.

RESEARCH ON MEASURING THE SDGS

On 12 July 2025 UNESA hosted the 3rd International Conference of SDGs and Bibliometric Studies (ICoSBi), on bridging policy, research and community engagement for the 2030 Agenda, with speakers from Istanbul Aydin University (holder of a UNESCO Chair), the University of Tokyo and Nanyang Technological University. Selected papers appear in the Scopus-indexed E3S Web of Conferences. On 24 January 2026 UNESA held the 2nd International Conference on SDGs for Sustainable Future (ICSSF), on environmental science and renewable energy for the SDGs in higher education.

REPORTING PROGRESS

UNESA publishes its progress on the SDGs every year: an SDGs' Report, a sustainability report and, for 2025 and 2026, one report for each of the 17 goals and a printed SDG booklet. Each report sets out the year's policies, activities and figures for its goal.

HOW UNESA'S SDG DATA TRAVELS

Collect

Each faculty, unit and study programme records its activities, partners and figures in SIMSDG and SIMPARE, with the documents behind them.

→

Measure

The Directorate of Innovation, Ranking and Scientific Publication checks the data and submits it to UI GreenMetric and the THE Impact Rankings, which compare universities on the same indicators.

→

Publish

The SDGs Center publishes the evidence pages at sdgscenter.unesa.ac.id, an SDGs' Report for each SDG, and the yearly UNESA SDGs' Report.

BEST PRACTICE WITH UNIVERSITIES ABROAD

Comparing approaches and sharing what works

UNESA's lecturers study the SDGs side by side with universities abroad and present UNESA's practice at international meetings.

SUSTAINABILITY EDUCATION, HAMBURG

On 1 and 2 December 2025 four UNESA lecturers presented three papers at the International Symposium on Global Sustainability Education at the Hamburg University of Applied Sciences, Germany: on inclusive student engagement in urban sustainability through AI literacy, gender equality and living labs; on critical AI literacy and women's use of AI in Surabaya; and on a pentahelix model that joins universities, government, industry, communities and media to advance sustainability education (SDGs 4, 5 and 8).

CLIMATE CHANGE IN ISLAND SCHOOLS

UNESA's science education lecturers and the University of the Philippines Visayas are comparing how local knowledge in small-island communities of Indonesia and the Philippines, which face extreme weather, sea level rise and coastal erosion, can be used in school science to teach climate change. The study was reported in January 2026 (SDGs 4 and 13).

WASTE AND ADMINISTRATIVE JUSTICE

In May 2026 the Sociology programme and Capiz State University, the Philippines, exchanged community-based waste management practice in an international webinar (SDGs 11 and 12). On 24 April 2026 the Faculty of Law, the Surabaya Administrative Court and a professor of Tilburg University compared how Dutch and Indonesian courts review government decisions on the environment, development and public services (SDG 16).

CLEAN ENERGY, SEOUL

On 18 April 2026 a UNESA delegation led by the Vice-Rector for Research, Innovation, Ranking, Publication and Science Center took part in the Forum on Clean Energy Engineering 2026 in Seoul, which UNESA supported as a main partner with Soochow University, the University of Ljubljana, Universiti Teknologi PETRONAS and Universiti Kuala Lumpur. A UNESA lecturer won Best Presenter for solar-powered travel wear (SDGs 7 and 13).

INTERNATIONAL MEETINGS AND STUDIES ON THE SDGS, 2025 AND 2026

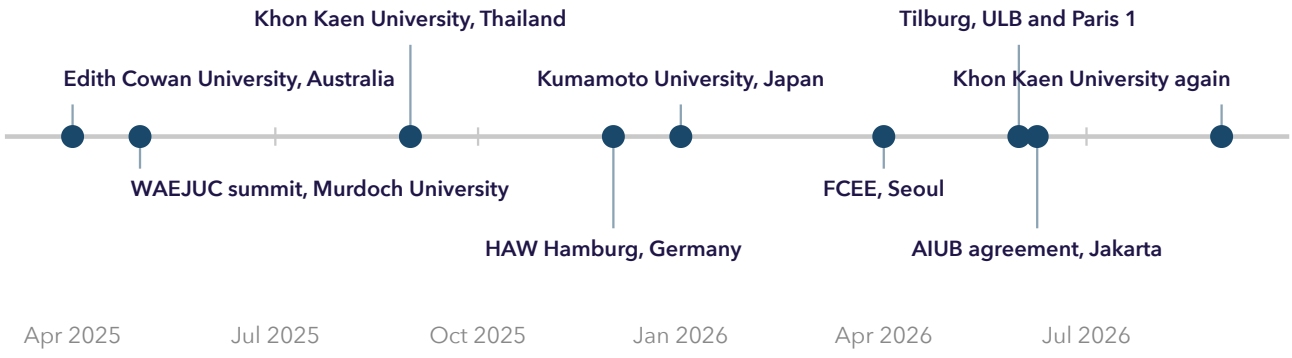
DATE	MEETING OR STUDY	WITH	COUNTRY	SDGS
1 and 2 Dec 2025	**Symposium on Global Sustainability Education**	Hamburg University of Applied Sciences	Germany	**4, 5, 8**
Jan 2026	**Comparative study of climate change learning in island schools**	University of the Philippines Visayas	Philippines	**4, 13**
24 Jan 2026	**International Conference on SDGs for Sustainable Future, hosted by UNESA**	Researchers in environmental science and energy	Indonesia	**7, 13**
18 Apr 2026	**Forum on Clean Energy Engineering, UNESA a main partner**	Soochow, Ljubljana, PETRONAS, UniKL	South Korea	**7, 13**
24 Apr 2026	**Dialogue on administrative justice**	Tilburg University; Surabaya Administrative Court	Netherlands	**16**
May 2026	**Webinar on community waste management**	Capiz State University	Philippines	**11, 12**

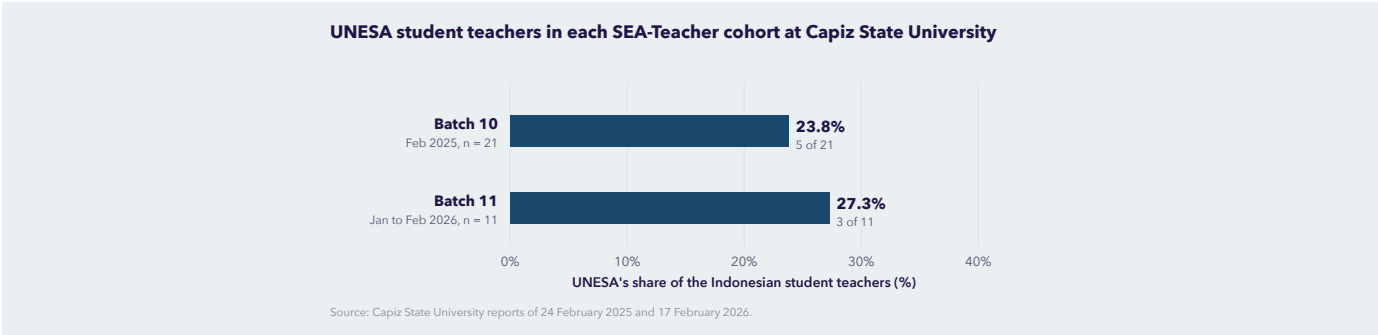
INTERNATIONAL PARTNERS

Exchanges with universities in 13 countries

In 2025 and 2026 UNESA exchanged teachers, students and researchers with universities in Asia, Australia and Europe, and signed new agreements for mobility and joint research.

VISITS, EXCHANGES AND AGREEMENTS, 2025 AND 2026





Source: Capiz State University reports of 24 February 2025 and 17 February 2026.

MOBILITY AND JOINT RESEARCH

Khon Kaen University in Thailand hosted delegations of UNESA's Labschool in September 2025 and September 2026. On 21 January 2026 the Rector led a visit to Kumamoto University, Japan, to deepen an exchange agreement held since 2020. In June 2026 the Faculty of Law signed agreements with Tilburg University, Université Libre de Bruxelles and Paris 1 Panthéon-Sorbonne for student exchange, staff mobility and joint research on disability law and sports law, and at THE's Global Sustainable Development Congress in Jakarta UNESA signed a memorandum with American International University-Bangladesh.

STUDENT TEACHERS ABROAD

Each year UNESA student teachers spend 28 days teaching in schools of Capiz province, the Philippines, through the SEA-Teacher exchange (chart above).

PARTNER COUNTRIES AND UNIVERSITIES

Thailand · Khon Kaen University

Taiwan · National Dong Hwa University

Netherlands · Tilburg University

France · Paris 1 Panthéon-Sorbonne

Philippines · Capiz State University, University of the Philippines Visayas

Malaysia · Universiti Teknologi PETRONAS, Universiti Kuala Lumpur, Universiti Teknologi Malaysia

Slovenia · University of Ljubljana

Japan · Kumamoto University

Australia · Edith Cowan University, Murdoch University

Belgium · Université Libre de Bruxelles

Bangladesh · American International University-Bangladesh

Germany · Hamburg University of Applied Sciences

Uzbekistan · Uzbekistan State World Languages University

WORKING WITH NGOs

Volunteering and learning with civil society

UNESA students volunteer with non-governmental organisations, and its lecturers develop learning resources with them, on poverty, water, education and inclusion.

ORGANISATION	WHAT UNESA DID WITH IT	TYPE
Dejavato Foundation	International volunteers with UNESA students and Labschool pupils in Gubukklakah village, Malang, 24 to 28 November 2025	**Volunteering**
Dompet Dhuafa Jawa Timur	A Communication Science intern documented clean-water distribution to drought-hit villages, 2025	**Volunteering**
Yayasan Menabung Air	Sociology students taught pupils of SDN 1 Karah to build biopori holes, 20 November 2025	**Volunteering**
Yayasan Edufarmers Internasional, with PT JAPFA	PERSONA, a confidence programme for orphaned children in Sidoarjo, ending 19 July 2026	**Volunteering**
YPPNU Trate Gresik	Agreement of 23 June 2025; its teachers trained in project-based networked learning	**Educational resources**
Tunas Nusa Lestari Foundation	Guest teaching in two planning courses, 8 and 9 May 2025	**Educational resources**
Yayasan Baitul Maal PLN	Urban-farming training for Menanggal residents from 12 May 2026	**Community education**

VOLUNTEERS FROM NINE COUNTRIES

From 24 to 28 November 2025 UNESA ran its first Labschool Character, Action, Solution programme in Gubukklakah village, Malang: UNESA students on thematic community service, 90 Labschool pupils, students of Universiti Teknologi Malaysia and international volunteers from Germany, France, Nigeria, India, Sierra Leone, the Gambia, Yemen, Myanmar and Timor-Leste, coordinated through UNESCO and Dejavato Foundation, gardened with residents, managed waste and worked on village problems.

LEARNING RESOURCES

After signing an agreement on 23 June 2025, UNESA's Educational Technology programme trained the teachers of the Nahdlatul Ulama foundation of Trate, Gresik, from primary to vocational school, to design lessons with project-based networked learning. The Tunas Nusa Lestari Foundation taught two days of UNESA's planning courses in May 2025, using Surabaya's food culture for social research and drone mapping for evidence-based planning.



Dompet Dhuafa Jawa Timur distributes clean water to a drought-hit village, documented by a UNESA Communication Science intern on its team, 2025.

EDUCATION FOR THE SDGs

Every student learns about the SDGs

UNESA builds the SDGs into every study programme, offers whole degrees and courses on sustainability, and links students' compulsory community service to the goals.

ACROSS THE CURRICULUM

Under the 2025 curriculum guideline every study programme designs its curriculum to build the knowledge, attitudes and competences that support the SDGs, and every course plan names the SDGs the course supports. In April 2026 UNESA launched a green curriculum that brings environmental sustainability, natural resource management and ecological awareness into courses in every discipline, from education and economics to the arts and social sciences. Programmes apply it as they revise their curricula: in August 2026 the Fine Arts programme updated its curriculum with an SDG perspective.

COMPULSORY FOR EVERY STUDENT

Because the rule covers every course plan, every UNESA student learns about the SDGs. Learning outside the study programme is also compulsory after the fourth semester, and one of its options, the thematic community service programme KKN Membangun Desa, is built on the SDGs: poverty reduction, quality education, gender equality and sustainable villages.

DEGREES AND COURSES ON SUSTAINABILITY, PUBLISHED IN UNESA'S CURRICULUM SYSTEM

DEGREE OR COURSE	PROGRAMME	SUBJECT	SDGS
Urban and Regional Planning	Bachelor's degree	Healthy, inclusive and regenerative cities	**11**
Aquaculture	Bachelor's degree	Sustainable aquaculture systems	**2, 14**
Law and Sustainable Development Goals	Master of Law, 2 credits	The role of law in sustainable development	**16, 17**
Sustainability Accounting	Bachelor of Accounting, 3 credits	The SDGs' 5P framework; GRI and IFRS S1, S2	**12**
Green and Smart Infrastructure	Bachelor of Civil Engineering, 2 credits	Green infrastructure and the SDGs	**9, 11**
Sustainable Community Development	Master of Non-Formal Education, 2 credits	Ecological, social and economic development	**11**
Disaster Management and Community Resilience	Bachelor of Public Administration, 2 credits	Disaster planning and recovery	**11, 13**

TEACHING THE COMMUNITY

Sustainability lessons for villages, schools and alumni

UNESA's lecturers and students teach sustainability outside the university: to villagers, city residents, schoolchildren and its own graduates.

VILLAGES

On 28 October 2025 UNESA lecturers and Universitas Islam Lamongan taught residents of Rejotengah, Lamongan, a village short of clean water in the dry season, to build fish ponds with closed water circulation that feed hydroponic vegetables, to manage household wastewater and to sell their produce online. In 2025 physics lecturers trained residents of Sukoruo, Trenggalek, to make eco-enzyme that reduces pollutants in the wastewater of home tempe industries.

THE CITY

From 12 May 2026 the Faculty of Food Security, with Yayasan Baitul Maal PLN, trained residents of Menanggal, Surabaya, to raise vegetable, papaya and tuber seedlings in small spaces, under its programme to turn home yards into food security.

SCHOOLS

On 26 September 2025 students of the Surabaya Mengajar programme taught pupils at SDN Gunungsari I Surabaya to turn organic waste into eco-enzyme, and on 20 November 2025 sociology students and Yayasan Menabung Air taught pupils of SDN 1 Karah to build biopori holes that absorb rainwater and compost organic waste.

ALUMNI

From 8 to 27 June 2026 the alumni association of UNESA's Master of Early Childhood Education ran a webinar series on innovation in early childhood education, with seven alumni and practitioner speakers and certificates of 32 learning hours a session.



Residents of Menanggal, Surabaya, and the Faculty of Food Security team at the fish-rearing tanks of the food-security education site they opened with Yayasan Baitul Maal PLN, 19 June 2026.

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The 45 documents behind this report

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About this report

UNESA's SDGs' Report on SDG 17, Partnerships for the Goals, covering activities in 2025 and 2026. It is one of seventeen reports, one for each SDG. The full evidence pages, with every source, are at sdgscenter.unesa.ac.id.