



UBT

Sustainability
Strategic Pan 25-26

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Reporting Context

During the reporting period UBT moved from a mixed-campus model to gender-segregated campuses (Corniche Campus for female students and Dahban Campus for male students). Each campus therefore had to operate separate facilities, services and operational systems. Stable performance under this expanded operational scope is therefore interpreted as an improvement rather than merely maintaining the status quo. This report summarizes progress against the Sustainable UBT Action Plan and highlights reductions in scope 1 and 2 emissions (in particular electricity and fuel use).



1- Sustainability Awareness & Training

I- Sustainable UBT Action Plan Progress

The following section evaluates implementation progress across the Sustainable UBT Action Plan objectives defined in the original Race to Zero commitment.

Objective 1: Increase Awareness of Sustainability Practices

Original Commitment:

- Host sustainability awareness workshops for students and staff, covering key topics like SDGs, energy saving and waste reduction.
- Implement specialized training programs for campus staff on energy efficiency and green building maintenance.

Implementation During Reporting Period:

- UBT conducted structured sustainability workshops for students and staff focused on environmental responsibility, climate challenges, energy conservation, and waste reduction. These sessions translated sustainability concepts into practical daily behaviors such as reducing electricity use, responsible consumption, and proper waste segregation.
- A dedicated workshop titled “Sustainability: Our Path to a Better Future” was delivered, addressing climate change, environmental impact reduction, and the role of universities in supporting low-carbon transition.



UBT **UBT Sustainability** **PRISTINE** برستين

Join our workshop "Sustainability : Our Path For a Better Future"

Discover sustainability's role and environmental challenges for a greener future!

By Dr. Houssam Saad
By Pristine

Mon, Nov 18, 2024 | 12:00 PM - 02:00 PM | 1ST 11 On Corniche campus

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- UBT sustainability staff participated in Carbon Literacy Action Day, an international initiative coordinated through PRME Middle East and Zayed University. Through this program, participants completed the Carbon Literacy Standard, strengthening institutional understanding of climate science, carbon accounting, and practical emissions reduction strategies aligned with Race to Zero principles.
- Technical training programs were implemented to build operational capacity in energy management, including:
 - Training on energy utilization to improve understanding of efficient energy use across campus facilities.
 - Training on solar panel installation, strengthening internal technical knowledge related to renewable energy systems.
- Sustainability literacy initiatives were conducted to assess and improve student understanding of environmental issues and sustainable development principles. While the literacy test covered broader sustainability themes, it supports Race to Zero by strengthening foundational climate awareness among the university community.



Assessment of Progress:

This objective is Substantially Implemented.

Workshops and technical training mechanisms are operational. Awareness initiatives have improved climate literacy and institutional understanding of energy efficiency practices.

However:

- Training is currently event-based rather than embedded within recurring institutional structures.
- Direct measurement of behavioral energy reduction outcomes has not yet been formally quantified.
- Integration between awareness activities and operational energy data systems remains limited.

Next Phase Actions:

To strengthen alignment with Race to Zero commitments, the next implementation phase will include:

- Transitioning from ad-hoc workshops to structured, recurring annual sustainability training for staff and students.
- Integrating awareness programs with measurable energy performance indicators (e.g., linking behavior campaigns to monitored electricity reductions).
- Expanding technical training to include facility-management teams and operational staff with direct energy control responsibilities.
- Formalizing sustainability literacy assessment as a recurring institutional benchmark.

Objective 2: Engage UBT Community in Sustainability Efforts

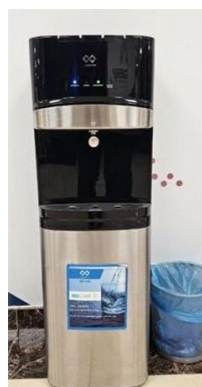
Original Commitment:

- Launch a “Green Campus Day” involving the whole university community in sustainability-focused activities like recycling drives and tree planting.
- Organize community outreach programs where students and staff engage with local schools to promote environmental awareness.
- Engage a campus-wide volunteer network that regularly participates in environmental initiatives, such as beach clean-ups.
- Establish a car pooling program/ application for students and staff to promote eco-friendly transportation.
- Promote campaign to decrease the usage of one-use plastic bottles, create sustainable flasks for students and staff to be shared as give away.

Implementation During Reporting Period:

- UBT conducted a campus-wide Recycling Day, open to the full university community. The event included:
 - Live demonstrations showing how to correctly segregate paper, plastic, cans, and mixed waste.
 - An educational booth where students explained waste sorting to other students.
 - Printed recycling guides distributed and displayed across campus.
 - Reuse activities (e.g., paper waste repurposed into bookmarks made by students).
 - A public pledge board where students committed to reducing their environmental impact.

- A broader Sustainability Day (Green Campus Day) was planned for full-campus participation but was postponed due to weather conditions. It is rescheduled to align with Earth Day.
- Permanent recycling bins labeled for different waste streams were installed across campus, reinforcing behavior beyond the event.
- UBT reduced single-use plastic dependency through:
 - Distribution and promotion of UBT-branded reusable mugs, flasks, and drinkware to staff and students.
 - Installation of water dispensers across campus to reduce reliance on bottled water.
 - Reduction of plastic use in university cafeteria operations, where vendors such as ZED actively promote reusable fabric bags and sustainable packaging alternatives in line with UBT's waste-prevention requirements.
- Planning for a carpooling initiative is currently underway. The program has not yet been implemented but is in development as part of UBT's phased approach to reducing transport-related emissions.



Assessment of Progress:

This objective is Partially Implemented.

Community engagement activities and waste-reduction measures are operational and have improved campus participation in sustainability initiatives. Permanent infrastructure (recycling bins, water dispensers) supports continuity beyond event-based programming.

However:

- The broader Green Campus Day has not yet been executed.

- The structured carpooling program remains in development and has not been implemented.
- Formalized volunteer networks and structured external outreach programs remain limited.

Next Phase Actions:

- Implement the postponed Sustainability Day with structured impact tracking.
- Launch and operationalize the campus carpooling program.
- Formalize a recurring sustainability volunteer framework beyond single events.
- Strengthen community outreach through structured partnerships with local schools and organizations.
- Introduce basic performance indicators to measure participation rates and behavioral adoption.

Objective 3: Increase Visibility for Sustainability Issues

Original Commitment:

- Create sustainability infographics and posters to display around campus, focusing on issues like awareness about SDG, plastic waste and water conservation.
- Use social media and newsletters to regularly highlight sustainability milestones and upcoming green events.
- Hold sustainability hackathon for students/ staff to create solutions and ideas towards certain sustainability challenges.
- Promote campaigns for measuring environmental footprints to students and staff and help them to reduce their environmental footprint.

Implementation During Reporting Period:

- UBT deployed sustainability infographics and posters across campus addressing waste reduction, recycling, water conservation, and environmental responsibility. These materials were displayed during major initiatives such as Recycling Day and remain visible in common areas to reinforce daily awareness.

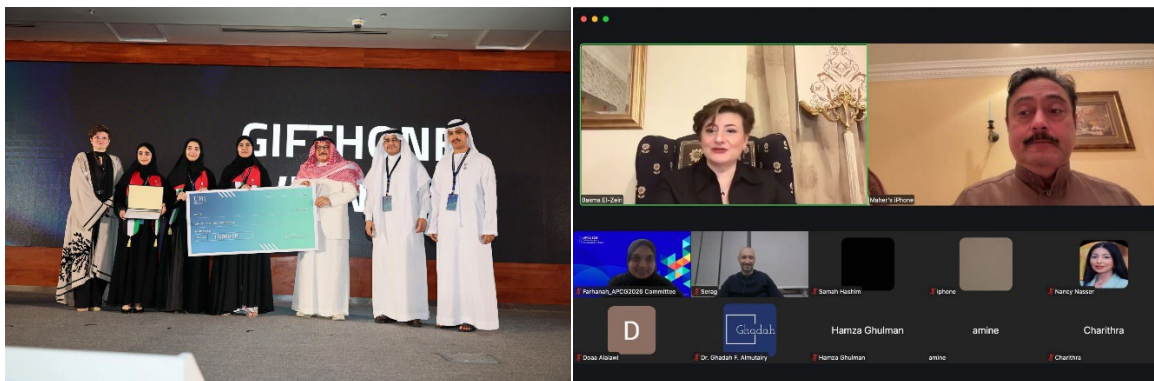


- Permanent sustainability visual installations were placed across campus, including branded sustainability displays and cube installations positioned in high-traffic locations. These installations serve as continuous reminders of environmental priorities and responsible resource use within the campus environment.
- UBT actively utilized its official university communication channels to highlight sustainability-related milestones, initiatives, and recognitions, including public communication of sustainability benchmarking outcomes (e.g. UI Green Metric participation and rankings) and university engagement in environmental reporting and assessment frameworks.



- In parallel, dedicated student-led sustainability social media accounts (Instagram, TikTok, LinkedIn and WhatsApp Community), managed by Sustainability Club, were used consistently to:
 - Promote sustainability events, campaigns, and awareness days (e.g. Recycling Day, Car-Free Day, Zero Emission Day).
 - Share sustainability-related articles, educational content, and event highlights.
 - Increase peer-to-peer engagement and visibility of sustainability initiatives within the student community.

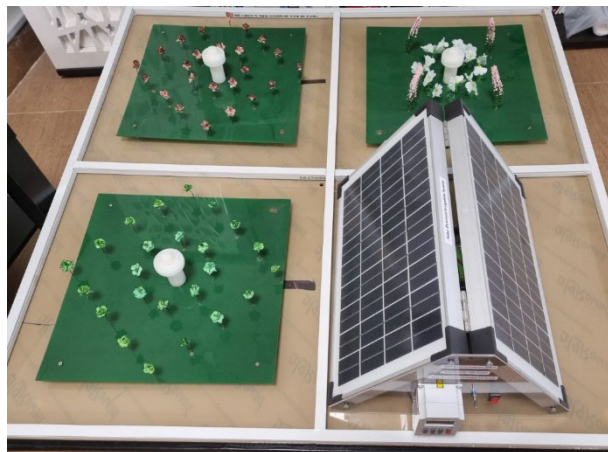
- UBT launched Hack4Earth, a sustainability-focused hackathon inviting student teams to propose practical solutions to environmental and climate-related challenges. Submissions were received from multiple universities. The hackathon remains in progress as projects are under review and development.
- UBT organized the Gifthone Hackathon through TechnoValley as a structured, multi-month innovation platform involving over 300 applicants and 43 active teams. The initiative included technical workshops in renewable energy, AI systems, design thinking, and applied research methods. Among the 16 finalist teams, multiple projects addressed environmental sustainability, smart campus resource management, wastewater treatment innovation, and energy-efficiency systems. This platform strengthened interdisciplinary applied research capacity and supported development of scalable sustainability-aligned technologies consistent with national climate and resource-efficiency priorities.



- UBT sustainability visibility was further strengthened through engagement with external sustainability initiatives, including participation in L'Oréal For The Future (L4TF), a global corporate sustainability and climate program. The initiative exposed students to international climate commitments, environmental responsibility frameworks, and private-sector approaches to sustainability, reinforcing sustainability discourse beyond the campus environment.
- Sustainability-related innovation is also supported through competitive research platforms. UBT hosts the Dr. Abdullah Dahlan Research Awards (Undergraduate and Postgraduate), where sustainability and environmental impact form part of evaluation

criteria. This encourages students to integrate environmental responsibility and climate considerations into research and applied projects.

- In parallel with Hack4Earth and research competitions, engineering students developed multiple sustainability-oriented prototypes addressing waste management, renewable energy, water efficiency, and smart resource optimization. These included solar tracking systems, solar-powered irrigation models, IoT-based plant monitoring systems, automated waste-handling robotic arms, and smart recycling technologies. While primarily academic prototypes, these projects strengthen institutional innovation capacity aligned with low-carbon and resource-efficiency objectives.



- UBT faculty also serve on external environmental award committees, including the Dr. Abdullah Dahlan Award for the Environment (University of Prince Mugrin), strengthening cross-institutional collaboration and exposure to environmental innovation frameworks.
- A structured environmental footprint measurement campaign for students and staff was planned as part of Sustainability Day programming; however, the event was postponed to April. Implementation of this initiative remains pending.

Assessment of Progress:

This objective is Implemented with Ongoing Expansion.

Sustainability visibility is now embedded across physical campus infrastructure, institutional communication channels, student-led digital platforms, and innovative ecosystems.

Sustainability messaging is active and consistent across formal and informal university structures.

However:

- The environmental footprint measurement campaign has not yet been executed.
- Hackathon outcomes have not yet been translated into operational sustainability initiatives.
- Engagement metrics for visibility initiatives are not yet formally tracked.

Next Phase Actions:

- Implement and formally track the environmental footprint measurement campaign.
- Establish evaluation mechanisms to assess the impact and scalability of hackathon outputs.
- Introduce structured engagement metrics for sustainability communication platforms.
- Consolidate sustainability visibility initiatives into a formal annual reporting and impact framework.

2- Projects & Operations

Objective 1: Ensure Sustainability in Campus Operations

Original Commitment:

- Conduct a comprehensive energy audit of campus facilities and implement efficiency measures by installing occupancy sensors. This can be done in a pilot area, then repeated.
- Decrease water flow rate by installing water-saving devices like low-flow faucets and toilets in all university facilities.
- Install leak detection system so that leaks can be addressed quickly and efficiently.
- Implement Building management system BMS to optimize energy efficiency.
- Make cleaning plan to All Washbasin Taps & Bib-Taps (should be cleaned once a month or once a quarter)

Implementation During Reporting Period:

- UBT actively monitors electricity and water consumption across campus facilities to track usage trends and identify efficiency opportunities. Consumption data is used to inform operational decisions and performance tracking.
- Energy-efficiency measures were initiated through the installation of occupancy sensors in selected pilot areas, primarily to control lighting usage. These sensors automatically switch lights off when spaces are unoccupied, supporting reduced electricity consumption and improved operational control.
- Began implementing Building Management System (BMS) functionality for air-conditioning systems as a first step toward centralized energy management. This initial phase focuses on optimizing HVAC performance, with further BMS expansion planned in subsequent phases.
- Water-saving measures were implemented through installation of water filters and flow-control mechanisms. During the reporting period, total campus water consumption decreased from 31,571.85 m³ to 23,306.00 m³, indicating improved water-use efficiency across operations.
- UBT strengthened institutional climate accounting capacity through professional certification. A sustainability team member, Professor Samah, obtained Certified Greenhouse Gas & Carbon Footprint Consultant accreditation, covering ISO 14064 standards, GHG Protocol accounting, carbon footprint verification, and emissions mitigation strategies. This expertise supports UBT's carbon inventory development and Race to Zero reporting processes.

- A formal leak detection system has not yet been implemented and remains under consideration for future phases.
- Documentation regarding a structured cleaning plan for taps and bib-taps
- Preparatory work for advanced monitoring systems, including development of a digital twin proposal, has been initiated to support future comprehensive energy audits and performance optimization.

Assessment of Progress:

This objective is Partially Implemented.

Operational monitoring mechanisms are active, and pilot energy-efficiency technologies (occupancy sensors and HVAC BMS integration) are in place. A measurable reduction in water consumption indicates operational improvement.

However:

- A comprehensive energy audit has not yet been completed.
- BMS deployment remains limited to initial HVAC optimization and has not yet expanded campus wide.
- Leak detection systems are not yet operational.
- Preventative maintenance documentation requires formalization.

Next Phase Actions

- Conduct a comprehensive campus-wide energy audit.
- Expand BMS integration beyond HVAC to broader facility systems.
- Implement a formal leak detection system.
- Formalize and document preventative maintenance schedules.
- Transition from pilot occupancy sensors to broader deployment where feasible.

Objective 2: Promote Sustainable projects

Original Commitment:

- Introduce a green procurement policy that prioritizes eco-friendly and sustainable products.
- Develop a campuswide recycling program by implementing comprehensive recycling, and waste reduction initiatives.
- Setting up electronic waste recycling drives to safely dispose of old electronics and raise awareness about e-waste issues.

- Establish a food waste reduction program in campus cafeterias, promoting sustainable dining and composting.
- Coordinate with Sustainability Awareness & Training team to prepare awareness campaign on waste reduction and recycling.
- Develop sustainable planting strategies that use sustainable irrigation system, reused water and native vegetation.

Implementation During Reporting Period:

- UBT applies sustainability considerations in procurement processes, particularly within food services and furniture purchasing. The university's sustainable food policy prioritizes local and seasonal sourcing, environmentally responsible suppliers, reduction of single-use packaging, encouragement of vegetarian options, and donation of surplus food. Furniture and equipment purchasing prioritizes durability and responsible sourcing to reduce lifecycle environmental impact.



- Recycling bins labelled for paper, plastics, metals, and cans are deployed across campus to enable waste segregation at source. Waste-management guidelines provide instructions for proper sorting and disposal.
- In coordination with sustainability awareness initiatives, the Sustainability Club organized Recycling Day, a campus-wide educational campaign. Activities included:
 - Live demonstrations on proper waste segregation
 - Student-to-student education at information booths
 - Distribution of recycling brochures displayed across campus
 - Creative reuse initiatives (e.g., recycled paper transformed into bookmarks)
 - Environmental pledge boards encouraging personal reduction commitments
 This initiative strengthened behavioral awareness, though it was not a certified technical training program.

- UBT has initiated discussions with external recycling companies to formalize collection and processing of segregated waste. Negotiations are ongoing; no formal agreement has yet been finalized.
- Organic waste from campus cafeterias is diverted for composting through external collection arrangements, reducing landfill disposal and supporting circular resource practices.
- Electronic waste recycling drives were not implemented during the reporting period.
- Due to limited vegetation space at the current campus, a comprehensive sustainable planting strategy has not yet been implemented. Planning for native vegetation and sustainable irrigation systems is being incorporated into the Obhur campus development phase, where greater landscape capacity allows structured implementation.

Assessment of Progress:

This objective is Partially Implemented.

Sustainable procurement principles and waste-segregation infrastructure are operational. Organic waste diversion is active. Student-led awareness campaigns support behavioral adoption.

However:

- Recycling partnerships are not yet formalized.
- Electronic waste programs are absent.
- Sustainable planting and irrigation strategies are deferred to future campus expansion.

Next Phase Actions:

- Formalize recycling agreements with certified waste-management partners.
- Introduce structured electronic waste collection drives.
- Develop measurable waste-diversion tracking mechanisms.
- Integrate sustainable landscaping strategy into Obhur campus master planning with defined performance targets.
- Transition procurement guidelines into a formally documented green procurement policy.

3- Research & Innovation

Objective 1: Promote Sustainability-Focused Research

Original Commitment:

- Offer sustainability research grants for faculty and students, particularly projects focused on renewable energy and resource conservation.
- Establish a sustainability research center that promotes interdisciplinary research and collaboration on environmental issues.
- Create an annual sustainability innovation competition, encouraging students to develop new solutions for environmental challenges.

Implementation During Reporting Period:

- UBT supports sustainability-focused research through the Dr. Abdullah Dahlan Research Award, open to undergraduate students, postgraduate students, and faculty. The award includes financial prizes and a competitive evaluation process in which environmental sustainability and real-world impact form part of the judging criteria. This structure incentivizes research aligned with renewable energy, resource efficiency, waste reduction, and broader environmental resilience themes.
- UBT serves as an active partner and expert contributor to external research awards such as the Dr. Abdullah Sadiq Dahlan Award for Scientific Research in the Environmental Field (University of Prince Mugrin), where sustainability theme areas including renewable energy, water management, waste reduction, and climate adaptation form key assessment domains.
- UBT launched Hack4Earth, an open sustainability-focused hackathon that received submissions from multiple universities, inviting student teams to propose practical solutions to environmental and climate-related challenges. In parallel, UBT organized the Gifthone Hackathon through TechnoValley as a structured, multi-month innovation platform involving over 300 applicants and 43 active teams. The initiative included



technical workshops in renewable energy, AI systems, design thinking, and applied research methods. Among the 16 finalist teams, multiple projects addressed environmental sustainability, smart campus resource management, wastewater treatment innovation, and energy-efficiency systems.

- Engineering and applied science student projects developed during the reporting period demonstrate technical innovation with environmental relevance, such as autonomous waste-handling prototypes, smart recycling systems, IoT-based irrigation controllers, and solar-energy systems for irrigation and tracking. These projects illustrate applied research capacity in areas related to climate adaptation, efficiency, and resource stewardship.
- While a standalone sustainability research center has not been formally established, UBT’s distributed research platforms, collaboration networks, and institutional support structures contribute to an interdisciplinary environment where sustainability themes are actively explored.

Assessment of Progress:

This objective is Partially Implemented.

Sustainability-related research is actively incentivized through competitive awards and innovation platforms. Applied student and faculty research demonstrates interdisciplinary engagement with environmental themes.

However:

- Research support is recognition-based rather than structured through recurring internal grant funding.
- A centralized sustainability research center has not yet been institutionalized.
- Sustainability research output tracking remains informal rather than consolidated under a dedicated reporting framework.

Next Phase Actions:

- Develop a formal sustainability research grant scheme with defined annual funding allocation.
- Establish a structured interdisciplinary sustainability research unit or coordination framework.
- Introduce sustainability research tracking metrics (publications, applied prototypes, partnerships).
- Formalize pathways for scaling high-potential hackathon outputs into funded research projects.

Objective 2: Support Student Research

Original Commitment:

- Create a research fellowship program for students focused on sustainability topics, offering mentorship and funding.
- Partner with local businesses and industries to provide research internships that focus on sustainable solutions.
- Offer opportunities for students to present their sustainability research at national and international conferences.

Implementation During Reporting Period:

- A formal sustainability-specific research fellowship program with dedicated funding has not yet been established. However, sustainability-focused student research is supported through competitive research awards such as the Dr. Abdullah Dahlan Research Award (undergraduate and postgraduate categories), which provides mentorship, evaluation, and financial prizes. Sustainability and environmental impact are included within the judging criteria, encouraging students to pursue environmentally aligned research topics.
- UBT engages with industry and external stakeholders through applied innovation and development programs such as the “Future Industrialists” initiative and Techno Valley collaboration platforms. These initiatives expose students to real-world industrial and technological challenges, including energy, manufacturing, and resource-efficiency themes. While not structured exclusively as sustainability research internships, they provide industry-linked applied research exposure aligned with sustainable development and environmental innovation.
- Students were provided opportunities to present sustainability-related innovation and research concepts at institutional and international platforms. These include:
 - Hack4Earth (open sustainability-focused hackathon receiving submissions from multiple universities).
 - UBT organized the Gifthone Hackathon through TechnoValley as a structured, multi-month innovation platform involving over 300 applicants and 43 active teams. Among the 16 finalist teams, multiple projects addressed environmental sustainability, smart



campus resource management, wastewater treatment innovation, and energy-efficiency systems.

- Participation in external environmental innovation platforms such as the Dr. Abdullah Dahlan Award for the Environment (University of Prince Mugrin), where UBT faculty serve as collaborators, expanding exposure to sustainability-focused research evaluation frameworks.
- These platforms function as research dissemination and applied innovation channels, enabling students to present environmentally aligned solutions at national and international forums.

Assessment of Progress:

This objective is Partially Implemented.

Students have access to research recognition platforms, applied innovation environments, and dissemination opportunities. However, support mechanisms remain competition-based rather than structured through recurring fellowship or internship frameworks.

Next Phase Actions:

- Develop a sustainability research fellowship program with defined mentorship and funding support.
- Formalize sustainability-focused industry research internship pathways.
- Establish structured conference participation support for sustainability research dissemination.
- Create a tracking mechanism to monitor student sustainability research outputs and participation.

4- Academia & Education

Objective 1: Embed Sustainability into the Curriculum

Original Commitment:

- Work with department heads to integrate sustainability concepts into core courses across all disciplines.
- Introducing project-based learning modules where students solve real-world sustainability challenges (real world challenge).
- Encourage course leaders to adopt sustainability approaches in students' work and projects.
- Map the course specification with sustainable development goals SDGs.
- Integrate sustainability into capstone projects, allowing students to address real-world environmental problems.

Implementation During Reporting Period:

- UBT worked with academic departments to formally integrate sustainability concepts into curriculum delivery. Course specifications have been mapped against SDG-related learning outcomes, as documented in the institutional SDG alignment file. This ensures sustainability is embedded at the syllabus and learning-outcome level across multiple programs rather than treated as extracurricular content.
- A dedicated course, SUS101 – Introduction to Sustainability, has been designed to provide structured academic grounding in sustainability principles, including environmental, social, and economic dimensions. The course has not yet been implemented; however, it establishes a formal framework for future curriculum-level sustainability integration across disciplines.
- Project-based learning modules addressing real-world sustainability challenges are implemented in multiple colleges. Engineering students develop applied solutions such as solar tracking systems, smart irrigation systems, automated waste-handling systems, and energy-efficiency prototypes. Business Analytics students developed sustainability-



focused digital solutions and competed at LEAP 2024, where UBT's team won 1st place in the Sustainability Track.

- Course leaders incorporate sustainability-oriented themes into applied assignments and technical projects, encouraging students to address energy efficiency, renewable energy, water management, and waste-reduction challenges within discipline-specific contexts.
- Sustainability considerations are integrated into capstone and final-year projects in relevant programs, enabling students to address practical environmental and resource-efficiency problems through research, design, and applied innovation.



Assessment of Progress:

This objective is Substantially Implemented.

Formal SDG course mapping is complete, and sustainability is integrated into applied coursework across multiple disciplines. Project-based sustainability learning is active.

However:

- The dedicated sustainability course (SUS101) has not yet been delivered.
- Sustainability integration is stronger in technical disciplines than uniformly embedded across all programs.
- Formal curriculum-wide sustainability competency tracking is not yet in place.

Next Phase Actions:

- Implement SUS101 as a cross-program foundational sustainability course.
- Expand sustainability integration into non-technical disciplines where currently limited.
- Develop curriculum-level sustainability competency indicators to measure student learning outcomes.
- Introduce structured annual review of SDG course alignment.

Objective 2: Promote Interdisciplinary Learning in Sustainability

Original Commitment:

- Develop a sustainability course that is offered to all UBT programs and offer it from interdisciplinary perspective.
- Establish a new program (undergraduate or postgraduate) that combines sustainability with majors like engineering, business, or public policy.

- Offer sustainability-themed study abroad programs or workshops where students can learn about global environmental challenges.

Implementation During Reporting Period:

- A dedicated sustainability course (SUS101 – Introduction to Sustainability) has been formally designed to provide interdisciplinary sustainability education covering environmental, social, and economic dimensions. The course framework is complete; however, it has not yet been implemented across all programs.
- Interdisciplinary sustainability exposure currently occurs through cross-college innovation platforms rather than through a standalone degree program. Students from engineering, business, and analytics programs participate jointly in sustainability-focused competitions and innovation initiatives such as LEAP (Sustainability Track), Energy Hackathon (Smart Grids Conference), and applied industrial initiatives. These platforms bring together multiple disciplines to address environmental and energy-related challenges.



- A new interdisciplinary sustainability-focused degree program has not yet been established.
- Formal sustainability-themed study abroad programs have not been implemented during the reporting period. However, students have participated in national and international sustainability-aligned innovation platforms and conferences, providing exposure to global environmental and energy-transition themes.

Assessment of Progress:

This objective is Partially Implemented.

Interdisciplinary collaboration occurs through innovation platforms and applied competitions. However, institutional structures (dedicated program, interdisciplinary course deployment, study abroad framework) remain under development.

Next Phase Actions

- Launch SUS101 as an interdisciplinary requirement or elective across programs.
- Conduct feasibility assessment for a sustainability-focused degree track or minor.
- Develop structured sustainability-themed exchange or study-abroad partnerships.
- Formalize interdisciplinary sustainability research and teaching collaboration mechanisms.

Objective 3: Collaborate on Global Sustainability Solutions

Original Commitment:

- Join international sustainability networks to share best practices and collaborate on global sustainability challenges.
- Partner with universities worldwide to create joint sustainability research projects and exchange programs.
- Encourage faculty to participate in sustainability-themed conferences that bring together international experts, students, and faculty.

Implementation During Reporting Period:

- UBT has joined international sustainability frameworks and benchmarking networks, including participation in UI GreenMetric World University Rankings, engagement with PRME (Principles for Responsible Management Education), and involvement in QS Sustainability Rankings. These platforms connect UBT to global institutions working on climate action, responsible management education, and environmental performance benchmarking. Through these memberships, UBT aligns its reporting, governance, and sustainability practices with internationally recognized standards.
- UBT signed a Memorandum of Understanding (MoU) with the Sustainability Professionals of Saudi Arabia (SPSA) to strengthen collaboration on sustainability education, research, and professional engagement. This partnership supports knowledge exchange, joint activities, and alignment with national sustainability priorities, linking academic sustainability work with industry and professional practice.
- Faculty participation in sustainability-focused conferences and initiatives has been demonstrated through academic and professional engagement. UBT faculty have

contributed to energy and sustainability-themed events, including participation in national initiatives such as the Energy Hackathon (Smart Grids Conference, Ministry of Energy sponsorship context). In addition, faculty members have obtained recognized professional sustainability-related certifications (e.g., Certified Carbon-related professional credentials), strengthening institutional capacity in climate and carbon management expertise.

- International research and academic collaboration structures exist through UBT’s broader academic partnerships and exchange frameworks, which provide a foundation for sustainability-related joint research and academic engagement. While no dedicated sustainability-only exchange program has been formally launched, sustainability research topics are supported within existing international academic collaboration mechanisms.

Assessment of Progress:

This objective is Partially Implemented.

UBT is engaged in international sustainability benchmarking networks and professional collaboration platforms. Faculty capacity in sustainability and carbon management has strengthened.

However:

- Formal joint sustainability research programs with international partners remain limited.
- A dedicated sustainability-focused academic exchange program has not yet been institutionalized.
- International collaboration remains integrated within broader academic partnerships rather than structured as sustainability-specific initiatives.

Next Phase Actions:

- Formalize at least one sustainability-focused international research collaboration agreement.
- Develop structured faculty exchange or joint research initiatives centered on climate and sustainability themes.
- Strengthen institutional reporting alignment with international sustainability frameworks through measurable performance targets.
- Expand professional certification and faculty development in sustainability-related fields.

5- Partnerships & Outreach

Objective 1: Build Partnerships for Sustainability

Original Commitment:

- Establish collaborations with local businesses and government agencies on joint sustainability initiatives, such as renewable energy installations.
- Partner with local NGOs and community organizations to work on sustainability outreach and education programs.
- Develop industry partnerships that provide students with internships and job placements focused on sustainability.

Implementation During Reporting Period:

- UBT signed a Memorandum of Understanding (MoU) with the Sustainability Professionals of Saudi Arabia (SPSA). This partnership supports collaboration on sustainability education, professional development, and knowledge exchange aligned with national sustainability priorities.



- UBT faculty actively participate in national sustainability and energy initiatives. For example, UBT was represented in the Energy Hackathon organized in cooperation with national energy stakeholders, strengthening academic–industry collaboration in energy and sustainability fields.
- UBT engages industry and external stakeholders through applied innovation platforms such as the “Future Industrialists” initiative. While not exclusively sustainability-focused, this initiative connects students with real-world industrial challenges, including themes related to energy, manufacturing efficiency, and responsible production.
- Through participation in international sustainability frameworks such as UI GreenMetric and PRME, UBT aligns its institutional sustainability efforts with globally recognized standards and collaborates within international academic sustainability networks.
- Formal sustainability-specific internship pipelines have not yet been institutionalized; however, industry-linked innovation and applied research initiatives provide sustainability-aligned exposure and practical engagement opportunities for students.

Assessment of Progress:

This objective is Partially Implemented.

Professional and benchmarking partnerships are active, and faculty engagement in national sustainability initiatives is evident. Industry-linked applied innovation exposure exists.

However:

- Sustainability-focused internship pathways remain informal.
- Renewable energy collaboration projects are not yet operational.
- Partnerships are primarily engagement-based rather than structured around measurable sustainability deliverables.

Next Phase Actions:

- Develop formal sustainability-focused internship agreements with industry partners.
- Establish at least one structured renewable energy or applied sustainability infrastructure partnership.
- Introduce performance indicators to measure partnership outcomes (student placements, joint projects, applied installations).
- Expand engagement with NGOs for community-facing sustainability initiatives.

Objective 2: Engage the Community in Sustainability

Original Commitment:

- Partner with local organizations to create hands-on sustainability projects, such as urban gardens or renewable energy installations.
- Develop a student-led environmental education program to teach sustainability practices to the local community.
- Organize sustainability service-learning opportunities, where students apply sustainability concepts through community projects.

Implementation During Reporting Period:

- UBT organized campus-wide sustainability engagement initiatives, including Recycling Day, which served as both an internal awareness campaign and a practical sustainability education activity. Students led demonstrations on waste segregation, explained recycling processes to peers, and promoted behavioral commitments to environmental responsibility.
- Sustainability outreach and education activities are supported through the Sustainability Club, which operates student-led awareness campaigns and educational initiatives that extend sustainability messaging beyond formal classroom settings.
- Innovation platforms such as Hack4Earth and sustainability-oriented research competitions provide opportunities for students to develop practical solutions addressing environmental challenges. While primarily campus-based, these initiatives strengthen students' applied sustainability capacity with potential for broader community relevance.
- A structured environmental footprint awareness initiative was planned as part of Sustainability Day programming to engage students and staff in measuring and reducing their environmental impact. The event was postponed and remains scheduled for implementation.
- Formal community-based sustainability projects (e.g., urban gardens or external renewable-energy installations led by UBT in the local community) have not yet been implemented during the reporting period.

Assessment of Progress

This objective is Partially Implemented.

Internal sustainability engagement mechanisms are active and student-led awareness is established. However, structured external community-facing sustainability projects remain limited.

Community engagement remains primarily campus-centered rather than outward-facing.

Next Phase Actions:

- Develop formal service-learning modules linking sustainability coursework with community-based projects.
- Establish at least one external sustainability project in partnership with a local organization.
- Implement the postponed environmental footprint awareness initiative with measurable participation tracking.
- Expand Sustainability Club outreach activities into structured community partnerships.

Carbon Emissions Action Plan

The University aspires to achieve sustainability at all levels through practices and applications within the curriculum and through practical applications that ensure the continuity of sustainability.

Key sustainability initiatives include:

- Friendly environment furniture
- Sustainable water solutions
- Shuttle bus
- Capacitor banks
- Building Management System
- Sustainable electric-power solutions

A- Carbon Footprint Calculation

Carbon emissions at the University are categorized into three scopes according to the operational source of emissions.

Scope 1 – Direct Emissions

Carbon Emission Factor under **Scope 1** covers emissions from products owned or controlled by the University.

Shuttle Bus

The Race to Zero committee at UBT suggested initiating a shuttle bus system to reduce carbon emissions by transporting students and faculty members from designated pick-up points to the University. Data has been collected to determine future solutions.

Carbon Emission Factor (CEF) from Fuel Consumption

The University produces carbon emissions in all its facilities from fuel consumption used in transportation, the amount of which is as follows:

Table – Carbon Emission Factor (CO₂ in kilograms) from Fuel Consumption

CARBON EMISSION FACTOR - CEF Co2			
YEAR	Liter	CEF Co2 (kg)	2.300
2022.00	55,791.10	128,319.53	
2023.00	60,736.19	139,693.24	
2024.00	65,927.73	151,633.78	
2025.00	12,851.88	29,559.32	
Total	195,306.90	449,205.87	

As shown in the table above, the Carbon Emission Factor (CEF) from fuel consumption increases gradually during the years.

Strategies to Reduce CEF – Scope 1

- Choose fuel-efficient vehicles
- Use environmentally friendly vehicles
- Proper operation and maintenance to enhance power consumption efficiency (such as filter cleaning)
- Provide point-to-point transportation service through shuttle buses

Scope 2 – Indirect Energy Emissions

Carbon Emission Factor under **Scope 2** covers indirect emissions generated by the production of purchased energy used to operate the University.

Sustainable Electric-Power Solutions

The Race to Zero committee objective is to reduce the electric power consumed to operate the University. Data has been collected to determine future solutions.

Capacitor Banks

A capacitor bank uses a system that stores and releases electrical energy according to demand. The banks capture excess energy when production is greater and release it when necessary.



Building Management System (BMS)

A Building Management System is a computer-based system installed in buildings to control and monitor mechanical and electrical equipment. It saves energy by scheduling equipment operation hours according to building occupancy.

Carbon Emission Factor (CEF) from Power Consumption

The University produces carbon emissions in all its facilities through electricity consumption.

Table – Carbon Emission Factor (CO₂ in kilograms) from Power Consumption

As shown in the table above, the Carbon Emission Factor (CEF) from power consumption increases gradually during the years.

CARBON EMISSION FACTOR - CEF						
YEAR	DAHBAN CAMP.	CEF Co2 - DAHBAN	CORNICHE CAMP.	CEF Co2 - CORNICHE	TOTAL	
	KW/Hr	0.57	KW/Hr	0.57	Kw/Hr	CEF Co2 (kg)
2022	5,895,019.0	3,354,265.81	4,006,198.0	2,279,526.66	9,901,217.0	5,633,792.47
2023	5,495,153.2	3,126,742.17	5,502,850.8	3,131,122.11	10,998,004.0	6,257,864.28
2024	5,279,121.0	3,003,819.85	10,141,831.2	5,770,701.95	15,420,952.2	8,774,521.80
2025	748,086.0	425,660.93	1,185,392.6	674,488.40	1,933,478.6	1,100,149.33
TOTAL	17,417,379.2	9,910,488.76	20,836,272.6	11,855,839.12	38,253,651.8	21,766,327.89

Strategies to Reduce CEF – Scope 2

- Schedule lighting and air-conditioning operation according to building occupancy schedules
- Use more controllers in the Building Management System to manage power consumption efficiently
- Proper operation and maintenance to enhance power consumption efficiency
- Implement a Power Management System (PMS) to analyze power usage and notify when equipment consumes high power

Scope 3 – Indirect Operational Emissions

Carbon Emission Factor under **Scope 3** covers indirect emissions from products not owned or controlled by the University.

Sustainable Water Solutions

The Race to Zero committee aims to reduce desalinated water consumption by providing sustainable solutions such as installing sanitary fixture filters to reduce wastewater consumption across the University.

Carbon Emission Factor (CEF) from Desalinated Water Consumption

The University produces carbon emissions from desalinated water consumption across campus facilities.

Table – Carbon Emission Factor (CO₂ in kilograms) from Desalinated Water Consumption

CARBON EMISSION FACTOR - CEF				
MONTH/YEAR	2022	2023	2024	2025
Consumption	m ³	m ³	m ³	m ³
January	3,835.44	2,978.55	3,171.61	2,566.88
February	3,727.15	2,668.12	2,884.36	2,528.89
March	4,220.06	2,963.78	2,861.22	2,582.09
April	3,546.95	2,419.15	2,548.29	
May	4,086.51	3,437.14	3,374.82	
June	4,139.11	2,880.60	2,923.36	
July	4,280.42	2,765.76	3,584.26	
August	4,098.45	3,809.58	3,839.11	
September	3,576.59	3,592.74	3,334.95	
October	3,929.13	3,024.75	3,283.56	
November	2,938.43	3,075.46	3,274.53	
December	2,712.80	2,920.52	3,156	
TOTAL M³	45,091.03	36,536.15	38,236.10	7,677.86
TOTAL CO₂ (Kg)	369,746.45	299,596.45	313,536.02	62,958.45

As shown in the table above, the Carbon Emission Factor from desalinated water consumption during the years 2023 and 2024 is recorded.

Strategies to Reduce CEF – Scope 3

- Use proper sanitary fixture units and filters
- Implement water recycling systems that reclaim water from different sources and reuse it for irrigation
- Improve water security and sustainability through reuse initiatives
- Maintain proper operation and maintenance of water systems

Water Saving Survey (UBT Corniche Site Survey)

A site survey conducted at the UBT Corniche campus evaluated water usage before and after installing water-saving fixtures. The survey measured water flow rates and determined the potential reduction in water consumption across different fixtures.

Key fixtures evaluated included:

- Washbasin taps
- Shattaf units
- Hand showers
- Kitchen taps
- Ablution taps

The survey results demonstrated significant reductions in water consumption after installing water-saving devices, supporting UBT’s sustainability and water conservation goals.

Fixture	Liters / Minute (LPM)		Liters Saved / Minute	% of Water Saving
	Current Usage	Water-Saving		
Washbasin Tap	7.50	1.90	5.60	75%
Shattaf	9.00	6.00	3.00	33%
Hand Shower	9.50	8.00	1.50	16%
Kitchen Tap	9.00	1.90	7.10	79%
Ablution Tap	15.00	1.90	13.10	87%

Scope	Source of emission	Indicator	Calculation method(unit)	Total/year & Contribution in percentage.	Potential Interventions
1	University vehicles Fuel Consumption	Measures the total fuel used in campus vehicles and equipment.	Total Liters or gallons used per year.	12,851.88 Liters	Transition to electric or hybrid campus vehicles; optimize shuttle routes; implement carpooling initiatives
	CO ₂ Emissions from university busses and vehicles	Total greenhouse gas emissions from fuel combustion in vehicles and equipment.	Total Fuel Consumption/year × Emission Factor (Metric tons CO ₂) Coefficient to calculate the emission in metric tons per 100 km for a bus= 0.01, For a car=0.02	12,851.88 Liters × 2.300 = 29,559.32Co ₂ (kg)	Introduce shuttle buses, promote low-emission transport, improve vehicle efficiency
	Refrigerants and Air Conditioning	Emissions from leakage of refrigerants (e.g., HFCs) used in air conditioning and refrigeration systems on campus.	kg of refrigerant/year × Emission factor varies by refrigerant		Regular maintenance of AC systems; transition to low-GWP refrigerants
	Emissions from boilers, heaters, generators, and other stationary equipment that burn fossil fuels for heating or electricity.	Gather data on fuel consumption for each stationary source	Liters or cubic meters of fuel/year Emission Factor (Metric tons CO ₂) Coefficient to calculate the emission in metric tons per 100 km for a bus= 0.01, For a car=0.02		Replace fossil fuel systems with efficient electric alternatives

	Agricultural Activities, such as maintenance of landscaping and gardens, including fuel used in machinery and fertilizers.	Track fuel usage in landscaping equipment and calculate emissions from fertilizers used.	Liters of fuel/year or kg of fertilizer×Emission factor varies	Minimal landscaping activities at current campus	Use electric landscaping equipment and reduce fertilizer usage
	Other Direct Combustion Sources such as laboratory equipment or backup generators.	fuel consumption data specific to these processes.	Liters or cubic meters/year×Emission factor varies		Implement energy-efficient equipment
2	Electricity Consumption	Total electricity purchased and consumed by UBT.	(kWh/year)	1,933,478.6 Kw/Hr	Install capacitor banks; optimize electricity use through BMS
	CO ₂ Emissions from Electricity Use	Emissions associated with electricity purchased from utility providers.	Electricity Consumption/year × Emission Factor- apply the relevant emission factor for the local electricity grid.	1,100,149.33 Co2 (kg)	Implement energy monitoring systems; schedule lighting and AC operation
	Purchased Steam/Heat	Emissions from purchased heating used for building operations.	GJ/year or kWh/year × EF-Varies based on the fuel source used by the utility		Improve energy efficiency in heating systems

	Purchased Chilled Water	Emissions from the production of chilled water for air conditioning.	$\text{kWh/yea} \times \text{EF}_r$ Use the same emission factor as for purchased electricity.		Improve HVAC system efficiency
3	Upstream Commuting Emissions	Emissions generated by commuting of students and staff.	$\text{Estimated distance traveled /year} \times \text{Average vehicle emission factor}$		Implement carpooling program and shuttle bus service
	Purchased Goods and Services	Gather expenditure data and identify categories of purchased goods and services. (e.g., office supplies, equipment, services).	$\text{Monetary value} \times \text{emission factor}$ Use an average emissions factor based on spending categories		Introduce green procurement policies
	Capital Goods	Collect data on capital expenditures and analyze emissions associated with each project. (e.g., buildings, infrastructure).	$\text{Monetary value} \times \text{emission factor}$ Use an average emissions factor based on spending categories		Prioritize sustainable materials and equipment
	Fuel-and Energy-Related Activities	Analyze fuel consumption data and energy purchase related to the extraction, production, and transportation of fuels and energy that UBT purchases but does not directly consume.	$\text{kg CO}_2 \times \text{emission factor}$ Based on energy consumption and regional emissions factors.		Increase renewable energy sourcing

	<u>Down Stream</u>	Total waste generated on campus.	Metric tons of waste per year.		Increase recycling and composting programs
	Waste Generation				
	CO ₂ Emissions from Waste Disposal	Collect data on Emissions from the disposal and treatment of campus waste. (landfill, recycling, incineration).	Tons/year× EF =Metric tons of CO ₂ . Use emission factors for waste types (e.g., kg .CO ₂ per ton of waste).		Improve waste diversion and recycling
	Water Consumption	Total water consumed across Campus operations. (e.g., irrigation, sanitation, cooling).	Cubic meters (m ³) or gallons/year× EF Use an emission factor based on energy used in operation	Total consumption: 7,677.86 m ³ producing 62,958.45 kg CO ₂	Install water-saving fixtures and filters; reuse water for irrigation
	Travel Emissions	Gather data on travel patterns and distance to calculate Emissions associated with travel.	Vehicle km/year× EF Use average emission factors for modes of transport (air, train, car).		Promote virtual meetings
	Use of Sold Products	Estimate usage patterns for sold products and apply appropriate emission factors.	kg/year Emission factors based on product types.		
	Leased Assets	Analyze lease agreements and operational data for leased assets.	kg CO ₂ /year Use appropriate emission factors for the type of leased asset.		Improve energy efficiency in leased assets

Overall	Total Carbon Footprint	Total emissions from Scope 1, Scope 2, and Scope 3 sources.	Total Scope 1 + Total Scope 2 + Total Scope 3	1,192,667.10 Co2 (kg)	
	Emissions Intensity per Student	CO ₂ emissions per student, indicating emissions relative to campus population.	Total Emissions/ number of students	$1,192,667.10 / 4778 = 266.34$ Co2 (kg) per student	

B- Carbon Offsetting Programs

Objective 1: Offset Residual Emissions

Proposed actions:

- Invest in Carbon Offsetting Programs: For emissions that cannot be eliminated, UBT should engage in verified carbon offsetting programs such as reforestation, afforestation, or mangrove planting projects. These projects should prioritize biodiversity, ecosystem restoration, and community engagement.
- Tree-Planting Initiatives: Launch tree-planting initiatives on campus and in surrounding areas, focusing on species that are native to the region and offer high carbon sequestration potential. Track the number of trees planted and estimate the CO₂ absorbed annually.
- Support Reforestation Projects: Partner with local and international NGOs to support reforestation and afforestation efforts that provide verified carbon offsets, contributing to global carbon neutrality goals.
- Engage in Carbon Credit Markets: Purchase certified carbon credits from reputable carbon offset projects, ensuring that the offsets align with UBT's sustainability goals and global standards for emissions reductions.

C- Campus operation and Infrastructure

Objective 1: Ensure Sustainability in Campus Operations

Proposed Actions:

- Conduct an energy audit of campus facilities and install occupancy sensors, starting with a pilot area.
- Decrease water flow rates by installing water-saving filters and leak detection systems.
- Implement a Building Management System (BMS) to optimize energy efficiency.
- Ensure regular maintenance of water-saving devices like low-flow faucets and toilets in all facilities.

Progress Update:

- UBT actively monitors electricity and water consumption across campus facilities to track usage trends and identify efficiency opportunities. Consumption data is used to inform operational decisions and performance tracking.
- Energy-efficiency measures were initiated through the installation of occupancy sensors in selected pilot areas, primarily to control lighting usage. These sensors automatically switch lights off when spaces are unoccupied, supporting reduced electricity consumption and improved operational control.
- Began implementing Building Management System (BMS) functionality for air-conditioning systems as a first step toward centralized energy management. This initial phase focuses on optimizing HVAC performance, with further BMS expansion planned in subsequent phases.
- Water-saving measures were implemented through installation of water filters and flow-control mechanisms. During the reporting period, total campus water consumption decreased from 31,571.85 m³ to 23,306.00 m³, indicating improved water-use efficiency across operations.

Status:

Partially Implemented.

Energy monitoring, pilot occupancy sensors, initial BMS deployment, and measurable water-use reduction are operational. Full energy audit formalization, leak detection

system deployment, and structured maintenance protocols remain under phased development.

Objective 2: Promote Sustainable Projects

Proposed Actions:

- Introduce a green procurement policy prioritizing eco-friendly products.
- Implement a comprehensive campus-wide recycling and waste reduction program.
- Organize electronic waste recycling drives and raise awareness about e-waste.
- Establish a food waste reduction program in campus cafeterias, promoting sustainable dining and composting.
- Develop a sustainable planting strategy using native vegetation and sustainable irrigation.

Progress Update:

- UBT applies sustainability considerations in procurement processes, particularly within food services and furniture purchasing. The university's sustainable food policy prioritizes local and seasonal sourcing, environmentally responsible suppliers, reduction of single-use packaging, encouragement of vegetarian options, and donation of surplus food. Furniture and equipment purchasing prioritizes durability and responsible sourcing to reduce lifecycle environmental impact.
- Recycling bins labelled for paper, plastics, metals, and cans are deployed across campus to enable waste segregation at source. Waste-management guidelines provide instructions for proper sorting and disposal.
- In coordination with sustainability awareness initiatives, the Sustainability Club organized Recycling Day, a campus-wide educational campaign. Activities included:
 - Live demonstrations on proper waste segregation
 - Student-to-student education at information booths
 - Distribution of recycling brochures displayed across campus
 - Creative reuse initiatives (e.g., recycled paper transformed into bookmarks)
 - Environmental pledge boards encouraging personal reduction commitments
- UBT has initiated discussions with external recycling companies to formalize collection and processing of segregated waste. Negotiations are ongoing; no formal agreement has yet been finalized.

- Organic waste from campus cafeterias is diverted for composting through external collection arrangements, reducing landfill disposal and supporting circular resource practices.
- Due to limited vegetation space at the current campus, a comprehensive sustainable planting strategy has not yet been implemented. Planning for native vegetation and sustainable irrigation systems is being incorporated into the Obhur campus development phase, where greater landscape capacity allows structured implementation.

Status:

Partially implemented.

Sustainable procurement practices, food-waste reduction measures, recycling infrastructure, and student-led waste-awareness campaigns are operational. Formal recycling partnerships, and structured sustainable planting implementation remain under development and will be advanced in future phases.

D- Transportation and Commuting Efficiency

Objective 1: Promote Sustainable Transportation

Proposed Actions:

- Establish a carpooling app for students and staff to facilitate ride-sharing, reducing individual carbon footprints.
- Increase bike-friendly infrastructure on campus by adding bike lanes and secure bike parking.
- Launch a university shuttle service using electric or hybrid vehicles for commuting between campuses.
- Carbon Initiative: Provide incentives for students and staff to use public transport or electric vehicles by offering discounts or subsidies.
- Carbon Neutrality Plan: Transition the university's entire fleet to electric vehicles by 2030, reducing transportation-related carbon emissions significantly.

Objective 2: Reduce Commuting Emissions

Proposed Actions:

- Partner with local public transportation authorities to offer discounted student and staff passes for buses and trains.
- Encourage telecommuting and remote work options where feasible, reducing the need for daily commutes.
- Carbon Initiative: Launch a campaign to raise awareness about the carbon impact of commuting and encourage more eco-friendly travel choices.
- Carbon Neutrality Plan: Set a goal to reduce commuting-related emissions by 30% over the next five years by promoting sustainable transportation option.

E-Sustainable Procurement

Objective 1: Implement Sustainable Procurement Policies

Proposed Actions:

- Introduce a green procurement policy prioritizing eco-friendly and carbon-neutral products for campus operations.
- Require suppliers to adhere to sustainability standards and provide carbon footprint information for their products.
- Carbon Initiative: Switch to low-carbon office supplies, including recycled paper, biodegradable packaging, and energy-efficient electronics.
- Carbon Neutrality Plan: Implement a zero-carbon procurement strategy where all purchased goods and services have a net-zero carbon footprint by 2030.

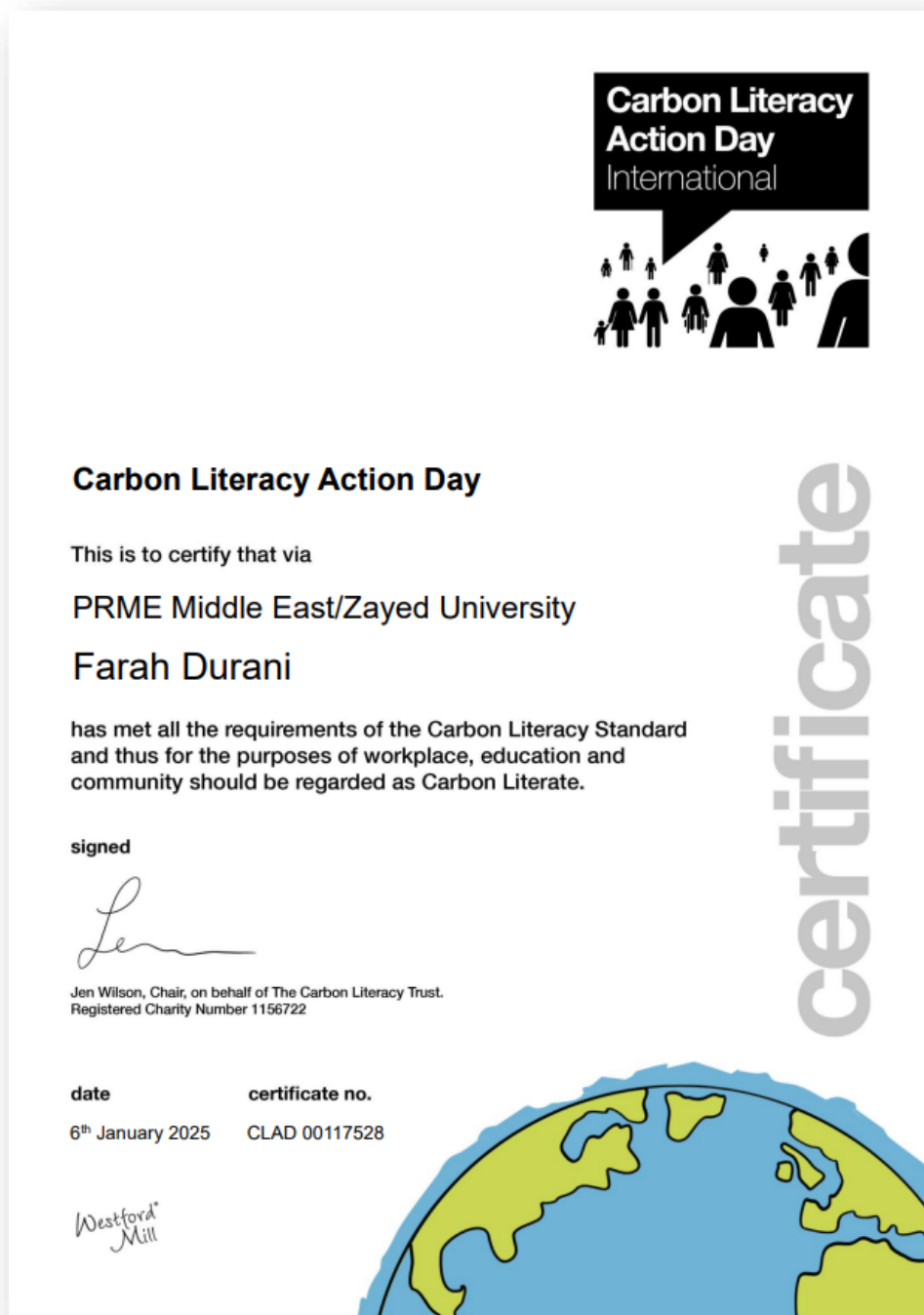
Objective 2: Promote Lifecycle Analysis in Purchasing Decisions

Proposed Actions:

- Evaluate the lifecycle carbon emissions of products before purchasing, favoring those with lower embodied carbon.
- Incorporate sustainable sourcing in all tenders, contracts, and supplier agreements.
- Carbon Initiative: Provide training for procurement staff on evaluating the carbon footprint of products and services.
- Carbon Neutrality Plan: Establish carbon reduction targets for the university's supply chain and partner with vendors who actively reduce their carbon emissions.

Appendix

Appendix 3: Carbon Literacy Certification (PRME Carbon Literacy Action Day)



Appendix 4: Greenhouse Gas Accounting & Carbon Footprint Consultant Certification

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Certificate of Recognition

This is to recognise that

Samah Mohammed Elsayed Elkhateeb


Has Been Assessed & Registered as Complying with the Requirements of ISO/IEC 17024:2012
In the Following Personnel Certification Scheme




Certified Greenhouse Gas & Carbon Footprint of Products Consultant


Based On the International Standards & Guidelines of:

- ISO 14064-1 organization level of GHG emissions and removals
- ISO 14064-2 Project level of GHG emission reductions or removal
- ISO 14064-3 verification and validation of GHG statements
- ISO 14067 Carbon Footprint of products
- GHG protocol accounting and reporting standard
- GHG mitigation, reduction and removals


 Scheme Identification Code: CM/23/07 (NTEC)
 Registration Number: EG-CC 0325-02
 Original Registration Date: 01 Mar. 2025
 Certification Decision Date: 20 Mar. 2025
 This Certificate Is Valid For 3 Years.


Scheme Manager





 FP04-03




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Appendix 5: Course Specification: SUS101 Introduction to Sustainability


هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission




اعتماد
NCAAA



2024
TP-153







Course Specification

— (Bachelor)

Course Title: Introduction to Sustainability
Course Code: SUS101
Program: <i>Enter Program Name.</i>
Department: <i>Enter Department Name .</i>
College:
Institution: University Of Business and technology UBT
Version: <i>Course Specification Version Number</i>
Last Revision Date: 15 January 2024

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