



HG
Sustainable

BEST PRACTICES

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INTRODUCTION

Study on Good Practices based on training methodologies that contribute to sustainable development in the field of Higher Education.

It consists of a compilation of Good Practices carried out by all the project partners who have carried out the mapping, compilation and analysis of the best of them. This study carried out jointly by the partners is part of the Methodological Training Guide to contribute to sustainable development in the field of higher education as an appendix to it.

SPAIN

NAME/TITLE OF THE BEST PRACTICE:	“Programa Universidad Saludable” (Healthy University Program)
COUNTRY:	Spain
ORGANISATION NAME:	Rey Juan Carlos University
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. Practice Short description of the best practice in terms of: <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). Benefits	Description. “Programa Universidad Saludable” has the overall objective of providing members of the university community with a service that contributes to improving their health from a biopsychosocial perspective, while also fostering values of social responsibility and providing them with a quality education that promotes opportunities for comprehensive learning and a more holistic view of reality and their contribution to sustainable development. Challenge. Given the high demand detected among the university population, this program focuses on the development of socio-emotional

- what are the main benefits and contributions to the local area.

competencies that contribute to improving psychological well-being and the comprehensive education of individuals studying and working at the university. These competencies are addressed by two psychologists through theoretical-practical group workshops, which include tasks and recommended readings for further exploration. Most activities are assessed using validated questionnaires or qualitative information, and all users complete a satisfaction scale regarding the results.

This initiative addresses the detection of individual issues among members of the university community, offering them a space to discuss any difficulties they may have and providing resources to help manage them, whether they are specific to the university or external. Some of the competencies addressed include emotional intelligence, self-esteem, healthy interpersonal relationships, teamwork, stress and anxiety management, public speaking skills, personal growth, mindfulness, breathing and relaxation techniques, and promoting health rest, among others.

Practice.

Additionally, complementary actions are carried out such as health campaigns, the celebration of relevant health related dates, student collaborations in activities aimed at improving the health of

other community members, and partnerships with external organizations to provide health education (such as the Red Cross, Mapfre Foundation, among others).

Furthermore, in order to enrich, strengthen, and promote these initiatives, URJC (Rey Juan Carlos University) has joined the Spanish Network of Healthy Universities and is part of REMuS, the Madrid Network, as well as the Healthy Universities working group of CRUE-Sustainability. These collaborations aim to share resources, enhance actions, and drive policies related to this initiative.

Benefits.

As for the results obtained, over 12,000 participants have engaged in the activities over the course of the 10-year project, with a growing trend in participation. The overall satisfaction levels reported are very high, averaging above 9 points on a scale of 0-10. Activities assessed with validated questionnaires also show satisfactory results, with statistically significant improvements in all evaluated variables. Some of the questionnaires used include the STAI (State-Trait Anxiety Inventory), TMMS-24 (Trait Meta-Mood Scale), bP-39 (Psychological Well-being Scale), EMES (Multidimensional Scale of Social Expression), FFMQ (Five Facet Mindfulness Questionnaire), among others. Regarding qualitative evaluation, the majority of participants consider it a service that

	significantly contributes to their education and greatly enhances their personal tools.
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitation and risks.</p> <p>However, the main barrier identified has been the lack of resources to cater to such a large population (a university community of over 50,000 people), which limits the program's scope. In order to overcome this, collaborations and alliances with other stakeholders in the university's socio-economic environment have been pursued. Encouragingly, specific experiences, such as those with local municipalities, have demonstrated significant potential in maximizing the objectives of this initiative.</p> <p>Consequently, there is a pressing need for increased allocation of resources to this service, as well as the promotion of joint actions with strategic actors in the university's environment through collaboration agreements.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs.</p> <p>This initiative is primarily aligned with SDG 3, which aims to ensure healthy lives and promote well-being for all, and SDG 8, which seeks to promote decent work and a safe and secure working environment for all workers.</p>
<p>TRANSFERABILITY:</p>	<p>Transferability.</p>

<p>Unique skill or attribute that could be replicated in other organisations/countries</p>	<p>One unique skill or attribute of this initiative that could be replicated in other organizations or countries is the comprehensive approach to addressing health and well-being in the university community. By incorporating a biopsychosocial perspective and targeting socio-emotional competencies, the program focuses not only on physical health but also on mental and emotional well-being. This holistic approach recognizes the interconnectedness of various aspects of health and emphasizes the importance of personal growth, interpersonal relationships, stress management, and other key factors. By adopting a similar comprehensive approach, other organizations and countries can effectively address the diverse needs of their communities and promote overall well-being.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>https://www.urjc2030.es/prus/</p>

Additionally: Please provide 1-2 photos / graphics to illustrate your best practice example

If possible, please also include a statement/opinion from an organisation member involved in the best practice idea; either within your text or in a separate quote-textbox.

<p>NAME/TITLE OF THE BEST PRACTICE:</p>	<p>La Unidad de Igualdad UPF: programa #conperspectiva</p>
<p>COUNTRY:</p>	<p>Spain</p>
<p>ORGANISATION NAME:</p>	<p>Pompeu Fabra University</p>

<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	<p>Description.</p> <p>The project is part of the development of the university's identity competencies, within the framework of the new educational model EDvolution, specifically in the cross-cutting competence of gender equality, which contributes to SDG 5 of the 2030 Agenda. Its main objective is the incorporation of a gender perspective in both teaching and the other activities and services provided by the university.</p> <p>Challenge.</p> <p>This cross-cutting project began with the development of diagnostics to measure the extent to which the taught degrees incorporate a gender perspective and how they do so. These studies revealed that the teaching provided was largely blind to gender in terms of content, bibliographic references, and methodology used. Additionally, a lack of gender competence among faculty was observed, along with difficulties in identifying what the gender perspective entailed and misconceptions about its practical application.</p> <p>The need to promote training for faculty and administrative staff, particularly those involved in internal quality processes, was also identified. The diagnostic process itself helped raise awareness among faculty and management teams. Various actions</p>
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have been developed based on these findings.

Practice.

As a support for teaching, a website was developed with teaching resources on the gender perspective, both general resources and discipline-specific materials. The Faculty Network, #AmbPerspectiva, has been created to accompany faculty in incorporating the gender perspective into their teaching. Various informative sessions on the gender perspective have also been delivered by the Center for Learning Innovation and Knowledge (cLIK), included in the faculty's continuous training program and the Initial Teacher Training program.

Different awareness activities and campaigns have been organized, targeting the entire university community in collaboration with student associations, cLIK, and the Equality Unit, as part of the annual "Equality Weeks" events.

In disciplines with a lower percentage of women, activities are organized to encourage girls and teenagers to pursue careers in technology, such as the Wisibilízalas program, initiatives to promote engineering among high school students, or the MENTOS program, which offers mentorship to female students within the university.

Benefits.

	<p>Specific awards have been created to showcase and recognize gender research conducted at the university, including undergraduate and doctoral theses. In this regard, considering that Wikipedia is one of the most widely used reference tools by students, the "Espacio viquidonesuPF" has been created, which is a Wikipedia editing group working throughout the academic year to identify and reduce gender biases in its content and contributors.</p> <p>A minor program in Gender Studies has also been established, offering specialized interdisciplinary and transdisciplinary training in various fields of social sciences, law, and humanities, considering gender as a key analytical and explanatory variable.</p> <p>The UPF Equality Unit has actively participated in coordinating guidelines for teaching at the university with a gender perspective. This includes a collection of 11 works in different disciplines and areas of knowledge, edited by the Vives Network of Universities, as well as a guide for incorporating sexual and gender diversity in Catalan universities. The awareness raised regarding the incorporation of the gender perspective in teaching has contributed to the design of new specialized gender-focused courses within undergraduate programs.</p>
PROBLEMS/RISKS:	Limitation and risks.

<p>Revision of the limitations and risks.</p>	<p>Some limitations and risks that may have emerged in the development of this project include potential resistance to change from certain individuals or groups, limited awareness or understanding of gender issues among faculty and staff, inadequate resources such as funding and staffing, challenges in sustaining long-term commitment, addressing biases and stereotypes in teaching materials, and evaluating the project's impact. These challenges can be addressed through effective communication, training, ongoing support, and collaboration among stakeholders to ensure the project's success and sustainability.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs.</p> <p>The project falls under Sustainable Development Goal 5 (SDG 5) of the 2030 Agenda, which is focused on achieving gender equality and empowering all women and girls.</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/countries</p>	<p>Transferability.</p> <p>One unique skill or attribute of this project that could be replicated in other organizations or countries is the comprehensive approach to incorporating a gender perspective in higher education. The project encompasses various aspects, such as developing teaching resources, establishing a faculty network for support and guidance, delivering informative sessions, organizing</p>

	<p>awareness activities and campaigns, creating specialized programs, coordinating guidelines, and promoting diversity and inclusion. This holistic approach addresses multiple dimensions of incorporating a gender perspective, providing a framework that can be adapted and replicated in other educational institutions and contexts to foster gender equality and inclusivity.</p>
FURTHER INFORMATION ON THE WEB:	<p>https://www.upf.edu/web/igualtat</p>

Additionally: Please provide 1-2 photos / graphics to illustrate your best practice example

If possible, please also include a statement/opinion from an organisation member involved in the best practice idea; either within your text or in a separate quote-textbox.

NAME/TITLE OF THE BEST PRACTICE:	<p>“La formación de la comunidad universitaria como primer paso para la contribución a los ODS” (Training the university community as a first step in contributing to the SDGs)</p>
COUNTRY:	<p>Spain</p>
ORGANISATION NAME:	<p>The Polytechnic University of Valencia</p>
DESCRIPTION OF THE BEST PRACTICE:	<p>Description.</p>
<p>Guiding points in describing the best practice</p> <p>Challenge</p>	<p>This training program revolves around five pillars of the 2030 Agenda: Planet, People, Prosperity, Peace, and Partnerships. The objective of the</p>

Short description of the best practice in terms of:

- challenges addressed by the best practice,
- goals and ambitions of the best practice.

Practice

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area.

initiative is to provide education to the entire university community and achieve a commitment from institutional governance, within the framework of the new international agenda. This aims to contribute to the eradication of poverty, access to human rights, and sustainable global economic development that respects the planet and its resources. The program intends to align research and university management with the challenges of development.

Through this experience, the university community has understood that in order to advance in achieving sustainable development from the university, it is essential to have the commitment of all individuals working or studying there.

Challenge.

This program contributes to sustainable development by tackling issues like poverty, inequality, and environmental degradation. The practice promotes collaboration among universities, government bodies, non-profits, and communities. It focuses on capacity building, empowering the university community through education and skill development. Integration of the 2030 Agenda's principles is central to the practice, encompassing the pillars of Planet, People, Prosperity, Peace, and Partnerships. Institutional commitment to sustainability is emphasized, embedding sustainable

practices in policies and fostering a culture of sustainability. Overall, the practice strives for sustainable development, collaboration, capacity building, integration of the 2030 Agenda, and institutional sustainability commitment.

Practice.

The Polytechnic University of Valencia (UPV) embraced the integration of the Sustainable Development Goals (SDGs) into its policies in 2015. As a preliminary step towards strategic planning, a phased training program was implemented, targeting the entire university community and led by the Center for Development Cooperation (CCD). In the first phase, faculty members were trained through the Institute of Education Sciences to gain a comprehensive understanding of the nature of the SDGs and their relevance to the university's academic content and programs. This enabled participating faculty to identify strategies for incorporating the SDGs into university teaching and reevaluate whether UPV's future graduates possess the necessary skills to contribute to achieving the SDGs.

In the second phase, a Massive Open Online Course (MOOC) on the challenges of the SDGs in the current landscape of development cooperation was offered. This course was the result of collaborative efforts between five Spanish universities (University of Valencia, Jaume I

University, Miguel Hernández University, and University of Alicante). It was made available to the public and aimed at the university community, as well as Non-Governmental Organizations for Development (NGDOs) and other government officials. The course delved into specific topics, including the 2030 Agenda, international cooperation for development, ethical considerations in the face of global challenges, and global and local governance challenges. Practical examples of implementation were also provided.

The third phase consisted of an online course targeting all administrative and service staff (PAS) of UPV. The course aimed to equip them with the knowledge and language of the 2030 Agenda to be integrated into their workspaces. It covered all aspects of the 2030 Agenda, introduced the international and institutional processes leading to its adoption, and fostered a space for debate, critical thinking, and opinion exchange among participants.

The final phase of this initiative involved a mandatory course offered to all students at UPV. The objective was to familiarize the future graduates of UPV with the 2030 Agenda, providing a platform for debate, critical thinking, and opinion exchange among students on global development.

Overall, the training program implemented at UPV showcases a comprehensive approach to integrating the SDGs into the university community. It encompasses training for faculty, a MOOC for a broader audience, training for administrative and service staff, and a mandatory course for students, all aimed at fostering understanding, critical thinking, and engagement with the 2030 Agenda and global development.

Benefits.

As a result of this initiative, it is expected to have an impact on various areas of university activity (teaching, research, and internal management):

1) Teaching and research staff committed to carrying out teaching and research activities aligned with the challenges of global development.

2) The incorporation of sustainable human development discourse in the undergraduate and master's degrees offered at the university. Starting from the academic year 2019-2020, it will be necessary to establish connections between the final undergraduate and master's theses and the Sustainable Development Goals (SDGs).

3) Completion of an introductory course on the SDGs by all students enrolling at uPv (University name).

	<p>4) Contribution to the sustainable management of the university campus.</p> <p>5) Creation of a committee within the university's governing council to monitor the progress of the 2030 Agenda.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitation and risks.</p> <p>The program has received significant institutional support; however, there is a need for continued work to improve certain aspects. These include the development of innovative tools and instruments that facilitate the integration of SDGs into classrooms and academic projects, fostering research associated with the SDGs, and enhancing a culture of participation within the university community. This participation is crucial for implementing innovative initiatives in sustainable resource management on campus. Efforts are required to address these areas and further enhance the program's effectiveness and impact.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs.</p> <p>The program aligns with multiple Sustainable Development Goals (SDGs), including Goal 4: Quality Education, Goal 5: Gender Equality, Goal 9: Industry, Innovation, and Infrastructure, and Goal 17: Partnerships for the Goals.</p>
<p>TRANSFERABILITY:</p>	<p>Transferability.</p>

<p>Unique skill or attribute that could be replicated in other organisations/countries</p>	<p>One unique skill or attribute of this program that could be replicated in other organizations or countries is its comprehensive approach to integrating the Sustainable Development Goals (SDGs) into various aspects of university activity. By incorporating the SDGs into teaching, research, and campus management, the program demonstrates the importance of a holistic and coordinated approach to sustainable development. This model can serve as an example for other organizations and countries seeking to effectively implement the SDGs and promote sustainable practices in their respective contexts.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>http://www.upv.es/entidades/CCD/</p>

Additionally: Please provide 1-2 photos / graphics to illustrate your best practice example

If possible, please also include a statement/opinion from an organisation member involved in the best practice idea; either within your text or in a separate quote-textbox.

<p>NAME/TITLE OF THE BEST PRACTICE:</p>	<p>“Inteligencia colectiva para descarbonizar el campus de la Universidad Politécnica de Madrid” (Collective Intelligence to Decarbonize the Campus of the Polytechnic University of Madrid)</p>
<p>COUNTRY:</p>	<p>Spain</p>
<p>ORGANISATION NAME:</p>	<p>Polytechnic University of Madrid</p>

DESCRIPTION OF THE BEST PRACTICE:	Description.
<p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	<p>The objective of the initiative has been to involve students in concepts related to the complexity of the problems addressed by the 2030 Agenda, the interest in fostering the emergence of collective intelligence, and the difficulty of working in multi-actor contexts. Additionally, the focus was on "changing the world" as opposed to the traditional approach of designing subjects in formal education as "learning to change the world," which implies a strategic reorientation in the subject of Organization of Productive Systems (OSP).</p> <p>Challenge.</p> <p>In November 2019, the rectorate of UPM committed to decarbonize the UPM campuses by 2030. In order to stimulate the generation of initial ideas and proposals collectively created by the university community and other stakeholders such as private companies, public administration, and civil society organizations, the Innovation Center in Technology for Development (itduPM) of the university, in collaboration with the Vice-Rectorate for Quality of the university, designed a challenge called "Decarbonization of the UPM Campus" within the framework of the cOLAb.uPM platform.</p> <p>Practice.</p> <p>The challenge "Decarbonization of the UPM Campus" was simultaneously</p>

promoted in two different educational settings: the MOOC "Energy in the City" (1500 online students) and the OSP subject in the 3rd year of the Industrial Engineering degree, taught by the ETSII (400 in-person students).

Participation in the challenge was structured through two workshops held during the scheduled time within the OSP subject. The objective was to provide tools for the collective development of ideas following the Design Thinking process. Volunteer students from OSP worked in teams of 8 members, and after three weeks, they published their proposals on the cOLAb.uPM platform, thus fulfilling the objectives of the subject.

To facilitate the interconnection of ideas and proposals, a third in-person workshop was prepared, inviting both the students who had proposed ideas and the panel of experts who were reviewing them as "analysts" of the "Decarbonization of the UPM Campus" challenge. This workshop fostered the combination and enrichment of the proposals, improving their quality due to their innovative nature and higher level of development.

The "Decarbonization of the UPM Campus" challenge concluded in February 2020 with the presentation of the most valued proposals during the event "Decarbonizing the Campus: From Collective Intelligence to Practice," where discussions were held on how the process should continue after the collective ideation phase. Two

out of the three most valued proposals were presented and defended by students from the OSP subject.

Benefits.

Regarding the results and impact, out of the total of more than 80 proposals submitted on the colab.uPM platform, 60 were presented by students from the OSP subject. A survey conducted after the experience confirmed that the educational objectives of gaining practical knowledge of the concept of collective intelligence and in-depth understanding of the decarbonization problem related to SDG 11 had been achieved. Furthermore, it was found that students recognized the "ability to have real impact" and "the possibility of staying involved in the further development of their proposals" as one of the most relevant aspects of the experience, beyond the challenge and the subject itself.

The participation in the challenge was massive as long as it was linked to the formal framework of the OSP subject. Once the activity in that subject concluded and was evaluated, the number of students who remained involved in idea development voluntarily remained around 10%, which is considered a success considering their workload during the course. The experience has been documented and is being replicated with new challenges on the colab.uPM platform in other subjects of different programs and with students of different ages.

<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitation and risks.</p> <p>Limitations and risks of the initiative include limited ongoing student engagement after the subject concludes, overreliance on student involvement for success, a narrow focus primarily on the academic community, resource constraints for scalability, the lack of guarantee for proposal implementation, ethical considerations, and the risk of idea duplication. Addressing these factors is crucial for maximizing the impact and long-term success of the collective intelligence initiative to decarbonize the UPM campus.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs.</p> <p>The initiative to decarbonize the UPM campus falls under Sustainable Development Goal 13: Climate Action. SDG 13 specifically focuses on taking urgent action to combat climate change and its impacts. By engaging in collective intelligence and generating innovative ideas for decarbonization, the initiative contributes to the broader goal of addressing climate change and promoting sustainable practices within the university campus.</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/countries</p>	<p>Transferability.</p> <p>One unique skill or attribute of the initiative that could be replicated in other organizations or countries is the integration of collective intelligence and design thinking into the educational curriculum. By incorporating these approaches into</p>

	<p>the learning process, students are empowered to actively participate in solving complex real-world problems, fostering innovation, and generating sustainable solutions. This combination of collective intelligence and design thinking can be applied in various contexts to engage stakeholders, promote collaboration, and drive meaningful change in different organizations and countries tackling their respective challenges.</p>
FURTHER INFORMATION ON THE WEB:	<p>https://madrid-colab.xcolab.org/contests/2019/lograr-un-campus-carbono-cero</p>

Additionally: Please provide 1-2 photos / graphics to illustrate your best practice example

If possible, please also include a statement/opinion from an organisation member involved in the best practice idea; either within your text or in a separate quote-textbox.

NAME/TITLE OF THE BEST PRACTICE:	"Hack the city"
COUNTRY:	Spain
ORGANISATION NAME:	University of Jaén
DESCRIPTION OF THE BEST PRACTICE:	<p>Description.</p> <p>This project aims to reduce polluting energy by replacing car usage with bicycles, as well as generating innovative and viable ideas in the field of mobility. As an example, the implementation of a photovoltaic recharge system for electric bicycle batteries can be mentioned.</p>
Challenge	<p>Guiding points in describing the best practice</p>

Short description of the best practice in terms of:

- challenges addressed by the best practice,
- goals and ambitions of the best practice.

Practice

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area.

Challenge.

The project "Hack the City" contributes to promoting sustainable communities and cities by fostering new mobility habits and involving the university community in responsible practices that have a decisive and positive impact on combating climate change. Therefore, it has a direct connection with the following Sustainable Development Goals (SDGs): SDG 7 Affordable and Clean Energy, SDG 9 Industry, Innovation, and Infrastructure, SDG 11 Sustainable Cities and Communities, SDG 12 Responsible Production and Consumption, and SDG 13 Climate Action.

Practice.

Since 2016, as part of the European Mobility Week, the University of Jaén annually launches the "Hack the City" project, which promotes sustainable urban mobility by involving the university community in their journeys to the institution. To achieve this, they organize an idea competition on mobility, with the prize being the loan of electric bicycles throughout the academic year, which must be used for commuting to the university at the very least.

The winners develop their idea during and after the course, and the top three ideas receive ownership of the bicycles. The remaining loaned bicycles are returned and put up for competition in the following edition of the initiative.

The program allows participants to propose innovative ideas. Throughout the three editions, competing proposals explored new approaches to traffic, bicycle parking, monitoring devices, engaging campaigns, cultural activities, health studies, safety concerns, and many more. Some of these approaches and ideas are considered in future strategies and actions for sustainable mobility.

	<p>The "Hack the City" program collaborates with institutions responsible for mobility, such as the Jaén City Council (promoting the creation of new bicycle lanes), the Jaén Transport Consortium (financing bicycles and installing bicycle racks on buses), and the Provincial Council of Jaén (financing batteries and maintenance).</p> <p>Benefits.</p> <p>This initiative represents a great opportunity to showcase the use and advantages of electric bicycles, while also creating a space for discussion and collaboration among the involved public administrations regarding mobility. Currently, both the University of Jaén and the transport consortium are finalizing their mobility plans, and a mutual collaboration framework has been established.</p> <p>Throughout the project editions, the number of bicycles and participants is increasing, highlighting the need to incorporate a monitoring system for tracking the journeys made with the bicycles. This system would measure the carbon emissions avoided through the use of electric bicycles.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitation and risks.</p> <p>Limitations and risks of the "Hack the City" initiative include potential low participation rates, limited inclusivity of ideas due to the competition-based approach, a narrow focus on bicycles without addressing other transportation modes, financial constraints for expansion and maintenance, and the dependence on collaboration with public institutions. Addressing these challenges is crucial for the success and sustainability of the initiative.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable 	<p>SDGs.</p>

<p>development Goal(s) does it fall? (gender equality, quality education, etc.)</p>	<p>It has a direct connection with the following Sustainable Development Goals (SDGs): SDG 7 Affordable and Clean Energy, SDG 9 Industry, Innovation, and Infrastructure, SDG 11 Sustainable Cities and Communities, SDG 12 Responsible Production and Consumption, and SDG 13 Climate Action.</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/countries</p>	<p>Transferability. One unique skill or attribute of the "Hack the City" initiative that could be replicated in other organizations/countries is its approach to engaging the university community in promoting sustainable mobility. By organizing a competition and offering incentives such as the loan of electric bicycles, the initiative effectively motivates and empowers students to actively participate in sustainable transportation practices. This model can be replicated in other educational institutions or organizations to foster similar engagement and awareness among their communities, encouraging sustainable behavior change and contributing to the overall goal of creating more sustainable cities and communities.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>https://www.ujaen.es/servicios/aulaverde/noticias/programa-de-movilidad-sostenible-hack-city-iii-edicion</p>

Additionally: Please provide 1-2 photos / graphics to illustrate your best practice example

If possible, please also include a statement/opinion from an organisation member involved in the best practice idea; either within your text or in a separate quote-textbox.

<p>NAME/TITLE OF THE BEST PRACTICE:</p>	<p>#RelánzaT</p>
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COUNTRY:	Spain
ORGANISATION/UNIVERSITY NAME:	ESIC University
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	<p>Description. #RelánzaT is an educational project in Higher Education that provides specific training to increase the employability of people at risk of social exclusion (women, young people, people over 50, prisoners, people with disabilities, etc.), who are unemployed. In collaboration with different NGOs, the needs of each group are identified and adapted content is designed to reinforce skills that can facilitate their employment. The program consists of the following sections described in the academic guide of the program:</p> <ul style="list-style-type: none"> - Part I, intrapersonal communication. Definition of concepts: Self-esteem, Self-management, and Resilience. Keys and examples to have good self-esteem, time management, and being resilient people in the face of changing situations. - Part II, interpersonal communication. Definition of concepts: Empathy, assertiveness, and conflict management. Keys and examples to increase empathy, assertiveness, and conflict management. - Part III, communication tools. How to prepare a CV. How to prepare for a job interview. How to manage information in RRSS: creating a LinkedIn profile. <p>The challenge for the volunteers of the ESIC Community (employees, faculty, students...) is training them in class to complete ad-hoc courses, such as, Communication Skills, that grant an ESIC University certification in recognition of their work with the goal of increase their opportunities for employment.</p> <p>Practice.</p>

Implementation: The program is developed in one month (3 sessions + evaluation) and it aims to provide communication skills and the academic guide also has defined the learning outcomes, such as i) Develop intrapersonal communication skills to face different challenges oriented in the personal and work environment. ii) Obtain interpersonal communication guidelines and techniques oriented to labor insertion. iii) Develop digital competencies for the management in social networks of the professional profile (LinkedIn). The evaluation system is the Continuous Evaluation (CE), a methodology used in ESIC University courses, in which class attendance is mandatory. In this way, students should present the different written evaluation tests or compulsory work of the contents taught in class, completing the training with the development of a practical part based on writing their own experience in life and work. Therefore, students are evaluated by presenting via email 3 pieces of evaluation that will add up to 100% of the grade following this scheme:

- I) Written presentation of a case on intrapersonal communication: 33,3% grade.
- II) Written presentation of a case on interpersonal communication: 33,3% grade.
- III) Written presentation of a case on communication tools: 33,3% grade.

Resources: In addition, active participation in the classroom is a fundamental part of the experiential nature of the training. Further, in order to pass the program, it will be necessary to pass each of the evaluation sections.

In addition, we offered complementary material from ESIC Play, which are free videos in multiple areas of specialized training (<https://play.esic.edu/>) and RelánzaT videos

	<p>(https://www.esic.edu/masesic/relanzate/contenidos-formativos). An additional bibliography has also been provided for them to reinforce their communication skills.</p> <p>Benefits. After 4 editions completed, more than 80% of the participants have found employment at the end of this short training focused on Communication Skills.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitations and risks. It is a short training, whose objective is to identify people who need a boost for employment, the profile participants are people of different ages and countries, whose objective is to facilitate their employability in the short term. Therefore, the program is created for this purpose. Many people in a situation of exclusion can be helped by universities for other purposes, such as facilitating other skills, which are not taught in this program.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs. This training contributes to SDGs 4, 8, 11, and 17 because the program, in collaboration with different NGOs (SDG 17) is aimed at people at risk of exclusion to reduce inequalities (SDG 11) that provides them with a university certificate (SDG 4) and that increases their employability (SDG 8).</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>Transferability. #RelánzaT is a unique program that allows universities to increase inclusion through employment. Then, the social barrier of the different educational levels is broken to provide a boost for employment through methodologies that can be developed in higher education in all countries to increase the social impact of universities worldwide.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>https://www.esic.edu/institucion/sostenibilidad/proyecto-relanzat</p>

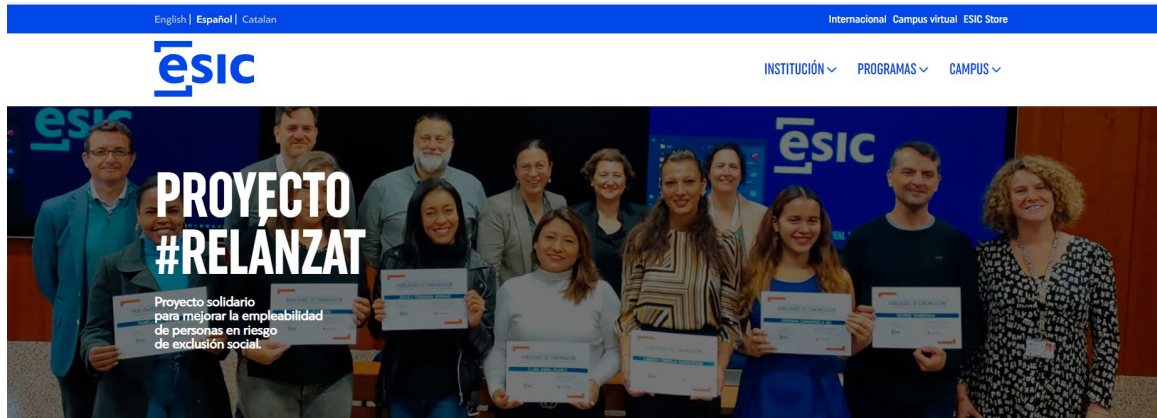


Photo: Delivery of #RelánzaT certifications in the edition with the Red Cross, at ESIC University (November 2022).

If possible, please also include a statement/opinion from an organisation/university member involved in the best practice idea; either within your text or in a separate quote-textbox.

See the video on the website: <https://www.esic.edu/institucion/sostenibilidad/proyecto-relanzat>

The surveys carried out on the participants show a high level of satisfaction with the training in Communication Skills.

NAME/TITLE OF THE BEST PRACTICE:	#APSESIUniversity
COUNTRY:	Spain
ORGANISATION/UNIVERSITY NAME:	ESIC University
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> challenges addressed by the best practice, 	Description. Service-Learning is a methodology that links teaching innovation in the university classroom through learning by doing , in this case, as part of the Social Responsibility of the related centres. Its objective is to put into practice the curricular learning developed in the university classroom, in a nearby context that requires a specific service. Through a curricular task,

- goals and ambitions of the best practice.

Practice

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area.

university students can experience the learning in a direct way in contact with reality.

This project has been developed for 3 years in the San Juan de Dios Foundation, the annual project begins with the detection of needs by the foundation, these needs are transferred to the university teachers, who turn them into a curricular task where they develop their own competences of the subject.

Implementation: The program consists of 4 sessions at the foundation with a technician, which are assigned according to the groups of students who have been prepared at ESIC. The first two sessions are for observation and their objective is to get to know the children and follow the instructions of the technician. The last two sessions are focused on carrying out an activity with the children that seeks to provide them with a new capacity (skill of competencies) for the development of their own performance at a personal level. The observation process allows you to get to know the children and develop an activity that fits their characteristics and their needs in order to enjoy themselves while they learn. The different groups of ESIC students must elaborate an activity for the group they have to work with at San Juan de Dios and put it into practice all together, working as a team. At the end of the program, the students receive a diploma for the

	<p>development of the activity with the people of San Juan de Dios.</p> <p>Resources:</p> <p>During this academic year 2022-2023 ESIC University students have carried out this project in the San Juan de Dios Foundation, one of the objectives was to develop adaptive skills for the autonomous life of users. They have created workshops in teams and then put them into practice with a great acceptance by the technician and users.</p> <p>Benefits. Regarding the results, we have evidence that has been collected through questionnaires to technicians of the foundation and university students, who report on the benefit of this type of academic actions, to develop in students' skills and values that they will need in their working life.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Review of limitations and risks. Service-Learning activities in higher education have a direct impact on the learning of university students, the experience between undergraduate students with a Foundation through specific actions with disabled people has had a positive assessment. The main objective was to investigate the interaction between students, users, professors, and technicians developing different activities with a social purpose, and it has a direct link with the Social Responsibility of the participating entities, communication and identification of needs has been difficult, as well as</p>

	the logistical element, since students have to travel outside their academic schedule.
<p>SDGs:</p> <ul style="list-style-type: none"> under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs.</p> <p>This training contributes to SDGs 4, 8, 11, and 17 because the program, in collaboration with the foundation.</p>
<p>TRANSFERABILITY:</p> <p>Unique skill or attribute that could be replicated in other organisations/universities/countries.</p>	<p>Transferability.</p> <p>#APSESIUniversity seeks to put into practice the learning that is developed in university classes in a nearby context, in this case in the foundation where they have a series of needs that students can alleviate through specific on-site workshops.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>https://www.esic.edu/institucion/ IN SHORT YOU CAN SEE MORE INFORMATION.</p>

Additionally: Please provide 1-2 photos / graphics to illustrate your best practice example





NAME/TITLE OF THE BEST PRACTICE:	LabODS (SDG Lab)
COUNTRY:	Spain
ORGANISATION/UNIVERSITY NAME:	ESIC Business & Marketing School, Jaume I University, Florida University.
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge</p> <p>Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice</p> <p>Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, 	<p>Description.</p> <p>The SDG Lab in the Valencian community aims to promote Valencian firms' contribution to achieving the 2030 Agenda goals by providing diagnosis tools, carrying out research and issuing performance reports. These actions are aimed to assist these firms in assessing their strengths and weaknesses in terms of sustainability, and hence they can focus their sustainability efforts on those areas and goals where they can best contribute, meeting the regional, national, and European sustainability goals.</p> <p>Challenge</p> <p>Everywhere in the world, challenges remain in advancing the achievement of the SDGs. Prior to the COVID19 pandemic, many companies were already falling behind in meeting their sustainability commitments. Consequently, the economic and health crisis brought on by</p>

- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area.

the disease led to setbacks in vital objectives such as the end of poverty and the end of hunger. This has made front and center the need to increase the number of companies that are needed to adopt the SDGs and, therefore, it becomes an imperative the promotion by governmental entities of mechanisms such as the SDG Compass and initiatives such as the Global Compact, so that more companies join and contribute to the SDGs.

Practice

The analysis of the degree of presence of and commitment with the SDGs in the public information of Valencian companies that are benchmarks in sustainability has yielded the following 3 weaknesses:

1. Lack of strategic alignment in the firms' implementation of the SDGs.

The adoption of a corporate governance that doubles down on sustainability and integrates its risks and opportunities in the decision-making process, thus avoiding "SDG Washing"; "Rainbow Washing"; and "SDG Cherry Picking".

2. Better connection with UN targets and indicators.

Within the framework of this study, a mapping of goals, actions and indicators has revealed the scarcity of accessible data and the difficulty to compare the information published by Valencian companies. With the aim of improving the quality and integrity of the information that companies publish, it is necessary to

advance in a common framework of targets and indicators at the corporate level that brings the global targets and indicators to a corporate level. This will unify the goals to which companies should aspire to in order to contribute to each of the SDGs and the progress indicators to be measured to monitor their actual contribution.

3. Improve visibility and access to corporate SDG efforts.

Social and market players need useful information to rationalize decision-making. In this context, in order to improve access to information on sustainability and the SDGs, companies should organize their environmental, social, governance objectives.

together with the corresponding reports in a single, sustainability section accessible from the

from the home page of their websites.

Benefits

The results presented by the SDGLab can be useful for both the business sector and public administrations. From the point of view of the business sector, this analysis can help other companies to incorporate the SDGs into their corporate activities and operations, as it provides a broad set of issues, aspects and actions related to each of the 17 SDGs.

As for public administrations, the strengths, and weaknesses of SDG integration at the

	<p>corporate level have been underscored. Thus, this report offers the</p> <p>Regional Valencian Region new lines of work to promote effective corporate communication on sustainability efforts in the light of the SDGs, based on solid management structures that allow to strategically align efforts and decisions in pursuit of sustainable development.</p>
<p>PROBLEMS/RISKS:</p> <p>Revision of the limitations and risks.</p>	<p>Limitations and risks.</p> <p>It is a government funded initiative, which is subjected to the government's agenda of priorities to secure its funding. The SDGLab has been operating only in the Valencian region of Spain, which limits its impact and analysis to one region in Spain.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs.</p> <p>The SDG Lab addresses all the 17 SDGs</p>
<p>TRANSFERABILITY:</p> <p>Unique skill or attribute that could be replicated in other organisations/universities/countries.</p>	<p>Transferability.</p> <p>The SDG Lab can be replicated in other regions in Spain and in Europe as its results are derived from sound research methodology, including both quantitative and qualitative studies.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>www.labods.es</p>

2022-1-ES01-KA220-



NAME/TITLE OF THE BEST PRACTICE:	Handbook to support the incorporation of the 2030 Agenda into teaching content
COUNTRY:	Spain
ORGANISATION/UNIVERSITY NAME:	Complutense University of Madrid (UCM)
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ol style="list-style-type: none"> 1. challenges addressed by the best practice, 2. goals and ambitions of the best practice. Practice Short description of the best practice in terms of: <ol style="list-style-type: none"> 3. implementation and approaches, 4. required resources for implementation (HR, time, infrastructure, etc.). Benefits <ol style="list-style-type: none"> 5. what are the main benefits and contributions to the local area. 	Description. The <i>Handbook to support the incorporation of the 2030 Agenda into teaching content</i> , seeks to ensure that teaching and research staff at the UCM are integrating the SDGs into their classroom activities. The challenge is to provide UCM teaching and research staff with tools so that they are aware of the 2030 Agenda and can incorporate it into their teaching according to the content and particularity of each subject. Implementation: The document is divided into eight blocks that try to give a complete overview of the 2030 Agenda. The first five chapters seek to situate the teacher in the 2030 Agenda and the role of the university in contributing to its implementation. Chapter six develops some axes that university teachers can consider when putting the SDGs into practice, such as: <ul style="list-style-type: none"> • Integrate the contents of the 2030 Agenda into the syllabus of their subject. • Create project-oriented units or internships focused on the SDGs.

- Develop extracurricular activities focused on the SDGs.
- Develop transformative teaching approaches for the implementation of the 2030 Agenda.

Chapter seven contains 12 teaching practices related to the 2030 Agenda. Each practice indicates which SDG is being worked on and includes the following developed elements:

- Introduction to the practice.
- Objectives: general and specifics.
- Competences to be developed.
- Methodology to be followed in class.
- Expected results of the practice.
- Materials for the professor.

The last chapter of the handbook is composed of 47 projects of different public universities in Spain with specific activities that they have been developing to contribute to the SDGs. The following aspects of each project are detailed:

- Title of the activity
- Developing entity
- Target group
- Objectives
- Description of the initiative
- Associated products
- Contact
- Website

	<p>Resources: The manual is part of the Innovation Project, 'Excellence through sustainable development: the integration of the contents of the 2030 Agenda in the practical teaching of the UCM'. All the information on the project can be found at: https://www.ucm.es/cooperacion-al-desarrollo-ucm/universidad-y-agenda-2030</p> <p>In particular, the manual is available at the following address: https://www.ucm.es/cooperacion-al-desarrollo-ucm/file/manual-apoyo-implementacion-agenda2030-universidad?ver</p> <p>Benefits. The manual is a didactic document to provide UCM teachers with concrete examples of how to incorporate the SDGs. Each of the examples provided is extensively developed so that teachers can easily adapt the activity to their class. In addition, examples of best practices developed by other Spanish universities are provided.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Review of limitations and risks. It is a document that is mostly focused on teaching with generic activities, so some examples could be far removed from situations that are closer to students' day-to-day life.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs. This handbook provides developed examples of the 17 SDGs, as well as examples where particular SDGs are addressed,</p>

	thus demonstrating the cross-cutting nature of each of the SDGs.
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries .	Transferability. The <i>Handbook to support the incorporation of the 2030 Agenda into teaching content</i> provides the university teaching community with real examples of how to incorporate the SDGs into different subjects.
FURTHER INFORMATION ON THE WEB:	https://www.ucm.es/cooperacion-al-desarrollo-ucm/universidad-y-agenda-2030

NAME/TITLE OF THE BEST PRACTICE:	Climate Change, TRUE or FALSE?
COUNTRY:	Spain
ORGANISATION/UNIVERSITY NAME:	ESIC University
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ol style="list-style-type: none"> 1. challenges addressed by the best practice, 2. goals and ambitions of the best practice. Practice Short description of the best practice in terms of: <ol style="list-style-type: none"> 3. implementation and approaches, 4. required resources for implementation (HR, time, infrastructure, etc.). 	Description. Climate Change, TRUE or FALSE? The practice has been successfully developed in several courses on Statistics for Business or Statistics for Marketing. The program is organized in the following steps: <ul style="list-style-type: none"> - Part I, a group of 5 (could be 3) students select, or are assigned, the topic of Climate Change, roles are distributed among the different students, including 2 (could be 1) students with the role of Climate Change Believers, the other 2 as Climate Change Deniers and the fifth (third) student will act as presenter and moderator. - Part II, students are asked to search for information on climate change based on their roles and

Benefits

5. what are the main benefits and contributions to the local area.

will be tutored by the professor in the process, they should remember that the objective is not to collect data for primary analysis but to search for elaborated reports.

- Part III, presentation of the results, to the rest of the class performing a role play and trying to involve the rest of the class in the discussion.

Apart from understanding the risks of Climate Change, the challenge for the students is to learn to make decisions based on data, not on previous unproven thinking and to learn to communicate using convincing data.

Practice.

Implementation: The purpose of the program is to learn how to search for scientific reports and data in secondary sources, to select only those that are reliable and to develop the ability to interpret statistical data, but also to develop communicative skills.

The evaluation system is the Continuous Evaluation (CE), a methodology used in ESIC University courses, in which class attendance is mandatory. In this way, students must take the different written evaluation tests or compulsory assignments of the contents taught in class, completing the training with the development of a practical part based on the writing of their own life and work experience.

Therefore, students are evaluated by having 3 meetings with the

	<p>professor and a final presentation of evaluation that will add up to 100% of the grade following this scheme:</p> <p>I) Study of a case based on data: 33,3% grade.</p> <p>II) Written presentation of a case based on data: 33,3% grade.</p> <p>III) Presentation of a case based on data: 33,3% grade.</p> <p>Resources: In addition, active participation in the classroom is a fundamental part of the experiential nature of the training. Further, in order to pass the program, it will be necessary to pass each of the evaluation sections.</p> <p>Apart from the information searched by students, the information in the “Further information on the web” may be provided.</p> <p>Benefits. Students learn to interpret and use statistical data with the goal of demonstrating a fact as the Climatic Crisis.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitations and risks. It is a concise training, with the only objective of raising awareness among professors so that they can learn about and transmit to their students one of the major concerns that are currently alarming part of the planet.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs. From the set of 17 global goals established by the United Nations in 2015 to address various social, economic and environmental</p>

	<p>challenges and achieve sustainable development by 2030, SDG number 13 focuses specifically on "Climate Action" and will serve to illustrate an example of how to approach the dissemination of knowledge to university professors so that they can contribute to disseminate this knowledge, making it an explicit or implicit part of their course programs. But could be adapted to others as Sustainable Development Goal 5: Gender equality by following the same structure, with great application on Gender Gap.</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>Transferability. Climate Change, TRUE or FALSE? It can be transferred through the dissemination of this education to professors and will serve to make them aware of the Climate Crisis so that they can communicate it to their students, professors or other colleagues to include it in their good practices agenda and incorporate it into their classroom.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>https://www.aemet.es/en/servicio_sclimaticos/cambio_climat/result_graficos?opc6=0 https://climate.nasa.gov/evidence/#:~:text=Scientific%20information%20taken%20from%20natural,of%20a%20warming%20planet%20abounds https://css.au.dk/fileadmin/_processed_/csm_NYT_Global_Warming_1988_abab06bf7b.jpg https://www.ipcc.ch/https://centerforinquiry.org/news/deniers_are_not_skeptics/ https://skepticalscience.com/Hansen-1988-prediction-advanced.htm</p>

	<p>http://redgreenandblue.org/2020/02/14/james-hanson-climate-models-vs-real-world/</p> <p>https://www.realclimate.org/index.php/archives/2018/06/30-years-after-hansens-testimony/</p> <p>https://pubs.acs.org/doi/10.1021/es3051197</p> <p>https://www.elconfidencial.com/tecnologia/2015-11-30/argumentos-de-los-negacionistas-del-cambio-climatico_1109578/</p>
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ITALY

NAME/TITLE OF THE BEST PRACTICE: 1	PUP - Polo universitario penitenziario - University penitentiary center
COUNTRY:	Italy
ORGANISATION/UNIVERSITY NAME:	University of Parma
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. Practice Short description of the best practice in terms of: <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). Benefits <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area? 	Description. The PUP of Parma is part of the network of Poles existing in some Italian universities, which have launched similar projects to guarantee the right to university study to closed students over the years. Today, they are gathered at a national conference. The specificity of the Parma University Center is that of welcoming students closed in a high-security regime, thus presenting itself as a particular challenge on the national scene. Over the years, it has gone from 5 students in 2015-16 to 37 in 2020-21, from 13 exams in 2015-6 to 52 in 2020-21. Over 40 teachers are involved, and about fifteen courses between three-year and master's degrees. One hundred thirty-four applications were submitted by students in the last tutor call, 12 active tutors. Practice In addition to exams, graduation sessions and meetings with teachers, orientation meetings and short cycles of lessons are held inside the Penitentiary Institute in the presence of closed and unclosed students, always in full compliance with the conditions that allow surveillance. To accompany the student-prisoners in their study path and assist them in carrying out all the activities connected with their university

	<p>career, the presence of tutors and students enrolled at the University in master's degree or doctoral courses is foreseen.</p> <p>The calendar is rich and articulated and goes toward strengthening the PUP as a tout court cultural pole, naturally focused on educational activities but not limited to them.</p> <p>Cultural sociology theatre workshops: Fridays for students in prison</p> <p>A series of mise an espace of the materials emerging from the laboratories were planned, and meetings were open to the families of prisoners and other public.</p> <p>Thanks to the establishment of the PUP Unipr University Worktable, several teachers and some of their students have been involved in prison teaching. The seminars are aimed at detained students but are also open to detained persons interested in thinking and discussing together, intending to raise awareness of the meaning of training, culture and study.</p> <p>Benefits</p> <p>The project aims to strengthen closed people's skills, improve their well-being and inclusion and increase their chances of future engagement.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitations and risks.</p> <p>This kind of project implies a strong institutional involvement and organisational commitment, particularly from the side of prisons. The participants are people of different ages and countries, so the content should sometimes be</p>

	adapted to improve motivation and participation.
SDGs: <ul style="list-style-type: none"> under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	SDGs. <p>This training contributes to mitigating the risk of exclusion and reducing inequalities (SDG 11) and provides prisoners with a university certificate (SDG 4) that increases their employability (SDG 8).</p>
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries	Transferability. <p>The PUP project is a program already diffused in many universities and prisons in Italy. However, transferability needs a strong commitment to adapt the program and contents to different situations. The program includes many modules related to topics of general interest, for example, cooking, alimentation, performing art, history and literature.</p> <p>One of the main features is the involvement in the activities of students needing to be enclosed to promote inclusion.</p> <p>Furthermore, the project contributes to creating the " guidelines on the right to study in prison", which can be taken as a protocol.</p>
FURTHER INFORMATION ON THE WEB:	https://www.unipr.it/pup-polo-universitario-penitenziario



Photo: press conference to present the new guidelines on the right to study in prison drawn up by the National Conference of Rectors' Delegates for Penitentiary University Poles.

NAME/TITLE OF THE BEST PRACTICE: 2	Occupabilità e inclusione sociale: uno strumento per i giovani con disabilità - Employability and social inclusion: a tool for young people with disabilities
COUNTRY:	Italy
ORGANISATION/UNIVERSITY NAME:	University of Siena
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of:	Description. The University of Siena is the first university in Italy to have created a very simple social inclusion tool for accompanying students into the world of work, which also allows young people with disabilities to present themselves with an edge over companies. The project was born from the collaboration between the Disabled

<ul style="list-style-type: none"> challenges addressed by the best practice, goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> implementation and approaches, required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> what are the main benefits and contributions to the local area? 	<p>Reception Office and the Placement Office.</p> <p>Practice. The experimental phase of the project started with the first interviews with students and recent graduates. It is a questionnaire that allows, through specific questions on communication, daily skills, socialisation and motor skills, to describe the person by highlighting not what he cannot do due to disability but his abilities, skills and personal resources. With this tool, on the one hand, the University of Siena supports and helps all students and recent graduates to make the most of their resources through an in-depth analysis of their aptitudes, motivations and skills to build an effective professional project that is coherent with their path of studies and on the other it gives companies a tool to transform the vision of disability from a legal obligation to an opportunity to have a shortlist of talents for the profile sought.</p> <p>Benefits The goal is to support and help all students and recent graduates (in particular students with disabilities) to make the most of their resources through an in-depth analysis of their aptitudes, motivations and skills to build an effective professional project coherent with their capability.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitations and risks. The project needs, for an optimal result, the commitment of employers' associations to focus on the concrete needs of companies.</p>

	Furthermore, the course does not include monitoring after recruitment.
<p>SDGs:</p> <ul style="list-style-type: none"> under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs.</p> <p>This training contributes to mitigating the risk of exclusion, reducing inequalities (SDG 11), and increasing the employability of graduates with disabilities (SDG 8).</p>
<p>TRANSFERABILITY:</p> <p>Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>Transferability.</p> <p>The project efficiently linked the work of the Placement Office and the Disability office.</p> <p>Furthermore, the process involved some employer associations to understand the competencies companies need.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>https://www.unisi.it/unisilife/occupabilita-inclusione-sociale-progetto</p>




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Con il patrocinio di



NAME/TITLE OF THE BEST PRACTICE: 3

Cliniche giuridico-sociologiche
“Migrazioni e Frontiere” - Legal-

	sociological clinics "Migrations and Frontiers"
COUNTRY:	Italy
ORGANISATION/UNIVERSITY NAME:	University of Parma
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> challenges addressed by the best practice, goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> implementation and approaches, required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> what are the main benefits and contributions to the local area? 	<p>Description.</p> <p>As part of the research project Prin - Research projects of national interest - 2020 "Mobilities, solidarity and imaginaries beyond the borders", the experimentation of an innovative type of "clinic is envisaged juridical-sociological" aimed at addressing the issue of forced migration in support of cross-border solidarity, framing problematic dimensions of reception in the light of concrete cases analysed in terms of specifically interdisciplinary. As is typical of 'university clinics', it involves students in research actions supporting social realities that deal with various topics - migrations, rights of asylum, and reception. Our clinic will be involved students of law, master's courses in political science, social policy planning and anthropology, together with operators, volunteers and migrant people.</p> <p>Challenge and goals.</p> <p>Briefly, the objectives that we set ourselves concretely in this first year of experimentation are:</p> <ul style="list-style-type: none"> Contextualize in a historical, cultural and political sense the issues of 'bordering' and 'web ordering' as well as they are placed by the subjects with whom we collaborate (operators of cross-border solidarity, rescue, or reception), placing them within a longer and broader temporal and spatial context, through a post-e

	<p>approach de colonial to the analysis of the frontier and hospitality;</p> <ul style="list-style-type: none"> • Studying social and legal issues in the light of Italian, supranational and jurisprudence international level and analysing the institutional responses starting from interesting and discussed cases; • Monitor conflicts and pending disputes through analyses and reports that can guide the offices' internal lawyers of the associations and envisage strategies and solutions to the problems they encounter from time to time, with particular attention to the political\cultural dimensions that characterise these problems; and so on. <p>Practice. After the first phase of preparatory training, the dedicated laboratory part began the study of the cases brought in aimed at producing reports in constant contact with the subjects who collaborate on the project.</p> <p>The online and face-to-face meetings were open to students, operators, volunteers, and anyone interested.</p> <p>Benefits. The project gives a deep understanding of the migration phenomenon and a great link between university curricula and social migrational topics.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitations and risks. The course is a high-level training not suitable for everybody and does not</p>

	involve migrants directly in the education process.
SDGs: <ul style="list-style-type: none"> under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	SDGs. This training contributes to SDGs because, in collaboration with different NGOs (SDG 17), it is aimed to reduce inequalities (SDG 10) and provide inclusive education (SDG 4).
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries	Transferability. The project promotes a great and concrete integration between social topics and university curricula. Creating this link can be a good approach to involving students and professionals.
FURTHER INFORMATION ON THE WEB:	https://www.unipr.it/notizie/9-maggio-cliniche-giuridico-sociologiche-migrazioni-e-frontiere-quinto-seminario

NAME/TITLE OF THE BEST PRACTICE: 4	REGAP - "Reducing the Educational Gap for migrants and refugees in EU countries with highly relevant e-learning resources offering strong social belonging.
COUNTRY:	Italy
ORGANISATION/UNIVERSITY NAME:	LUMSA University in Rome
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> challenges addressed by the best practice, goals and ambitions of the best practice. 	Description. The ReGap project is co-funded by the Erasmus+ programme. It aims to extend high-quality, culturally sensitive, open access to e-learning resources to adult migrants and refugees of both genders in EU countries. Challenge. The goal is to reduce the education gap for migrants and refugees in European countries to secure employment and social belonging opportunities. Practice.

Practice

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area?

The e-learning activities, proposed in the context of face-to-face educational interventions carried out at NGOs and SPRAR throughout the national territory, propose key topics to improve the contextual and specific knowledge of migrants and refugees and guarantee gender equality, education and the right to citizenship. The project lasted 24 months, starting from 1 September 2017. The target reached is not uniform. And it hasn't proven easy to reach all. This is why the project suggests making some changes regarding teaching methods. This requires online learning activities that are culturally and gender sensitive and support in-person learning activities in the context of each European country. The ReGap project will continue to use online-learning as a basis. This will be uniform for all European countries. However, there are differences within Europe which we need to address. In-learning in the individual countries, with information specific to the country. This will make the project far-reaching, and the information will be accurate and useful.

The project also individuates significant barriers to engagement in online learning. Online resources need to be deemed relevant and engage with the learners' needs for knowledge about employment, health, social security, schooling and justice in the new country. To counteract this barrier, the project suggests implementing the findings from a recent Stanford study. Research has demonstrated that social identity threats can impair a person's working memory and academic performance. They managed to apply activities removing

	<p>the social-identity threat, a fear of being seen as less competent because of social identity, leading to participants not completing MOOCS. This was achieved by creating a sense of belonging with an online activity at the beginning of the course. The results were highly successful. We wish to include their activities and have online groups for discussion and participation at certain times to increase the sense of belonging.</p> <p>Benefits.</p> <p>The ReGap project has developed online learning activities that enhanced the contextual knowledge of migrants and refugees across key topics and their sense of social belonging.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitations and risks.</p> <p>Online learning should be adapted to different targets and Countries. Furthermore, engagement in online education is usually low and needs some actions to be improved.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs.</p> <p>This training contributes to SDGs because it is aimed at people at risk of exclusion to reduce inequalities (SDG 10) and provide inclusive education (SDG 4) that increases their employability (SDG 8).</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>Transferability.</p> <p>The online education engagement was improved by creating a sense of belonging at the beginning of the course. They managed to apply activities removing the social-identity threat, a fear of being seen as less competent because of social identity.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>https://www.lumsa.it/international_ReGap</p>

NAME/TITLE OF THE BEST PRACTICE: 5	"We are Sport: INWATERBOARDSPORT" - Sport and Inclusion
COUNTRY:	Italy
ORGANISATION/UNIVERSITY NAME:	University of Salento
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area? 	<p>Description. The University of Salento and the Lecce University Sports Center organised "We are Sport: INWATERBOARDSPORT", a sport, entertainment and social inclusion project that involved about 50 children and young adults, including university students with disabilities and able-bodied, in a theoretical/practical intervention program with experts in sup, surfing, sailing and canoeing water sports to build friendships, improve motivation and aptitude to sporting activity and practising sport also as a means of overcoming social and physical barriers.</p> <p>Practice Collaborating with the Psifia Association (NGO Organisation), the participants were selected based on motivation and personal characteristics. A meeting was organised with the operators to create an atmosphere of learning and mutual support. Subsequently, the following actions were implemented: - inclusive group workouts and physical activities; - specific water sports activities at the beach; organisation of two scientific/educational excursions with observation activities in nature, sampling of abiotic parameters and collecting sediment and microplastic samples. These</p>

	<p>excursions also were opened to family members and companions of the participants and were included in the program as preparatory to the activity in the water for the knowledge of the environment; - theoretical seminars and in-depth courses on the topics of biodiversity and ecosystem services, biomonitoring, innovation and sustainability of aquaculture.</p> <p>At the end of the activities, a final conference was organised at the University of Salento, in which the theme of sporting activity will be explored as a "means for the development and support of inclusive thinking".</p> <p>Benefits</p> <p>The project involved fifty students and gave a great opportunity to create a link between sport, inclusion and sustainability.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitations and risks.</p> <p>The course must be revised to accommodate the student's needs and abilities. The course location has high importance, so it should be selected accurately.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs.</p> <p>This training contributes to SDGs because it is aimed at people at risk of exclusion to reduce inequalities (SDG 10) and provide inclusive education (SDG 4).</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>Transferability.</p> <p>The project promotes a great and concrete integration between non-disabled and disabled people using sports. The sport approach is holistic, with attention to social and environmental topics.</p>

FURTHER INFORMATION ON THE WEB:

<https://www.unisalento.it/-/progetto-sport-inclusione>



“The project activities fall within the scope of the European Union strategies in the sectors of social inclusion and equal opportunities”, explained Roberto Rella, territorial manager of the project, “to encourage inclusion and equality through sport, creating a safe environment for students in need of both physical and mental health support”.

NAME/TITLE OF THE BEST PRACTICE: 6	“First Life” - civic social network
COUNTRY:	Italy
ORGANISATION/UNIVERSITY NAME:	University of Turin
DESCRIPTION OF THE BEST PRACTICE:	Description.
Guiding points in describing the best practice	FirstLife is a civic digital technology developed by the RESEARCH GROUP Territories and Digital communities at the University of Turin's Computer Science Department and co-designed with local communities.
Challenge	FirstLife is an open-source tool for commoning and community mapping, an ethical and conscious digital choice free from commercial interests and user profiling.
Short description of the best practice in terms of:	FirstLife is a multiscale civic social network based on crowd mapping and neogeography. Inspired by the 15-minute city urban model, which enhances proximity and local communities, it adopts the
<ul style="list-style-type: none"> challenges addressed by the best practice, goals and ambitions of the best practice. 	
Practice	
Short description of the best practice in terms of:	
<ul style="list-style-type: none"> implementation and approaches, 	

<ul style="list-style-type: none"> required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> what are the main benefits and contributions to the local area? 	<p>approaches of city journalism and slow communication.</p> <p>Goals</p> <p>FirstLife aspires to achieve digital regeneration and encourages the dissemination of quality content and civic values.</p> <p>Other goals are active citizenship, community empowerment, civic and digital education, gender inclusion in urban development, sustainable communities, and international cooperation.</p> <p>Practice</p> <p>FirstLife consists of a wall with social functions and geo-referenced content on an interactive map. It is a web app for PCs, tablets and mobile phones. Create theme-based mappings, interact with your community, promote your actions in the area, and make your views known.</p> <p>The platform is customisable and built collaboratively to suit local requirements while ensuring consistent implementation of the tool's functionality. FirstLife can be integrated with the CommonsHood wallet app.</p> <p>The FirstLife open-source map allows digital community mapping of bottom-up requests, proposals, projects and points of view put forward by citizens. The social features of geo-referenced content enhance the connections, coordination and monitoring of community actions.</p> <p>FirstLife creates digital environments to support real situations.</p>
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	<p>Adopt a slow approach to digital technologies by rethinking your relationship with social networks. FirstLife does not do user profiling or collect user data and has no commercial interests. All this ensures a free and conscious digital experience.</p> <p>Benefits</p> <p>CITIZENS who publish their actions, thoughts and plans for the common good online.</p> <p>SCHOOLS promotes civic and digital education to address the challenges of the contemporary world.</p> <p>PUBLIC ADMINISTRATIONS engage in dialogue with citizens for the development of participatory democracy.</p> <p>BUSINESSES and NETWORKS promoting trade and proximity services.</p> <p>RESEARCH BODIES AND INSTITUTIONS investigating local areas in the light of issues of collective interest.</p> <p>NETWORKS and ORGANISATIONS engaged in international cooperation.</p> <p>THIRD SECTOR ORGANISATIONS that believe in high-participation activities.</p> <p>People involved in narrating and documenting situations in the local area.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitations and risks. The project was created with many grants and external funding.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? 	<p>SDGs. This training contributes to SDGs because it is aimed at people at risk of exclusion to reduce inequalities</p>

(gender equality, quality education, etc.)	(SDG 10) and provide inclusive education (SDG 4).
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries	Transferability. The evolution of the FirstLife platform results from integration between solutions designed and tested in the pilot projects mentioned, research and development conducted by the project team, and co-design processes involving local partners (associations, groups, institutions and local authorities).
FURTHER INFORMATION ON THE WEB:	https://www.firstlife.org/



NAME/TITLE OF THE BEST PRACTICE: 7	Dottori in inclusione 2023 - Doctors in inclusions 2023
COUNTRY:	Italy
ORGANISATION/UNIVERSITY NAME:	University of Molise
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of:	Description. The University of Molise proposed the Universal Civil Service (SCU) as a basic tool for training and personal and professional growth for young people, recognising it as a vital resource for the country's cultural, social and economic progress. The project consists in including many young volunteers to support students with disabilities.

- challenges addressed by the best practice,
- goals and ambitions of the best practice.

Practice

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area?

Goal.

Enhancement of services for disabled students to respond adequately to their needs

of inclusion; implementation of the services offered to students with disabilities and with SLD; enhancement of diffusion of the culture of disability and inclusion; improvement of accessibility conditions in some areas of the university campus.

Practice.

ROLE AND ACTIVITY OF VOLUNTEER OPERATORS:

1. SERVICES ADDRESSED TO USERS: front office activities/information support aimed at service users,

performing a counter operator role with support from staff. Young volunteers will offer personalised advice to improve students' participation in educational and other activities with disability.

2. DISSEMINATION OF A CULTURE OF INCLUSION: the increase and dissemination of material

information-promotional on the Disabled Service and DSA also through social media management activities,

leafleting and posting all orientation activities (Open Day, Career Day, etc.).

3. MONITORING AND MAPPING OF CAMPUS ACCESSIBILITY AND INCREASING

ONLINE SUPPORTS: detecting and mapping residual architectural barriers through written and photographic documentation.

Benefits.

Students with disabilities can count on a tutor who guides and helps them with

	all the different needs connected to the university environment.
PROBLEMS/RISKS: Revision of the limitations and risks.	Limitations and risks. Volunteers need careful selection and general training concerning the project and specific training for students with disabilities to follow.
SDGs: <ul style="list-style-type: none"> under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	SDGs. obj.3: ensure a healthy life and promote the well-being of all at all ages; obj.4: ensure quality education and promote lifelong learning opportunities; obj. 10: Reduce inequalities between and within states by promoting social inclusion; obj. 11: Make cities and human settlements inclusive, safe, resilient and sustainable.
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries	Transferability. Including voluntary personnel is very flexible and can be activated with a relatively limited budget.
FURTHER INFORMATION ON THE WEB:	https://www2.unimol.it/ateneo/servizio-civile-nazionale/

NAME/TITLE OF THE BEST PRACTICE: 8	Tecno Profezie - Techno Prophecies
COUNTRY:	Italy
ORGANISATION/UNIVERSITY NAME:	University of Turin
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of:	Description. Tecno Profezie is the cultural welfare hub for digital innovation, supported by the City of Turin with PON Metro React EU funds, and promoted by the Mufant Museum in collaboration with the University of Turin (Computer Science Dept. and Philosophy and Educational Sciences one), the ASL of Turin, the social

- challenges addressed by the best practice,
- goals and ambitions of the best practice.

Practice

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area?

cooperatives Altra Mente and Stranaidea, and the NGO CIFA.

Challenge.

The project, launched in October 2022 and with a duration of one year, responds to the social unease produced by the Covid-19 pandemic, which has led to the emergence of, among others, three phenomena: the persistent digital illiteracy of the Italian population (the DESI index places us at the last places among European countries), the delineation of the Neet social category made up of an increasing number of socially isolated young people without employment, and the persistence of socio-economic-cultural poverty in the city suburbs.

Goal.

The goal of the project is to bring as many people as possible closer to the issues of digital innovation using science fiction, a genre aimed at telling the story of science through narrative fiction.

Practice.

The project involves the territory of Turin's District 5, is aimed at outreach audiences, students and disadvantaged social categories, and contemplates a series of actions with a cultural, educational and social matrix focused on the themes of digital innovation curated by the Digital Territories and Communities group of the Computer Science Department and the Department of Philosophy and Educational Sciences at the University of Turin. Specifically, through digital civic tools FirstLife and CommonsHood, it will be possible to experience the potential of technologies such as blockchain, NFT, crowd mapping, and democratic

	platforms applied to active citizenship, co-design and participation projects.
PROBLEMS/RISKS: Revision of the limitations and risks.	Limitations and risks. The project was created with many grants and external funding. It's limited to digital innovation themes.
SDGs: • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.)	SDGs. This training contributes to SDGs because it is aimed at people at risk of exclusion to reduce inequalities (SDG 10) and provide inclusive education (SDG 4).
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries	Transferability. The project results from cooperation between many entities and local partners (associations, groups, institutions and local authorities), finding an innovative solution to promote youth engagement.
FURTHER INFORMATION ON THE WEB:	https://www.mufant.it/2022/09/21/tecnoprofezie/



NAME/TITLE OF THE BEST PRACTICE: 9	Master in Disability Management
COUNTRY:	Italy
ORGANISATION/UNIVERSITY NAME:	University of Firenze

DESCRIPTION OF THE BEST PRACTICE:

Guiding points in describing the best practice

Challenge

Short description of the best practice in terms of:

- challenges addressed by the best practice,
- goals and ambitions of the best practice.

Practice

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area?

Description and goals.

The master aims to prepare expert professional figures, Disability Managers who use the most suitable tools to analyse, plan and concretely implement work and social inclusion projects.

Practice.

The DM will therefore act starting from the person's needs, considering the context in which it is located and the regulatory aspects to achieve the highest possible inclusion levels. The multidisciplinary skills acquired will favour operations in different fields and the ability to dialogue with technicians from other sectors and other corporate and social realities, putting people with disabilities at the centre and enhancing their skills and competencies that grow and change over time. The indispensable tools will be the cultural and technical knowledge of the various disabilities, assessment tools, ICF, and IT and technological aids. In the corporate sphere, it will be organisational dynamics, engagement and conflict management, effective communication, networking and fundraising. Fundamental will develop a flexible, dynamic, problem-solving-oriented approach and a habit of planning inclusion projects that consider all operational aspects (critical issues, strategies, actions, monitoring and evaluation) without neglecting their sustainability for person and context.

The course offers training to evaluate the resources and potential of the worker, to carry out selection and recruiting, to accompany the evolutionary paths of people within organisations, to promote employment inclusion, welfare, well-being, smart working, and finally, to prevent discrimination and harassment at work.

Duration of teaching activities: 12 months

Benefits.

	I am creating a new professional figure who can promote inclusion in various contexts, working and not.
PROBLEMS/RISKS: Revision of the limitations and risks.	Limitations and risks. This course needs experts and teachers in the field that can bring added value.
SDGs: • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.)	SDGs. This training contributes to SDGs because it is aimed at people at risk of exclusion to reduce inequalities (SDG 10) and provide inclusive education (SDG 4) that increases employability (SDG 8).
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries	Transferability. The disability manager is a professional who can contribute to many industries and situations with high flexibility.
FURTHER INFORMATION ON THE WEB:	https://www.unifi.it/p11835.html#disability_management

NAME/TITLE OF THE BEST PRACTICE: 10	STEP - For a cultural change in gender representation in the judiciary, law enforcement and media reporting.
COUNTRY:	Italy
ORGANISATION/UNIVERSITY NAME:	University of Tuscia
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: • challenges addressed by the best practice, • goals and ambitions of the best practice. Practice	Description. STEP aims to investigate the stereotypes and prejudices that affect women victims of violence in the judiciary, the police and the press. The project envisaged two main lines of action: RESEARCH on the socio-cultural representation of violence against women in the legal field (analysis of sentences) and in the language of the media (analysis of press reviews); the TRAINING activity aimed at the project's various social and professional targets (magistrates; lawyers; representatives of the police forces; journalists; university students).

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area?

Challenge.

The STEP project is part of the program financed by the Presidency of the Council of Ministers - Department for Equal Opportunities to promote the prevention of violence against women in the implementation of the Istanbul Convention.

Goal.

The project intends to activate education and communication campaigns that promote changes in socio-cultural behaviours and eliminate prejudices, customs, traditions and other practices based on stereotyped models of women's and men's roles.

Practice.

The RESEARCH analysed how the representation of violence against women in two very different discursive fields, the language adopted by judges in sentences and the language used in the daily press, is characterised by the structural presence of prejudices and recurring stereotypes rooted in courtrooms and newspaper editorial offices. Through a socio-linguistic analysis of a repertoire of 16,715 articles and 283 sentences, the research group was, in fact, able to ascertain the non-episodic presence of representations of violence against women capable of determining a second victimisation of the offended party and the insistent tendency to reproduce patterns that still offer a strongly stereotyped and discriminating image of the female figure.

The TRAINING cycle was divided into 15 seminars, conceived and conducted by Differenza Donna with the collaboration and support of Unitus

	<p>and the entire scientific council of the project. The courses saw the overall participation of 1961 people, including representatives of legal institutions such as lawyers, judiciary and law enforcement agencies and professionals from the world of information. A further training action was aimed at university students by activating a teaching-laboratory module dedicated to the STEP project within the sociological area teachings of the degree course in Political Science and International Relations of the University of Tuscia. The goal is to disseminate project data, raise awareness of the issue addressed, and train aware professionals.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitations and risks. The project is targeted only at highly educated and highly trained women.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs. This training contributes to SDGs because it is aimed at people at risk of exclusion to reduce gender inequalities (SDG 10) and provide inclusive education (SDG 4) in collaboration with many NGOs.</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>Transferability. The project produced many research and didactic content freely available at the following link https://www.progettostep.it/materiali-didattici/</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>https://www.progettostep.it/</p>



"Exiting the spiral of gender-based violence is an obstacle course, even after the violence has been recognised and denounced. A path that often undergoes "secondary "victimisation"."
Spiotta Maria, Differenza donna NGO

PORTUGAL

1 st Best Practice	
NAME/TITLE OF THE BEST PRACTICE:	Sustainable Campus Network - Portugal (RCS-PT)
COUNTRY:	Portugal
ORGANISATION/UNIVERSITY NAME:	Several Portugal HEIs
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. 	Description: The Sustainable Campus Network - Portugal (RCS-PT) is a network of cooperation between people from national higher education institutions (HEIs) for the implementation of the principles and practice of sustainable development in environmental, social and economic aspects. The RCS-PT was founded by members of Portugal's Higher Education Institutions and aims to promote sustainability issues in Portuguese universities and polytechnics and thus contribute to a more sustainable society.

Practice

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area.

The RCS was created at the Sustainable Campus Meeting (SCE), which took place on 27 November 2018 at the University of Coimbra. Through the Network, the aim is to share knowledge, initiatives, and success stories and also to promote joint actions within the Sustainable Campus theme.

Implementation: The RCS - Portugal Network is managed by an Executive Committee (EC) formed by members from different HEIs chosen in the ECS, on a rotating basis, whose functions will be to promote and organize the annual ECS, as well as to develop other joint activities and to gather and disseminate information and results about the activities taking place within the scope of the Sustainable Campus. Each EC performs its functions for one year, two of its members being replaced in the following ECS by elements from other HEIs, in a meeting of the Network members to be held at the end of each Meeting.

The RCS - Portugal Network interventions can be implemented in different forms and contexts. Ideally, they should be based on a holistic and integrated approach which the United Nations Educational, Scientific and Cultural Organization (UNESCO) calls the Whole-School approach. Considering this integrative approach, as well as the United Nations 2030 Sustainable Development Goals, the practices or dimensions of Education for Sustainable Development can essentially be of 6 types (according to the areas identified for the Network conference papers):

1. Operations and initiatives in the facilities
2. Education and Curricula
3. Research and Development
4. Evaluation and Communication

5. Organisational Management

6. External Communities

The practices and techniques related to the different operations at the facilities level of Higher Education Institutions can be very diversified in a perspective of performance improvement for the sustainability of the Institutions. The most usual measures for altering the campus, its buildings and its community are, for example, related to:

- Waste management
- Energy efficiency;
- Climate change mitigation / climate change adaptation;
- Management of drinking water and wastewater treatment;
- Consumption of paper, plastic and other consumables (as referred to in Council of Ministers Resolution 141/2018);
- Sustainable transport and mobility to and from the institution;
- Ordering and planning of the buildings;
- Accesses for people with disabilities or reduced mobility;
- Parking areas (according to Decree-Law 81/2006)
- Use of fair trade products;
- Sustainable public procurement;
- Health, safety and welfare measures;
- Green spaces and biodiversity;
- Activity in general that promotes the circular economy.

Finally, RSC organizes several national events and conferences for dissemination and sharing of good practices and knowledge about sustainability at HEIs, organized in 3 types:

- thematic events (Webinars, workshops, training sessions)
- network meetings
- sustainable campus conferences (CCS) – organized annually since 2019

Resources: RSC is organized into Working Groups (WG) aim at a broad participation of the Network members, promoting the creative identification of thematic activities related to education, research and the promotion of sustainable development, resorting to collaborative activities among members of the academic communities from several HEIs. Independently of other themes that may be defined in the future, the present Working Groups are:

- Sustainable cities and communities
- Circular economy and waste management
- Energy efficiency
- Water efficiency
- Governance and Strategy for Sustainability
- Gender equality
- Sustainable mobility
- Sustainable food production and consumption
- Education and Curricula for Sustainability

RSC provides the following resources: Library; Statements for implementing Sustainability in HEIs; Networks & Platforms; and Assessment Tools.

Benefits:

1. Environmental Benefits: By promoting sustainable practices within HEIs, the Sustainable Campus Network helps reduce the environmental impact of campuses and their surrounding areas. This includes initiatives such as energy conservation, waste reduction and recycling, water conservation, and the promotion of biodiversity. The network's efforts contribute to a more sustainable and ecologically responsible local environment.

2. Social Benefits: The network's activities have social benefits for the local area. By integrating sustainable development into HEIs, the network helps raise awareness and educate students, faculty, and staff about sustainable practices. This fosters a culture of sustainability and empowers individuals to make environmentally conscious choices not only within the campus but also in their daily lives. The network's engagement with local communities also strengthens social cohesion and collaboration towards sustainable development goals.

3. Economic Benefits: The Sustainable Campus Network recognizes the economic dimension of sustainability. By promoting sustainable practices, HEIs can reduce operational costs, such as energy and water consumption, waste management, and transportation. These cost savings can be reinvested in further sustainable initiatives or in improving the quality of education and research. Additionally, the network's activities contribute to developing a skilled workforce in sustainability, which can drive green job creation and economic growth in the local area.

4. Knowledge Sharing and Collaboration: The network facilitates knowledge sharing, collaboration, and mutual learning among HEIs. By exchanging best practices, success stories, and lessons learned, institutions can improve their sustainability strategies and implementation. This collaboration strengthens the collective efforts of HEIs in Portugal, enhances their collective impact, and positions them as leaders in sustainable development within the country and internationally.

5. Sustainable Development Goals (SDGs): The Sustainable Campus Network's activities align with the United Nations Sustainable

	<p>Development Goals (SDGs). By implementing sustainability principles in environmental, social, and economic aspects, the network contributes to multiple SDGs, including but not limited to SDG 4 (Quality Education), SDG 7 (Affordable and Clean Energy), SDG 11 (Sustainable Cities and Communities), and SDG 12 (Responsible Consumption and Production).</p> <p>Overall, the Sustainable Campus Network - Portugal plays a crucial role in driving sustainability within HEIs and their local areas. Its activities promote environmental stewardship, social awareness, economic efficiency, knowledge sharing, and collaboration, leading to positive impacts on the local environment, society, and economy.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<ul style="list-style-type: none"> - Limited Participation: The success and effectiveness of the network rely on the active participation and commitment of HEIs. However, not all institutions may have the necessary resources, expertise, or motivation to fully engage in sustainable development initiatives. Unequal participation among institutions may result in unequal progress and limited impact on a national scale. - Resource Constraints: Implementing sustainable development practices often requires financial, human, and technological resources. HEIs with limited budgets or competing priorities may struggle to allocate sufficient resources to support sustainable initiatives. This can hinder the network's ability to implement widespread changes and reach its sustainability goals. - Coordination and Communication Challenges: The network involves multiple HEIs with diverse structures, cultures, and decision-making processes. Coordinating efforts and ensuring effective

	<p>communication among participating institutions can be challenging. Misalignment of priorities, conflicting schedules, and difficulties in information sharing can slow down progress and hinder collaboration.</p> <p>- Limited External Engagement: While the network focuses on cooperation among HEIs, it is essential to engage external stakeholders, such as local communities, businesses, and government agencies, for holistic sustainable development. Inadequate engagement with external actors may limit the network's ability to address broader sustainability issues and leverage resources and expertise beyond the HEI sector.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>The specific SDGs addressed can vary depending on the activities and initiatives undertaken by the network and its member institutions. But some SDGs that can be identified considering the mission and objectives of RSC: 4, 7, 12, 13 and 17.</p> <p>The network promotes sustainability education within HEIs, by integrating sustainability into the curriculum and providing learning opportunities (SDG 4). Also, this project encourages HEIs to adopt renewable energy sources and improve energy efficiency on campuses (SDG 7). As HEIs are often located in urban areas and have a significant impact on their surrounding communities, this network contributes to creating sustainable cities and communities by promoting sustainable practices, reducing environmental footprints, and engaging with local stakeholders (SDG 11). The network encourages HEIs to adopt sustainable procurement practices, reduce waste generation, and promote responsible consumption among the campus community (SDG 12). By promoting energy</p>

	<p>efficiency, renewable energy, and climate awareness, the network supports efforts to combat climate change and its impacts (SDG 13). Finally, the RCS-PT itself represents a partnership among HEIs in Portugal, fostering collaboration and knowledge-sharing, emphasizes the importance of partnerships to achieve the SDGs (SDG 17).</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>The transferability of the Sustainable Campus Network - Portugal (RCS-PT) lies in its ability to serve as a model and inspire other organizations, universities, and countries to establish similar networks or initiatives. RCS-PT fosters collaboration and cooperation among higher education institutions (HEIs). This model can be replicated by forming networks or partnerships between HEIs in other organizations, universities, or countries. By leveraging collective expertise, resources, and experiences, similar networks can be established to promote sustainable development principles and practices. Besides, RCS-PT recognizes the importance of tailoring sustainable development initiatives to the local context. This attribute can be replicated by adapting the principles and practices of RCS-PT to the specific needs, challenges, and resources of other organizations, universities, or countries. Understanding the local context and engaging stakeholders accordingly ensures the relevance and effectiveness of sustainability efforts.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>http://www.redecampusustentavel.pt/</p>



Photo: Geographical distribution of the members of the Network.

See the quotes on the website: <http://www.redecampussustentavel.pt/quem-somos/>

2 nd Best Practice	
NAME/TITLE OF THE BEST PRACTICE:	"More Sustainable Ideas" Award
COUNTRY:	Portugal
ORGANISATION/UNIVERSITY NAME:	Faculty of Engineering of the University of Porto (FEUP)
DESCRIPTION OF THE BEST PRACTICE:	Description: The “More Sustainable Ideas” Award, granted by FEUP, aims to recognize innovation regarding Sustainability at FEUP, stimulating the creative involvement of the entire community, contributing with ideas towards a more sustainable FEUP. The More Sustainable Ideas award will be attributed within the scope of the ideas contest promoted during 2016 by the FEUP Sustainability Commission. The ideas contest
Challenge Guiding points in describing the best practice Short description of the best practice in terms of:	

- challenges addressed by the best practice,
- goals and ambitions of the best practice.

Practice

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area.

is addressed to all FEUP community members (students, professors, scholars, researchers and workers).

Implementation: The application to the More Sustainable Ideas competition may be submitted individually or as a group, composed of up to a maximum of three elements. Applications must be submitted using the form available in the FEUP online platform. The evaluation of the applications is carried out by the Commissariat for Sustainability of FEUP (the Jury). The competition comprises two stages of application.

In each stage, the Jury will select the winning idea according to the following two-stage decision process: in the first stage, the impact of the winning idea on the vision of the FEUP's Commission for Sustainability will be evaluated; and in the second stage, the feasibility of the winning idea will be assessed, according to the following topics:

i) In the first stage, the evaluation will take into consideration the impact of the idea(s) (or contribution) in the following vision of the Sustainability Commission: "In 2035, FEUP will live an intrinsic culture of sustainability that will be reflected in all its areas of intervention, in the internal and external communities, and will actively contribute to optimize the use of available resources and to the development of appropriate technologies to meet the needs of the world population, assuming a role of global reference". A maximum of 5 ideas will be selected.

ii) In the second stage, the evaluation will be carried out taking into account the feasibility of the idea(s), in consultation with the Services and/or Departments involved in the implementation of the idea(s), if applicable. For the ideas selected in the first stage, an

	<p>opinion may be requested from the heads of the Departments/Services, with an estimate of costs and an implementation plan. In each stage, the Jury selects a first-place winner, who is awarded with a prize – a bicycle.</p> <p>At the end of 2016 the 2 (two) winning ideas from the 2 (two) phases will go to competition. The winning idea will be the Most Sustainable Idea of the Year, which will be awarded a diploma of FEUP.</p> <p>Resources: The contest requires the following resources: a general regulation, an online platform for the application process, a Jury, and prizes to be granted.</p> <p>Benefits: This contest values and promotes sustainability ideas within an entire community of a higher education institution. Besides, it promotes ideas with a course to action and involves the Departments/Services where the idea is aimed at be implemented.</p> <p>In sum, the practice recognizes innovation regarding Sustainability at an HEI, stimulating the creative involvement of the whole community.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<ul style="list-style-type: none"> - Limited scope: The award may focus only on ideas and proposals, without guaranteeing their actual implementation. It is crucial to have a clear plan of how the winning ideas will be put into practice so that they really contribute to a more sustainable FEUP. - Viability and scalability: Some ideas may look great on paper but may face challenges when it comes to implementation on a larger scale. It is essential to assess the technical, financial, and operational feasibility of award-winning ideas before implementing them.

	<p>- Real sustainability versus 'greenwashing': There is a risk that some ideas may just be 'greenwashing' initiatives, i.e., promoting actions that appear sustainable but have limited impact or are merely symbolic. It is essential to ensure that the ideas awarded are truly sustainable and capable of generating significant positive impacts.</p> <p>- Monitoring and evaluation: It is necessary to establish a monitoring and evaluation mechanism to check the progress and results of the awarded ideas. This will enable adjustments and continuous improvements, as well as provide transparency on the real impact of sustainable actions implemented at FEUP.</p> <p>- Exclusion of valuable ideas: Depending on the award format, there may be a risk that valuable and innovative ideas are not considered or recognised, either due to time constraints, restricted selection criteria or lack of adequate dissemination. It is important to ensure that the selection process is inclusive, transparent and open to a wide range of ideas.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>At first, this program contributes to all SDGs, since there is no limitation to the topics that the application ideas may address. Therefore, depending on the ideas awarded, specific SDGs are addressed. However, by promoting innovation, sustainable practices, and climate action, the project addresses directly these SDGs:</p> <p>- SDG 9: the project encourages innovative ideas and solutions that contribute to sustainable development. By promoting sustainable innovation in various areas, such as energy, transportation, and infrastructure, it supports SDG 9's objective of fostering inclusive and sustainable industrialization and innovation.</p>

	<p>- SDG 11: the project aims to stimulate ideas and initiatives that can enhance the sustainability of cities and communities. By encouraging innovative solutions related to urban planning, energy efficiency, waste management, and other aspects of urban sustainability, it directly supports SDG 11's goal of creating inclusive, safe, resilient, and sustainable cities and communities.</p> <p>- SDG 12: it promotes ideas that contribute to responsible consumption and production patterns. By encouraging sustainable and resource-efficient solutions, waste reduction, and circular economy approaches, it aligns with SDG 12's objective of promoting sustainable consumption and production practices.</p> <p>- SDG 13: it focuses on stimulating ideas and projects that address climate change and contribute to mitigating its impacts. By promoting innovative solutions in renewable energy, energy efficiency, and carbon reduction, it supports SDG 13's goal of taking urgent action to combat climate change and its impacts.</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>"More Sustainable Ideas" Award is a program that allows universities to increase a sustainable mindset within its community and promotes the creation of a network towards the implementation of sustainable practices. This practice can be developed in higher education in all countries to increase the sustainability of HEIs communities worldwide.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>https://sigarra.up.pt/feup/pt/noticias_geral_noticias_cont?p_id=F-2100596356/20160309_Regulamento_Concursosoldeias%202016.pdf</p>

3rd Best Practice

NAME/TITLE OF THE BEST PRACTICE:	(H)EDU Program – Higher Education for all
COUNTRY:	Portugal

ORGANISATION/UNIVERSITY NAME:	Consuelo Vieira da Costa Foundation (FCVC) – in partnership with ISAG – European Business School (ISAG-EBS)
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. Practice Short description of the best practice in terms of: <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). Benefits <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	Description: FCVC created the Social and Merit Scholarships in 2019/2020. These scholarships aim to enable students to access higher education - Bachelor's Degree, Master's Degree and Higher Technical Professional Courses (CTeSP). In this context, the FCVC awards the following scholarships: <ol style="list-style-type: none"> a) Consuelo Vieira da Costa Merit Scholarship: scholarship of academic merit for national and international students, with an admission grade of 16 or higher, for bachelor's and master's Degrees at ISAG. b) FCVC - CTeSP Scholarship: scholarship to access CTeSP courses, for students of professional or secondary schools partners of the program; each partner school, has 3 scholarships to grant at ISAG; c) Social Scholarships: scholarship to access CTeSP courses, for students from Portuguese-speaking African Countries (PALOP) and indicated by a partner NGO; d) "Porto de Conhecimento" scholarship: scholarships to access CTeSP courses, bachelor's and master's degrees, for candidates selected by the Porto City Council, based on their socioeconomic background. Implementation: This practice is implemented through the establishment of partnerships with educational institutions (professional and secondary schools) and other social associations/NGO (The Maense Association in Portugal and Porto City Council), in which the conditions for awarding the scholar grants at ISAG are defined. Currently, FCVC has about 60

protocols in force, which are valid for an undetermined period. The financial support to the students is granted directly to ISAG concerning the partial or full contribution of the tuition fee. The monitoring of the practice is made between FCVC, ISAG and, in some cases, the partner institution. When students apply for a course at ISAG and if they meet the criteria of the Scholarships available, ISAG awards the scholarship directly through the student's request. Finally, ISAG communicates, after the end of the application and enrolment period, the grants awarded in that academic year, as well as identify the students who meet the conditions for renewal of the scholarship.

Resources: Protocols with the partner institutions. Communication and sharing of the program to enlarge the network of the program and therefore its accessibility to more beneficiaries.

Benefits: The awarding of the above-mentioned scholarships enables the promotion of equal access to quality technical, professional and higher education (including universities); to contribute to an increase in the number of young people and adults with important qualifications, namely technical and professional skills that facilitate access to employment, decent work and entrepreneurship (considering the teaching areas of the scholarships awarded); as well as to ensure access to technical, professional and specialized higher education for young people from developing countries, particularly from the PALOP. In the academic year of 2019/2020, the first year of the practice, 44 scholarships were awarded. In the academic year of

	<p>2020/2021, 63 scholarships were awarded and in 2021/2022, 65 scholarships (including the renewal of scholarships from previous years) have been awarded. The practice has been evolving since it started, and the number of students benefiting from the scholarships has positively growth, which is indicative of a progress in the access to quality education, and specifically, higher education.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>The accessibility of the scholarships is limited to the partners of the program, inevitably excluding potential beneficiaries not related to these partners.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>This program contributes to SDGs 4, 8, and 10 because, in collaboration with different organizations is aimed at people at risk of exclusion to reduce inequalities (SDG 11) that provides them with education and qualifications (SDG 4) and therefore increases their employability (SDG 8).</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>Transferability. (H)EDU Program – Higher Education for all is a program that allows universities to increase inclusion through the grant of scholarships, mediated by a social institution (FCVC) that creates the network necessary to reach out all the community and people in need. Then, the social and economic barriers for higher education accessibility is broken, therefore providing ensuring inclusive and equitable quality education – which can be developed in higher education in all countries to increase the social impact of universities worldwide.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>https://fundacaoconsuelovcosta.pt/bolsas-de-estudo/</p>

4th Best Practice

NAME/TITLE OF THE BEST PRACTICE:	Sustainability Living Lab
COUNTRY:	Portugal
ORGANISATION/UNIVERSITY NAME:	Faculty of Sciences of University of Lisbon (Ciências ULisboa)
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. Practice Short description of the best practice in terms of: <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). Benefits <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	Description: The Sustainability Living Lab of Ciências ULisboa aims to give coherence and visibility to a diverse set of activities already going on, and to enhance the involvement of the school's community, and the surrounding reality, in the challenge of sustainable development in all its dimensions - social, environmental, and economic. The main goal is to promote an inspiring set of good practices and an ecosystem of innovation for sustainability on the school campus, hosting, monitoring and experimentation projects in all aspects of sustainability. The Lab is a collaborative platform that brings together students, faculty, staff, and external partners to co-create and implement sustainable solutions within the faculty and its surrounding community. The lab serves as a hub for interdisciplinary research, education, and engagement, focusing on environmental, social, and economic sustainability. Implementation: The lab's implementation involves various activities and initiatives aimed at fostering sustainable practices and promoting a culture of sustainability within Ciências ULisboa, including: <ol style="list-style-type: none"> 1. Research Projects: The lab supports interdisciplinary research projects related to sustainability, bringing together faculty members, researchers, and students from various disciplines to address sustainability challenges and develop innovative solutions.

2. Living Labs: The lab serves as a living laboratory where sustainable practices and technologies are tested and implemented. It provides a physical space for experimentation, pilot projects, and demonstrations of sustainable solutions, such as renewable energy systems, waste management initiatives, and green building technologies.

3. Education and Outreach: The lab promotes sustainability education and awareness through workshops, seminars, and courses on sustainability topics. It also engages with the broader community through outreach programs, public lectures, and collaborative events to raise awareness and inspire action.

Resources: The Lab is based on funding (EU funded project), to support research projects, infrastructure development, educational programs, and community engagement initiatives. Also, the lab leverages the expertise and knowledge of faculty members, researchers, and sustainability professionals within Ciências ULisboa and its network of partners. This expertise helps drive the lab's activities and ensures the quality and impact of its projects.

Benefits: It provides several benefits to the faculty, its community, and society, namely:

- Innovation and Solutions: by providing a collaborative space for developing and testing sustainable solutions. It promotes interdisciplinary collaboration and empowers students and researchers to find innovative ways to address sustainability challenges.

- Engagement and Empowerment: as it engages students, faculty, and staff in sustainability initiatives, raising awareness and empowering individuals to take action towards a more sustainable future. It encourages participation and involvement in

	<p>sustainable projects, fostering a sense of ownership and responsibility.</p> <ul style="list-style-type: none"> - Knowledge Transfer: the lab facilitates knowledge transfer between academia, industry, and society. It disseminates research findings, best practices, and lessons learned, contributing to the broader knowledge base on sustainability and promoting evidence-based decision-making. - Sustainable Campus: The lab's activities contribute to creating a more sustainable campus environment. It helps Ciências ULisboa reduce its environmental footprint, improve resource efficiency, and implement sustainable practices in areas such as energy, waste management, and transportation. - Community Impact: as its reach is extended beyond the faculty, engaging with local communities and stakeholders. By collaborating with external partners, the lab contributes to sustainable development efforts in the surrounding area, addressing community needs and fostering partnerships for sustainable solutions.
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Concerning the scope of the project, one limitation/risk that it might face is stakeholder engagement. The success of the lab relies on active engagement and collaboration from stakeholders, including students, faculty, staff, and external partners. However, ensuring consistent participation and involvement can be challenging. Stakeholders may have competing priorities, limited time availability, or varying levels of interest in sustainability initiatives.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>The specific SDGs addressed can vary depending on specific researches and projects pursued by the Lab. Nonetheless, some SDGs that are transversal to all activities can be identified: 4, 7, 11, 12, 13 and 15.</p> <ul style="list-style-type: none"> - SDG 4: The lab contributes to quality education by providing experiential learning

	<p>opportunities for students to engage in sustainability projects, develop interdisciplinary skills, and apply theoretical knowledge to real-world challenges.</p> <ul style="list-style-type: none"> - SDG 7: The lab may focus on promoting and implementing renewable energy solutions within Ciências ULisboa's campus, such as solar panels or energy-efficient systems, to reduce energy consumption and promote clean energy alternatives. - SDG 11: The lab's initiatives aim to create a sustainable campus environment, implementing sustainable infrastructure, waste management systems, and transportation solutions that contribute to the goal of sustainable cities and communities. - SDG 12: The lab emphasizes sustainable consumption and production practices within Ciências ULisboa, raising awareness about the impacts of consumption patterns, promoting circular economy principles, and implementing waste reduction and recycling initiatives. - SDG 13: The lab's activities focus on addressing climate change by implementing carbon reduction strategies, promoting climate resilience measures, and engaging the Ciências ULisboa community in climate action initiatives. - SDG 15: The lab work towards promoting biodiversity conservation, habitat restoration, and sustainable land management practices within the campus area, contributing to the goal of preserving and restoring terrestrial ecosystems.
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>The Sustainability Living Lab @ Ciências ULisboa serves as a catalyst for sustainability initiatives, research, and education within the faculty. Through its collaborative approach and multidisciplinary focus, the lab aims to create tangible positive impacts and promote</p>

	<p>a sustainable mindset among the academic and local community.</p> <p>By replicating these skills and attributes, other organizations, universities, or countries can foster interdisciplinary collaboration, engage stakeholders, create living laboratory environments, promote knowledge sharing, and tailor sustainability initiatives to local contexts. This can contribute to the development of sustainable solutions, enhance collaboration, and drive positive change towards a more sustainable future.</p>
FURTHER INFORMATION ON THE WEB:	https://ciencias.ulisboa.pt/en/sustainability-living-lab

5 th Best Practice	
NAME/TITLE OF THE BEST PRACTICE:	Professions Laboratory ("Oficina das Profissões")
COUNTRY:	Portugal
ORGANISATION/UNIVERSITY NAME:	Polytechnic Institute of Setúbal (IPS)
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	<p>Description: The Professions Laboratory is considered an innovative initiative that consists on welcoming young students to all the Schools of IPS, giving them the opportunity to get to know, through experiences in the existing laboratories and simulators, a sample of what higher education has to offer and the respective professional profiles.</p> <p>This initiative, pioneer in IPS, had the main objective of providing children and young people with an opportunity to experience practical skills in professional areas that could potentially meet their future interests. Ideally, these experiences will have allowed them to broaden their horizons and encouraged them to start reflecting about their future professional path, as far as polytechnic higher education is concerned.</p> <p>Implementation: This initiative began on 28 June 2019 and included the participation of around 140 children and young people, aged 6 to 17 years old, from two neighbourhoods covered by the programme "Our Neighbourhood, Our Town", under the responsibility of Setúbal City Hall, as well as from socially vulnerable communities in the municipality of Moita, where the TASSE - E7G project of the Santa Rafaela Maria Foundation, of which the IPS is a partner, is developing work to prevent school failure. Visiting the five schools of the Institute, children</p>

and young people had the opportunity to know, through experiences in existing laboratories and simulators, a sample of what higher education has to offer and the respective professional profiles, from Health to Business Sciences, through Technologies and Engineering, Education, Sports and Communication. The children and youngsters, as well as the monitors of the respective institutions and neighbourhoods, were accompanied by IPS teaching and non-teaching staff and students.

Resources: The initiative comprised the visit to all IPS Schools, during 4 days, and other complementary activities developed by students, staff and teachers of IPS. The first day focused on the four colleges of the Setúbal campus of IPS - Business Science, Health, Technology of Setúbal and Education - involving about 50 children from Alameda das Palmeiras and Quintade Santo António (Setúbal), in activities throughout the day. The second day was dedicated to about 70 children and young people from the TASSE - E7G project, also during the whole day, in activities around Education and Health. On the third day there was another round of the Professions Workshop at the Setúbal campus of IPS, this time around Business Sciences and Technology, also joined by 20 children from the programme "Our Neighbourhood, Our Town". The initiative ended at Escola Superior de Tecnologia do Barreiro, with a morning dedicated to the discovery of the universes of Bioinformatics, Biotechnology, Civil and Chemical Engineering and Oil Technologies, among other fields of knowledge, involving the visitors of the TASSE - E7G project.

Benefits: This initiative, provides the opportunity for children and young people

	<p>from different and marginalized socio-economic contexts, to experience practical skills in professional areas that could potentially meet their future interests, in higher education. Through these experiences, the participants can broaden their horizons and be encouraged to start reflecting about their future professional path, as far as polytechnic higher education is concerned.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>In the report of the initiative, it is possible to verify that no evaluation and monitoring process was carried out after the activities. However, it is fundamental that the feedback regarding the initiative be systematised and guided by previously defined criteria, aiming at continuous improvement and the creation of an experience even more adequate to the expectations of these children and young people, who contact for the first time with a higher education institution. A proposal for improvement that we present concerns the elaboration of questionnaires to evaluate the activities, to be answered by the children and young people and also by the monitors who accompany them.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>This program contributes to SDGs 4, 5, 8, 9, 10 and 16, according to the following:</p> <ul style="list-style-type: none"> - SDG 4: the project contributes to quality education by providing vocational guidance and career orientation to students, helping them make informed decisions about their educational and professional paths. - SDG 5: it may promote gender equality by providing equal opportunities for students of all genders to explore various professions and career paths, challenging traditional gender stereotypes and biases. - SDG 8: by providing students with information and guidance on professions and careers that are in demand, fostering employment opportunities, and enhancing their employability skills.

	<ul style="list-style-type: none"> - SDG 9: by highlighting emerging professions and technological advancements in various sectors, encouraging students to explore innovative career paths and contribute to industry development. - SDG 10: by providing equal access and information about different professions and career opportunities to students from diverse backgrounds, helping to bridge the gap between disadvantaged groups and employment prospects. - SDG 16: by equipping students with the knowledge and skills necessary for meaningful and productive careers, promoting social inclusion, and fostering a sense of justice and fairness in the workforce.
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries	This project is strategic and innovative with regard to its target audience, namely in terms of age group (6 to 17 years old) and social strata (Setúbal and Moita neighbourhoods identified as socially vulnerable). Additionally, the involvement of IPS students in the interaction with children and young people and in the autonomous promotion of some of the activities stands out.
FURTHER INFORMATION ON THE WEB:	https://www.ips.pt/ips_si/web_base.gera_pagina?P_pagina=41985

6th Best Practice	
NAME/TITLE OF THE BEST PRACTICE:	8i (8 Hours for a Good Cause)
COUNTRY:	Portugal
ORGANISATION/UNIVERSITY NAME:	Polytechnic Institute of Portalegre
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice	Description: The objectives of this Social Action Programme are divided into two main groups. The first relates to raising students' awareness of social responsibility issues and consequent training, and the second to

Challenge

Short description of the best practice in terms of:

- challenges addressed by the best practice,
- goals and ambitions of the best practice.

Practice

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area.

contributing to the development of the local social economy. Specifically, the following objectives are addressed:

1. Develop communication projects, in a context of possible implementation of the same;
2. Stimulate the active participation of university students in local social problems;
3. To increase the interest for social sustainability issues, in the various stakeholders involved;
4. Renew the visual identity and communication strategies of the local social economy entities;
5. To donate creative work to local solidarity and social support institutions (district of Portalegre).

Implementation: The project involves the following Actions:

1. Social Action 8-i is disseminated to the target audience (local social economy);
2. The project needs are formalised and the "communication design problem" is formulated together with the local social economy entities, selected for the annual edition of 8-i;
3. Volunteers are recruited for the project resolution of the problems identified;
4. The "communication design problems" are disseminated among the volunteer work groups;
5. Clarify the brief;
6. The project solution is carried out (with teams of volunteers)
7. The project is revised;
8. The printed pieces are produced;
9. Formally deliver the project and the printed pieces.

Resources:

The following resources are used:

- ESTG premises (rooms and canteen);

- ESTG computer equipment;
- IPP Social Services (food);
- IPP Communication Services (printing);
- Human resources of the Department of Arts, Design and Animation (students and teachers of all courses, CTeSP, licentiate degrees, master's degrees);
- Human resources of the Department of Business and Economics (teachers and students of marketing courses).

Benefits: The project comprises several benefits, both for the participants and the causes they engage with. Some of the key benefits that can be pointed are

- Social Impact: allows participants to make a positive difference in their communities by dedicating their time and skills to a good cause. Through their involvement, they contribute to addressing social issues and improving the well-being of individuals and communities in need.

- Increased Awareness: engaging with different causes exposes participants to various social, economic, and environmental issues. This firsthand experience increases their awareness and understanding of these challenges, helping them become more informed and socially conscious individuals.

- Networking and Collaboration: it brings together participants from diverse backgrounds, fostering collaboration and networking opportunities. It allows individuals to connect with like-minded peers, professionals, and organizations, expanding their personal and professional networks.

- Community Engagement: it encourages active citizenship and community engagement. Participants become more connected to their communities, developing a sense of responsibility and commitment to making a difference. This strengthens the

	<p>social fabric and promotes a culture of civic participation.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<ul style="list-style-type: none"> - Sustainability of Engagement: While the initiative encourages participation in a good cause, there is a risk that engagement may not extend beyond the designated project period. Sustaining long-term commitment and involvement in the chosen cause or organization may be a challenge, potentially limiting the overall impact of the initiative. - Potential Tokenism: There is a risk that the initiative could be perceived as a tokenistic gesture rather than a meaningful contribution to social or environmental causes. If participants do not fully understand the context, challenges, and root causes of the issues they are addressing, the impact may be superficial, and the initiative may not lead to sustainable change.
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<ul style="list-style-type: none"> - SDG 1: by engaging in activities that support poverty alleviation, such as volunteering at organizations that provide food, shelter, or support services to those in need. - SDG 3: by participating in activities that promote health and well-being, such as volunteering at healthcare facilities, organizing health awareness campaigns, or supporting mental health initiatives. - SDG 4: by engaging in educational activities, such as tutoring or mentoring programs, providing support to educational institutions, or promoting access to education for marginalized communities. - SDG 5: by participating in activities that promote gender equality, such as volunteering for organizations that support women's rights, organizing workshops on gender equality, or advocating for equal opportunities in education and employment. - SDG 8: by supporting organizations that promote decent work and economic growth, such as volunteering at social enterprises,

	<p>supporting entrepreneurship initiatives, or providing skills training and mentorship to individuals seeking employment.</p> <ul style="list-style-type: none"> - SDG 11: by participating in activities that contribute to sustainable urban development, such as volunteering for community clean-up projects, promoting recycling and waste management initiatives, or advocating for sustainable transportation options. - SDG 12: by engaging in activities that promote responsible consumption and production, such as volunteering for environmental organizations, raising awareness about sustainable lifestyles, or supporting initiatives that promote recycling and waste reduction. - SDG 16: by participating in activities that promote peace, justice, and strong institutions, such as volunteering for organizations that support human rights, organizing awareness campaigns on social justice issues, or advocating for equal access to justice.
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>Several innovative aspects of this project can be pointed:</p> <ul style="list-style-type: none"> - Interdisciplinary project, between the creative areas of different Departments; - Social Responsibility based on creative solidarity; - Programme influencing new practices, associated to volunteering; - Recognition of the importance of Social Responsibility for IPP and consequent valorization of its contribution to the community. - Interdisciplinarity between students with different areas of training, but that integrate work teams in professional practice (design, multimedia and marketing); - Real work context (budgetary constraints, social and economic context with real problems to solve) and with practical

	<p>effectiveness ("Design for the Real World" Papanek, 1972);</p> <ul style="list-style-type: none"> - Adequacy of projects to the real needs and possibilities of implementation, as a contribution to sustainable professional practice; - Recognition of the importance in social and economic development, of the empowerment of local populations and organizations, as a contribution to more sustainable societies; - Personal and professional training with collaborative values. <p>All these attributes can be replicated in other organisations/universities/countries.</p>
FURTHER INFORMATION ON THE WEB:	https://www.ipportalegre.pt/pt/2018/03/21/8i-8-horas-por-uma-boa-causa/

7 th Best Practice	
NAME/TITLE OF THE BEST PRACTICE:	CASUS - Catholic for Sustainability
COUNTRY:	Portugal
ORGANISATION/UNIVERSITY NAME:	Portuguese Catholic University - Regional Centre of Porto
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice</p>	<p>Description: CASUS - Católica for Sustainability, is a project of the Portuguese Catholic University with the following objectives: i) to develop a critical and integrated reflection on the role of the Oporto Regional Centre in the management of its impacts on society, both in the internal community and the surrounding environment; ii) to define guidelines and foster motivation that can synchronise the Catholic University of Porto with relevant goals and challenges that "are ahead and foreseen" for the common good, in the context of the Catholic University's Mission. The contribution to Sustainable</p>

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area.

Development is not only the contribution of organisations in general. It also involves civil society and the State. Public scrutiny regarding social responsibility necessarily extends to Non-Profit Organisations and also to Universities. Therefore, and based on the model of François Vallaeys, international specialist, published in "Manual de primeiros pasos en responsabilización social universitaria", the first step towards the implementation of a Social Responsibility strategy begins by "Understanding, Convincing and Committing the University".

Implementation: Two important steps have already been taken:

1) The completion of a grid by elements of the working group with the aim of raising awareness of the scope of the topic and also to make a pre self-diagnosis on the SR of the Regional Centre of Porto. The basic grid, adapted to the reality of the UCP - CRP, was inspired by two already existing ones. One of a working group of HEI's qualities (GT2), of which CRP is a member, and another from GRACE - Group of Reflection and Support to Corporate Citizenship, "First Steps - Practical Guide to Corporate Social Responsibility". Besides, for a reflection on what other HEIs are doing at this level, a Benchmarking of national and international Universities was made. The work carried out during the 5 sessions was, in a first phase, to adapt this grid to the axes proposed by Vallaeys, especially in the Management axis (common to any organisation), aggregating in line Policies/Practices/Measures/Instruments:

- Management: Internal impacts of the campus for the members and their environment: in the dimensions of Strategic, Ethical, Economic and Internal social.

- Education: Academic impacts of training people
- Research: Academic impacts of knowledge construction
- Extension: External impacts for society in general

Then, the classification of Policies/Practices/Measures/Instruments was also adapted, into 4 types (column): level of development, the urgency of implementation, type of associated costs and the contribution to the SDGs

(Sustainable Development Goals). This classification was complemented with information on Evidences, Observations and Measures/Actions to be developed. At the end, the working group made a proposal for an action plan for the SR of Catholic in Porto.

2) Workshops "Understanding and Commitment to Sustainability" - training for Directors of Academic Units, Directors of Services and non-teaching staff of CRP: Objectives: To raise awareness and make known the concepts of Sustainable Development (SD); Social Responsibility of Organisations (OSR) and in particular University Social Responsibility (USR); To make known the Catholic Project for Sustainability; To train to act and make people act responsibly; To promote interpersonal relationships, the sense of belonging and team spirit.

No. of participants: 195 people in 11 workshops.

Resources: The initiative engages students, staff, faculty, and the broader community in sustainability-related activities. Working groups were also created for the diagnosis.

Benefits:

- Sustainability Integration: CASUS promotes the integration of sustainability principles and practices into the operations, policies, and culture of the University. It helps create a more sustainable campus environment and fosters a culture of sustainability among students, staff, and faculty.
- Environmental Impact Reduction: CASUS aims to reduce the University's environmental impact by implementing sustainable practices. This includes initiatives such as waste reduction, energy efficiency measures, water conservation, and promoting sustainable transportation options. By reducing resource consumption and emissions, CASUS contributes to environmental sustainability.
- Stakeholder Engagement: The initiative engages students, staff, faculty, and the broader community in sustainability-related activities. It provides opportunities for stakeholders to actively participate in sustainable practices, awareness campaigns, and educational programs. This engagement promotes a sense of ownership and responsibility for sustainability within the University community.
- Innovation and Research: CASUS encourages innovation and research related to sustainability. It provides a platform for students and faculty to develop and implement innovative solutions to sustainability challenges. This fosters creativity, critical thinking, and problem-solving skills among students while contributing to the advancement of sustainable practices.
- Partnerships and Collaboration: CASUS facilitates partnerships and collaborations with external organizations, businesses, and community stakeholders. This allows for knowledge sharing, joint projects, and

	<p>collective action to address sustainability issues. By collaborating with external entities, CASUS enhances its impact and creates a network for broader sustainability initiatives.</p> <ul style="list-style-type: none"> - Reputation and Recognition: The University's commitment to sustainability through CASUS enhances its reputation and positions it as a leader in sustainable higher education. It attracts environmentally conscious students, faculty, and staff who value sustainability as a core value. Additionally, the initiative's efforts and achievements can lead to recognition and awards, further enhancing the University's reputation. - Learning and Education: CASUS provides learning opportunities for students to develop sustainability-related knowledge and skills. It offers workshops, seminars, and educational programs on sustainability topics, empowering students to become sustainability advocates and leaders in their respective fields. <p>Overall, CASUS brings numerous benefits to the University, including sustainable campus operations, stakeholder engagement, innovation, partnerships, reputation enhancement, educational opportunities, and alignment with the SDGs. These benefits contribute to a more sustainable and responsible university community.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<ul style="list-style-type: none"> - Greenwashing Risks: There is a risk that CASUS initiatives or actions may be perceived as greenwashing—superficial efforts that create the appearance of sustainability without meaningful impact. Transparent communication and evidence-based reporting are essential to mitigate this risk and maintain credibility. - Complex Interdependencies: Implementing sustainable practices often involves multiple stakeholders and

	<p>interdependent systems. Managing these complex relationships and coordinating efforts across departments or units within the University can present challenges.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<ul style="list-style-type: none"> - SDG 4: by incorporating sustainability principles into the educational programs and initiatives at the University. It aims to raise awareness and educate students about sustainability issues, empowering them to become responsible global citizens. - SDG 7: by implementing sustainable energy practices, it contributes to the goal of ensuring access to affordable, reliable, sustainable, and modern energy for all. - SDG 12: CASUS promotes responsible consumption and production practices within the University. It encourages waste reduction, recycling, and sustainable procurement, contributing to the goal of ensuring sustainable consumption patterns. - SDG 17: it fosters partnerships and collaboration with external stakeholders, including businesses, community organizations, and other educational institutions. By working together, they can achieve mutual sustainability goals and contribute to the broader SDGs. <p>It's important to note that CASUS initiatives may also contribute to other SDGs indirectly, such as SDG 11 (Sustainable Cities and Communities), SDG 13 (Climate Action), and SDG 15 (Life on Land), depending on the specific projects and activities undertaken. The main focus of CASUS, however, aligns with SDGs 4, 7, 12, and 17, emphasizing the integration of sustainability principles into education, energy efficiency, responsible consumption, and partnership building for sustainable development.</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other</p>	<p>The innovative dimension of the project is the investment made in the awareness and involvement phase, namely of the support</p>

organisations/universities/ countries	services' employees in a major change in the institution and the leaders (Directors) of both the academic units and the services. The conditions for change are being created. The awareness and commitment of the various actors involved ("Understand, Convince and Commit") to the themes of the project was sought, thus allowing an alignment of the concepts and comprehensiveness of the theme. On the other hand, the fact that it is based on an already tested model confirms the possibility of transferability, making the model replicable.
FURTHER INFORMATION ON THE WEB:	https://www.ucp.pt/pt-pt/noticias?f%5B0%5D=ucp_news_visible_categorias%3A3861

8th Best Practice	
NAME/TITLE OF THE BEST PRACTICE:	Cátedra UNESCO - Biodiversity and Conservation for Sustainable Development
COUNTRY:	Portugal
ORGANISATION/UNIVERSITY NAME:	University of Coimbra
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	<p>Description: The Cátedra UNESCO - Biodiversity and Conservation for Sustainable Development aims to implement and support a network of researchers and higher education and R&D institutions between Portugal, Angola, Mozambique and other Portuguese-speaking countries, constituting an integrated platform for research, training, information and communication of science in the areas of biodiversity, ecology, conservation and sustainable use of biological resources. It was officially established at the University of Coimbra in 2014, having been renewed until 2021. Its objectives are:</p> <ul style="list-style-type: none"> - To implement and support a network of researchers and institutions in the fields of biodiversity, ecology, conservation and sustainable development; - Invest in training and creation of educational resources for post-graduate students and researchers; - To create and disseminate digital platforms; - Promote science communication - building bridges between academic circles and civil society; - To cooperate in the fields of research, training, and communication of science with the Community of Portuguese-Speaking Countries.

The Cátedra UNESCO Programme is intended to strengthen cooperation between universities and specially to support higher education in developing countries. Launched by UNESCO in 1992, this action plan is intended as a movement for academic solidarity on a world scale.

Implementation: Since its establishment in 2014, the Cátedra UNESCO has developed/participated in several biodiversity education and training projects and initiatives. Of note is the creation of a curriculum unit on eco-literacy open to all students. It aims to stimulate discussion on various environmental and ecological problems, such as sustainable agriculture, biodiversity loss or the protection of the ocean. Upon completion of this course unit, students should be able to identify the main problems, to think and propose solutions for their minimization and to present their points of view concisely, clearly and concisely. It is also intended to stimulate the discussion of different experiences and points of view, and alert to the importance of active environmental citizenship. The themes chosen are based on the 17 Sustainable Agenda 2030 of the United Nations (UN), with special focus on the priorities within the sciences and focus on the priorities within the natural sciences. The "Nature Letters" project and science communication in the fields of biodiversity are also highlighted, ecology, conservation and sustainable development, thus creating an ideal context for sharing and transfer of knowledge, according to the principles of Open Science.

Resources: From the beginning, the Cátedra UNESCO had Mandume Ya Ndemufayo

University (Lubango, Angola) and Lúrio University (Nampula, Mozambique) as its partners. Over time, many others have joined in the will to create an integrated network for research, training and communication of science in the in the fields of biodiversity, ecology and sustainable development. The monitoring and evaluation of the impact of this initiative is regular, both by the University of Coimbra and by the UN. In addition, the initiative has received funding from the Foundation for Science and Technology and is therefore subject to the monitoring and auditing processes of this entity. As a sign of recognition of the work done, this initiative saw its seal of association with UNESCO reinforced through the renewal of the chair.

Benefits:

- Knowledge and Research: The Cátedra UNESCO promotes research and knowledge generation in the field of biodiversity and conservation. It supports scientific studies, facilitates data sharing, and promotes interdisciplinary collaboration, leading to a deeper understanding of biodiversity and conservation issues.

- Policy Development and Advocacy: it provides expertise and guidance in developing policies and strategies related to biodiversity and conservation. It collaborates with governmental and non-governmental organizations to advocate for sustainable practices, environmental protection, and the integration of biodiversity considerations into policy frameworks.

- Capacity Building: The Cátedra UNESCO offers training programs, workshops, and educational initiatives to build capacity in the field of biodiversity and conservation. It

	<p>helps develop a skilled workforce, empowering individuals and organizations to actively contribute to sustainable development through biodiversity conservation.</p> <ul style="list-style-type: none"> - Networking and Collaboration: it facilitates networking and collaboration among researchers, institutions, and stakeholders involved in biodiversity and conservation. It provides a platform for exchanging ideas, sharing best practices, and fostering partnerships, leading to enhanced collaboration and collective action. - International Recognition and Support: the project receives international recognition and support. This provides access to global networks, expertise, and resources, enhancing its impact and outreach in biodiversity conservation. - Public Engagement and Education: it engages with the public through awareness campaigns, educational programs, and community outreach activities. By promoting public understanding and involvement in biodiversity and conservation, it cultivates a sense of responsibility and stewardship towards the natural environment. <p>Overall, the project brings numerous benefits by fostering knowledge generation, conservation efforts, policy development, capacity building, collaboration, sustainable development integration, international support, and public engagement in biodiversity and conservation. These benefits contribute to the preservation of biodiversity, the promotion of sustainable practices, and the achievement of global sustainability goals.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitations and risks.</p> <ul style="list-style-type: none"> - Funding Constraints: Adequate funding is crucial for the effective operation of the

	<p>Cátedra UNESCO and its initiatives. Limited financial resources may restrict the scope and scale of projects, hindering the ability to implement comprehensive conservation and research programs.</p> <ul style="list-style-type: none"> - Political and Policy Challenges: Conservation efforts can face political and policy challenges at the local, regional, and national levels. Conflicting interests, lack of political will, and inconsistent policies may hinder the implementation and impact of the Cátedra UNESCO's initiatives.
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<ul style="list-style-type: none"> - SDG 14: by promoting the conservation and sustainable use of marine and coastal ecosystems. It focuses on marine biodiversity protection, sustainable fisheries management, and the preservation of marine habitats. - SDG 15: by promoting the conservation, restoration, and sustainable management of terrestrial ecosystems. It supports efforts to protect biodiversity, combat wildlife trafficking, and promote sustainable land-use practices. - SDG 4: it emphasizes the importance of quality education for sustainable development. It works to enhance knowledge and understanding of biodiversity and conservation issues among students, researchers, and the wider community. - SDG 17: it fosters partnerships and collaborations among various stakeholders, including universities, research institutions, governmental bodies, and non-governmental organizations. By promoting these partnerships, it contributes to SDG 17's objective of mobilizing resources and fostering cooperation for sustainable development. <p>While these SDGs are the most directly related to the Cátedra UNESCO's focus on</p>

	<p>biodiversity and conservation, its activities may also have indirect impacts on other SDGs, such as SDG 1 (No Poverty), SDG 2 (Zero Hunger), SDG 3 (Good Health and Well-being), SDG 6 (Clean Water and Sanitation), and SDG 11 (Sustainable Cities and Communities). The Cátedra UNESCO's work aligns with the broader agenda of sustainable development by addressing biodiversity conservation, promoting education, fostering partnerships, and contributing to the overall well-being of people and the planet.</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>The UNESCO Chair - Biodiversity and Conservation for Sustainable Development is an excellent example of effective cooperation and interconnection between universities, which promotes the strengthening of institutional capabilities through the sharing of knowledge and cooperative work. With this initiative the UC has been contributing to a fairer and greener society. Cooperation between education and training institutions is a possibility and has a great potential for positive impact on society. The innovative character also passes through the curricular unit of Ecoliteracy, aiming to stimulate a discussion on various environmental and ecological problems and focused on the SDGs with special focus on the priorities within the natural sciences. Also the way the unit is organized - in modular form based on the priority SDGs for the unit; accompanied by lectures dedicated to the remaining SDGs, in order to cover the various dimensions of sustainable development: social, economic and environmental; and using the outdoor spaces of the Botanical Garden as classroom space - contributes to this innovative character.</p>

FURTHER INFORMATION ON THE WEB:
<https://unescobiodiversitychair.uc.pt/>

9 th Best Practice	
NAME/TITLE OF THE BEST PRACTICE:	Energy for Sustainability - EfS
COUNTRY:	Portugal
ORGANISATION/UNIVERSITY NAME:	University of Coimbra
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. Practice Short description of the best practice in terms of: <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). Benefits <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	Description: The EfS initiative is a multidisciplinary collaboration platform that brings together teachers from various faculties and more than a dozen R&D units, with long experience in issues related to energy and sustainable development, with the aim of responding to challenges in the area of energy sustainability and transferring knowledge to society. In this context, it intervenes in four fronts: interdisciplinary advanced training; scientific research in interdisciplinary domains; transfer of knowledge and technology to society; and sustainable management and development of the university poles of the UC. In terms of advanced training, it offers three interdisciplinary advanced training programmes which include a specialisation course, a master's degree and a PhD. Scientific research is based on teams of researchers with different scientific backgrounds, with a view to enabling the teams to solve complex or large-scale problems and the transfer of knowledge and technology to society is based on experimental development activities and studies for companies and entities that need specialized support from multidisciplinary teams. The valorisation of knowledge is also directed towards the interior of the University itself, promoting initiatives and projects to

stimulate and encourage the sustainable management of buildings and the urban and university environment, seeking to put the existing technical and research capabilities at the service of the needs and strategies of the University.

Implementation: Within the scope of the activities developed, markedly interdisciplinary, sustainable practices are promoted for application and replication in society with results achieved in the four fronts of intervention of the EfS Initiative, some results of the last year being highlighted. Regarding advanced training, the three interdisciplinary advanced training programmes - PhD in Sustainable Energy Systems, Master in Energy for Sustainability and Specialisation Course in Energy for Sustainability - had 69 students enrolled in the 2018/2019 academic year (of which 42 in the 3rd cycle). Since the beginning of the initiative, 85 master's dissertations have been concluded and 65 doctoral theses have been developed. 71 research projects have been developed since the beginning of the initiative. In the last year, the Localista project stands out as one of the three projects selected in the most recent support programme for technological innovation promoted by the Business Incubation Centre of the European Space Agency in Portugal (ESA BIC Portugal). The valorisation of knowledge by EfS directed towards the interior of the University itself has been concretised through initiatives and projects to stimulate and encourage the sustainable management of buildings and the monitoring of energy consumption in various departments of the UC with the aim of detecting waste and implementing solutions for improvement. Finally, in the perspective

of knowledge transfer, the UC promoted several events and participated in the 1st Sustainable Campus Conference, after having organized, in 2018, the 1st Sustainable Campus Virtual Meeting, framed within EUSEW - European Union Sustainable Energy Week, and the Sustainable Campus Meeting 2018. This stands out for having originated the creation of the Sustainable Campus Network - <http://www.redecampussustentavel.pt/que-m-somos/>, a cooperation network between people from national higher education institutions (HEIs) for the implementation of the principles and practice of sustainable development in environmental, social and economic aspects, aiming to promote sustainability issues in Portuguese universities and polytechnics and thus contribute to a more sustainable society.

Resources: The actions implemented are continuously monitored by the EfS Initiative committee responsible for their implementation. Detailed reports are produced annually by the committees and by the EfS Initiative for review by the External Scientific Advisory Committee (CACE), composed of a panel of international experts. Interdisciplinary advanced training is also evaluated annually through student and faculty surveys with the aim of continuously improving advanced training programmes by implementing corrective actions for the issues detected.

Benefits:

- Research and Innovation: EfS promotes research and innovation in the field of sustainable energy. It facilitates scientific studies, technological advancements, and interdisciplinary collaborations, leading to

the development of innovative solutions and practices for sustainable energy use.

- Sustainable Energy Transition: crucial role in facilitating the transition towards sustainable energy systems. It focuses on promoting renewable energy sources, energy efficiency measures, and sustainable energy management practices, contributing to the reduction of greenhouse gas emissions and mitigating climate change.

- Education and Capacity Building: EfS provides educational programs, training, and capacity-building initiatives related to energy and sustainability. It enhances knowledge and awareness among students, professionals, and the general public, fostering a skilled workforce and promoting sustainable energy practices in society.

- Policy Development and Advocacy: The project engages in policy development and advocacy for sustainable energy. It works closely with governmental and non-governmental organizations to influence energy policies, promote supportive frameworks, and advocate for renewable energy adoption and energy transition strategies.

- Collaboration and Partnerships: EfS fosters collaboration and partnerships among academia, industry, government, and civil society organizations. It creates platforms for knowledge sharing, exchange of best practices, and joint initiatives, facilitating collective action towards sustainable energy goals.

- Economic Benefits: The transition to sustainable energy systems can generate economic benefits, such as job creation, increased investment in renewable energy technologies, and reduced dependence on fossil fuel imports. EfS contributes to these economic benefits by promoting

	<p>sustainable energy practices that create new employment opportunities and drive local economic growth.</p> <ul style="list-style-type: none"> - Community Engagement: EfS actively engages with local communities, promoting their participation and involvement in sustainable energy initiatives. It raises awareness about the benefits of sustainable energy, encourages behavioral changes, and supports community-led renewable energy projects, fostering a sense of ownership and empowerment. <p>Overall, the Energy for Sustainability project by the University of Coimbra brings numerous benefits by advancing research and innovation, facilitating the sustainable energy transition, providing education and capacity building, advocating for supportive policies, fostering collaborations, generating economic benefits, reducing environmental impact, and engaging with local communities. These benefits contribute to the promotion of sustainable energy practices, the achievement of climate goals, and the overall well-being of society and the environment.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<ul style="list-style-type: none"> - Financial Constraints: Adequate funding is essential for the successful implementation and continuation of sustainable energy projects. Limited financial resources can pose challenges in terms of conducting research, developing infrastructure, and scaling up initiatives. The availability of funding sources and long-term financial sustainability is crucial to overcome this limitation. - Technological Limitations: The adoption and implementation of sustainable energy technologies may face certain limitations. This includes the availability and affordability of renewable energy technologies, energy storage solutions, and energy-efficient

	<p>systems. Technological advancements and innovation are necessary to overcome these limitations and ensure the feasibility and effectiveness of sustainable energy solutions.</p> <p>- Policy and Regulatory Barriers: Policy and regulatory frameworks play a critical role in shaping the energy sector. In some cases, outdated or inadequate policies and regulations may hinder the widespread adoption of sustainable energy practices. Addressing policy barriers, such as bureaucratic processes, lack of incentives, and unclear regulations, is essential to enable the smooth transition to sustainable energy systems.</p> <p>It's important to note that these limitations and risks can be mitigated through strategic planning, collaboration with stakeholders, engagement with policymakers, and continuous monitoring and evaluation.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>- SDG 4: EfS promotes education and capacity building in the field of sustainable energy. By providing educational programs, training, and knowledge sharing initiatives, it contributes to improving the quality of education and raising awareness about sustainable energy practices.</p> <p>- SDG 9: by promoting innovation in sustainable energy technologies and infrastructure development. It focuses on advancing research, technological advancements, and the adoption of renewable energy sources, contributing to the growth of sustainable industries and infrastructure.</p> <p>- SDG 11: EfS plays a crucial role in advancing SDG 11 by promoting sustainable energy practices in cities and communities. It focuses on energy efficiency, renewable energy adoption, and sustainable energy management, contributing to the</p>

	<p>development of sustainable cities and communities.</p> <ul style="list-style-type: none"> - SDG 12: by promoting responsible consumption and production patterns in the energy sector. It emphasizes energy efficiency, renewable energy sources, and sustainable energy management practices, contributing to more sustainable consumption and production patterns. - SDG 13: by promoting climate action through the adoption of sustainable energy practices. It focuses on reducing greenhouse gas emissions, mitigating climate change, and supporting the transition to low-carbon energy systems. - SDG 17: EfS actively fosters partnerships and collaborations among academia, industry, government, and civil society organizations. By promoting multi-stakeholder partnerships, knowledge sharing, and joint initiatives, it contributes to SDG 17's objective of mobilizing resources and fostering cooperation for sustainable development.
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>The innovative character is based on several features of the EfS initiative:</p> <ul style="list-style-type: none"> - interdisciplinary nature of the teams, comprising specialists and R&D units from the most diverse areas: Architecture; Earth Sciences; Life Sciences; Law; Economics; Civil Engineering; Electrical and Computer Engineering; Computer Engineering; Mechanical Engineering; Chemical Engineering; Management; Psychology; Sociology; - complete advanced training programme with a markedly interdisciplinary character; - development of PhD and Master's theses in a business context; - transfer of knowledge and innovative technologies to society, with the aim of implementing sustainable practices;

	<ul style="list-style-type: none"> - strong links with society, with a number of organisations and companies joining the initiative; - development of internships in a business environment;- internal organisation, in particular the External Advisory and Assessment Council, the Interdisciplinary Representation Council, the Scientific Research and Enterprise Liaison Committee or the Sustainable Campus Committee. <p>As for transferability, the initiative is likely to be replicable in other HEIs and based on other thematic areas and other SDGs, always focusing on interdisciplinarity.</p>
FURTHER INFORMATION ON THE WEB:	https://www.uc.pt/efs

10 th Best Practice	
NAME/TITLE OF THE BEST PRACTICE:	Polytechnic Institute of Viana do Castelo - School of Education (ESE-IPVC)
COUNTRY:	Portugal
ORGANISATION/UNIVERSITY NAME:	IPVC: School and community committed to Global Citizenship and Sustainable Development
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	<p>Description: This practice involves a multiplicity of actions directed to the internal and external community, namely:</p> <ol style="list-style-type: none"> 1. Offering the free course "Learning for Development: Education, Cooperation and Global Citizenship": this 50-hour course aims to contribute to the constitution of an aware and critically reflective community around global issues and development perspectives within the university environment and the community of Viana do Castelo. 2. Organization of the film cycle "(Re)thinking citizenship in a global world" with commented films from the perspective of Education for Development/Global Citizenship, monthly, from November to July. The selection of films and the dynamisation of the debate have been carried out with the collaboration of experts and activists in the field of ED/GC, representatives of NGOs, course coordinators and teachers. The themes addressed are related to issues linked to Global Citizenship and Development, such as interculturality, inequality, poverty, gender equality, access to opportunities, discrimination, peace/war, fundamentalism, climate change, etc. 3. Initiatives open to the internal and external community on themes connected with Global Citizenship and Sustainable Development, in the following formats:- Seminars (e.g.: "Climate Change: from the global to the local"); - Exhibitions (e.g.: exhibition of plastic arts works from different

school levels, made from waste from the ocean). - Workshops (e.g. Workshop on "Caring for our planet: zero waste at the table").- Actions (e.g. flashmob held in the city centre on the World Day of Cultural Diversity for Dialogue and Development, involving 500 children from partner schools).

4. Eco-Schools Brigades (paper, energy, plastic and water): within the scope of the Eco-Schools Programme.
5. Partnership relations with the wider community (e.g. training, volunteering, IPSS, etc.).

Implementation:

1. Offering of the free course "Learning for Development: Education, Cooperation and Global Citizenship" - this course has 11 editions, with a total of about 220 participants, among students and teachers of the IPVC and members of the community.
2. Organization of the cinema cycle "(Re)thinking citizenship in a global world" with commented films in the perspective of Education for Development/Global Citizenship. It has 7 editions, which means the exhibition of 63 films/documentaries. In terms of participants, an average of 15 attends each session.
3. Seminars open to the community, workshops, exhibitions, among others
4. Eco-Schools Brigades: were formed for the first time in the school year 18/19, being led by 15 students (from three professional masters courses of the ESE-IPVC) whose actions involved all the school community. The paper brigade was involved in accounting and monitoring the expenses of paper in the reprography, in the canteen and in the school bar and promoted campaigns about the unnecessary use of paper in the canteen tray and of paper

cups for coffee in the bar. The plastics brigade identified the available plastic bags in the school (canteen, bar and classrooms), developed and made available bags in the missing places and created a "signature" vertical garden using separate plastic bottles signed by students, teachers and staff. The water brigade monitored the water consumption in the school and, after estimating the amount of water spent per month just to wash hands, created an art installation and a game to alert to the excessive water consumption. The energy brigade monitored the energy expenses of the ESE-IPVC and built two interactive devices to inform about the consumption and raise awareness to reduce the expenses.

5. Partnership relations with the wider community. The ESE-IPVC maintains partnerships with a series of local authorities (e.g. City Hall of Viana do Castelo, City Hall of Vila do Conde, Town Councils), local organizations (European Anti-Poverty Network, Despertar, Ao-Norte, etc.) and national organizations (e.g. Foundation Faith and Cooperation, Leigos for Development, GASNova) with which it organizes actions for the wider community.

Example: Sessions to prepare volunteers for agent missions, in various institutions, since 2011. 8 sessions, one per year, with an average participation of 30 people (about 250 people).

Benefits:

- Empowering Education: The project promotes an empowering education system that fosters global citizenship and sustainable development. It equips students with the knowledge, skills, and attitudes necessary to actively engage in addressing

global challenges, promoting social justice, and contributing to sustainable development.

- Community Engagement: The project emphasizes community engagement and encourages collaboration between the school and the broader community. By involving local stakeholders, including community organizations, businesses, and residents, it fosters collective action and encourages a sense of ownership and responsibility for sustainable development.

- Sustainable Development Awareness: among students, teachers, and the community. It educates them about the interconnectedness of social, economic, and environmental issues and encourages them to take action to address global challenges, such as poverty, inequality, climate change, and biodiversity loss.

- Holistic Approach: The project takes a holistic approach to sustainable development, considering social, economic, and environmental dimensions. It encourages integrated thinking and action, promoting solutions that balance the needs of people, the planet, and prosperity.

- Capacity Building: by providing training, workshops, and resources to enhance the knowledge and skills of teachers, students, and community members. It empowers individuals to become change agents and leaders in promoting sustainable development and global citizenship.

- Partnership Development: The project facilitates partnerships between the school, local institutions, and organizations working in the field of sustainable development. These partnerships enable the sharing of expertise, resources, and best practices, fostering collaboration and amplifying the impact of sustainability initiatives.

	<ul style="list-style-type: none"> - Empathy and Cultural Understanding: The project promotes empathy and cultural understanding among students by exposing them to diverse perspectives and global issues. It helps develop a sense of empathy, respect for diversity, and a willingness to take action to address social and environmental challenges both locally and globally. - Positive Impact on the Community: The project's focus on global citizenship and sustainable development has a positive impact on the local community. It contributes to social cohesion, community well-being, and the sustainable development of the region by fostering responsible and informed citizens committed to creating positive change. By offering these benefits, the project plays a vital role in promoting global citizenship, raising awareness about sustainable development, fostering community engagement, and empowering individuals to contribute to a more sustainable and just world.
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<ul style="list-style-type: none"> - Limited Stakeholder Engagement: Despite efforts to involve the community, there may be limitations in engaging various stakeholders, including marginalized groups, local organizations, and businesses. Ensuring inclusive participation and representation of diverse perspectives can be challenging, but it is crucial for the project's success and sustainability. - Measuring Impact: Assessing the impact and effectiveness of the project's initiatives can be complex. Measuring behavioral changes, attitudinal shifts, and the long-term impact on sustainable development goals may require robust monitoring and evaluation methods. Establishing appropriate indicators and data collection mechanisms can be challenging but is

	<p>important for demonstrating the project's success and informing future actions.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>- SDG 4: by promoting quality education that incorporates principles of global citizenship and sustainable development. It aims to provide students with a comprehensive education that equips them with the knowledge, skills, and values necessary to become active and responsible global citizens. The project emphasizes the importance of quality education that goes beyond academic learning, integrating global citizenship and sustainability into the curriculum. It aims to empower students to become critical thinkers, active participants in society, and agents of change. By fostering a sense of global awareness, cultural understanding, and ethical responsibility, the project contributes to building a more sustainable and inclusive society.</p> <p>- SDG 17: by fostering partnerships and collaboration between various stakeholders, including the school, community members, local organizations, and potentially other institutions. These partnerships facilitate the sharing of resources, expertise, and best practices, promoting collective action and amplifying the impact of sustainable development initiatives. The project recognizes the need for collective action and engages various stakeholders, including the school, community members, and other organizations, to work together towards common sustainability objectives. By fostering partnerships, sharing resources, and promoting collaborative efforts, the project enhances its effectiveness and creates a broader impact on sustainable development.</p> <p>While the project primarily addresses SDGs 4 and 17, it is likely to have indirect effects on</p>

	<p>other SDGs as well. For example, promoting global citizenship and sustainable development education can contribute to SDG 3 (Good Health and Well-being), SDG 5 (Gender Equality), SDG 11 (Sustainable Cities and Communities), and many more, as it encourages inclusive and equitable education, environmental awareness, and responsible consumption and production.</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/universities/countries</p>	<p>The ESE-IPVC assumes its educational and ethical role in the training of their students and members of the surrounding community, considering that these, in their professional and civic areas, should be agents of change towards a more just, egalitarian, peaceful and sustainable world. The practice "School and community committed to Global Citizenship and Sustainable Development" contributes to a quality education for all, (SDG 4) since it seeks to empower the internal and external community with knowledge and skills to analyze and act on issues of globalized world and sustainable development. It also seeks to broaden the number of people involved in this process to include groups of students and former students, international students, student interns, professionals from different areas, activists, local leaders, contributing to build partnerships for the implementation of the SDGs (SDG 17). This practice is innovative because:</p> <ol style="list-style-type: none"> 1) it offers very diverse extracurricular learning contexts, of voluntary and transdisciplinary participation; 2) it uses approaches typical of non-formal education; 3) it addresses an internal (students) and external public; 4) it counts on the collaboration of NGOs and social activists; 5) it stimulates debate,

	shared learning, mobilization for action in the academy and in the community.
FURTHER INFORMATION ON THE WEB:	https://www.ipvc.pt/wp-content/uploads/2020/12/IPVC_Responsabilidade_Social_2019_2.pdf

TÜRKIYE

NAME/TITLE OF THE BEST PRACTICE:	SoFi – Social Entrepreneurship and Impact Office
COUNTRY:	Türkiye
ORGANISATION NAME:	Yaşar University - İzmir
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> challenges addressed by the best practice, goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> implementation and approaches, required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> what are the main benefits and contributions to the local area. 	<p>Description:</p> <p>SoFi – Social Entrepreneurship and Impact Office of Yaşar University promotes sustainability in campus and in the region. It is a space for university students where they can develop innovative projects in the focus of social impact to cope with social challenges.</p> <p>Challenge:</p> <p>The main challenge which brings the idea of this best practice can be basically described as lack of awareness among students on sustainability and collaboration with civil society. To combat this challenge, university staff wanted to start with a formal class in university, and best practice of Yaşar University improved from this point naturally.</p> <p>Practice:</p> <p>Office starts with a «Social Responsibility Class» in the university</p> <p>After the big interest coming from students they create their first project</p>

	<p>«Kampüste İyilik Var» (There is Goodness in Campus), and with related stakeholders they work together to innovate new ideas for social problems</p> <p>After this Project becomes successful, they start the second phase called «İzmir'de İyilik Var» (There is Goodness in İzmir) and carried their work among the region.</p> <p>After that they created a curriculum for Social Entrepreneurship Class in the university</p> <p>And finally, they established SoFi (Social Entrepreneurship and Impact Office) in the university to support social entrepreneurs and create innovative solutions for social challenges.</p> <p>Benefits: The office became very popular among students promoting sustainability and created an innovative space for students to collaborate with civil society to deal with urban challenges. The office stands as an innovative best practice for other universities and non-profit organizations.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitation and risks.</p> <p>The office started as a class, evolving to a sustainability office. It has the potential to be an incubation centre for urban sustainability issues. At this point office should choose the right path to go with SMART (specific,</p>

	measurable, achievable, realistic and timed) action plans. Otherwise, the unique way which makes this implementation a best practice may fade away. On the other hand, a strong financial support should be ensured to maintain effective implementations and projects.
SDGs: <ul style="list-style-type: none"> under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	SDGs. The office primarily promotes SDG 4, SDG 11 and SDG 17. But with the projects developed under the office, according to the topic of the project, it can cover all SDGs to support.
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/countries	Transferability. Since this best practice starts as just a class on sustainability with a curriculum, and shows the way to a social entrepreneurship and sustainability office in the university, it can be easily transferred in other institutions. The unique part of this best practice would be the basic and interesting way to develop the idea and illustration of the success step by step. The same success can be achieved by following a similar path adjusting according to the local needs. So we can say that the best practice is quite transferable.
FURTHER INFORMATION ON THE WEB:	https://www.yasar.edu.tr/en/# The webpage of the office is being developed

NAME/TITLE OF THE BEST PRACTICE:	KUSIF – Koç University Social Impact Forum
COUNTRY:	Türkiye

ORGANISATION NAME:	Koç University - İstanbul
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	<p>Description Social Impact Forum of Koç University (KUSIF) became one of the leading actors of social impact and social entrepreneurship ecosystem in Turkey. It is a research centre within the university which developed itself as a well-known organization on international level with successful partnerships</p> <p>Challenge. The main challenge of KUSIF addressing can be described as lack of interest and awareness on social impact in universities. Centre focuses on promoting social innovation and social entrepreneurship to extend the social impact awareness as much as possible.</p> <p>Practice. Koç University Social Impact Forum - KUSIF was established in 2012 as a social impact-focused research and practice centre within Koç University to promote social innovation through research, education and collaboration. KUSIF is one of the leading organizations in the field of social impact in Turkey and is a reference and application centre in social impact studies. KUSIF is leading the establishment of the Turkish Social Impact Group and is working on setting standards for social impact measurement and management in Turkey. KUSIF has</p>

published many resources and conducted research on social impact for non-governmental organizations, funders, private sector and social entrepreneurs; leading various capacity building projects in Turkey, including training, consultancy and knowledge dissemination through national and international conferences.

KUSIF focuses specifically on social entrepreneurship, as we consider social entrepreneurs to be one of the important and new social impact actors in Turkey. In this context, KUSIF leads and participates in various social entrepreneurship projects on ecosystem development, capacity building, access to social finance and readiness for investment.

In order to create a common space where students interested in social entrepreneurship can come together, KUSIF launched the Social Impact Laboratory at Koç University in 2018, offering young social entrepreneurs an incubation service such as mentoring, networking and intensive training. In addition, the KUSIF team has been teaching social entrepreneurship and social impact courses at Koç University since 2015. KUSIF is an active member of Social Value International, the European Network of Social Initiatives and Impact Leaders and the International Sustainable Campus Network.

Benefits.

KUSIF serves as an academic research centre on social impact, as well as an incubation centre for

	<p>young social entrepreneurs. With this powerful approach the centre became one of the leading and most well-known organization on the topic. Centre supported many different organizations and individuals in this concept.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitation and risks The main risk of KUSIF would be lack of budget to support their work. The forum has an improving and evolving structure. This structure requires new and innovative works with more budget and qualified human resources. Lack of funding opportunities would appear as a big challenge to deal with in such a structure.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs. When KUFIS's work analysed, it can be understood that the forum supports many different SDGs with innovative work they do. But especially, SDG 4, SDG 8, SDG 9, SDG 11, SDG 16 and SDG 17 are dominantly supported by the projects and services the Forum held so far.</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/countries</p>	<p>Transferability. This best practice can be transferred in order to have a strong motivation to create a change. Such a centre would need a powerful budget which can also be covered by different funding opportunities. But qualified and motivated human resource is a must to transfer this best practice.</p>

FURTHER INFORMATION ON THE WEB:	https://kusif.ku.edu.tr/en/

NAME/TITLE OF THE BEST PRACTICE:	Istasyon TEDU
COUNTRY:	Türkiye
ORGANISATION NAME:	TED University - Ankara
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. Practice Short description of the best practice in terms of: <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). Benefits <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	Description. Istasyon TEDU – Social Innovation Centre of TED University is a multifunctional co-production area that brings together social benefit-oriented actors to develop the social innovation and social entrepreneurship ecosystem. Challenge. The main challenge centre focuses would be lack of innovative approaches to deal with social problems. Centre promotes social innovation as a tool to develop the capacity of social actors and young people. Practice. IstasyonTEDU produces and shares information on social innovation and social entrepreneurship IstasyonTEDU designs training programs for different ecosystem actors, provides consultancy support and contributes to capacity building activities. IstasyonTEDÜ provides support for the specialized needs of social enterprises such as access to funding

	<p>sources, integration into networks, business development, and use of space.</p> <p>It is space where students can come together, meet different actors of social field during various activities in each academic year, co-create and co-innovate</p> <p>Benefits.</p> <p>Istasyon TEDÜ is one of the leading actors of social impact and social entrepreneurship studies in the capital of Turkey. It supports students, different organizations, social entrepreneurs, and other social actors to create and/or raise the awareness on social innovation. The centre became a reference point to address the needs and cope with social challenges with innovative approaches.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitation and risks.</p> <p>Similar to other organizations in this field, centre covers most of its innovative works and services with projects and fundings. Lack of funding opportunities would be a big challenge for the centre.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>SDGs.</p> <p>Similar to the previous best practice, Istasyon TEDU also focuses on SDG 4, SDG 8, SDG 9, SDG 11, SDG 16 and SDG 17 primarily. And covers other SDGs with the work they do and/or support with their innovative projects.</p>
<p>TRANSFERABILITY:</p>	<p>Transferability.</p> <p>This centre can be transferred to other universities with an appropriate</p>

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Unique skill or attribute that could be replicated in other organisations/countries	budget and human resource. Since the centre focuses on social innovation, strong partnership with related stakeholders would be very important.
FURTHER INFORMATION ON THE WEB:	https://www.istasyon.tedu.edu.tr/en

NAME/TITLE OF THE BEST PRACTICE:	Youth Factory
COUNTRY:	Türkiye
ORGANISATION NAME:	Abdullah Gül University - Kayseri
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none">• challenges addressed by the best practice,• goals and ambitions of the best practice. Practice Short description of the best practice in terms of: <ul style="list-style-type: none">• implementation and approaches,• required resources for implementation (HR, time, infrastructure, etc.). Benefits <ul style="list-style-type: none">• what are the main benefits and contributions to the local area.	Description. Abdullah Gül University Youth Factory (AGÜ Gençlik Fabrikası) is a centre where students can participate, learn about supports of EU for youth, and create innovative projects with stakeholders for social change Challenge. Main challenge AGÜ Youth Factory deals with is the lack of awareness and knowledge of young people on social innovation and EU opportunities. The youth factory is a youth centre that aims to raise individuals who produce knowledge and transform it into value for the future, who are aware of global problems, who can discuss them at an international level, and who make a difference with their knowledge, skills and attitudes. Practice.

	<p>Unlike other universities, AGU has put youth at the basics of its foundation. For this reason, AGU, focusing on youth work and non-formal education, has established a youth structure called "Youth Factory" within the university and has been officially recognized as Youth Studies Application and Research Centre by the Council of Higher Education. This structure aims to serve not only students but also local youth, national and international youth work areas.</p> <p>AGU Youth Factory is a non-formal education and resource centre for the social and personal development of youth workers, leaders, trainers and young people. AGU Youth Factory provides training courses covering a variety of youth-related topics and these courses are designed with non-formal education tools and approaches.</p> <p>Benefits.</p> <p>Youth factory promotes social innovation, EU values with a modern and non-formal education approach not only for AGÜ university students, but also for all young people living in the region. Centre creates and implements projects for youth and support young people with many different tools</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitation and risks.</p> <p>The main risks of youth factory may face would be lack of support by the university, lack of fundings for new and innovative projects, and lack of</p>

	interest from young people and university students
SDGs: <ul style="list-style-type: none"> under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	SDGs. The best practice primarily focuses on SDG 4 and SDG 11.
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/countries	Transferability. The Youth Factory can also be transferred as a student group if the support by the university authorities can be provided. The best way to do this would be educate and encourage motivated students to use the non-formal education tools and support them to come together for creating projects focusing on social innovation.
FURTHER INFORMATION ON THE WEB:	https://youth-en.agu.edu.tr/

NAME/TITLE OF THE BEST PRACTICE:	Istanbul Policy Centre (IPC)
COUNTRY:	Türkiye
ORGANISATION NAME:	Sabancı University - İstanbul
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> challenges addressed by the best practice, goals and ambitions of the best practice. 	Description. Istanbul Policy Centre (IPC) of Sabancı University is a global policy research institution with expertise on important political and social issues, from democratization to climate change, from transatlantic relations to conflict analysis and resolution. Challenge. IPC focuses on social change for good. It became a global research

<p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	<p>centre dealing with world's most important problems such as climate crisis, conflicts, migration, social and political issues, etc.</p> <p>Practice. IPC carries out its research activities under six main headings: IPC-Sabancı University-Stiftung Mercator Initiative Climate Change Democratization and Institutional Reform SHURA Energy Transformation Center Urbanization and Local Governance Conflict Resolution, Mediation and Coexistence Since 2001, IPC has been providing decision makers, opinion leaders and stakeholders with objective analysis and innovative policy recommendations on issues within its area of expertise.</p> <p>Benefits. IPC of Sabancı University became one of the most important policy centre in Turkey. It doesn't serve only students and Turkish organizations; it operates at international level as a global institution. In this regards the centre helps many different organizations and institutions for social change.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limitation and risks. A centre of a university with this size operating as a global institution may require a strong budget as well as strong collaborations. IPC has strong ties with German institutions and universities. The biggest risk would be</p>

	the damage of international network they have.
SDGs: <ul style="list-style-type: none"> under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	SDGs. IPC primarily focuses on SDG 17, SDG 13, SDG 11, SDG 16, and SDG 7
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/countries	Transferability. This best practice became a leading institution both at national and international level on sustainability and social innovation. An organization in this extent wouldn't be easy to transfer. But the same work with smaller size could be supported in many universities.
FURTHER INFORMATION ON THE WEB:	https://ipc.sabanciuniv.edu/en

NAME/TITLE OF THE BEST PRACTICE:	ASBUSİM
COUNTRY:	TURKEY, Ankara
ORGANISATION NAME:	Ankara Social Sciences University / Social Innovation Centre
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> challenges addressed by the best practice, goals and ambitions of the best practice. 	Purpose: <ol style="list-style-type: none"> To create a common platform for interdisciplinary research, application, and policy development in the field of social innovation. To provide innovative solutions to social problems. To generate academically research-oriented projects with tangible societal outcomes in the

Practice

Short description of the best practice in terms of:

- implementation and approaches,
- required resources for implementation (HR, time, infrastructure, etc.).

Benefits

- what are the main benefits and contributions to the local area.

areas of innovation, change, and transformation.

d) To conduct interdisciplinary research in economic, social, and environmental fields for regional development and collaborate with specialized institutions and organizations in the field of regional development.

e) To collaborate with regional, national, and international institutions in the field of social innovation, establish a functional stakeholder network, and serve as a sustainable interface for social innovation.

f) To contribute to the development of Ankara's and Turkey's rich social heritage and cultural presence, to provide individuals with equal and quality living conditions, and to strengthen social cohesion.

g) To enhance research, application, and policy development in the field of civil society at the national and international levels and collaborate with relevant institutions and organizations.

h) To carry out interdisciplinary research, application, and policy development activities in the areas of entrepreneurship, competition, and regulation, generate data, and conduct analyses that contribute to the secure, effective, and efficient functioning of markets.

PROBLEMS/RISKS:

Revision of the limitations and risks.

Some of the risks and problems that a social innovation center may face include:

Financial Sustainability: Social innovation centers often face budget and resource constraints. Insufficient funding can impact or limit the center's activities.

Resource Constraints: Inadequate resources to support projects, organize events, or run educational programs can affect the quality and effectiveness of services.

Challenges in Academic and Institutional Collaboration: Social innovation centers may need to collaborate with different academic and administrative units. Bringing together people from different disciplines, creating a shared vision, and managing collaboration processes can be challenging.

Student Interest and Engagement: It is important for the center to generate sufficient student interest and engagement. Students need to be involved in social innovation activities, contribute to projects, and actively participate in center events. Providing appropriate programs tailored to students' awareness, motivation, and areas of interest is crucial.

Measurement of Societal Impact: Social innovation centers should use appropriate tools and methods to measure and evaluate the societal

	<p>impact of their work. Measuring societal impact can be challenging, and it is important to determine the right metrics.</p> <p>Sustainability and Continuity: Ensuring the sustainability and long-term continuity of the center is essential. Changes in faculty, staff, and leadership can impact the center's activities and goals. Therefore, ensuring institutional support, management continuity, and the sustainability of resources is crucial.</p> <p>It is important to address these risks and problems through effective planning, resource management, collaboration, and institutional support. Focusing on the center's objectives, setting measurable goals, and continuously evaluating performance can help mitigate these challenges.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>Number 8 / DECENT JOBS AND ECONOMIC GROWTH</p> <p>Number 4 / Quality Education</p>
<p>TRANSFERABILITY:</p> <p>Unique skill or attribute that could be replicated in other organisations/countries</p>	<p>Yes, a Social Innovation Center or similar institution at a university can be transferred to other organizations. Such a transfer typically takes place within the framework of agreements or collaboration agreements between institutions. For example, a university may establish a partnership with another organization specialized in social innovation or transfer the management of the</p>

Social Innovation Center to another institution.

There can be various reasons for such a transfer. For instance, a university may not want to specialize in a particular area or may opt for transferring the center's management to another organization to utilize resources more effectively. Similarly, another institution may seek to expand its social innovation activities or collaborate with the university.

FURTHER INFORMATION ON THE WEB:

<https://sim.asbu.edu.tr/index.php/tr>





NAME/TITLE OF THE BEST PRACTICE:	Entrepreneurship Centre
COUNTRY:	TURKEY, İstanbul
ORGANISATION NAME:	ÖZYEĞİN University
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice</p>	<p>“Girişim Fabrikası”, launched under Özyeğin University in 2011, is Turkey's first startup accelerator program. It aims to support entrepreneurs who aspire to establish technology-based, high-potential, and sustainable businesses by utilizing lean startup and customer development methodologies. The program assists entrepreneurs in testing their business ideas in the shortest time and with minimal effort, while providing them with education,</p>

<p>Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	<p>infrastructure, mentorship, and an extensive business network.</p> <p>Girişim Fabrikası is a non-profit economic responsibility project, and its primary objective is to teach potential entrepreneurs to "think like entrepreneurs" and contribute to the development of the necessary ecosystem for entrepreneurship to thrive.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Limited resources: As a non-profit organization, Girişim Fabrikası may have limited financial resources, which could restrict its ability to provide extensive funding or support to all participating startups. This could pose a challenge for startups that require significant capital investment to develop and scale their businesses.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>All SDG's Especially, Social Gender Equality</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/countries</p>	<p>Experienced mentor network: Girişim Fabrikası has a wide mentor network to provide mentorship to entrepreneurs. These mentors are there to guide, support, and share their experiences with entrepreneurs. This mentor network can be created by other organizations or countries to support the success of entrepreneurs.</p> <p>Education and infrastructure: Girişim Fabrikası provides resources for entrepreneurs in terms of education and infrastructure. The education programs equip entrepreneurs with</p>

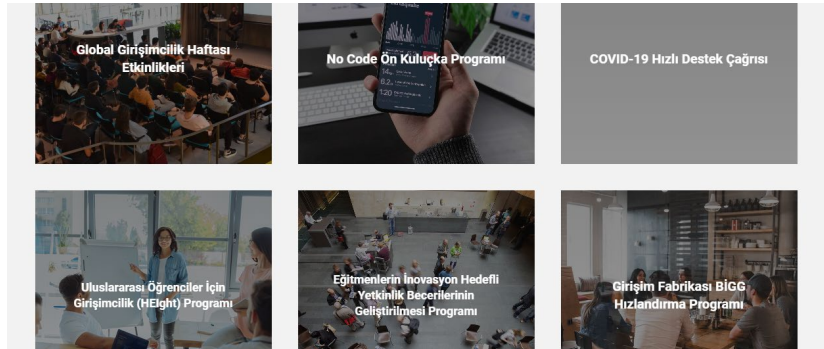
	<p>business skills, marketing strategies, financial management, and other essential knowledge areas. The infrastructure includes office space, technological resources, and testing environments. A similar approach of providing education and infrastructure can be adopted by other organizations or countries.</p>
FURTHER INFORMATION ON THE WEB:	<p>https://www.ozyegin.edu.tr/tr/girisimcilik-merkezi</p> <p>https://girisimfabrikasi.com/</p>

Girişim Fabrikası BİGG Hızlandırma Programı

TÜBİTAK tarafından Bireysel Genç Girişimcilerin teknoloji ve yenilik odaklı iş fikirlerini, ticari değeri yüksek ürün ve hizmetlere dönüştürebilmeleri için, fikir aşamasından pazara kadar olan faaliyetlerinin desteklenmesinin amaçlandığı bir destek programıdır.

BİGG GİRİŞİMCİLERİNE KAPSAMLI DESTEKLER SUNMAK İÇİN GİRİŞİM FABRİKASI BİGG HIZLANDIRMA PROGRAMI VE İŞ BANKASI WORKUP BİR ARAYA GELİYOR

BİGG | girişimfabrikası | **workup**
BİREYSEL GENÇ GİRİŞİM | by Türkiye İş Bankası



NAME/TITLE OF THE BEST PRACTICE:	Sustainable Development and Cleaner Production Centre (BU-SDCPC)
COUNTRY:	TURKEY, İstanbul
ORGANISATION NAME:	Boğaziçi University
DESCRIPTION OF THE BEST PRACTICE:	It provides innovative technology transfer for sustainable development for the global community through interdisciplinary knowledge and experience in close collaboration with relevant stakeholders.
Guiding points in describing the best practice	
Challenge	
Short description of the best practice in terms of:	As a research centre of Bogazici University, the office develops

<ul style="list-style-type: none"> challenges addressed by the best practice, goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> implementation and approaches, required resources for implementation (HR, time, infrastructure, etc.). <p>Benefits</p> <ul style="list-style-type: none"> what are the main benefits and contributions to the local area. 	<p>innovative teaching and applied research, including collaboration to ensure best practices and ongoing support of sustainable university campuses in sustainable regions. The concept of sustainable urban planning has also come to the fore in recent years with a comprehensive understanding of the conceptualised systematic approach and administrative order.</p> <p>Objectives of BU-SDCPC:</p> <p>To provide technology support for cleaner production; to increase efficiency in the production and service sector, to reduce resource inputs and chemical consumption, to generate less waste, and most importantly to reduce risks to the environment.</p> <p>To establish new links, networks and collaborations between decision-makers, recognised experts in industry and related sectors, academic and research institutes, within the scope of policies and regulations to promote and develop sustainable production and consumption issues.</p> <p>To apply international standards and research methods based on environmental and economic concerns and world-recognised product accreditation standards.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>The center's ability to provide technology transfer and support for sustainable development may be constrained by limited financial and human resources. Insufficient funding or staffing could hinder the center's capacity to effectively address the</p>

	needs of the global community and collaborate with relevant stakeholders.
SDGs: <ul style="list-style-type: none"> under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	DECENT JOBS AND ECONOMIC GROWTH CLIMATE ACTION INDUSTRY, INNOVATION AND INFRASTRUCTURE AFFORDABLE AND CLEAN ENERGY
TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/countries	The center provides innovative technology transfer for sustainable development through its interdisciplinary expertise. This unique skill can be adopted by other organizations or countries to enhance their ability to address complex sustainability challenges by integrating knowledge from different disciplines.
FURTHER INFORMATION ON THE WEB:	http://www.sdpcp.boun.edu.tr/tr/default.asp

PROJELER

Boğaziçi Üniversitesi, Sürdürülebilir Yeşil Kampus
Boğaziçi Üniversitesi Rektörlüğü
2021

Go Zero - Gıda Sektöründe Sıfır Atık Yönetimi (2020-1-TR01-KA220-093424)

Avrupa Birliği Erasmus +
Ocak 2020 - Haziran 2023
Yürütücü: Prof. Dr. Nilgün Kıran Düz
Araştırmacılar: Merve Uzun, Danel Değirmen

Sıfır Atık Belgesi için Nitelikli Belge Kriterleri ve Puanlama Esaslarının Belirlenmesi

T.C. Çevre, Şehircilik ve İklim Değişikliği Bakanlığı
Kasım 2020 - Haziran 2021
Yürütücü: Prof. Dr. Nilgün Kıran Düz
Araştırmacılar: Ceyda Kalıpcıoğlu, Danel Değirmen, Merve Uzun

Yaşam Döngüsü Uygulamaları ile Kişisel Bakım ve Kosmetik Ürünleri Sektöründe Ulusal Çevre Etiketi Kriterlerinin Belirlenmesi

T.C. Çevre, Şehircilik ve İklim Değişikliği Bakanlığı
Haziran 2020 - Haziran 2021
Yürütücü: Prof. Dr. Nilgün Kıran Düz
Araştırmacılar: Dr. Ece Ayşe Berkay, Danel Değirmen, Merve Uzun, Ceyda Kalıpcıoğlu, Zeynep Sultuş, Sezin Mırmıroğlu

Sustainability is a big word.
We're making its impact even bigger.

We empower young people to lead the way in building a better, lasting world. And we can only do it together.

How We Do It

How You Can Help





NAME/TITLE OF THE BEST PRACTICE:	Sustainable Development Application and Research Centre
COUNTRY:	TURKEY, Istanbul
ORGANISATION NAME:	Medical University
<p>DESCRIPTION OF THE BEST PRACTICE:</p> <p>Guiding points in describing the best practice</p> <p>Challenge Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. <p>Practice Short description of the best practice in terms of:</p> <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). 	<p>According to the definition of the United Nations, sustainable development involves a process that aims to achieve economic development without sacrificing the principle of using resources in consideration of the rights and benefits of present and future generations. The United Nations announced the Sustainable Development Goals (SDGs) in September 2015 to ensure sustainable development on a global scale. The SDGs entered into force on 1 January 2016. The SDGs, which are a universal call to eradicate poverty, protect the planet and combat inequality and injustice, consist of seventeen articles.</p>

<p>Benefits</p> <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	<p>Today's economic, climatic and social crises have further emphasised the importance of these goals. The increasing importance of sustainable development imposes great responsibilities on universities, which are one of the most important building blocks of society.</p> <p>In this context, the Sustainable Development Application and Research Centre, which will be established within Istanbul Medipol University, will continue its activities with administrative and academic staff and students with the aim of making sustainable and inclusive development goals, which are the cornerstone of social benefit, the main part of education, research and development and all cooperation practices. The Sustainable Development Application and Research Centre primarily aims to raise awareness of the United Nations Sustainable Development Goals.</p>
<p>PROBLEMS/RISKS: Revision of the limitations and risks.</p>	<p>Sustainable funding and allocations of resources for the center's activities can be difficult, as sustainable development research and goals may require substantial financial support.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>All SDG's</p>

<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/countries</p>	<p>The Sustainable Development Application and Research Centre aims to raise awareness of the SDGs among its administrative and academic staff, students, and the broader community. This focus on promoting and integrating the SDGs into education, research, and development activities can be replicated by other organizations or countries. By prioritizing the SDGs and incorporating them into their practices, organizations and countries can contribute to the global sustainable development agenda and work towards achieving the goals.</p>
<p>FURTHER INFORMATION ON THE WEB:</p>	<p>https://www.medipol.edu.tr/akademik/arastirma-merkezleri/surdurulebilir-kalkinma-uam</p>

Sürdürülebilir Kalkınma UAM (SURKAM)

Medipol Üniversitesi > Akademik > Sürdürülebilir Kalkınma UAM (SURKAM)

Sürdürülebilir Kalkınma İçin KÜRESEL AMAÇLAR



Akademik

Araştırma Merkezleri

Sürdürülebilir Kalkınma UAM (SURKAM)

- > Sürdürülebilir Kalkınma Amaçları
- > Hakkımızda
- > Yönetim Kurulu
- > Yönetmelik
- > Logo
- > Duyurular

NAME/TITLE OF THE BEST PRACTICE:	Center for Gender Studies (KOÇ-KAM)
COUNTRY:	TURKEY, İstanbul
ORGANISATION NAME:	Koc University
DESCRIPTION OF THE BEST PRACTICE: Guiding points in describing the best practice Challenge Short description of the best practice in terms of: <ul style="list-style-type: none"> • challenges addressed by the best practice, • goals and ambitions of the best practice. Practice Short description of the best practice in terms of: <ul style="list-style-type: none"> • implementation and approaches, • required resources for implementation (HR, time, infrastructure, etc.). Benefits <ul style="list-style-type: none"> • what are the main benefits and contributions to the local area. 	The Center for Gender Studies at Koc University (KOÇ-KAM) is established as an interdisciplinary hub for gender research and gender studies in March 2010. KOÇ-KAM brings faculty and researchers from multiple disciplines such as sociology, social psychology, history, law, nursing, philosophy and political science together in order to share their research, conduct collaborative national and international projects and undertake various academic and training activities within and outside the university on issues pertaining to women and gender. As a hub for gender studies, KOC-KAM also holds a competitive funding program to support outstanding academic research projects on gender issues and runs the Gender Studies Certificate Program at Koç University. KOÇ-KAM frequently organizes conferences, panels and seminar series to inform a wider audience on gender related research that intersects with various disciplines and fosters debate on gender issues between scholars, students, civil society actors, artists and policy-makers.
PROBLEMS/RISKS: Revision of the limitations and risks.	Gender studies can be a subject of social and political controversies, and centers focusing on gender

	<p>research may face opposition or backlash from certain groups or individuals.</p> <p>Ensuring inclusivity and diverse representation in research and activities is essential in gender studies. It is important to address potential biases and ensure equitable participation of marginalized groups.</p>
<p>SDGs:</p> <ul style="list-style-type: none"> • under which Sustainable development Goal(s) does it fall? (gender equality, quality education, etc.) 	<p>Gender Equality Reducing Inequalities</p>
<p>TRANSFERABILITY: Unique skill or attribute that could be replicated in other organisations/countries</p>	<p>KOÇ-KAM adopts an interdisciplinary approach by bringing together academics and researchers from different disciplines. This approach allows gender issues to be examined from different perspectives and can be applied in other organizations or countries.</p> <p>KOÇ-KAM runs the Gender Studies Certificate Program at Koç University. This program can be a model for raising awareness and awareness in the field of gender studies by being adopted by other universities or institutions.</p> <p>KOÇ-KAM frequently organizes conferences, panels and seminar series to share research and discussions on gender with a wide audience. Similar events can be organized in other organizations or countries and support gender awareness and knowledge sharing.</p>

2022-1-ES01-KA220-



FURTHER INFORMATION ON THE WEB:

<https://kockam.ku.edu.tr/en/about/about-us/>

International Summer Academy on Women's Empowerment for Sustainable Development



PEACEMAKERS Project



UNESCO Chair on Gender Equality and Sustainable Development



The Center for Gender Studies (KOÇ-KAM)



Migration Research Center at Koç University (MiReKoc)





LEADER

ESIC UNIVERSITY (Spain)

PARTNERS

INNETICA (Spain)

ESE (Portugal) FRAMEWORK (Italy)

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