



## **SETTING THE STAGE FOR COLLECTIVE IMPACT**

### Ontario Municipalities, Colleges and Universities in International Cooperation

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## Executive Summary

In 2015, the international community agreed on a set of 17 Sustainable Development Goals (SDGs) to guide local, national, regional and global efforts to realize sustainable development. The goals set out an ambitious agenda for all countries that includes targets on environmental, social and economic sustainability and recognizes the need to ensure that all people everywhere benefit from progress. The agenda also promises inclusivity, to address inequalities and to “leave no one behind.” The SDGs present an opportunity for enhancing collective impact in Ontario and Canada on sustainable development. Collective impact is a framework that aims to tackle complex problems facing society by working in collaboration across a wide range of stakeholders – government, business, civil society, citizens and others – to achieve long-term, transformative change.

The Ontario Council for International Cooperation (OCIC) is keen to explore how it can contribute to achieving the SDGs in Ontario and abroad through collective impact. To this end, OCIC has launched an initiative aimed at furthering engagement between OCIC members and municipalities, colleges and universities (MCUs) in Ontario. The initiative includes establishing a baseline of how selected Ontario MCUs engage in international cooperation and examining opportunities for engagement between MCUs and Ontario-based civil society organizations with a view towards specific options for collective impact and individual collaborations.

This report contributes to establishing a baseline of MCU activities from which OCIC can explore options. It represents the first phase of OCIC’s collective impact initiative and provides an overview of how Ontario MCUs are engaging in international cooperation and on the SDGs. Based on publicly available information on MCU websites, the findings in the report are necessarily limited and do not capture the full range of MCU activities. Nevertheless, the report provides an initial assessment of potential entry points for future collaboration, in line with MCU strategic plans and priorities. It serves as a basis for a survey of MCUs and future face-to-face discussions that will occur in the second phase of the initiative.

The report highlights a number of entry points for collective impact. The priorities articulated by municipalities suggests that there is alignment of interests between municipalities, OCIC members and other stakeholders in Ontario concerned with sustainable development. This presents an opportunity to identify concrete priorities for collective impact. In terms of international cooperation, opportunities exist for OCIC and its members to work with municipalities in terms of improving public engagement on sustainable development issues, linking local and global priorities. At the international level, OCIC and its members could also work with municipalities to showcase successful approaches towards realizing sustainable development in Ontario at the local level as well as learn from the experiences of others.

There is an opportunity for OCIC and its members to engage colleges and universities on the expansion of experiential learning programs and international and local partnerships. In particular, opportunities may exist for student placements and participation in international and more localized research initiatives on sustainable development. There is also potential to harness increasing attention to global issues in tertiary education and the internationalization of student experiences. OCIC and its members may be well positioned to contribute to course content and through student engagement abroad. In this context, international development studies programs offer an important entry point.



A number of the colleges and universities are also keen to strengthen community relationships through the establishment of local partnerships, identification of local research needs and efforts to realize social transformation. In terms of collective impact, college and university partners are well-positioned to assist in the development of evidence-based approaches to realizing change and monitoring the impacts of efforts.

There are a number of key areas for further follow-up in phase two of OCIC's collective impact initiative. OCIC should explore the potential role of municipal associations and further identify municipal priorities and collective impact entry points, including in the area of international cooperation. For colleges and universities, phase two will need to include a broad range of college and university stakeholders from a wide range of departments and programs. Phase two should look to further identify existing partnerships with community stakeholders, priorities for collective impact, including in terms of social transformation, potential areas for joint research and experiential learning opportunities.

OCIC's collective impact initiative will build on this report with the aim of identifying concrete steps among civil society organizations and MCUs to realize sustainable development and social transformation in Ontario in the next phase.

## Introduction

In 2015, the international community agreed on a set of 17 Sustainable Development Goals (SDGs) to guide local, national, regional and global efforts to realize sustainable development. The goals set out an ambitious agenda that includes targets on environmental, social and economic sustainability and recognizes the need to ensure that all people everywhere benefit from progress. The agenda also promises inclusivity, to address inequalities and to “leave no one behind.” Importantly, unlike the Millennium Development Goals (MDGs) that largely applied to developing countries, the SDGs are universal, applying to all countries, high income and low income alike. All countries are expected to work toward sustainable development in accordance with their national priorities. To realize progress the SDGs are underpinned by a commitment to multi-stakeholder partnerships. Stakeholders in society – national and local governments, the private sector, civil society, academia and citizens – are expected to do their part to achieve the SDGs.

The SDGs present an opportunity for enhancing collective impact. Collective impact is a framework that aims to tackle complex problems facing society by working in collaboration across a wide range of stakeholders – government, business, civil society, citizens and others – to achieve long-term, transformative change. John Kania and Mark Kramer identify five elements of the collective impact approach.<sup>1</sup> It includes actions guided by a 1) common agenda grounded in a shared understanding of the problem and how to resolve it, 2) measurement of results to ensure alignment of actions and accountability, 3) articulation and coordination of mutually reinforcing activities carried out by each participant supporting the common agenda, 4) open and ongoing communication as a means to build trust and motivate, and 5) backbone organizations that have staff and capacities to support the initiative and coordinate participants. The SDGs provide a common agenda behind which stakeholders across sectors can work to tackle complex social, environmental and economic challenges.

The Ontario Council for International Cooperation (OCIC) is keen to explore how it can contribute to achieving the SDGs in Ontario and abroad through collective impact. To this end, OCIC has launched an initiative aimed at furthering engagement between OCIC members and municipalities, colleges and universities (MCUs) in Ontario. The initiative includes a number of key components. First, it seeks to establish a baseline of how selected Ontario MCUs engage in international cooperation and with whom. Second, it will solicit feedback on where MCUs situate themselves vis-à-vis the SDGs, and their vision going forward with respect to international cooperation. Finally, the initiative examines opportunities for engagement and collaboration between MCUs and Ontario-based civil society organizations (CSOs) with a view towards specific options for collaboration between individual organizations and MCUs, and collective efforts.

This report contributes to the first component of OCIC’s collective impact initiative. It provides an overview of how Ontario MCUs are engaging in international cooperation. The research, based on a sample of Ontario MCUs, also provides an initial assessment of the extent to which MCUs are engaging with SDG agenda. It examines potential entry points for future collaboration, in line with MCU strategic plans and priorities. The report provides a basis for a survey of MCUs and face-to-face discussions with in the second phase of the initiative. Following the description of the research design and approach, the

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<sup>1</sup> Kania, John and Mark Kramer. (2011). “Collective Impact.” *Stanford Social and Innovation Review*. Winter: 36-41.

report presents key findings. It then outlines opportunities for collective impact, followed by conclusions and areas for follow-up.

## Methodology

### Approach

The initial scoping of selected MCUs is largely grounded in a desk-based review of publicly available information on MCU websites. During OCIC’s 2016 Annual General Meeting & Symposium, OCIC members also participated in a roundtable discussion on engaging Ontario MCUs. Members discussed MCU engagement in international cooperation and opportunities for the future, particularly in light of the SDGs. Information from the roundtable discussion informs the analysis of opportunities for collective impact.

### Sample of MCUs

A purposeful selection of MCUs informs this report. In the case of municipalities, OCIC identified key metropolitan centres that reflect its membership base. In addition to specific municipalities, a number of municipal associations were also examined as means to assess overarching municipal priorities, as well as those specifically for northern and rural communities. The review of municipal associations serves as practical approach to assessing the priorities of smaller municipalities; it was outside the scope of the research project to examine all municipalities in which OCIC has an interest, particularly for northern and rural communities. One region was also included in the sample – the Region of Waterloo – given its role in the management of the tri-city area – Kitchener, Waterloo and Cambridge. Table 1 provides a list of the municipalities and municipal associations examined.

Table 1. Municipal Associations and Municipalities Examined		
Municipal associations	<ul style="list-style-type: none"> <li>• Association of Municipalities Ontario</li> <li>• Federation of Canadian Municipalities</li> <li>• Federation of Northern Ontario Municipalities</li> <li>• Northwestern Ontario Municipal Association</li> <li>• Ontario Small Urban Municipalities</li> <li>• Rural Ontario Municipal Association</li> </ul>	
Municipalities and regions	<ul style="list-style-type: none"> <li>• City of Cambridge</li> <li>• City of Greater Sudbury</li> <li>• City of Guelph</li> <li>• City of Kingston</li> <li>• City of Kitchener</li> <li>• City of London</li> <li>• City of Ottawa</li> </ul>	<ul style="list-style-type: none"> <li>• City of Peterborough</li> <li>• City of Toronto</li> <li>• City of Thunder Bay</li> <li>• City of Waterloo</li> <li>• City of Windsor</li> <li>• Region of Waterloo</li> </ul>

The starting point for the selection of Ontario colleges and universities was membership in the Canadian Consortium of University Programs in International Development Studies (CCUPIDS). CCUPIDS is a group of instructors and coordinators associated with international development studies (IDS) programs in Canadian universities. Established in 1995, CCUPIDS aims to strengthen the position of IDS programs in Canadian institutions. It supports dialogue and collaborative efforts across programs. The examination of CCUPIDS members was based on the assumption that colleges and universities with IDS or related

programs are more likely to be engaged on the SDGs and in international cooperation given their substantive focus.

In addition to CCUPIDS members, the research included all other colleges and universities located in the municipalities examined, regardless of whether they have an IDS program. These institutions were included for several reasons. First, in the second phase of the initiative there is an opportunity for OCIC to engage with a wide range of stakeholders, including colleges and universities that do not have IDS programs. Second, many colleges and universities engage in international cooperation through programs that are not captured by CCUPIDS, such as geography, international affairs, public administration, political science, engineering, sociology, *inter alia*. OCIC is keen to identify opportunities for collaboration with academic institutions beyond IDS departments.

To examine these institutions, the review looked at activities supported by college and university international centres and programs, such as student exchanges, internships and international research projects. This same analysis was also conducted for CCUPIDS members to ensure consistency. The focus on international centres and programs was purposeful. It was outside the scope of the research in terms of resources and timelines to examine all possible departments at colleges and universities that may engage in international cooperation. For example, Carleton University’s Norman Paterson School of International Affairs carries out research, engages the public and provides student programming on international development. Engineering departments are also often engaged in international cooperation. International centres and programs were examined as a proxy for overall activities related to international cooperation. This approach provides a baseline from which further opportunities can be explored with a range of college and university departments in phase two of the initiative.

Finally, a number of university colleges were included in the sample. Some university colleges are members of OCIC or have engaged with OCIC in the past. These institutions present opportunities for future collaboration owing to existing relationships, and as such were included.

Table 2 provides a list of the colleges and universities examined and their location. In total, 33 academic institutions were examined: 14 colleges, 15 universities and 4 university colleges. The sample includes 70% of Ontario’s 46 publicly funded universities (22) and colleges (24).

Table 2. Colleges and Universities Examined			
Name	Institution type	Location	CCUPIDS member
Algonquin College	College	Ottawa	No
Cambrian College	College	Sudbury	No
Carleton University	University	Ottawa	No
Centennial College of Applied Arts & Technology	College	Toronto	No
(La) Cité collégiale	College	Ottawa	No
Collège Boréal	College	Sudbury	No
Conestoga College	College	Kitchener	No
Confederation College	College	Thunder Bay	No
Fanshawe College	College	London	No
Fleming College	College	Peterborough	No
George Brown	College	Toronto	No

Table 2. Colleges and Universities Examined			
Name	Institution type	Location	CCUPIDS member
Glendon College, York	University College	Toronto	No
Humber College	College	Toronto	Yes
Huron University College, UWO	University College	London	No
King's University College, UWO	University College	London	No
Lakehead University	University	Thunder Bay	No
Laurentian University	University	Sudbury	No
Ontario College of Art and Design	University	Toronto	No
Queen's University	University	Kingston	Yes
Ryerson University	University	Toronto	No
Seneca College	College	Toronto	No
St. Clair College	College	Windsor	No
St. Lawrence College	College	Kingston	No
Trent University	University	Peterborough	Yes
University College Brescia, UWO	University College	London	No
University of Guelph	University	Guelph	Yes
University of Ottawa	University	Ottawa	Yes
University of Toronto - Scarborough	University	Toronto	Yes
University of Waterloo <sup>2</sup>	University	Waterloo	Yes
University of Western Ontario (UWO)	University	London	No
University of Windsor	University	Windsor	No
Wilfrid Laurier University	University	Waterloo	Yes
York University	University	Toronto	Yes

### Data Collected

For all MCUs, the research included an examination of references to the SDGs and/or MDGs, a review of strategic plans and an examination of international cooperation activities. References to the MDGs were included in the data collection process given that the newness of the SDG agenda may mean some institutions have yet to provide content related to the SDGs on their websites. Reference to the MDGs provides some indication of whether institutions have engaged with international goals in the past and may be willing to do so in the future. The google "site search" function was used to identify references to the SDGs and the MDGs. This type of search identifies all references to a particular topic from a website – in this case the websites of MCUs. For the colleges and universities in the sample, this approach also goes beyond IDS programs or international centres and programs and identifies references from any source on the website such as press releases and information provided by other departments, providing an indication of engagement on the SDGs across institutions. The terms SDGs, Sustainable Development Goals, MDGs and Millennium Development Goals were searched with and without quotations. For French

<sup>2</sup> The University of Waterloo's program on international development is offered in partnership with St. Paul's university college.

language institutions, the following were also searched: ODD, objectifs de développement durable, OMD and objectifs du Millénaire pour le développement.

The strategic plans for MCUs were examined as a means to identify overarching priorities. Even in cases where MCUs do not refer to the SDGs, strategic plans provide insight on where potential areas for collective impact may exist vis-à-vis the SDG agenda. A special emphasis was also placed on relationships with indigenous communities, recognizing that the focus on leaving no one behind in the SDG agenda will require renewed efforts in Canada to work with indigenous peoples.

In terms of international cooperation activities, websites were searched for special initiatives and programs. In most cases, where references to the SDGs and MDGs existed they pointed to international cooperation activities. For municipalities, site searches were also conducted using the terms international cooperation, international and international development.

For colleges and universities, a systematized approach was used to review international cooperation activities. Based on an initial understanding of the types of activities colleges and universities typically undertake, data was collected on public engagement; policy dialogue; participation in communities of practice; study abroad and experiential learning opportunities; research initiatives and project delivery. Table 3 provides an overview of the framework for identifying and classifying college and university international cooperation activities.

Table 3. College and University International Cooperation Activities	
Public Engagement	Activities geared at educating the public on issues related to international cooperation. Includes, <i>inter alia</i> , public events, media engagement and the development of public education/engagement materials.
Policy Dialogue	Activities geared at engaging the policy community on international cooperation, including politicians, bureaucrats, civil society, the business sector and other academics. Includes, <i>inter alia</i> , events, direct engagements, preparation of policy-oriented written materials.
Community of Practice	Efforts to establish and build a specific community of academics/practitioners, policymakers, etc. around issues related to international cooperation. Includes knowledge sharing mechanisms and events.
Study Abroad	Program/institution includes provisions for students to study outside of Canada.
Experiential Learning - Co-op	Program/institution has a formal co-operative education option for students to work with organizations that engage in international cooperation.
Experiential Learning - Internship	Program/institution has formal and/or informal internship options for students to work with organizations that engage in international cooperation.
Experiential Learning - Volunteer	Program/institution has formal and/or informal volunteer options for students to work with organizations or in a self-directed capacity on international cooperation issues.
Applied Research	Program/institution has formal and/or informal opportunities for students to conduct applied research on international cooperation issues.

Table 3. College and University International Cooperation Activities	
Funded Research	Program/institution has externally funded research projects on international cooperation issues or SDG related issues in Canada.
Collaborative Research - International	Engagement in research collaborations with organizations based outside of Canada on international cooperation / SDG related issues.
Collaborative Research - Canada, Academic	Engagement in research collaborations with academic organizations based in Canada on international cooperation / SDG related issues.
Collaborative Research - Canada, CSO	Engagement in research collaborations with CSOs based in Canada on international cooperation / SDG related issues.
Project Delivery	Projects carried out by universities or colleges in developing countries (e.g. curriculum development, delivery of education, etc.) whose primary focus is not necessarily research.

### Limitations

The main limitation of the research is that it is based on publicly available information on MCU websites. To ensure consistency across the review, only information that was explicitly mentioned on websites was included. Initiatives for which there is no public information were not captured. The findings presented below likely underrepresent MCU engagement in international cooperation. Moreover, some MCUs provide more information on their websites than others. For example, some colleges and universities prominently showcase their international development oriented research projects, whereas others provide very little information. Another limitation is the focus on IDS and international centres and programs. As noted above, a wide range of college and university departments engage in international cooperation. Nevertheless, this research should be understood as an initial starting point and scoping study to inform the OCIC collective impact initiative. OCIC will address research gaps through further engagement with a wide range of stakeholders in phase two.

### Key Findings

#### Municipalities

Across the municipal associations and municipalities examined, there is more information available on from individual municipalities than municipal associations (with the exception of the Federation of Canadian Municipalities (FCM)). Nevertheless, the review of municipal associations did provide some insight into potential linkages with the SDGs and areas for future collaboration.

#### Linkages to the SDGs

Overall, there is limited to passing reference to international agreed development goals – either the SDGs or the MDGs – by municipal associations and municipalities. With the exception of FCM (Box 1), none of the municipal associations make reference to the SDGs or the MDGs.

Of the 13 municipalities examined, only four refer to internationally agreed development goals. The City of Waterloo has hosted a ‘Codefest’ event that linked to SDG ambitions of supporting open, transparent and accountable government and the mayor of Kitchener spoke at the UN High Level Political Forum on Sustainable Development in 2016. Toronto and the Region of Waterloo have made passing reference to the MDGs in documents related to council decisions. Though it does not explicitly reference the SDGs or

MDGs, Sudbury uses the UN definition of sustainable development to inform its work as outlined in the 1987 flagship publication, *Our Common Future*.

### Box 1. FCM Engagement on the SDGs

FCM has been active on the SDG agenda. It has played a leadership role internationally in terms of advocating for local governments to be a part of global initiatives, including the SDGs, and is a part of a number of international municipal associations. FCM has held information sessions on the SDGs for its membership and has supported councillors to participate in international meetings at the United Nations on the SDGs.

Though there is limited reference to the SDGs or MDGs, the review of strategic plans and areas of interest (in the case of municipal associations) showed clear linkages with the SDGs. Key themes showcased at municipal association meetings and conferences include disaster resilience, infrastructure, sustainable development of natural resources, information and communication technology, food security, energy and climate change, all areas captured by the SDGs.

Sustainable development – broadly understood in environmental, social and economic terms – is highlighted by all municipal strategic plans. All plans emphasized infrastructure related issues, such as sustainability, access and general mobility. Well-being in terms of individuals and communities was also listed as a priority for all municipalities, though only seven explicitly mention inclusivity and diversity as high level priorities in this context.<sup>3</sup> Eight municipalities emphasized responsible government in terms of openness and/or community consultation and accountability.<sup>4</sup> Seven municipalities highlighted cultural heritage.<sup>5</sup> A limited number of municipalities also referred to food security (London) and energy conservation (Peterborough and Windsor) which align to the SDGs.

Table 4 provides an overview of key municipal priorities and the SDGs to which they are associated. Across municipalities, priorities are most closely linked with 10 of the 17 SDGs. The main SDGs that are not captured across municipalities pertain to poverty reduction, food security, education, water and sanitation, energy, life below water, and global partnership. References to these issues do exist in some municipal plans, however these SDGs did not emerge as priorities across the municipal plans examined.

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<sup>3</sup> Cambridge, London, Peterborough, Toronto, Thunder Bay, Region of Waterloo, and Windsor.

<sup>4</sup> Cambridge, Guelph, Kingston, Kitchener, Thunder Bay, Toronto, Region of Waterloo, and Windsor.

<sup>5</sup> Cambridge, Guelph, Kingston, London, Sudbury, Thunder Bay and Ottawa.

Table 4. Main Municipal Priorities and Corresponding SDGs	
Municipal Priority	Associated SDG
Sustainable economy	<ul style="list-style-type: none"> <li>• Goal 8: Decent work and economic growth</li> </ul>
Green city	<ul style="list-style-type: none"> <li>• Goal 11: Sustainable cities and communities</li> <li>• Goal 12: Responsible consumption and production</li> <li>• Goal 13: Climate action</li> <li>• Goal 15: Life on land (environmental protection)</li> </ul>
Well-being	<ul style="list-style-type: none"> <li>• Goal 3: Good health and well-being</li> <li>• Goal 11: Sustainable cities and communities</li> </ul>
Infrastructure	<ul style="list-style-type: none"> <li>• Goal 9: Industry, innovation and infrastructure</li> <li>• Goal 11: Sustainable cities and communities</li> </ul>
Promotion of inclusivity and diversity	<ul style="list-style-type: none"> <li>• Goal 5: Gender equality</li> <li>• Goal 10: Reduced inequalities</li> <li>• Goal 11: Sustainable cities and communities</li> </ul>
Cultural heritage	<ul style="list-style-type: none"> <li>• Goal 11: Sustainable cities and communities</li> </ul>
Responsible government	<ul style="list-style-type: none"> <li>• Goal 11: Sustainable cities and communities</li> <li>• Goal 16: Peace, justice and strong institutions</li> </ul>

### International Cooperation Activities

There are three main types of international cooperation activities highlighted on municipality websites: ad hoc celebration of internationally recognized priority themes and days by the UN (e.g. World Malaria Day) and International Development Week; dedicated services and support to immigrants, notably Syrian refugees; and “twinning initiatives” with sister cities. Six municipalities demonstrated evidence of celebrating major UN initiatives and/or International Development Week in the past.<sup>6</sup> Seven cities have specific immigration portals or services or have made special reference to their role in settling Syrian refugees.<sup>7</sup> Thunder Bay, Toronto and Windsor highlight their twinning initiatives with sister cities. These initiatives aim to build economic links, promote cultural development, and cross-cultural community development including through municipal and technical cooperation. Sister cities tend to include a range of cities in high, middle and low-income countries. Of the sample of municipalities examined, Sudbury and Windsor stand out as outliers from their peers in terms of their more significant engagement in international cooperation (Box 2).<sup>8</sup> Four municipalities make no reference to international cooperation activities.<sup>9</sup>

### Box 2. Sudbury and Windsor: International Cooperation Activities

In 2007, Sudbury was named a Regional Centre of Expertise in Sustainable Development by the Institute of Advanced Studies, an arm of the United Nations University. The city consistently celebrates UN initiatives such as World Car Free Day, the 2013 Year of Water Cooperation, International Year of Family Farming (2014), and the Decade of Water for Life (2005-2015). The city also participates in international events, such as the International Biodiversity Summit in 2014.

<sup>6</sup> Kingston, Peterborough, Ottawa, Sudbury, Toronto and Windsor.

<sup>7</sup> Kingston, London, Ottawa, Peterborough, Sudbury, Toronto and Windsor.

<sup>8</sup> Toronto has an international policy, however it is from 2002. It is unclear if it is still in use.

<sup>9</sup> Region of Waterloo, City of Waterloo, Kitchener and Cambridge.

Windsor also has a history of celebrating major UN initiative, including World Refugee Day, International Women's Day, and the Day of Older Persons. A number of city plans and initiatives are make references to the UN. The city also participates in International Development Week. Windsor has an international relations committee that is responsible for promoting the enhancement of Windsor's international image, enhancing relationships with twinning cities and supporting international education, cultural, sport and economic initiatives. The eight person committee is composed of councillors and local citizens.

### Relations with Indigenous Peoples

All of the municipalities make some reference to relations with Indigenous communities. They offer a range of services specifically for Indigenous Peoples, such as health centres or housing, and note their support for Indigenous celebrations and special events. Where cities vary is in terms of the extent to which relationships with Indigenous people are formalized in terms of specific strategies, partnerships and institutions for cooperation; only five municipalities pointed to more formalized relationships. Thunder Bay has an Aboriginal Liaison Strategy and has made a commitment to strengthen relationships with Indigenous peoples. It is the first city in Ontario to have such a strategy. Toronto has an Urban Aboriginal Strategy. Sudbury has a formal partnership with the Wahnapiatae First Nations while Ottawa has an Aboriginal Working Committee.

### *Colleges and Universities*

Overall, universities are more likely to be engaged on international cooperation issues and the SDGs than colleges (with some notable exceptions, such as Humber College).

### Linkages to the SDGs

Nine members of CCUPIDS were included in the analysis, one college (Humber College) and eight universities. The review revealed that CCUPIDS members do not point to the SDGs or MDGs in the framing of overall IDS programs. Generally speaking, the SDGs and MDGs are referred to in course outlines, guest lectures, showcased publications or specific events. Of the institutions examined, the University of Ottawa's School of International Development and Global Studies provided significant evidence of linkages to the SDGs in terms of references to the global goals in course outlines, as well as in terms of public events on the SDGs, many of which have been hosted in partnership with CSOs.

Beyond specific IDS programs, site searches of colleges and universities (which capture all departments, including international centres and programs), revealed that 13 of the 14 colleges examined make no reference to the SDGs. Of these 13, four colleges referred to the MDGs, however to a very minimal extent (i.e. one ad hoc paper, event or initiative). Seven universities make no reference to the SDGs, however within this mix, three make reference to the MDGs either through course outlines, guest lectures or publications. The four university colleges examined only make reference to the MDGs. Universities that demonstrate greater engagement on the SDGs include the University of Waterloo, York University, Wilfrid Laurier University, University of Ottawa, Carleton University, and Ryerson University. These institutions make reference to the SDGs and/or MDGs in courses from a variety of departments, events, publications, including formal research reports and blogs, and special initiatives (Box 3).

### Box 3. Ryerson University Engagement on the SDGs: An example

Ryerson University is an [Ashoka U Changemaker Campus](#) and has a specific program in social innovation. The program is inspired by the SDGs and aims to address poverty alleviation; education; health; human rights, diversity and inclusion; violence prevention and peacebuilding; sustainability; and capacity building and engagement. The program includes partnerships with community members and aims to support future changemakers through awareness raising, skills development, project support, *inter alia*, on social innovation for the SDGs. As part of the social innovation program, the university launched a two-year RECODE initiative in 2015 to scale up social innovation at the university. The initiative encourages faculty members and students to apply for awards for individual or collaborative and interdisciplinary research in social innovation.

#### International Cooperation Activities

The research revealed significant variation between and among colleges and universities in terms of their emphasis on international cooperation. The findings presented below likely understate the extent to which colleges and universities are engaging in international cooperation, particularly as they do not consistently showcase their endeavours. Nevertheless, the findings do provide an indication of which activities are the most prominent.

In terms of overall figures, of the 33 academic institutions examined, 27 offer opportunities for students to study abroad. All of the universities examined offer study abroad opportunities while three colleges and two university colleges do not provide information on this type of opportunity for students. Twelve universities and five colleges showcased internship opportunities for students abroad. Ten universities and four colleges highlighted international volunteer opportunities, which tend to be more ad hoc and short term in nature than formal internships, such as alternative reading week initiatives. Eight institutions (two colleges and six universities) highlighted opportunities for students to participate in applied research projects abroad.

Of the colleges examined, Centennial College of Applied Arts and Technology, George Brown, Humber College and Seneca College were the most active in terms of their international centres and programs, providing opportunities for study abroad, internships and volunteering. Centennial College, George Brown and Seneca also offer international cooperative education opportunities. Humber College and Centennial College offer opportunities for students to participate in applied research projects abroad. Other types of international cooperation activities examined, namely public engagement, policy dialogue, communities of practice, collaborative research projects and project delivery were not showcased by colleges, with the exception of Collège Boréal that showcased development projects.

University international centres and programs were more likely to refer to other types of international cooperation activities, albeit to a very limited extent. Outside CCUPIDS members, discussed below, only Ryerson University showcased public engagement and policy dialogue on development issues. The University of Waterloo offers international co-op opportunities. Queen's University, the University of Waterloo, the University of Western Ontario (UWO) and Huron University College at UWO showcased projects related to international development. In terms of collaborative research on development issues, five universities highlighted projects with international partners, four with other Canadian academic institutions and two with Canadian CSOs.

In addition to the activities noted above, a number of colleges and universities have developed programs or institutions dedicated to promoting global citizen and leadership through activities such as specific course work, extra-curricular activities, community engagement and international experiences. These include Centennial College, Guelph University, Humber College, University of Ottawa, University of Waterloo, Wilfrid Laurier University and York University (certificate of international experience).

CCUPIDS members typically provide opportunities for students to engage in international cooperation through IDS programs. Six of the nine CCUPIDS members showcase study abroad opportunities associated with the IDS program while seven showcase internship opportunities. Though such programs also have professors that engage in collaborative research, very few IDS programs actually showcase their efforts through department websites. Humber College and the University of Ottawa provided information on the widest array of activities. Humber has an International Development Institute that works closely with the Business School's international development stream and supports public engagement activities, funded research, collaborative research with international partners, other Canadian academic institutions and Canadian CSOs, and development projects. The University of Ottawa engages in policy dialogue, funded research, collaborative research with international partners and other Canadian academic institutions and development projects.

A number of IDS programs also include local experiential learning opportunities as part of courses. Queen's University, Wilfrid Laurier University and York University have opportunities for students to intern or volunteer in Canada or abroad and receive credit. The University of Waterloo includes a field work placement as part of its undergraduate program.

#### Opportunities for Engagement: College and University Strategic Plans

College and university strategic plans focus on institutional priorities, largely related to academic and research excellence, the student experience, financial sustainability, community engagement and in a number of cases, internationalization. The review of strategic plans focused on identifying key priorities related to international cooperation and opportunities for community engagement. Table 5 provides an overview of relevant college and university priorities in relation to OCIC's collective impact initiative. In terms of the university colleges examined, University College Brescia (UWO) highlights the promotion of community leadership locally and globally and community relations as priority areas. Glendon College (York) is developing a new academic plan. The 2010-2015 plan included reference to furthering francophone research networks and the importance of enhanced volunteer and internship opportunities for students.

Table 5 shows that Ontario colleges and universities share a number of priorities. Twelve of the 14 colleges and 13 of the 15 universities examined aim to partner more with local stakeholders. Increased partnerships with international stakeholders appear to be less of a priority for colleges with only four stating this objective. Nine universities stated that were looking to increase partnerships internationally. Ten colleges and 11 universities are prioritizing the expansion of experiential learning opportunities for students.

Table 5. College and University Priorities Relevant for Pursuing Collective Impact on Sustainable Development in Ontario				
Priority in Strategic Plan	Colleges		Universities	
Internationalization of curriculum, including integrating global perspectives	<ul style="list-style-type: none"> <li>Centennial College of Applied Arts and Technology</li> <li>Fleming College</li> <li>Humber College</li> <li>Seneca College</li> <li>St. Lawrence College</li> </ul>		<ul style="list-style-type: none"> <li>Carleton University</li> <li>Queen's University</li> </ul>	
Increase internationally-oriented research / worldwide impact of research			<ul style="list-style-type: none"> <li>Carleton University</li> <li>University of Guelph</li> <li>University of Waterloo</li> <li>University of Western Ontario</li> <li>York University</li> </ul>	
Increase opportunities for experiential learning	<ul style="list-style-type: none"> <li>Algonquin College</li> <li>Centennial College of Applied Arts and Technology</li> <li>Confederation College</li> <li>Conestoga College</li> <li>Fleming College</li> </ul>	<ul style="list-style-type: none"> <li>Humber College</li> <li>Seneca College</li> <li>St. Clair College</li> <li>St. Lawrence College</li> </ul>	<ul style="list-style-type: none"> <li>Carleton University</li> <li>Ontario College of Art and Design</li> <li>Queen's University</li> <li>Ryerson University</li> <li>University of Guelph</li> <li>University of Toronto – Scarborough</li> </ul>	<ul style="list-style-type: none"> <li>University of Waterloo</li> <li>University of Western Ontario</li> <li>University of Windsor</li> <li>Wilfrid Laurier University</li> <li>York University</li> </ul>
Increase partnerships with local stakeholders	<ul style="list-style-type: none"> <li>Cambrian College</li> <li>Centennial College of Applied Arts and Technology</li> <li>Cité collégiale</li> <li>Collège Boréal</li> </ul>	<ul style="list-style-type: none"> <li>Fleming College</li> <li>George Brown College</li> <li>Humber College</li> <li>Seneca College</li> <li>St. Clair College</li> <li>St. Lawrence College</li> </ul>	<ul style="list-style-type: none"> <li>Carleton University</li> <li>Lakehead University</li> <li>Laurentian University</li> <li>Ontario College of Art and Design</li> <li>Queen's University</li> <li>Ryerson University</li> </ul>	<ul style="list-style-type: none"> <li>University of Guelph</li> <li>University of Toronto – Scarborough</li> <li>University of Western Ontario</li> <li>University of Windsor</li> </ul>

Table 5. College and University Priorities Relevant for Pursuing Collective Impact on Sustainable Development in Ontario			
	<ul style="list-style-type: none"> <li>• Confederation College<sup>10</sup></li> <li>• Conestoga College</li> </ul>	<ul style="list-style-type: none"> <li>• Trent University</li> </ul>	<ul style="list-style-type: none"> <li>• Wilfrid Laurier University</li> <li>• York University</li> </ul>
Increase partnerships internationally	<ul style="list-style-type: none"> <li>• Centennial College of Applied Arts and Technology</li> <li>• Humber College</li> <li>• Seneca College</li> <li>• St. Lawrence College</li> </ul>	<ul style="list-style-type: none"> <li>• Carleton University</li> <li>• Ontario College of Art and Design</li> <li>• Queen’s University</li> <li>• Ryerson University</li> <li>• University of Guelph</li> </ul>	<ul style="list-style-type: none"> <li>• University of Ottawa</li> <li>• University of Toronto – Scarborough</li> <li>• University of Western Ontario</li> <li>• University of Windsor</li> </ul>
Improve student / faculty mobility in terms of international opportunities	<ul style="list-style-type: none"> <li>• Centennial College of Applied Arts and Technology</li> <li>• Confederation College</li> <li>• Conestoga College</li> <li>• Fleming College</li> <li>• Seneca College</li> </ul>	<ul style="list-style-type: none"> <li>• Carleton University</li> <li>• Ontario College of Art and Design</li> <li>• Queen’s University</li> <li>• University of Ottawa</li> <li>• University of Toronto – Scarborough</li> <li>• University of Western Ontario</li> <li>• University of Windsor</li> </ul>	
Increase international student enrolment	<ul style="list-style-type: none"> <li>• Confederation College</li> </ul>	<ul style="list-style-type: none"> <li>• Queen’s University</li> <li>• University of Waterloo</li> <li>• Wilfrid Laurier University</li> <li>• York University</li> <li>• University of Ottawa</li> <li>• University of Western Ontario</li> <li>• University of Windsor</li> </ul>	

<sup>10</sup> Ensure community benefits from applied research.

Colleges and universities have also prioritized a number of other international cooperation related activities albeit to varying degrees. Five colleges and seven universities have made improving student and/or staff international mobility a priority. Five colleges and two universities have also made internationalization of their curriculum, in terms of integrating global perspectives, a priority. Five universities aspire to become world recognized in their research activities. Seven universities and one college have made increasing international student enrolment a priority.

## Opportunities for Collective Impact

### *Municipalities*

The review of selected Ontario municipalities and municipal associations revealed several important findings in terms of opportunities for collective impact. First, it illustrated that internationally agreed development goals, with few exceptions, are not integrated into municipal plans and activities. This is unsurprising given that the MDGs, the predecessor to the SDGs, applied to developing countries. Ontario municipalities have limited experience with global goal frameworks and their implementation. Second, Ontario municipalities engage in international cooperation to a limited extent. For the most part, they do not have specific international plans and strategies, and most forms of engagement appear to be ad hoc and related to special events. Third, the strategic plans and priorities as set out by municipalities align with many of the SDGs, in particular (and unsurprisingly), the goal on sustainable cities and human settlements. Ontario municipalities are concerned with sustainable development, as it is understood in the UN context in terms of environmental, social and economic progress. Finally, eight of the 13 municipalities examined have made open and responsible government a priority.

From a collective impact perspective, priorities articulated by municipalities suggests that there is alignment of interests between municipalities, OCIC members and other stakeholders in Ontario concerned with sustainable development. Municipal priorities can be used to introduce Ontario municipalities to the SDGs and for discussions on concrete priorities for collective impact. It is also likely that municipalities will be open to exploring opportunities for broader partnership and community engagement, including with Indigenous communities, owing to commitments to responsible government.

In terms of international cooperation, it appears that there is room for further engagement by municipalities. Opportunities exist to link municipal priorities to key international events and specialized days of recognition. There may be potential for OCIC and its members to work with municipalities in this context, particularly in terms of improving public engagement on sustainable development issues, linking local and global priorities. At the international level, OCIC and its members could also work with municipalities to showcase successful approaches towards realizing sustainable development in Ontario at the local level as well as learn from the experiences of others.

### *Colleges and Universities*

At the institutional level, the research shows that colleges and universities are keenly interested in expanding opportunities for experiential learning and international and local partnerships. These priorities present entry points for OCIC and OCIC members in terms of formal collaboration and partnership. In particular opportunities may exist for student placements and participation in international and more localized research initiatives on sustainable development. There is also potential to harness increasing attention to global issues in tertiary education and the internationalization of

student experiences. OCIC and its members may be well positioned to contribute to course content and through student engagement abroad.

A number of the universities and colleges examined also noted the importance of being a part of the communities in which they operate. Not only are they focusing on establishing local partnerships, but also engaging with communities on research needs, including in terms of realizing social transformation. College and university partners are well-positioned to assist in the development of evidence based approach to realizing collective impact and monitoring the impacts of efforts.

The IDS programs examined offer a number of useful entry points for engagement as well. Owing to their substantive nature and emphasis on local and global change, IDS programs offer opportunities to work with OCIC and members on international cooperation policy issues and public engagement in terms of events, guest lectures, blogs, *inter alia*. The focus on experiential learning in IDS programs, and in particular on offering local opportunities to students, affords OCIC and its members avenues to work with students as interns and volunteers in at least two important ways. First, students looking to gain experience in the non-profit sector could work directly with OCIC and its members. Second, students could be engaged in collective impact efforts by working with backbone institutions or on other aspects of collective initiatives through research and other forms of support.

## Conclusions: Gaps and Areas for Further Follow-up

This report provides a baseline of Ontario MCU engagement on the SDGs and international cooperation efforts. It identifies a number of key areas in which OCIC and its members can pursue collective impact with MCUs. As the first phase of OCIC's collective impact initiative, the report provides an initial scoping from which OCIC can build. There are a number of key areas for further follow-up in phase two.

With respect to municipalities, the research found very little on the potential role municipal associations could play from a collective impact perspective, particularly in terms of articulating the priorities of and engaging with smaller municipalities such as those located in rural areas or norther Ontario. Engagement with municipal associations in phase two should focus on further identifying their priorities and potential collective impact entry points.

Though a number of international cooperation activities were identified for municipalities, it is unclear to what extent municipalities see international cooperation as a priority and if so, to what end. Phase two should examine further municipal priorities for international cooperation and look towards how municipalities can work in partnership with other stakeholders to facilitate greater linkages between local and global efforts in areas of shared interest. Finally, phase two should further identify municipal priorities for collective impact. Though municipalities share many overarching priorities, it would be useful to have a better understanding of which priorities are good candidates for pursuing collective impact the municipal perspective.

For colleges and universities, as alluded throughout the report, phase two will need to include and move beyond IDS programs. As collective impact priorities emerge, it is likely that interest will exist from a range of college and university programs. In this context, there is scope to further explore existing college and university partnerships with community stakeholders as a means to identify entry points and harness ongoing initiatives. There is also value in further identifying college and university priorities for collective impact. Some colleges and universities note that they are working to ensure their research is relevant for

the communities in which they operate, however they do not consistently provide details on what this research entails. Greater clarity around college and university visions for community engagement and transformation is needed. Related to this, phase two should also explore how efforts towards collective impact can effectively link into college and university strategic priorities. What are the substantive links between college and university priorities for social transformation and those of other Ontario stakeholders? How can efforts to increase experiential learning, community engagement and partnerships, and the internationalization of the academic experience be formally linked into collective impact initiatives?

Phase two of OCIC's collective impact initiative will seek to answer these questions, and others, with the aim of identifying concrete steps among CSOs and MCUs to realize sustainable development and social transformation in Ontario and abroad.