



*The 30<sup>th</sup>*

# Annual International Conference of ISDRS on Sustainable Development Research

**Linking Futures of Mountain and Ocean: Rescuing  
the SDGs 2030 for Sustainable Livelihood**

## **PROCEEDINGS**

**June 10-14, 2024 | Kathmandu, Nepal**

*The 30<sup>th</sup>*

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**Sustainable Development Research**

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## Mid-West University Office of the Vice-Chancellor

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16 May, 2025

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### Message from the Vice-Chancellor

With deep satisfaction and academic pride, I present this message as part of the proceedings of the 30th Annual Conference of the International Sustainable Development Research Society (ISDRS), successfully hosted in Kathmandu, Nepal from 10–14 June 2024.

Mid-West University was privileged to host this global event alongside Nepal Open University with Resources Himalaya Foundation as the secretariat, and esteemed national and international partners. The conference welcomed 300 participants from 47 countries, with 318 abstracts received from across five continents—making this event a truly global forum for sustainable development discourse.

Set against the stunning natural beauty of Nepal, the conference embraced the timely and powerful theme: “Linking Futures of Mountain and Ocean: Rescuing the SDGs 2030 for Sustainable Livelihood.” This theme reflected Nepal’s unique ecological and cultural context and emphasized the vital interconnections between mountain ecosystems and oceanic health, from glacial rivers to coastal livelihoods.

The eleven conference tracks spanned a wide spectrum—from biodiversity and climate resilience to sustainable cities and digital transformation. Each track fostered vibrant academic exchanges and practical reflections. These proceedings now encapsulate that rich body of knowledge and represent a milestone in our shared journey toward sustainability.

We extend our heartfelt thanks to the ISDRS community, the organizing committee, and every contributor. It is our sincere hope that these proceedings will continue to serve as a valuable resource for scholars, institutions, and change makers working to realize the promise of the SDGs—locally, regionally, and globally.

Prof. Dhruba Kumar Gautam, PhD  
Vice-Chancellor, Mid-West University  
Surkhet, Nepal

**Vice-Chancellor**

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## NEPAL OPEN UNIVERSITY

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Manbhanjan Lalitpur, Nepal



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### Message

It is with immense pride and pleasure that I share this message in the proceedings of the 30th Annual International Conference of the International Sustainable Development Research Society (ISDRS), held in Kathmandu from 10–14 June 2024.

As a co-organizing institution, Nepal Open University was honored to play a vital role in convening this globally significant conference—one that brought together over 300 participants from 47 countries, with 318 abstracts submitted from more than 50 countries. This remarkable gathering of scholars, scientists, development professionals, and students truly reflected the multidisciplinary and international essence of ISDRS.

The theme of the conference—"Linking Futures of Mountain and Ocean: Rescuing the SDGs 2030 for Sustainable Livelihood"—deeply resonated with our national and institutional priorities. The dialogues underscored how sustainability is not merely a goal but a way of life—long practiced by indigenous communities. The rich discussions and collaborations explored sustainability from both natural and social science perspectives, bridging global aspirations with local realities.

Nepal's unique geography and cultural wealth provided an ideal backdrop for the diverse conference tracks—from climate change and energy to sustainability in the Himalayan region. These proceedings now serve as a lasting testament to that knowledge exchange and to the collective will to achieve the Sustainable Development Goals (SDGs) through research, innovation, and inclusive collaboration.

We are grateful to the ISDRS Secretariat, the organizing committee, and all contributing partners for their dedication. May this volume of proceedings continue to inspire scholarship, policy action, and global partnerships for a more sustainable future.

Professor Shilu Manandhar Bajracharya, PhD  
Vice-Chancellor

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## Preface and Acknowledgements

The International Sustainable Development Research Society (ISDRS) held its 30th annual international conference in Kathmandu, the capital of the Himalayan nation of Nepal. The conference marked a significant milestone in advancing the global sustainability agenda. Hosted in a hybrid format, the conference brought together over 250 participants from 47 countries, representing one of the most extensive international gatherings in the post-COVID-19 "new normal."

The conference was inaugurated by the Vice President of Nepal, while the Deputy Prime Minister and the Minister for Foreign Affairs participated in the valedictory session, underscoring the national significance of the event.

Nepal's new universities Mid-West University and Nepal Open University jointly hosted the conference. They established an inclusive academic platform by engaging five recently founded universities from across the country: Agriculture and Forestry University, Far-Western University, Madhesh University, Purbanchal University, and Rajarshi Janak University. This collaborative initiative laid the groundwork for stronger inter-university cooperation across Nepal.

In addition to the universities, the conference was supported by 12 key institutions, including the University Grants Commission (Nepal), the National Trust for Nature Conservation (Nepal), UNDP, and UNESCO. Serving as the conference secretariat, the Resources Himalaya Foundation played a central role in coordinating logistics and mobilizing resources.

The conference featured 220 research contributions across 10 thematic tracks, showcasing the interconnected and multifaceted nature of sustainable development. It highlighted the critical need for inter- and transdisciplinary collaboration, localized strategies, and inclusive approaches. Of particular significance was the strong participation of scholars from the Global South and women researchers, whose contributions emphasized the importance of addressing context-specific sustainability challenges and solutions.

The event called for the strengthening of research cultures in emerging academic institutions, improved science communication, and deeper engagement with issues of equity and planetary boundaries. These themes are especially relevant for Nepal—a Least Developed Country facing severe climate vulnerability. Melting Himalayan glaciers, rising frequency of wildfires, and increasingly erratic weather patterns are threatening livelihoods, particularly in rural farming

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communities. The timing of the conference was pivotal, as Nepal aspires to graduate to a developing nation status amidst these mounting sustainability challenges.

The conference served both as a challenge and an opportunity. It identified the urgent need to build robust platforms and mechanisms for collaboration among key actors in the Global South and emerging economies, reaffirming their crucial roles in achieving the Sustainable Development Goals (SDGs).

One of the key outcomes of the conference was the adoption of the Kathmandu Communiqué, which emphasized the importance of integrating the SDGs with planetary boundaries and understanding the socio-economic dimensions of sustainability—particularly equity, inclusivity, and the impacts of sustainability transitions on vulnerable populations.

We sincerely thank all partner organizations, volunteers, researchers, and scholars whose commitment and contributions were instrumental in making this conference a meaningful and memorable milestone in the global dialogue on sustainable development.

We extend special appreciation to the track reviewers, paper and poster presenters, and all participants, whose active engagement played a vital role in the conference's success.

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Prof. Sjors Witjes, PhD  
President  
ISDRS 2024

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Prof. Dinesh Bhujju, PhD  
Convener  
30<sup>th</sup> ISDRS Conference 2024 Kathmandu

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## **8b. Communication for Sustainability**

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## **Fostering Sustainability through Effective Communication: Perspectives from Higher Education in Cape Verde**

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### **Abstract**

Higher Education Institutions (HEIs) have a central role in communicating sustainability within and beyond their campuses. However, there is still a lack of effective involvement in “communication for sustainability” at the Higher Education level. While sustainability has recently become a pivotal point in global discourses, its integration with effective communication pathways still reveals a notable gap. This study aims to explore the existing communication models and their potential adaptation for sustainability communication plans within HEIs. A diagnosis approach was carried out through a documentary analysis of 6 existing communication models (both traditional and HEI-specific sustainability communication models) followed by a content analysis. The results show some similarities between the existing communication plans, which encompass the objectives of communication, target audiences, and types of messages or actions intended for these audiences. However, certain models, especially those formulated for communication outside the scope of HEIs, illustrate greater structural clarity and are more comprehensible to the associated community, thereby enhancing the facility of evaluation in the future. Therefore, the plan for sustainability communication at HEIs can benefit from adopting these more structured and comprehensible models, leading to more effective engagement and ensuring alignment with their intended audience objectives.

### **Introduction**

Institutions are increasingly concerned with communication activities, recognizing them as essential for their existence and survival (Fielding, 2006). Communication in institutions should be as effective as possible, utilizing a wide range of communication activities and ensuring a good flow both vertically and across sectors. They also need communication lines with other institutions, suppliers, and customers, and networks. On the other hand, issues related to sustainability have been increasingly on the global agenda, with the need for cooperation between civil society organizations, and the political, economic, and social spheres. Building sustainability involves changing people's values and habits, and requires communication to build and disseminate a new vision of the world. The success of communication for sustainability depends on the ability to generate meanings capable of changing people's relationships with the world around them. In this context, HEIs have increasingly been considered key players in achieving sustainable development through their power to transform society (Kunsch, 2013). There is a notable increase in the interest of HEIs at a global level in implementing sustainable development by training professionals who are capable of implementing sustainability strategies and practices. In other words, HEIs are highlighted

not only for being critical in the enhancement and promotion of sustainability but also as a “transformative platform” concerning sustainable development goals through communication (Lopez *et al.*, 2018). They play a fundamental role in communication for sustainability, promoting sustainable practices, and raising awareness among both the academic community and the public about the urgency of sustainability. Through wellplanned communication approaches and strategies, they participate actively in educating, raising awareness, and instilling a feeling of environmental responsibility in their members and the broader community (Dade & Hassenzahl, 2013). However, there are still some measures that need to be improved, in particular in the communication sphere, so that topics related to sustainability are passed on by HEIs and can be understood by their recipients (Kunsch, 2013 & Lira and Martins, 2021). There is a need to delve into sustainability-focused studies in HEIs which consider communication approaches, to shape knowledge, skills, and mentality, as fundamental elements of sustainability literacy (Décampes *et al.*, 2017). This study aims to explore the existing communication models (both traditional and HEI-specific sustainability communication models) and their potential adaptation for sustainability communication plans within HEIs. The paper is built up as follows. Section two situates the study concerning the previous research on communication for sustainability, focusing on the higher education level. Section three describes the paper’s methodological approach to collecting the sample plans and content analysis. Results are presented in Section four and discussed further in the same section. The study is concluded in Section five by highlighting the future steps to be taken in the study.

### **Theoretical Context of Communication for Sustainability in HEIs**

When discussing sustainability and communication, it is essential to pay attention to the different ways in which the term can be used: Communication for Sustainability (CoS), Communication about Sustainability (CoS) and Communication for Sustainability (CoS). Both are used to refer to the subject but with somewhat different meanings.

Apart from a transformative directedness towards achieving sustainable development, communication on sustainability can occur in three more refined modes that can be analytically distinguished: Whilst communication for sustainability (Communication for Sustainability - Cfs) has the main objective of facilitating societal transformation towards the normative goals of sustainable development, other perspectives of communication focus on sharing concepts and frames in the context of sustainable development (Communication about Sustainability - CaS), or transferring information from a sender to a receiver to bring a certain motivation across (Communication of Sustainability, CoS) (Godemann & Michelsen, 2011; Newig, 2011; Newig *et al.*, 2013 and Fischer *et al.*, 2016).

However, there needs to be a connection and coherence between them. It should be noted that this study will focus on communication for sustainability. According to the author, this dimension "does not stop at the transmission of informative content, but is concerned with motivations, changes, and initiatives for sustainable evolution, exerting a much greater influence, enhancing change itself (Ribeiro, 2020, p.29). Oriented towards the capacity for change and transformation, communication for sustainability aims to provide information and promote the increase of information and issues related to sustainability. It aims to help society move towards the normative goals of sustainable development. Communication for sustainability can, to a certain extent, neglect or even minimize sustainable development, because hardly anyone is actually against sustainability (Fischer, *et al.*, 2016). According to Weder (2023), the aforementioned constructive transformation that occurs in this type of communication includes the

critical and reflective perspective on communication that includes processes of problem definition (problematization), moral evaluation and questioning plus the sum of individual and group behaviors, context, and culture. It shapes and guides the conduct, and structure of institutional discourse. Communication in this case can result in the formation of new behavior patterns, the results of meaning-making processes, and participatory forms of communication, which happens in this type of communication, achieved through conversation, negotiation processes, and dialogue.

In the context of promoting sustainability in their sectors or at a broader level, institutions must take the following elements into account (The Brazilian Business Council for Sustainable Development - CEBDS, 2022): (one) careful observation before taking action; (two) putting themselves in the shoes of the listener, because what is transmitted is not always perceived correctly or in accordance with the communication goals; (three) including the different audiences that receive the communication, in order to have a greater reach of the communication; (four) adopting different types of language to transmit the messages, which will make it perceived by a greater number of people; (five) use different means of communication for different types of people, such as the web, radio, social media, community leaders, different events, social dynamics, stakeholder meetings, among others; (six) create attractive communication materials; (seven) try different approaches, such as telling stories, using good humor, showing motivating examples, with the aim of capturing people's attention; (eight) distinguish between key messages that multiply and those that only serve your company. Spread those that multiply, thus stimulating change; and (nine) communication styles should be positive and developed according to the diverse cultural contexts and contexts of the markets and communities where companies are operating.

The Brazilian Business Council for Sustainable Development (CEBDS, 2022) also presents a set of means of communication that can be adopted within the scope of communication with the different stakeholders: sustainability reports, internal and external magazines and newspapers, newsletters, websites, stakeholder dialogue programs, training and capacity building, visitation programs, press office, booklets and leaflets on socio-environmental responsibility, advertising and publicity, events, social media, and social networks.

Regarding the means of communication, Mazo & Macpherson (2017) also present some of the means by which sustainability initiatives can be communicated at HEIs, including printed materials (posters, brochures, cards, images, bookmarks, magazines, and journals); Social networks (Facebook, Twitter, LinkedIn, Snapchat, etc.); Internet sites (institutional websites for sharing information about sustainable initiatives at HEIs) and in person (participation in events attended by sustainability stakeholders). Other means of communicating sustainability are presented in Cotton's (2011) study, including electronic and printed newsletters, websites, articles, seminars, lectures, and conferences. Assuming that the public of HEIs is broad and diverse, all the means of communication presented indicate that the sustainability of HEIs should cover a wide range of means of dissemination. This is because each medium is used in isolation or combination, to reach a considerable number of audiences.

The communication models could be divided based on the following categories in terms of their adaptability for HEIs:

- **Traditional communication models:** There are numerous existing communication plan models, some of which do not emphasize sustainability, while others are focused on sustainability but are not tailored for HEIs. Despite this, these models possess the potential to be adapted for sustainability

communication within HEIs. Concerning traditional communication plans, these are those that do not necessarily refer to sustainability, or do not have sustainability as their main focus, but rather organizations and the market as a whole.

- **Specific models for sustainability in HEIs:** Regarding the existing communication plans for sustainability in HEIs, these models specifically present steps or actions taken by HEIs regarding sustainable practices and how to be communicated through their campus community or beyond. As an example, University of East Anglia Model (2018) presents a set of steps that must be taken into account for the institution to communicate sustainability actions. Another example is Mazzo and Macpherson (2017) proposal on a strategic communication model for sustainable initiatives in HEIs, based on the results of a survey and teaching insights.

### Methodology

The methodology of the study is shown in Figure 1. In the initial phase, a diagnostic approach was undertaken to identify existing communication plans that could be adapted for sustainability in HEIs. This step involved selecting two (2) traditional communication models and two (2) non-HEI sustainability communication models for content analysis: Kunsch Model (2003), Kotler and Keller Model (2006), Castro Model (2007) and the Baynast *et al.* Model (2018). The last two (2) models were specifically focused on sustainability but not within the context of HEIs. Additionally, two dedicated communication plans for sustainability in HEIs were identified and included in the study: University of East Anglia (2018) Model and Mazo e Macpherson Model (2017).

The second phase involved a content analysis of the identified communication plans. This analysis was divided into two parts: the first analysis explores how traditional models (non-sustainability or sustainability-focused but non-HEIs) could be adapted for sustainability in the context of HEIs. The complimentary analysis explains the main features of two (2) dedicated HEI sustainability communication plans to understand how HEIs' plans for sustainability communication function.

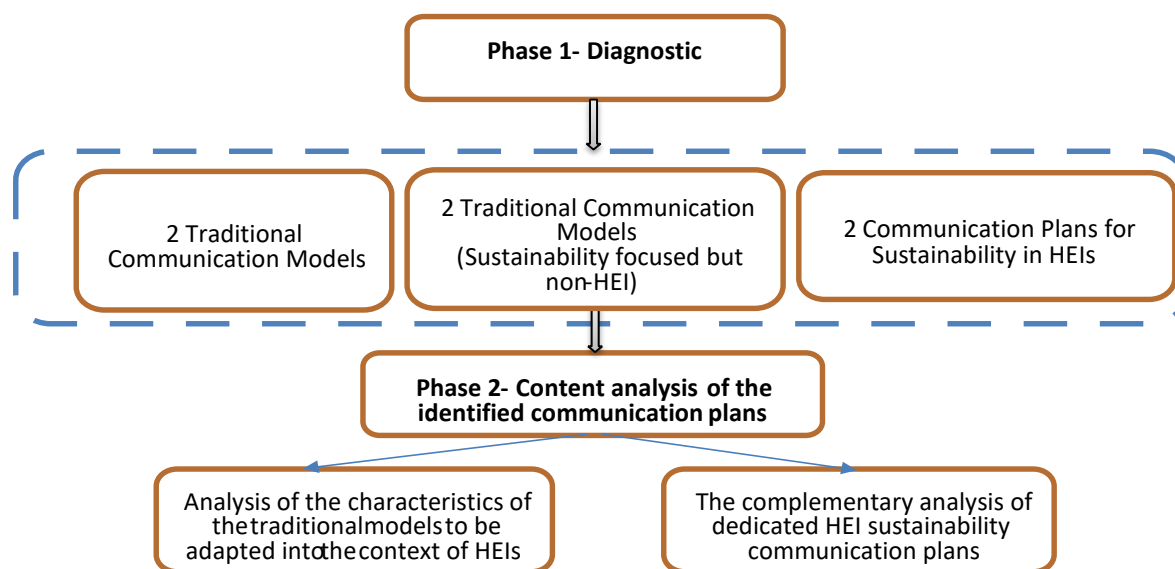


Figure 1. Methodology of the study

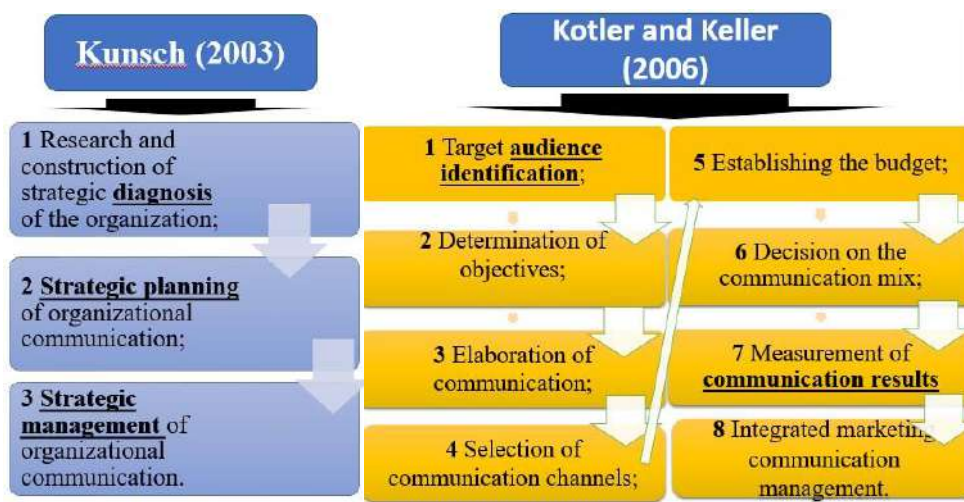
**Results and Discussion**

As referenced in the literature review, a total of 6 traditional and sustainability-focused communication models in existing HEIs were selected for content analysis. These results and remarkable points in each model are as follows:

i) Traditional communication models

- Kunsch`s model (2003)

The Kunsch (2003) communication model comprises three phases, which are broken down into twelve detailed steps (Figure 2). The content analysis of the model shows that the first phase, ‘research, and construction of the strategic diagnosis of the organization’, involves identifying the situational reality, collecting information, analyzing data to construct the diagnosis, and identifying the involved public (which could be an adoptable point in HEIs, since in the institutions faced with different target groups, from teachers to administrative staff, students, and even society). The second phase, ‘strategic planning of organizational communication’, includes determining objectives and goals, adopting strategies, forecasting alternative forms of action, establishing necessary actions, and defining the resources to be allocated. The third phase, known as ‘strategic management of organizational communication’, encompasses the establishment of control techniques, the implementation of the planning, and the evaluation of results. This phase is crucial for adaptation in HEIs as it can create a closed loop of sustainability communication. By continuously evaluating results and establishing continuous improvement measures within the institution, they can enhance their sustainability communication effectively and keep it updated.



**Figure 2.** Content analysis of the traditional communication models (Non-sustainability focused and non-HEI)

Source: adapted from Kunsch (2003) and Kotler and Keller (2006)

- Kotler & Keller model (2006)

The authors present the steps that, in their view, should make up a communication plan (figure 2). First, a diagnosis is made, consisting of identifying the target audience, because based on the information about

the audience, namely who they are, it is possible to determine the goals of the plan, the communication goals, and the choice of communication channels that are suitable for them. In HEIs, the same step could be embedded for effective and targeted communication according to the type of target audience and their needs. The next step is to establish the budget, which is necessary given the costs of implementing the plan. The decision on the communication mix indicates which forms of communication the institutions should adopt (advertising, public relations, social media, direct marketing, among others), all can be integrated into the HEIs' sustainability communication plan, taking into account the type of audience and communication goals previously defined. The final steps include measuring communication results and managing integrated marketing communication, which are essential for knowing the level of reach and acceptance of the strategies adopted in the plan (Kotler and Keller, 2006).

## ii) Non-HEIs sustainability communication models

### - Castro's model (2007)

According to Castro (2007), the communication plan is made up of at least (eight) 8 stages (Figure 3), helping institutions to achieve their communication goals based on their audiences. In the first stage, the situation is analyzed to gather information about the market and also the communication situation. This is followed by the definition of goals and positioning, selection of the target audience, choice of message, and choice of communication channels. All these stages are worked out according to the information gathered in the situation analysis, bearing in mind that it should provide detailed and indepth information about the public and the best means of reaching them effectively. As mentioned in

Kotler & Keller's (2006) model, they follow almost similar steps where the main focus stands on the audience and the best way to reach them. The next step is to determine the budget, which is also an important step given that organizations must make a rational check in terms of the expenses the plan will entail. The model ends with the execution of the plan and the evaluation of results. Evaluating the results allows the organization to check whether the initial goals have been achieved and the areas for further improvement. As also shown in Kotler & Keller's (2006) model, these are important steps that can be adapted in the context of HEIs to achieve the goals of communication for sustainability. Although not all the steps can be adopted, some can be taken advantage of, namely the diagnosis, selection of audiences, and choice of channels, which end up being included in all the plans presented.

### - The Baynast *et al.*, model (2018)

Similarly, Baynast *et al.* (2018) present the steps that they consider to be important for a communication plan (Figure 3), although it is very much geared towards the marketing sphere: they begin by diagnosing the situation of the external and internal environment, to have input for preparing the SWOT analysis, through a synthesis of the information collected in the diagnosis. They then proceed to establish the main strategic guidelines that should guide an organization's strategic and operational plan. This information at the HEI level enables numerous gains, bearing in mind that the SWOT analysis, for example, presents the main strengths and weaknesses of the institutions internally and externally clearly and concisely, which makes it possible to align the communication proposal in such a way as to maintain the strengths and improve in terms of the weaknesses. The critical success factors indicate the greatest allies in the success of the institutions, e.g. quality of human resources. The plan's goals are essential to the plan's success; they must be hierarchical, consistent, measurable, time-bound, and challenging. In terms of the

strategic marketing options, this study needs to address the main communication targets, or what we want to achieve. The maneuver plan and the marketing mix indicate the priority actions and decisions within the plan, taking into account limited resources. Finally, in the action plan, contingency plan, and budget phases, the choice of actions is dedicated to establishing the activities needed to implement the plan, as well as its budget.

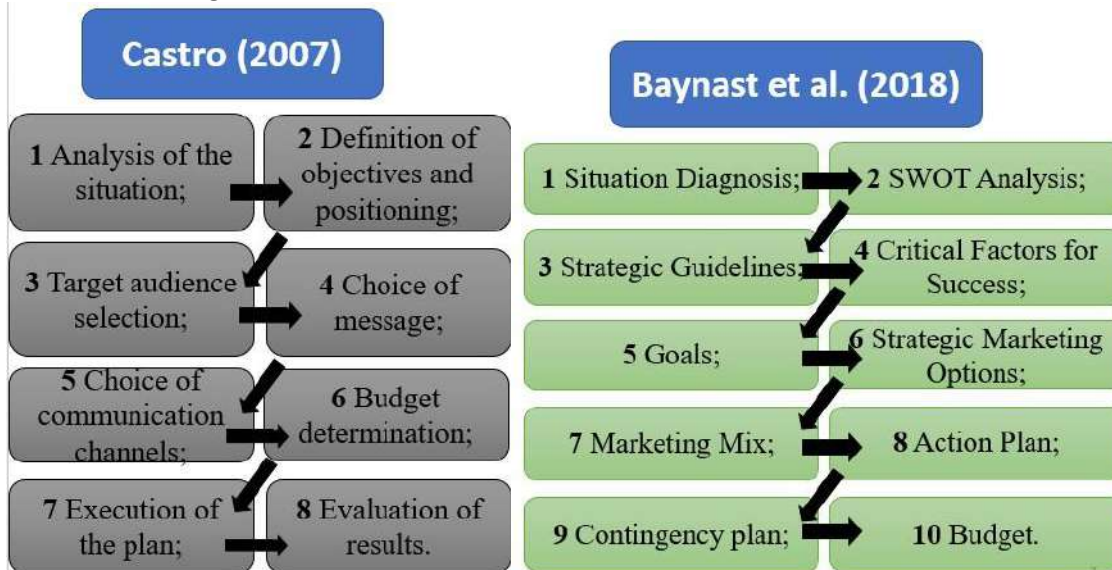


Figure 3. Results of the communication model (sustainability-focused, but non-HEIs)

Source: adapted from Castro (2007) and Baynast et al. (2018)

However, there are still relatively few communication plans that address how communication for sustainability should be developed, particularly in HEIs. This indicates that the specific plans for sustainability at HEIs should be analyzed, as they will have more targeted elements for having a communication plan that is consistent with communication for sustainability

iii) Specific models for communicating sustainability in HEIs

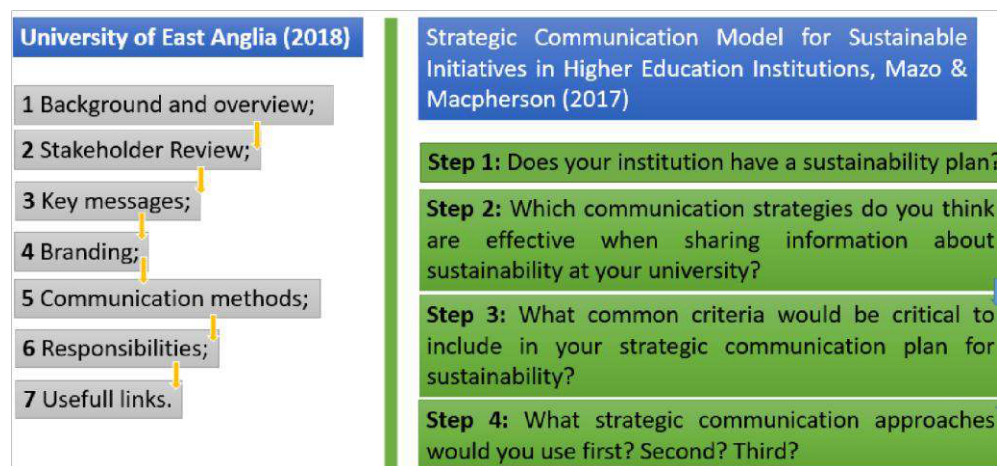
- University of East Anglia (2018)

Regarding existing sustainability communication plans at the HEIs level, the model of the University of East Anglia (2018) (Figure 4) consists of seven (7) stages, providing information on the institution's sustainability communication practices. As discussed in the Baynast et al. (2018) plan, every effective sustainability communication plan requires a diagnosis before adopting communication strategies for the public. Therefore, the plan initiates with an introduction on the background and overview, offering insights into gaps in the engagement of staff and students in meeting environmental management objectives. The subsequent stage involves a review of the institution's extensive (by size) and diverse stakeholders, aiming to ensure satisfaction for as many of them as possible. The key messages then should be selected according to the priority groups made up of i) executive Team, ii) current staff and students, iii) potential and future audiences, and iv) Partner organizations. It should be noted that this stage also presents the target audiences for the communication. The key messages proceed and are developed differently for internal and external audiences. The University of East Anglia has developed its brand or

identity: 'UEA (University of East Anglia) Sustainable Ways', @SustainableUEA online, to convey the University's commitment to sustainability and to facilitate connections across networks and programs. The communication methods stage presents the tools and means of communication, the type of message, the frequency of communication, and the stakeholders. The penultimate step, responsibility, presents those responsible for implementing and monitoring the plan. The last stage of the plan is useful links and presents links that could be accessed for more information about the institution's sustainability activities and practices.

- Mazo and Macpherson model (2017)

Propose a strategic communication model for sustainable initiatives in HEIs (Figure 4), which is based on a set of strategic questions aimed at focusing on the university's communication approaches and a project management framework that guides strategies and tactics along a range, from more generalized and abstract considerations to more specific and direct actions. The model consists of four straightforward steps: i) if the HEI has a sustainability plan, ii) if the HEI identifies effective communication strategies for sharing sustainability information at its institution, ii) if the HEI defines essential criteria for inclusion in its strategic communication plan for sustainability, and iv) if they prioritize strategic communication approaches in sequence.



**Figure 4.** Content analysis of Sustainability Communication Plan in HEIs

Source: adapted from University of East Anglia (2018) and Mazo & Macpherson (2017)

By reviewing the models, it is evident that there are both similarities and differences among them. One notable similarity across these models is their initial focus on gathering information about the "current state of institutions". This data serves as a foundation for implementing the plan, informing proposals for new directions. Additionally, all plans feature objectives, crucial for clarifying the desired outcomes of the plan. Addressing the public is also a common feature in the plans, recognizing them as primary recipients of communication messages. Finally, the content analysis shows that effective communication strategies involve targeted messaging tailored to specific audiences, utilizing diverse channels for dissemination. However, there are some differences between traditional communication plans and those focusing on sustainability. For instance, Kunsch's (2003) model places a greater emphasis on organizational or institutional-level communication strategies compared to others.

The models by Baynast *et al.* (2018) and Kotler and Keller (2006) are more focused on communication with a marketing focus and marketing goals. The communication plans of the University of East Anglia and Mazo & Macpherson (2017) are suitable for communicating sustainability in HEIs, by presenting steps particularly associated with communicating sustainability at the HEIs level. These steps were structured following research carried out in universities in three countries (Canada, Ecuador, and Ukraine), where Mazo & Macpherson (2017) propose a model for environmental and sustainability communication that can be applied universally and at the same time provide customized strategic guidelines for HEIs. As a summary, those models that particularly associated with communication beyond HEIs, demonstrate greater structural clarity and are more easily understood by the associated community. This clear structure can simplify future evaluation steps by providing clear criteria that facilitate systematic assessment and continuous improvement. Incorporating these structured and easily understandable models into sustainability communication plans at HEIs can improve engagement and ensure that the communication aligns effectively with audience objectives. It is believed that combining the various types of plans presented above would be advantageous for the aforementioned research, as the perspectives of organizational, marketing and sustainability plans present elements that complement each other and, as a result, help in the creation of a set of steps to achieve a sustainability communication plan at HEIs.

### Conclusion

This study aims to boost communication for sustainability in HEIs. As presented throughout the document, there are certain gaps when it comes to communicating or passing on information about sustainability issues. In this sense, it is proposed to develop a communication plan for sustainability at the HEI level, consisting of a set of proposals and paths that should be adopted and that can contribute to a better understanding of the true notion of sustainability. If there are people who adopt sustainable practices without knowing they are doing so, it will show them how to improve and how they can adopt other practices, through targeted communication. This plan also allows HEIs to share their sustainable practices both inside and outside their campuses with the public. Regarding the next steps to be taken in the study, we highlight the preparation and application of the individual and focus group interviews with those associated with the administrative or managerial levels in HEIs context, as well as the development of questionnaires with students to collect their perceptions and future needs on communication for sustainability in their institutions.

### Acknowledgment

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