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Abbreviations

Abbreviations	Meaning
EN	
HEI	Higher Education Institutions
UNITA GEIE	UNITA European Economic Interest Grouping
UN	United Nations
SDGs	Sustainable Development Goals
SMEs	Small and Medium-sized Enterprises
RPL	Recognition of Prior Learning
GHG	Greenhouse Gas
PT	
IES	Instituições de Ensino Superior
UNITA GEIE	UNITA Grupo Europeu de Interesse Económico
ONU	Organização das Nações Unidas
ODS	Objetivos de Desenvolvimento Económico
ES	
IES	Instituciones de Educación Superior
ODS	Objetivos de Desarrollo Sostenible
ONU	Organización de Naciones Unidas
UNITA GEIE	Agrupación Europea de Interés Económico
FR	
EES	Etablissements d'Enseignement Supérieur
GEIE UNITA	Groupement Européen d'Intérêt Économique
ONU	Organisation des Nations Unies
ODD	Objectifs de Développement Durable
IT	
IIS	Istituti di istruzione superiore
UNITA GEIE	Gruppo Europeo di Interesse Economico
ONU	Organizzazione delle Nazioni Unite
OSS	Obiettivi di Sviluppo Sostenibile
RO	
IIS	Instituție de Învățământ Superior
ONU	Organizația Națiunilor Unite
ODD	Obiective de dezvoltare durabilă
UNITA GEIE	Gruparea Europeană de Interes Economic

Abstract

EN

Context and Objectives

The UNITA - Universitas Montium Alliance is a collaboration of 12 Higher Education Institutions (HEI) and a legal entity (named UNITA European Economic Interest Grouping - GEIE) from seven European countries. Task 5.3 (T5.3), under Work Package 5 (WP5) of the Alliance, focuses on Green Sustainability. T5.3 main objective is to develop a sustainability strategy for UNITA, aligned with the European Green Deal and the United Nations (UN) Sustainable Development Goals (SDGs). The specific objective of this deliverable is to assess the current level of sustainability maturity across the partners, contributing to all UNITA's sustainability related goals, namely to the development of a shared culture of sustainability within the Alliance.

Methodology

An initial analysis of the phase 1 Green UNITA project was carried out, focussing on key milestones, objectives, and outcomes while taking into account the evaluators' comments. To establish a cohesive starting point, comprehensive questionnaires were developed to assess areas of alignment among partners and to identify the common target-oriented measures for carbon footprint reduction. These tools identified common and differing green sustainability practices, highlighting current strengths and growth opportunities.

Results and Outcomes

This evaluation was followed by a series of discussions that clarified key concepts and unified sustainability criteria, ensuring consistency. In this process, the exchange of best practices was vital in fostering collaborative learning and leveraging the expertise of different partners. For example, two of the main outcomes of the analysis were the creation of a green calendar and the definition of a framework to guide the Alliance in prioritizing key areas of sustainability, ensuring a more concentrated and efficient approach towards achieving green goals.

Additionally, information was collected on education, conducting a review on existing environment-focused curricula, within the Alliance. By identifying overlapping areas, possible opportunities were uncovered for curricular collaboration, fostering synergies in sustainability education across the institutions.

Impact and Applications

Many of the actions or activities identified in this initial period will guide all the participating institutions in applying sustainability related actions throughout the remaining part of the project (the "Green Calendar" constitutes a practical example of that impact).

Conclusions and Next Steps

The next phase will focus on practical events and initiatives. Among the upcoming highlights are a best practice training package to be provided to the academic community and the "Green Day Event," which will be organized across all participating institutions. This type of initiatives will involve students, faculty, staff and communities in sustainability-focused activities, promoting environmental responsibility at the local level. Additionally, Task 5.3 will facilitate contests to award grants for the "Best Academic Work on Sustainability," encouraging innovation in this field. Continued sharing of best practices across partner institutions will remain a priority, as the alliance seeks to strengthen collaborative efforts and drive significant progress in green sustainability initiatives.

Keywords: Carbon Footprint; Green Calendar; Green Day; Green Sustainability in HEI.

PT

Contexto e Objectivos

A Aliança UNITA - Universitas Montium é uma colaboração de 12 Instituições de Ensino Superior (IES) e uma entidade legal (designada UNITA Agrupamento Europeu de Interesse Económico - GEIE) de sete países europeus. A Tarefa 5.3 (T5.3), no âmbito do Pacote de Trabalho 5 (WP5) da Aliança, centra-se na

Sustentabilidade Verde. O principal objetivo da T5.3 é desenvolver uma estratégia de sustentabilidade para a UNITA, alinhada com o Acordo Verde Europeu e os Objectivos de Desenvolvimento Sustentável (ODS) das Nações Unidas (ONU). O objetivo específico deste entregável é avaliar o nível atual de maturidade da sustentabilidade entre os parceiros, contribuindo para todos os objectivos relacionados com a sustentabilidade da UNITA, nomeadamente para o desenvolvimento de uma cultura partilhada de sustentabilidade no seio da Aliança.

Metodologia

Foi realizada uma análise inicial da fase 1 do projeto UNITA Verde, centrada nos principais marcos, objectivos e resultados, tendo em conta os comentários dos avaliadores. Para estabelecer um ponto de partida coeso, foram desenvolvidos questionários abrangentes para avaliar as áreas de alinhamento entre os parceiros e para identificar as medidas comuns orientadas para os objectivos de redução da pegada de carbono. Estas ferramentas identificaram práticas de sustentabilidade ecológica comuns e divergentes, destacando os pontos fortes actuais e as oportunidades de crescimento.

Resultados e consequências

Esta avaliação foi seguida de uma série de debates que clarificaram conceitos-chave e unificaram os critérios de sustentabilidade, assegurando a coerência. Neste processo, o intercâmbio de boas práticas foi vital para fomentar a aprendizagem colaborativa e alavancar a experiência dos diferentes parceiros. Por exemplo, dois dos principais resultados da análise foram a criação de um calendário verde e a definição de um quadro para orientar a Aliança na priorização de áreas-chave da sustentabilidade, assegurando uma abordagem mais concentrada e eficiente para alcançar objectivos verdes.

Além disso, foram recolhidas informações sobre educação, realizando uma análise dos currículos existentes centrados no ambiente, no âmbito da Aliança. Ao identificar áreas sobrepostas, foram descobertas possíveis oportunidades de colaboração curricular, promovendo sinergias na educação para a sustentabilidade entre as instituições.

Impacto e aplicações

Muitas das acções ou actividades identificadas neste período inicial irão orientar todas as instituições participantes na aplicação de acções relacionadas com a adequação ao longo da restante parte do projeto (o “Calendário Verde” constitui um exemplo prático desse impacto).

Conclusões e próximas etapas

A próxima fase centrar-se-á em eventos e iniciativas práticas. Entre os próximos destaques estão um pacote de formação em boas práticas a ser fornecido à comunidade académica e o “Evento do Dia Verde”, que será organizado em todas as instituições participantes. Este tipo de iniciativas envolverá estudantes, professores, funcionários e comunidades em actividades centradas na sustentabilidade, promovendo a responsabilidade ambiental a nível local. Além disso, a Tarefa 5.3 facilitará concursos para a atribuição de bolsas para o “Melhor Trabalho Académico sobre Sustentabilidade”, incentivando a inovação neste domínio. A partilha contínua das melhores práticas entre as instituições parceiras continuará a ser uma prioridade, uma vez que a aliança procura reforçar os esforços de colaboração e impulsionar progressos significativos nas iniciativas de sustentabilidade ecológica.

Palavras-chave: Pegada de carbono; Calendário verde; Dia verde; Sustentabilidade verde nas IES.

ES

Contexto y objetivos

La Alianza UNITA - Universitas Montium es una colaboración de 12 Instituciones de Educación Superior (IES) y una entidad jurídica (denominada Agrupación Europea de Interés Económico UNITA - GEIE) de siete países europeos. La Tarea 5.3 (T5.3), dentro del Paquete de Trabajo 5 (WP5) de la Alianza, se centra en la Sostenibilidad Verde. El objetivo principal de T5.3 es desarrollar una estrategia de sostenibilidad para UNITA, alineada con el Pacto Verde Europeo y los Objetivos de Desarrollo Sostenible (ODS) de las Naciones Unidas (ONU). El objetivo específico de este entregable es evaluar el nivel actual de madurez de la sostenibilidad en todos los socios, contribuyendo a todos los objetivos relacionados con la sostenibilidad de UNITA, es decir, al desarrollo de una cultura compartida de sostenibilidad dentro de la Alianza.

Metodología

Se llevó a cabo un análisis inicial de la fase 1 del proyecto Green UNITA, centrándose en los hitos, objetivos y resultados clave y teniendo en cuenta los comentarios de los evaluadores. Para establecer un punto de partida cohesivo, se elaboraron cuestionarios exhaustivos para evaluar las áreas de alineación entre los socios e identificar las medidas comunes orientadas a objetivos para la reducción de la huella de carbono. Estas herramientas identificaron prácticas de sostenibilidad ecológica comunes y diferentes, destacando los puntos fuertes actuales y las oportunidades de crecimiento.

Resultados y efectos

La evaluación fue seguida de una serie de debates que aclararon conceptos clave y unificaron criterios de sostenibilidad, garantizando la coherencia. En este proceso, el intercambio de buenas prácticas fue vital para fomentar el aprendizaje colaborativo y aprovechar la experiencia de los distintos socios. Por ejemplo, dos de los principales resultados del análisis fueron la creación de un calendario verde y la definición de un marco para guiar a la Alianza en la priorización de áreas clave de sostenibilidad, garantizando un enfoque más concentrado y eficiente hacia la consecución de objetivos verdes.

Además, se recopiló información sobre educación, realizando una revisión de los planes de estudio existentes centrados en el medio ambiente, dentro de la Alianza. Al identificar áreas que se solapan, se descubrieron posibles oportunidades de colaboración curricular, fomentando sinergias en la educación para la sostenibilidad en todas las instituciones.

Impacto y aplicaciones

Muchas de las acciones o actividades identificadas en este periodo inicial guiarán a todas las instituciones participantes en la aplicación de acciones relacionadas con la idoneidad a lo largo del resto del proyecto (el «Calendario Verde» constituye un ejemplo práctico de ese impacto).

Conclusiones y próximos pasos

La próxima fase se centrará en actos e iniciativas prácticas. Entre las próximas destacan un paquete de formación sobre mejores prácticas que se ofrecerá a la comunidad académica y el «Evento del Día Verde», que se organizará en todas las instituciones participantes. Este tipo de iniciativas implicarán a estudiantes, profesores, personal y comunidades en actividades centradas en la sostenibilidad, promoviendo la responsabilidad medioambiental a nivel local. Además, la tarea 5.3 facilitará concursos para conceder becas al «Mejor trabajo académico sobre sostenibilidad», fomentando la innovación en este campo. El intercambio continuo de buenas prácticas entre las instituciones asociadas seguirá siendo una prioridad, ya que la alianza pretende reforzar los esfuerzos de colaboración e impulsar avances significativos en las iniciativas de sostenibilidad ecológica.

Palabras clave: Huella de carbono; Calendario verde; Día verde; Sostenibilidad verde en las IES.

FR

Contexte et objectifs

L'Alliance UNITA - Universitas Montium est une collaboration entre 12 établissements d'enseignement supérieur (EES) et une entité juridique (appelée Groupement européen d'intérêt économique UNITA - GEIE) de sept pays européens. La tâche 5.3 (T5.3), dans le cadre du Work Package 5 (WP5) de l'Alliance, se concentre sur la durabilité verte. L'objectif principal de la T5.3 est de développer une stratégie de durabilité pour UNITA, alignée sur le Green Deal européen et les Objectifs de développement durable (ODD) des Nations Unies. L'objectif spécifique de cette prestation est d'évaluer le niveau actuel de maturité en matière de durabilité chez les partenaires, en contribuant à tous les objectifs d'UNITA liés à la durabilité, à savoir le développement d'une culture partagée de la durabilité au sein de l'Alliance.

Méthodologie

Une première analyse de la phase 1 du projet UNITA verte a été réalisée, en se concentrant sur les principales étapes, les objectifs et les résultats, tout en tenant compte des commentaires des évaluateurs. Afin d'établir un point de départ cohérent, des questionnaires complets ont été élaborés pour évaluer les domaines

d'allineamento entre les partenaires et pour identifier les mesures communes axées sur les objectifs pour la réduction de l'empreinte carbone. Ces outils ont permis d'identifier les pratiques communes et différentes en matière de développement durable, en mettant en évidence les forces actuelles et les opportunités de croissance.

Résultats et conséquences

Cette évaluation a été suivie d'une série de discussions qui ont permis de clarifier les concepts clés et d'unifier les critères de durabilité, garantissant ainsi la cohérence. Au cours de ce processus, l'échange de bonnes pratiques a été essentiel pour favoriser l'apprentissage collaboratif et tirer parti de l'expertise des différents partenaires. Par exemple, deux des principaux résultats de l'analyse ont été la création d'un calendrier vert et la définition d'un cadre pour guider l'Alliance dans l'établissement de priorités dans les domaines clés de la durabilité, garantissant une approche plus concentrée et plus efficace pour atteindre les objectifs verts. En outre, des informations ont été recueillies sur l'éducation, en passant en revue les programmes d'études axés sur l'environnement existant au sein de l'Alliance. L'identification des domaines qui se recoupent a permis de découvrir d'éventuelles possibilités de collaboration en matière de programmes d'études, ce qui a favorisé les synergies dans le domaine de l'éducation au développement durable au sein des établissements.

Impact et applications

De nombreuses actions ou activités identifiées au cours de cette période initiale guideront toutes les institutions participantes dans l'application d'actions liées à l'adéquation pendant le reste du projet (le « calendrier vert » constitue un exemple pratique de cet impact).

Conclusions et prochaines étapes

La prochaine phase se concentrera sur des événements et des initiatives pratiques. Parmi les points forts à venir, on peut citer un dossier de formation sur les meilleures pratiques à fournir à la communauté universitaire et la « Journée verte », qui sera organisée dans toutes les institutions participantes. Ce type d'initiatives impliquera les étudiants, le corps enseignant, le personnel et les communautés dans des activités axées sur le développement durable, promouvant ainsi la responsabilité environnementale au niveau local. En outre, la tâche 5.3 facilitera l'organisation de concours pour l'attribution de bourses pour le « meilleur travail universitaire sur le développement durable », encourageant ainsi l'innovation dans ce domaine. Le partage continu des meilleures pratiques entre les institutions partenaires restera une priorité, car l'alliance cherche à renforcer les efforts de collaboration et à réaliser des progrès significatifs dans les initiatives de développement durable.

Mots-clés: Empreinte carbone; Calendrier vert; Journée verte; Durabilité verte dans les EES.

IT

Contesto e obiettivi

L'Alleanza UNITA - Universitas Montium è una collaborazione di 12 Istituti di Istruzione Superiore (IIS) e di un'entità giuridica (denominata UNITA European Economic Interest Grouping - GEIE) di sette paesi europei. L'attività 5.3 (T5.3), nell'ambito del Work Package 5 (WP5) dell'Alleanza, si concentra sulla sostenibilità verde. L'obiettivo principale di T5.3 è quello di sviluppare una strategia di sostenibilità per UNITA, in linea con il Green Deal europeo e gli Obiettivi di Sviluppo Sostenibile (SDGs) delle Nazioni Unite (ONU). L'obiettivo specifico di questo deliverable è quello di valutare l'attuale livello di maturità della sostenibilità tra i partner, contribuendo a tutti gli obiettivi di sostenibilità di UNITA, in particolare allo sviluppo di una cultura condivisa della sostenibilità all'interno dell'Alleanza.

Metodologia

È stata effettuata un'analisi iniziale della fase 1 del progetto Green UNITA, concentrandosi sulle tappe fondamentali, sugli obiettivi e sui risultati chiave, tenendo conto dei commenti dei valutatori. Per stabilire un punto di partenza coeso, sono stati sviluppati questionari completi per valutare le aree di allineamento tra i partner e per identificare le misure comuni orientate agli obiettivi per la riduzione dell'impronta di carbonio. Questi strumenti hanno identificato pratiche di sostenibilità verde comuni e diverse, evidenziando i punti di forza attuali e le opportunità di crescita.

Risultati ed esiti

A questa valutazione ha fatto seguito una serie di discussioni che hanno chiarito i concetti chiave e unificato i criteri di sostenibilità, garantendo la coerenza. In questo processo, lo scambio di buone pratiche è stato fondamentale per promuovere l'apprendimento collaborativo e sfruttare le competenze dei diversi partner. Ad esempio, due dei principali risultati dell'analisi sono stati la creazione di un calendario verde e la definizione di un quadro di riferimento per guidare l'Alleanza nel dare priorità alle aree chiave della sostenibilità, garantendo un approccio più concentrato ed efficiente verso il raggiungimento degli obiettivi verdi. Inoltre, sono state raccolte informazioni sull'istruzione, conducendo una revisione dei programmi di studio esistenti incentrati sull'ambiente, all'interno dell'Alleanza. Identificando le aree che si sovrappongono, sono state scoperte possibili opportunità per la collaborazione curricolare, favorendo le sinergie nell'educazione alla sostenibilità tra le istituzioni.

Impatto e applicazioni

Molte delle azioni o attività identificate in questo periodo iniziale guideranno tutte le istituzioni partecipanti nell'applicazione di azioni relative all'adeguatezza per tutta la restante parte del progetto (il "calendario verde" costituisce un esempio pratico di tale impatto).

Conclusioni e prossimi passi

La fase successiva si concentrerà su eventi e iniziative pratiche. Tra i prossimi punti salienti ci sono un pacchetto di formazione sulle migliori pratiche da fornire alla comunità accademica e l'evento "Green Day", che sarà organizzato da tutte le istituzioni partecipanti. Questo tipo di iniziative coinvolgerà studenti, docenti, personale e comunità in attività incentrate sulla sostenibilità, promuovendo la responsabilità ambientale a livello locale. Inoltre, il Task 5.3 faciliterà i concorsi per l'assegnazione di sovvenzioni per il "Miglior lavoro accademico sulla sostenibilità", incoraggiando l'innovazione in questo campo. La continua condivisione delle migliori pratiche tra le istituzioni partner rimarrà una priorità, poiché l'alleanza cerca di rafforzare gli sforzi di collaborazione e guidare progressi significativi nelle iniziative di sostenibilità verde.

Parole chiave: Impronta di carbonio; Calendario Verde; Giornata Verde; Sostenibilità verde nell'istruzione superiore.

RO

Context și obiective

Alianța UNITA - Universitas Montium este o colaborare a 12 instituții de învățământ superior (HEI) și a unei persoane juridice (denumită UNITA European Economic Interest Grouping - GEIE) din șapte țări europene. Sarcina 5.3 (T5.3), din cadrul pachetului de lucru 5 (WP5) al Alianței, se concentrează pe sustenabilitatea verde. Obiectivul principal al T5.3 este de a dezvolta o strategie de sustenabilitate pentru UNITA, aliniată la Pactul Verde European și la Obiectivele de Dezvoltare Durabilă (ODD) ale Organizației Națiunilor Unite (ONU). Obiectivul specific al acestui rezultat este de a evalua nivelul actual de maturitate a sustenabilității în rândul partenerilor, contribuind la toate obiectivele UNITA legate de sustenabilitate, și anume la dezvoltarea unei culturi comune a sustenabilității în cadrul Alianței.

Metodologie

A fost efectuată o analiză inițială a fazei 1 a proiectului UNITA verde, concentrându-se pe etapele, obiectivele și rezultatele cheie, ținând seama de comentariile evaluatorilor. Pentru a stabili un punct de plecare coerent, au fost elaborate chestionare cuprinzătoare pentru a evalua domeniile de aliniere între parteneri și pentru a identifica măsurile comune orientate spre obiective pentru reducerea amprentei de carbon. Aceste instrumente au identificat practici comune și diferite de sustenabilitate ecologică, evidențiind punctele forte actuale și oportunitățile de creștere.

Rezultate și consecințe

Această evaluare a fost urmată de o serie de discuții care au clarificat conceptele cheie și criteriile de sustenabilitate unificate, asigurând consecvența. În acest proces, schimbul de bune practici a fost vital pentru promovarea învățării collaborative și valorificarea expertizei diferiților parteneri. De exemplu, două dintre principalele rezultate ale analizei au fost crearea unui calendar verde și definirea unui cadru pentru a ghida Alianța în prioritizarea domeniilor cheie de sustenabilitate, asigurând o abordare mai concentrată și mai

eficientă pentru atingerea obiectivelor ecologice. În plus, au fost colectate informații despre educație, efectuând o revizuire a programelor existente axate pe mediu, în cadrul Alianței. Prin identificarea zonelor suprapuse, au fost descoperite posibile oportunități de colaborare curriculară, încurajând sinergiile în educația pentru sustenabilitate între instituții.

Impact și aplicații

Multe dintre acțiunile sau activitățile identificate în această perioadă inițială vor ghida toate instituțiile participante în aplicarea acțiunilor legate de adecvare pe parcursul părții rămase a proiectului ("Calendarul verde" constituie un exemplu practic al acestui impact).

Concluzii și etapele următoare

Următoarea etapă se va concentra pe evenimente și inițiative practice. Printre cele mai importante momente se numără un pachet de formare pentru cele mai bune practici care va fi oferit comunității academice și "Evenimentul Green Day", care va fi organizat în toate instituțiile participante. Acest tip de inițiative va implica studenții, profesorii, personalul și comunitățile în activități axate pe sustenabilitate, promovând responsabilitatea față de mediu la nivel local. În plus, Sarcina 5.3 va facilita concursurile de acordare a granturilor pentru "Cea mai bună lucrare academică privind sustenabilitatea", încurajând inovația în acest domeniu. Schimbul continuu de bune practici între instituțiile partenere va rămâne o prioritate, deoarece alianța încearcă să consolideze eforturile de colaborare și să conducă la progrese semnificative în inițiativele de sustenabilitate ecologică.

Cuvinte cheie: Amprenta de carbon; Calendar verde; Ziua Verde; Sustenabilitate verde în instituțiile de învățământ superior.

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Background

Green UNITA Project - Phase 1

The paramount objective of Green UNITA - Phase 1 consisted in the development and implementation of a multidisciplinary European competence framework within the context of Lifelong Learning (LLL) for the development and assessment of knowledge, skills and attitudes of citizens and, in particular, young people on climate change and sustainable development through education provided by European Universities as Living Labs, with the help of students as green ambassadors in their communities.

It consisted of 6 Work Packages (WP), namely:

WP1 - Setting the Green UNITA Ecosystem - Develop a European Sustainability Governance Framework (GreenGouv) and associated green metrics dedicated to environmental reporting done by European Higher Education Institutions, educational organisations and any public or private organisational actor;

WP2 - Development and implementation of the European Green Competence Framework (GreenComp) - Create a European Green Competence Framework (GreenComp), based on a multidisciplinary, multi-stakeholder approach in an open, participative and inclusive manner to consider the best available research, rooted in the Council Recommendation on Key Competences for LLL, with a view to connectivity with the existent EntreComp and DigiComp;

WP3 - Network of RPL Centres for the assessment of knowledge, skills and attitudes of citizens on climate change, for sustainable development and environmental protection - Develop a network of six Recognition of Prior Learning (RPL) centres focused on the recognition of green learning outcomes within the six universities in the consortium;

WP4 - Co-design of educational programmes, training and curricula on climate change action for sustainable development - Develop educational programmes, curricula, and training to promote citizen action on climate change for sustainable development and environmental protection;

WP5 - Dissemination and exploitation activities - Ensure scale-up and uptake of the GreenComp and the GreenGouv for the purposes of enabling citizens to act on climate change and for sustainable development through education;

WP6 - Coordination and project management - Ensure efficient and timely implementation of project activities.

Its overall concept was an open innovation ecosystem approach, bringing together city governments, Small and Medium-sized Enterprises (SMEs), academia and civic society to co-produce usable and actionable knowledge on a European Green Competence Framework and active measures to support citizen action on climate change, for sustainable development and environmental protection.

The project aimed to provide the reference framework for a new generation of sustainability governance processes for private and public organisations and multiply the impact through the development and implementation of the GreenComp, the setup of tools and a Network of Centres dedicated to RPL on green knowledge and skills, and the development of environmental education programmes available on a micro-credentials European strategy. Several milestones were reflected in educational programs, educational needs, curricula, training and scientific publications.

Despite the innovative and forward-thinking approach, among others, evaluators highlighted concerns regarding the project's scope, noting it was overly ambitious and primarily academic-focused, with limited emphasis on intergenerational dialogue.

Identification of Areas of Alignment and Green Sustainability Objectives

In order to lay a solid foundation, it was necessary to assess each HEI's baseline, that is, to ascertain what was already being done and in which areas there might be a delay. The task members decided that the best way to obtain an in-depth assessment would be to fill in a questionnaire, as a mean of identifying areas of alignment between UNITA partners and green sustainability objectives. Bellow will be presented a detailed analysis of the findings from the questionnaire that was distributed to all the partner institutions, regarding their sustainability practices. Responses from the University of Applied Sciences and Arts of Western Switzerland (HES-SO) were not provided, and thus their data is represented as non-applicable (N/A). The results were presented at the on-site meeting in Pamplona, clarifying the points that raised doubts among the task members.

The questionnaire was divided into four key parts: Organization and Strategy on Sustainability, Carbon Footprint, Actions on a Societal Level, and Integration of Sustainability in Curricula.

Part 1: Organization and Strategy on Sustainability

Out of the 12 institutions, 6 indicated that they have a **formal sustainability strategy**, while 4 did not, and 1 response was marked as N/A.

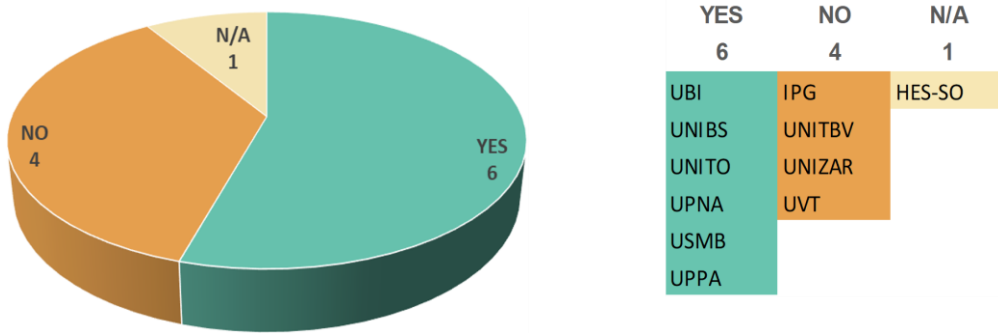


Figure 1- Pie chart representing the results of the question “Is there a Sustainability Strategy or Sustainability-Related Goals and Targets?”

This reveals a balanced split between institutions that have sustainability strategies and those that do not. Having a formal strategy is essential for providing a clear direction and commitment to sustainability. Some institutions without formal sustainability strategies are in the process of developing these goals, while others are prioritizing different institutional needs. For UNITA partners, this provides an opportunity to collaborate and share best practices, particularly from those that have already integrated these strategies successfully.

Institutions that have a sustainability strategy were asked **which areas were covered within their frameworks**.

- 5 institutions include GHG emissions reporting
- 5 cover Energy efficiency
- 5 focus on Renewable energy
- 4 prioritize Decarbonization
- 5 cover Water quality, consumption, and management
- 3 focus on Air quality
- 2 address Soil quality
- 4 deal with Sustainable Resources Management
- 4 focus on Waste reduction
- 5 cover Reuse and recycling
- 5 target Biodiversity and deforestation

GHG emissions reporting	Energy efficiency	Renewable energy	Decarbonization	Water quality, consumption & management	Air quality	Soil quality	Sustainable Resources Management	Waste reduction	Reuse and recycling	Biodiversity deforestation	Other
	UBI	UBI		UBI					UBI	UBI	
UPPA	UPPA	UPPA	UPPA	UPPA	UPPA	UPPA	UPPA	UPPA	UPPA	UPPA	
USMB			USMB							USMB	USMB
UNITO	UNITO	UNITO	UNITO	UNITO			UNITO	UNITO	UNITO		UNITO
UPNA	UPNA	UPNA		UPNA	UPNA	UPNA	UPNA	UPNA	UPNA	UPNA	UPNA
UNIBS	UNIBS	UNIBS	UNIBS	UNIBS	UNIBS		UNIBS	UNIBS	UNIBS	UNIBS	

Table 1 - Summary of the results of the question "Which Areas Are Covered by the Sustainability Strategy?"

This wide range of focus areas highlights that sustainability strategies tend to be comprehensive, addressing not only energy and emissions but also broader environmental concerns such as biodiversity and waste management.

The number of institutions that reported having formal documents that structure their sustainability initiatives were 6, while 3 did not, and 2 were marked as N/A.

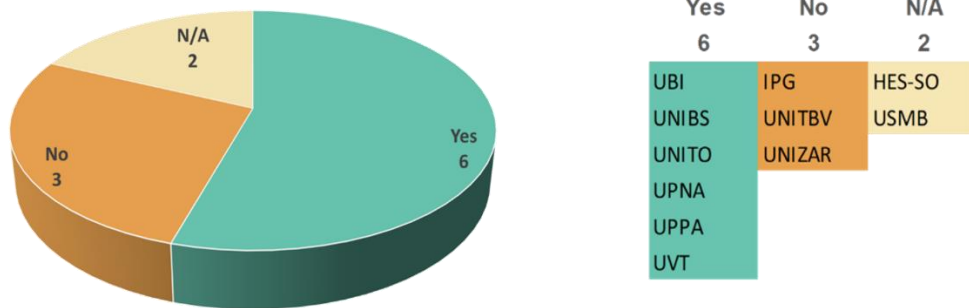


Figure 2 - Pie chart representing the results of the question "Are there Structuring Documents on Green Sustainability?"

These documents serve as guidelines or policies that formally outline sustainability practices and goals. Institutions lacking such documents might benefit from creating them as a means to provide clearer direction and accountability.

Seven institutions confirmed that they publish sustainability reports, while 3 do not, and 1 response was N/A.

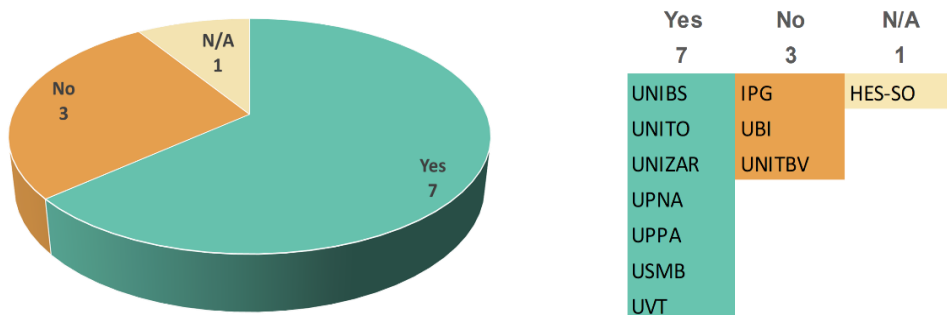


Figure 3 - Pie chart representing the results of the question "Is there a Sustainability Report?"

Sustainability reports are critical tools for transparency, allowing institutions to document their environmental impact and monitor progress towards their goals.

Six institutions have **appointed a management representative responsible for sustainability**, while 4 have not, and 1 response was N/A.

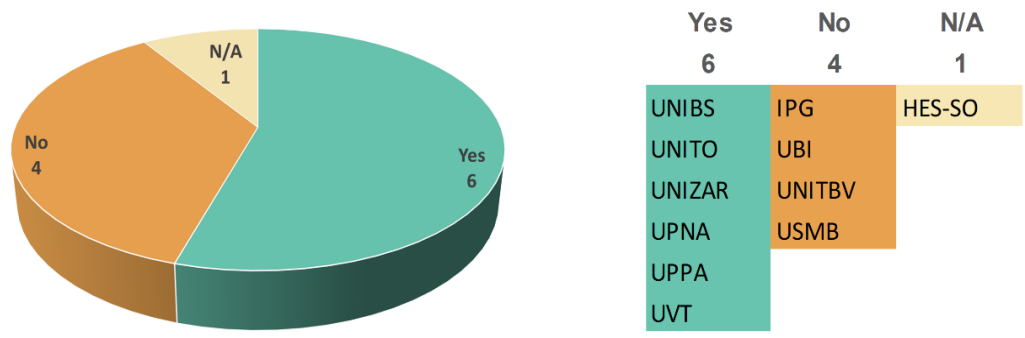


Figure 4- Pie chart representing the results of the question “Is there an Appointed Management Representative for Sustainability?”

Appointing a dedicated individual or team helps ensure that sustainability efforts are coordinated and aligned with institutional goals.

Six institutions reported having a **dedicated sustainability office**, while 4 did not, and 1 response was N/A.

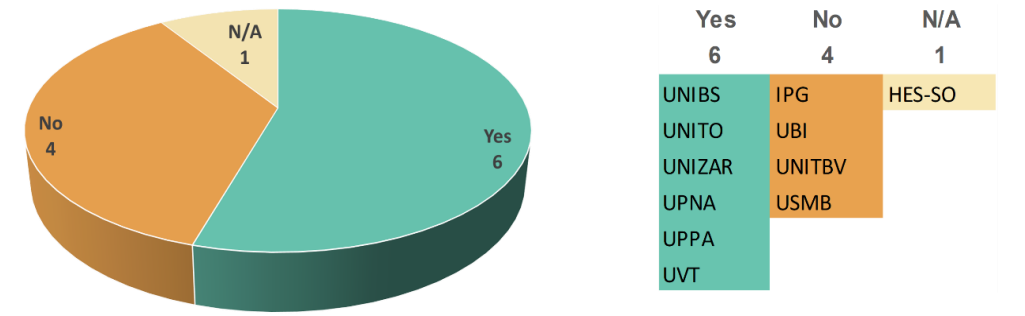


Figure 5 - Pie chart representing the results of the question “Is there a Green/Sustainable Office?”

These offices are essential for organizing, managing, and driving sustainability efforts within the institution.

- The size of the sustainability office varied among the institutions:
- 1 institution has 1 person in the office
 - 3 institutions have 2 people
 - 1 institution has 3 people
 - 1 institution has 5 people, with hopes to expand to 30 in the future

UBI	UPNA	UVT	UNIZAR	UNITBV	UNITO	IPG	UPPA	USMB	UNIBS
	1	5 + (30 in the future)	2		3		2 full-time		2

Table 2 - How Many People Are Engaged in the Sustainability Office?

This variation in the size of sustainability teams reflects different levels of resource allocation across the institutions. Some may still be building capacity, while others have more established teams.

Only 2 institutions have applied for **certification or a green sustainability label**, while 7 have not, and 2 responses were N/A.

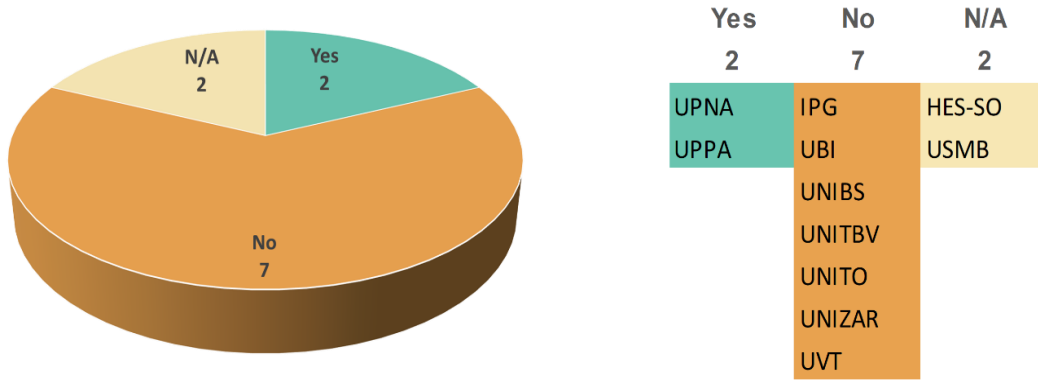


Figure 6 - Pie chart representing the results of the question “Has the Institution Applied for Certification or a Label in Green Sustainability?”

Certifications provide recognition of an institution’s efforts and align them with industry standards, so this low number suggests that there may be barriers to applying for certifications or a lack of perceived benefit from them.

Eight institutions actively **encourage research and development (R&D) or investment in energy efficiency, renewable energy, and other carbon-reduction measures**, while 2 do not, and 1 response was N/A.

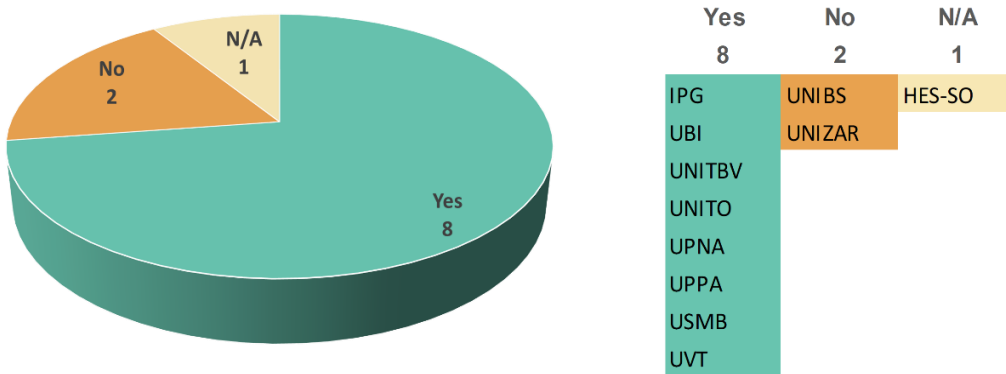


Figure 7 - Pie chart representing the results of the question “Does the Institution Encourage R&D or Investment in Energy Efficiency, Renewable Energy, or Other Carbon-Reduction Measures?”

Encouraging R&D in these areas is key to fostering innovation and making tangible progress in sustainability efforts.

Ten institutions have **established centers or institutes focused on sustainability research and education**, with no negative responses and 1 N/A.

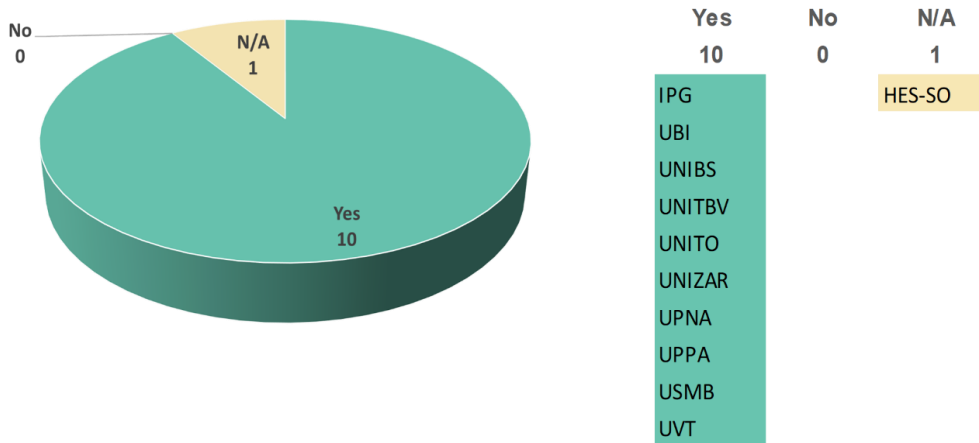


Figure 8 - Pie chart representing the results of the question “Are there Established Structures (such as Institutes or Centres) for Research and Education on Sustainability Issues?”

These centres are integral to advancing knowledge, promoting sustainability practices, and integrating these issues into research and education.

Institutions reported various **sustainability actions they are undertaking**, including:

- 9 are involved in Building construction and renovation
- 9 focus on Energy conservation practices
- 9 employ Renewable energy systems
- 9 offer a Sustainable transportation program
- 8 promote Waste reduction practices
- 8 practice Recycling of solid waste
- 6 engage in Water conservation practices
- 10 maintain Sustainable landscaping
- 5 have Green purchasing programs (buying from environmentally responsible companies)

Building construction and renovation	Energy conservation practices	Use of renewable energy systems	Sustainable transportation program	Waste reduction practices	Recycling of solid waste	Water conservation practices	Sustainable landscaping	Green purchasing from environmentally responsible companies	Other
UBI	UBI	UBI	UBI	UBI	UBI	UBI	UBI	UBI	
UPNA	UPNA	UPNA	UPNA	UPNA	UPNA	UPNA	UPNA		UPNA
UVT	UVT	UVT	UVT	UVT	UVT	UVT	UVT	UVT	
UNIZAR	UNIZAR	UNIZAR	UNIZAR	UNIZAR	UNIZAR	UNIZAR	UNIZAR		
UNITBV	UNITBV	UNITBV	UNITBV	UNITBV	UNITBV	UNITBV	UNITBV		
UNITO	UNITO	UNITO	UNITO	UNITO	UNITO	UNITO	UNITO	UNITO	
							IPG		
UPPA	UPPA	UPPA	UPPA	UPPA	UPPA		UPPA	UPPA	
USMB	USMB	USMB	USMB				USMB		
UNIBS	UNIBS	UNIBS	UNIBS	UNIBS	UNIBS		UNIBS	UNIBS	

Table 3- Summary of the results of the question "Which Sustainability-Oriented Actions Is the Institution Offering?"

This widespread implementation of actions demonstrates that most institutions are making substantial efforts to address sustainability in both their operations and campus life.

Five institutions use an **energy management system**, while 5 do not, and 1 response was N/A.

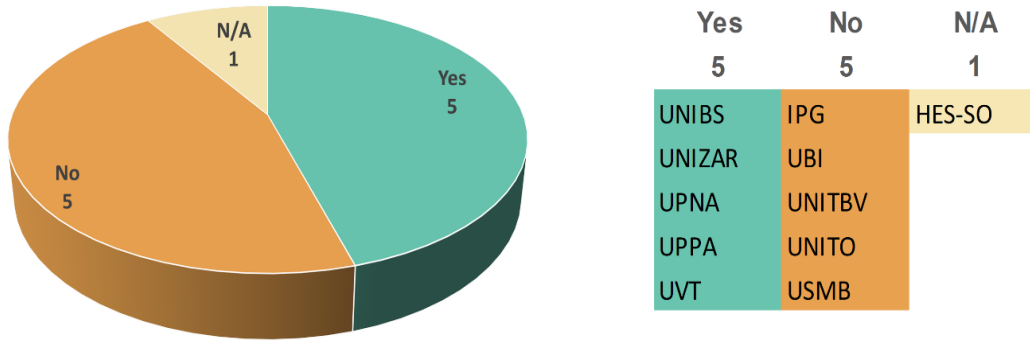


Figure 9 - Pie chart representing the results of the question "Is the Institution Using a Campus Energy Management System for Both Energy and Renewable Energy Audits?"

Energy management systems are valuable tools for monitoring energy use and optimizing renewable energy integration.

Four institutions reported having **Greenhouse Gas (GHG) reduction targets**, while 6 did not, and 1 response was N/A.

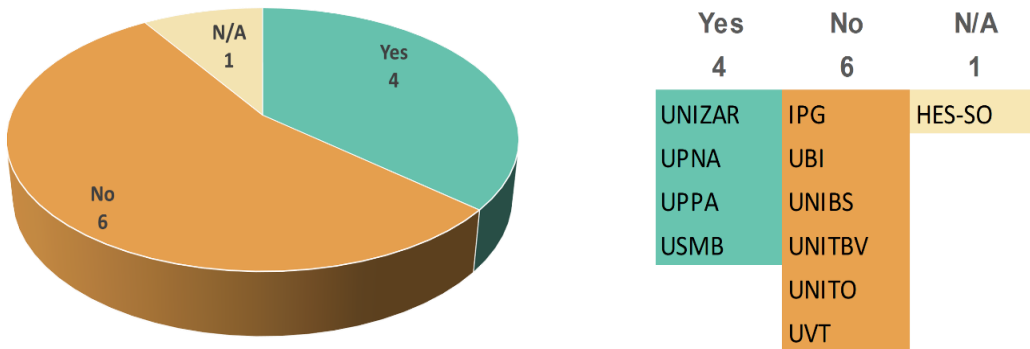


Figure 10 - Pie chart representing the results of the question "Does the Institution set GHG Reduction Targets?"

GHG reduction targets are essential for managing an institution's contribution to climate change and reducing its overall environmental footprint.

Part 2: Carbon Footprint

Five institutions track their **carbon footprint**, while 5 do not, and 1 response was N/A.

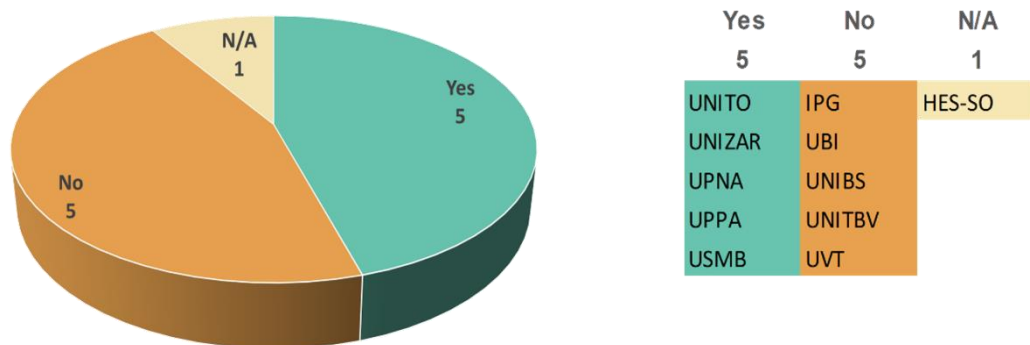


Figure 11 - Pie chart representing the results of the question "Does the Institution Track Its Carbon Footprint?"

Carbon footprint tracking is essential for identifying the main sources of emissions and implementing strategies to reduce them.

For the institutions that track GHG emissions, 4 consider direct emissions, 2 consider indirect emissions, and 1 response was N/A.

Direct	Indirect
UNITO	UNITO
UNIZAR	
USMB	
UPNA	UPNA

Table 4 - Summary of the results of the question "What Type of GHG Emissions Are Considered?"

Direct emissions include those from sources directly controlled by the institution, such as on-site energy generation, while indirect emissions come from sources like purchased electricity or transportation.

The actions for which the institutions assess their carbon footprints include:

- 4 institutions assess Energy efficiency
- 4 assess Sustainable transportation
- 3 assess Materials and Resources Management
- 1 assesses Green Innovation
- 1 assesses Green Education
- 2 assess Renewable Energy in Buildings

Energy Efficiency	Sustainable Transportation	Materials and Resources Management	Green Innovation	Green Education	Renewable Energy in Buildings
UPNA	UPNA				
UPPA	UPPA	UPPA	UPPA	UPPA	UPPA
	USMB				
UNIZAR		UNIZAR			UNIZAR
UNITO	UNITO	UNITO			

Table 5 - Summary of the results of the question "For which actions is the carbon footprint assessed?"

Assessing the carbon footprint across these different areas allows institutions to better understand their environmental impact and make more informed decisions about where to focus their sustainability efforts. Several carbon footprint calculators are used by the institutions, reflecting the diverse approaches to tracking emissions:

- The Calculator of the Spanish Ministry for the Ecological Transition and the Demographic Challenge is used by UPNA and UNIZAR;
- ADEME's methodology and IS data analysis is used by UPPA, and USMB;
- Linee Guida Operative per la Redazione degli Inventari delle Emissioni di Gas Serra degli Atenei Italiani is used by UNITO.

These calculators provide a structured way of quantifying emissions, enabling institutions to track progress and report transparently.

Five institutions **publish carbon footprint reports**, while 5 do not, and 1 response was N/A.

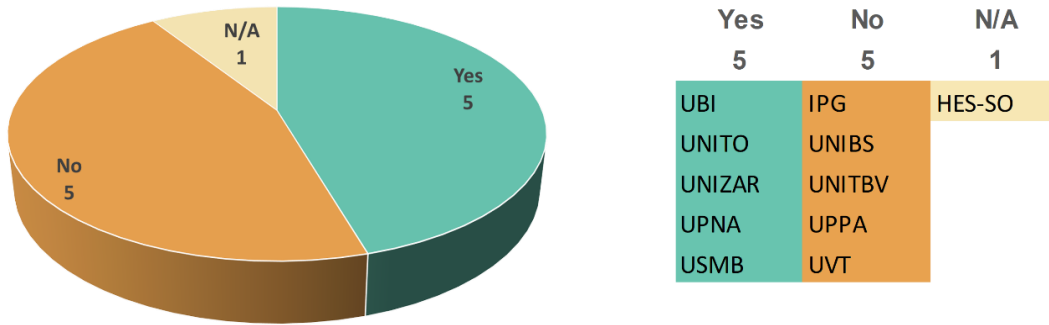


Figure 12 - Pie chart representing the results of the question “Does the Institution Publish a Carbon Footprint Report?”

Publishing such reports helps institutions remain transparent and accountable to both internal and external stakeholders.

Part 3: Actions on a Societal Level

Nine institutions confirmed that they **share their sustainability expertise with external stakeholders**, while 1 does not, and 1 response was N/A.

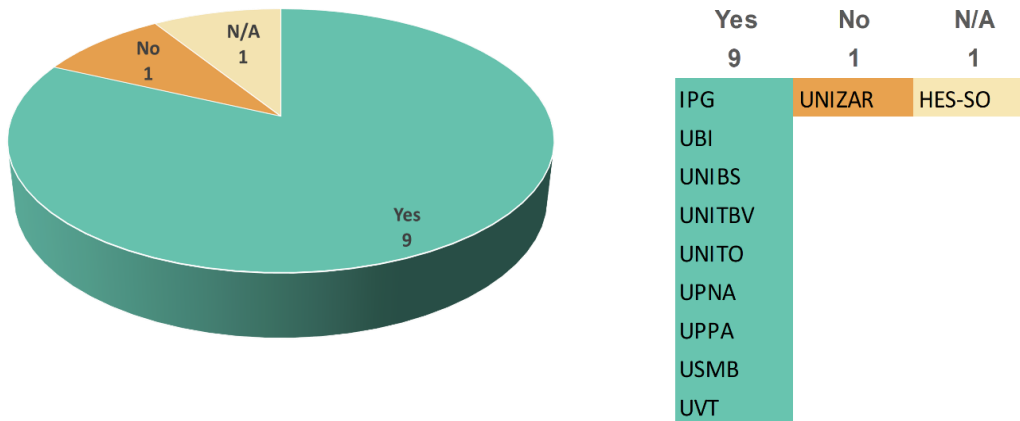


Figure 13 - Pie chart representing the results of the question “Does the Institution Share Knowledge and Expertise on Green Sustainability with Economic and Social Agents?”

This highlights a strong commitment to collaboration and contributing to societal sustainability goals.

Institutions were asked about their **internal sustainability promotion activities**, with the following results:

- 9 organize Events or fairs on sustainability
- 8 use their Campus website to promote environmental initiatives
- 10 promote sustainability via Posters, brochures, presentations, and social media
- 1 institution publishes a Dedicated environmental newsletter
- 8 send Emails to the academic community on sustainable actions
- 6 publish Articles or advertisements in a campus newsletter on sustainability

Events or fairs for sustainability	Campus website to promote environmental initiatives and priorities	Posters, brochures, presentations in social media on sustainable events/ actions	Dedicated environmental newsletter	Emails to the academic community on sustainable events/ actions	Articles, Advertisements in a campus newsletter on sustainable events/ actions
UBI	UBI	UBI		UBI	UBI
UPNA	UPNA	UPNA		UPNA	UPNA
UVT	UVT	UVT		UVT	UVT
UNIZAR	UNIZAR	UNIZAR			UNIZAR
UNITBV	UNITBV	UNITBV		UNITBV	UNITBV
UNITO	UNITO	UNITO		UNITO	
		IPG			
UPPA	UPPA	UPPA	UPPA	UPPA	UPPA
USMB		USMB		USMB	
UNIBS	UNIBS	UNIBS		UNIBS	

Table 6 - 1st Part of the summary of the results of the question “Are There Activities or Initiatives to Promote Sustainability Within the Institution?”

- 8 have a volunteer network for sustainability activities
- 4 organize Environmental awards
- 5 hold Environmental contests among academic buildings
- 3 have an Online energy and emissions tracking system
- 0 institutions reported Events related to carbon neutrality in universities
- 1 institution indicated Other activities

Volunteer network for sustainability activities	Environmental awards	Environmental contests among academic buildings	Online energy and emissions tracking system	Carbon neutrality in university events	Other activities or initiatives
UBI	UBI				
UPNA	UPNA	UPNA	UPNA		
UVT	UVT	UVT	UVT		
UNIZAR					
UNITBV		UNITBV	UNITBV		
UNITO		UNITO			UNITO
USMB	USMB	USMB			
UNIBS					

Table 7 - 2nd Part of the summary of the results of the question “Are There Activities or Initiatives to Promote Sustainability Within the Institution?”

These activities help engage the campus community and raise awareness about sustainability, fostering a culture of environmental responsibility.

Part 4: Integration of Sustainability in Curricula

All 10 participating institutions reported that they **incorporate sustainability and energy efficiency topics into their curricula**, indicating a unanimous commitment to educating students on these crucial subjects.

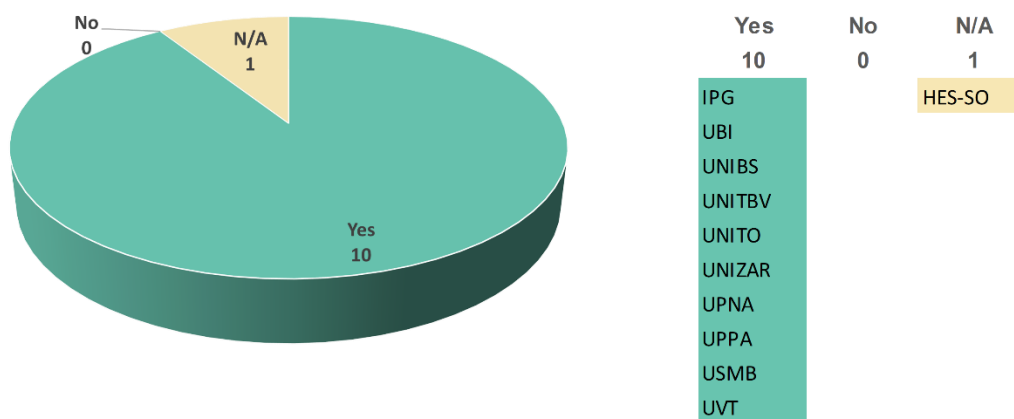


Figure 14 - Pie chart representing the results of the question “Is the Institution Incorporating Sustainability and Energy Efficiency Topics into the Curricula?”

Sustainability topics are being taught across various levels of study, with:

- 10 institutions teaching at the Bachelor level
- 10 teaching at the Master level
- 8 teaching at the Doctoral level
- 6 institutions offering sustainability topics in adult education

Bachelor	Master	Doctoral	Adult education
UBI	UBI	UBI	UBI
UPNA	UPNA	UPNA	
UVT	UVT		
UNIZAR	UNIZAR	UNIZAR	
UNITBV	UNITBV	UNITBV	UNITBV
UNITO	UNITO	UNITO	UNITO
IPG	IPG		
UPPA	UPPA	UPPA	UPPA
USMB	USMB	USMB	USMB
UNIBS	UNIBS	UNIBS	UNIBS

Table 8 - Summary of the results of the question “At What Level Are Sustainability Topics Taught?”

This widespread integration across all levels demonstrates the importance placed on sustainability education within the UNITA Alliance. It ensures that students at different stages of their academic journey are exposed to the principles and practices of sustainability.

The analysis of the questionnaire responses reveals significant variation in the sustainability practices and strategies of the UNITA partner institutions. While some have well-established sustainability structures, management representatives, and strategies, others are still in the early stages of developing these frameworks. However, the commitment to incorporating sustainability into curricula is universally strong across all institutions.

The presence of green offices, the implementation of R&D initiatives for energy efficiency, and the tracking of carbon footprint are notable highlights of sustainability efforts across the Alliance. Additionally, while many institutions are engaged in waste reduction, energy conservation, and sustainable landscaping practices, fewer have applied for external certifications or developed comprehensive GHG reduction targets.

Overall, the questionnaire demonstrates that UNITA institutions are making progress towards sustainability, but there remains room for growth and further alignment across the network. Enhanced collaboration, the sharing of best practices, and joint efforts in certification processes could benefit the institutions that are still in the process of developing their sustainability strategies.

UNITA's Green Sustainability Principles

The need to define and streamline sustainability principles to focus efforts and resources led to the creation of UNITA's Green Sustainability Principles Diagram. This diagram serves as a framework to guide the Alliance in prioritizing key areas of sustainability, ensuring a more concentrated and efficient approach towards achieving green goals.

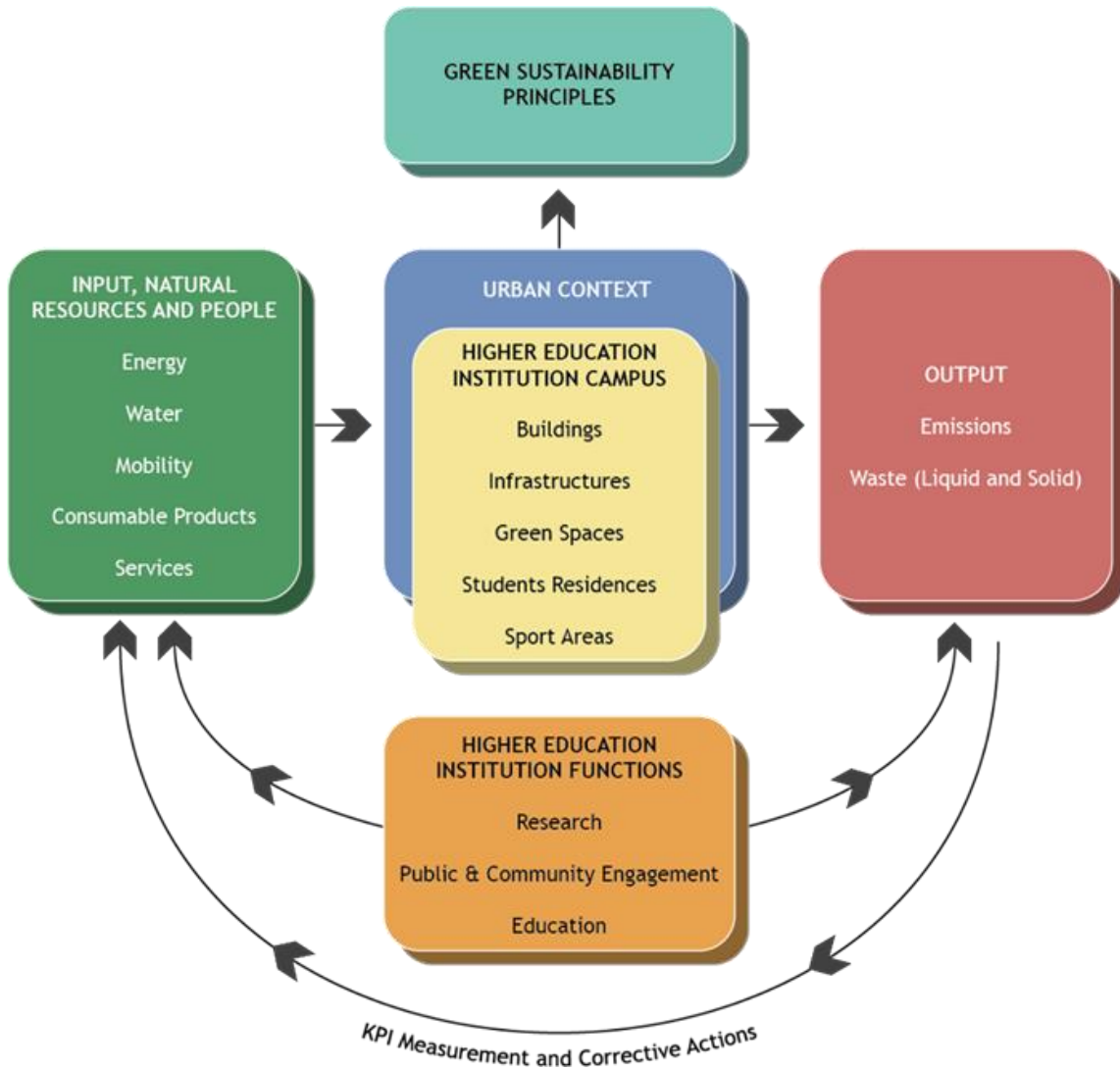


Figure 15 - UNITA's Green Sustainability Principles Diagram

At the heart of the diagram is the **HEI Campus**, representing the core subject of focus. This center part is divided into five main categories:

- **BUILDINGS**
- **INFRASTRUCTURES**
- **GREEN SPACES**
- **STUDENT RESIDENCES**
- **SPORT AREAS**

These categories encompass the various physical aspects and operational zones of the HEI, each playing a crucial role in the overall sustainability strategy.

On the left side of the **University Campus**, there is a rectangle labelled **Input: Natural Resources and People**. This rectangle is divided into several critical categories, representing the necessary inputs required for the campus to function sustainably:

- **ENERGY**
- **WATER**
- **MOBILITY**
- **CONSUMABLE PRODUCTS** (such as food, paper, etc.)
- **SERVICES**

These inputs are essential for the operation of the university and its facilities, contributing to the day-to-day functioning and sustainability measures on campus.

On the right side of the **University Campus**, an arrow points outward from the core, symbolizing the by-products and outcomes of campus operations. This rectangle is labelled **Output** and is divided into the following categories:

- **EMISSIONS**
- **WASTE** (Liquid & Solid)

These outputs represent the environmental impact of the campus, including the emissions from energy consumption and transportation, and the waste generated by university activities.

Below the **HEI Campus** is the rectangle that spans all the categories within the campus. This form signifies the overarching and interdisciplinary activities that connect and influence every aspect of the campus. It is labelled **HEI Functions** and is divided into the following categories:

- **RESEARCH**
- **PUBLIC & COMMUNITY ENGAGEMENT**
- **EDUCATION**

These activities represent the intellectual, societal, and academic roles that support and integrate sustainability across the entire campus.

Feedback Loop: Measurements and Corrective Actions

Connecting the **Output** back to the **Input** is a curved arrow labeled **Measurements and Corrective Actions**. This arrow indicates a continuous feedback loop whereby the university assesses its outputs (emissions and waste) and uses this data to make improvements in its inputs. Through constant monitoring, the university can apply corrective actions, such as reducing energy consumption or minimizing waste, to improve its overall sustainability performance.

Actions and Events

Building on the results of the questionnaire and the establishment of UNITA's sustainability principles, a series of events and initiatives have been organized to promote sustainability in its various dimensions.

One major event, **"UNITA Across Borders for M'illumino di Meno 2024"** took place on February 16, 2024, marking the 20th edition of Italy's National Day of Energy Saving and Sustainable Lifestyles. Eight universities in the UNITA Alliance, representing more than 200,000 people, symbolically turned off 65 buildings for one night, spreading awareness of energy conservation. The event, spearheaded by the University of Turin, saw participation from universities in Italy, France, Spain, Portugal, and Romania. To aid in communication, the University of Turin developed a toolkit that included materials for press releases, social media posts, banners, and a decalogue of energy-saving tips. This ensured consistent messaging across all participating institutions.

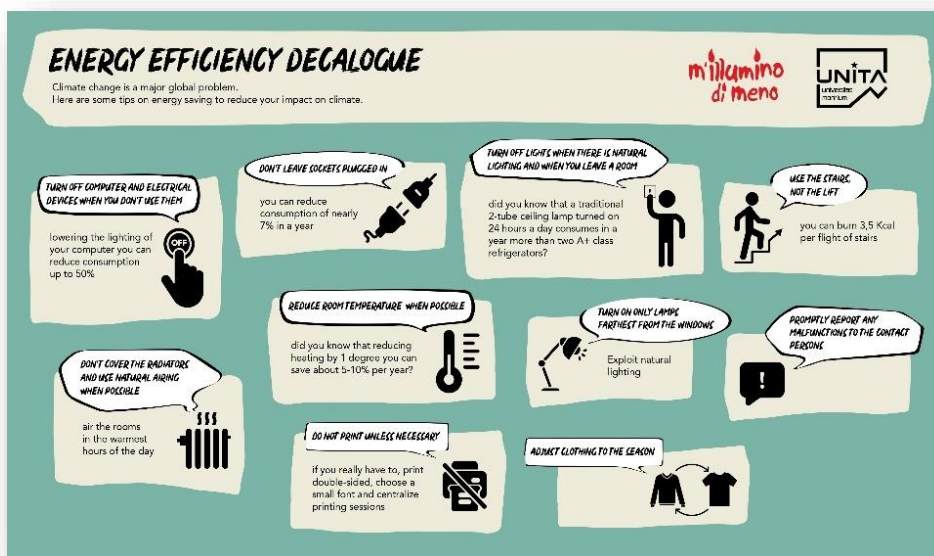


Figure 16 - Decalogue on Energy Efficiency

As part of efforts to reduce waste, a Plogging activity was conducted on April 23rd at the IPG campus, in the context of the **"4th Plogging Challenge Portugal"**. During the event, participants collected 14 bags (each with a 30-liter capacity) of plastic, glass, and paper for recycling. Plogging, which merges physical exercise, social engagement, and environmental awareness, encourages participants to run or walk while collecting garbage.

In addition to energy-saving initiatives, the UNITA team organized a **"Workshop on Sustainable Plant-Based Food"**. Food sustainability is crucial due to its impact on the environment, health, and the economy. The workshop, held at UBI aimed to provide skills to prepare appealing, nutritious, and sustainable vegetarian and vegan dishes, as well as to raise awareness about sustainable eating. Another objective was to offer the canteen workers with more in-depth knowledge of how to prepare this type of food. Plant-based diets, with a lower environmental impact, are better for health outcomes, and transitioning to such diets is essential for sustainable food systems. The workshop was held on May 29 at UBI, in an outdoor space, allowing participants to engage with plant-based cooking through seasonal, locally sourced ingredients. Participants learned about plant-based alternatives, replacing less sustainable ingredients with healthier, environmentally friendly options.

The workshop featured a complete menu - starters, main courses, and desserts - and emphasized the importance of using seasonal and local products. Attendees could taste individual portions of the dishes and were given a feedback survey afterward. The entire event was filmed, and a video was shared on UNITA's YouTube channel (https://www.youtube.com/watch?v=6_nEcy1CzUc) with English subtitles and written recipes, making the knowledge accessible to all partner universities.

Feedback from the participants highlighted several benefits, such as raising community awareness about easier, healthier, and more sustainable food options, strengthening connections between the academic community and sustainability initiatives, promoting viable, balanced, and eco-friendly diets and contributing to meat reduction in daily meals. Participants overwhelmingly expressed a desire for similar events in the future, underlining the importance of continued education on sustainable eating practices.

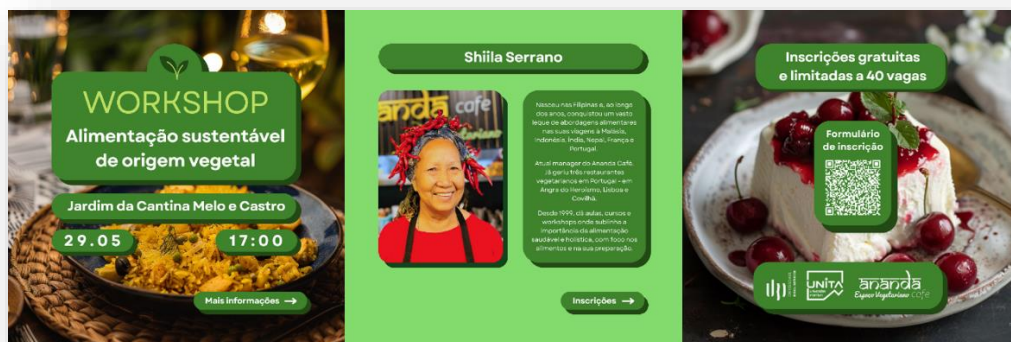


Figure 17 - Excerpt of the publication of the “Workshop on Sustainable Plant-Based Food”

In order to foster students’ participation in the sustainability-oriented actions within the university campus and raise awareness about environmental issues, one of UNITBV initiatives was to establish a Green Team at university level, which is a group of 4 students with different backgrounds who plan, organize, promote and report on greening actions. The first of these actions took place on June 5 the “International Environment Day”, aiming to make a greener campus by involving the students in collecting waste. The Green Team is also involved in the energy evaluation of UNITBV buildings (the thermal and electrical consumption), and in making an inventory of direct and indirect greenhouse gas emissions from UNITBV.



Figure 18 - Excerpt of the publication of the “International Environment Day”

Another action implemented was the creation of a “Green Calendar”, designed to raise awareness of sustainability initiatives and foster greater engagement across the partner institutions. This digital tool promotes key sustainability dates and events, such as environmental awareness days, energy-saving campaigns, and green workshops. Shared widely via social media (Facebook and Instagram), the calendar serves to disseminate best practices across all HEI’s in the Alliance. By being accessible through popular platforms, it helps build a shared culture of environmental responsibility while also effectively capturing the attention of students—who often require modern, dynamic approaches to remain engaged. The use of a visually appealing and interactive format ensures the message resonates with the younger demographic, making it easier to keep students informed and involved in ongoing sustainability efforts.

In addition to its primary purpose of spreading awareness, the Green Calendar functions as a unifying tool that aligns sustainability actions across the Alliance. It encourages participation in environmental initiatives by featuring regional and international green events, fostering collaboration among students, faculty, and staff. Overall, the Green Calendar not only educates the university communities but also promotes a sense of shared responsibility and collective action towards achieving a more sustainable future.



Figure 19 - Excerpt of the publication of the "Green Calendar"

In order to draw attention to environmental problems, the University of Zaragoza developed a project that unites sport in natural environments and the awareness of the impact of climate change on them. To this end, the Green Office and the Sports Activities Service have joined together with the aim of developing activities that combine Sport and Climate, that is, Outdoor Physical Activities to Understand the Impact of Climate Change. The Sport and Climate Project offers outdoor activities aimed at increasing awareness of the detrimental effects of global warming on the environment. It aims to promote physical activity to raise awareness and encourage action in response to the environmental challenges facing nature.

The first activity was called "Snowshoeing in the Somport Forest" and took place on February 24th. Participants travelled to the Somport Forest for a snowshoeing excursion. Along the approximately 65-kilometer route, participants witnessed the fragility of ecosystems and understood the need to adopt more sustainable practices in everyday life. The Intergovernmental Panel on Climate Change (IPCC) estimates that by 2050, the snow cover in the Pyrenees will have decreased by 60% compared to the 1981-2010 average.

In addition to the snowshoeing activity, the program also offered hiking in the province of Teruel, an e-bike tour covering diverse terrains, and an exciting canoe descent along the Ebro River. These activities allowed participants not only to enjoy unique experiences in fascinating landscapes but also to establish a deeper connection with nature and promote environmental responsibility.



The UVT Green Month is an annual event organized by West University of Timișoara that promotes sustainability and environmental awareness within the regional community. Organised since 2016, initially as UVT Green Week, it features a range of activities, including workshops, concerts, conferences, and other events

focused on green initiatives. The event aligns with the university's mission of sustainability, involving education, research, and community engagement. Its goal is to raise awareness of environmental challenges and encourage active participation in sustainable practices. The UVT Green Month takes place yearly between **May-June 2024**, with a ceremonial closing of the event on the **5th of June, the World Environment Day**. Summary of the 2024 edition is accessible here: <https://www.uvt.ro/blog/luna-verde-la-uvt-2024-se-apropie-de-final/>



The banner features a green background on the left with a large leaf graphic. The main image shows children in a garden. Text includes the event title, dates, location, and social media hashtags. Logos for UVT and the Sustainable Development Goals are at the bottom, along with a QR code and a link to the program.

80
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Luna Verde la UVT 2024

50+ evenimente sustenabile pentru comunitate

8 mai - 7 iunie 2024

Universitatea de Vest din Timișoara

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#comunitate

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Accesați acest link pentru programul complet
Luna Verde UVT 2024



Discussion of the final outcome

Lessons Learnt

The feedback from Green UNITA - Phase 1 suggests that future endeavours should aim for a more grounded approach by establishing achievable goals and phased implementation. Greater focus on practical applications, alongside fostering partnerships with non-academic stakeholders, would help bridge the gap between academia and broader societal needs. Incorporating more hands-on, community-driven initiatives can also enhance relevance.

Additionally, promoting intergenerational dialogue by actively incorporating broader, more inclusive practical language across age groups, to ensure the sustainability framework is accessible and actionable by diverse demographics. Engaging students and valuing their input can foster inclusivity, ensuring the project's outcomes are sustainable and beneficial for all generations involved.

The discussion of the results found via the questionnaire highlights the following key points:

- **Energy Use:** A significant portion of campus energy comes from non-renewable sources, contributing heavily to carbon emissions. Infrastructural inefficiencies are prevalent in older buildings, and while some campuses have started investing in renewable energy, overall progress is slow;
- **Water Consumption:** Water conservation practices are inconsistent across campuses. Some have implemented basic water-saving technologies, while others still rely on outdated systems that contribute to water wastage;
- **Waste Management:** Waste generation remains high, particularly in student residences and cafeterias, where single-use plastics and food waste are still prevalent. Recycling programs exist, but they vary in scope and effectiveness;
- **Mobility:** Private vehicle use remains the dominant mode of transport for students and staff. While some campuses have introduced cycling lanes and public transport incentives, uptake has been limited;
- **Green Spaces:** There is a general lack of focus on creating biodiverse green spaces. Many campuses have large areas of unused land that could be converted into community gardens or green spaces that promote biodiversity and carbon sequestration.

Challenges Identified

The current situation outlined in the Questionnaire points to several barriers hindering progress towards sustainability:

- **Limited financial resources:** Many HEI struggle with securing the necessary funding to invest in energy-efficient infrastructure and renewable energy technologies;
- **Behavioural Resistance:** Encouraging students and staff to adopt sustainable behaviours remains a challenge, particularly when it comes to reducing car usage and managing waste;
- **Inconsistent Policies:** Sustainability initiatives and policies vary significantly across the HEI, leading to uneven progress.

As a foundational step in designing a Sustainability Plan for UNITA, which will be developed in the near future, the Task Team conducted a SWOT analysis to guide the structure of the plan. This SWOT analysis reveals both the strengths and challenges of sustainability practices across the UNITA partner institutions, while also highlighting opportunities for improvement and potential risks that need to be managed.

Strengths:

1. **Commitment to Sustainability:** A significant number of institutions have formal sustainability strategies or are in the process of developing them, indicating a strong commitment to sustainability efforts.
2. **Comprehensive Sustainability Focus:** Institutions with sustainability strategies cover a wide range of areas, including GHG emissions reduction, energy efficiency, biodiversity, sustainable mobility, healthy food, green public procurement, and waste prevention & management.
3. **Sustainability in Education:** All institutions integrate sustainability topics into their curricula across various levels, ensuring future generations are well-versed in environmental issues.
4. **Dedicated Sustainability Structures/Offices:** Many institutions have appointed sustainability managers or representatives, established sustainability offices, and created centres for sustainability research, reflecting institutional dedication.
5. **R&D Support:** Institutions are actively encouraging research and investment in energy efficiency, renewable energy, and carbon reduction, fostering innovation.
6. **External Engagement:** Many institutions share sustainability expertise and best practices with external stakeholders, enhancing their societal impact.

Weaknesses:

1. **Lack of Formal Strategy in Some Institutions:** Several institutions still lack formal sustainability strategies, which may hinder progress and coordinated efforts.
2. **Insufficient Use of Certifications:** Only a small number of institutions have applied for green sustainability certifications, potentially limiting their recognition and alignment with industry standards.
3. **Carbon Footprint Tracking and Reporting:** Half of the institutions do not track their carbon footprint or publish reports, which undermines transparency and accountability.
4. **Fragmented Waste Management and Water Conservation:** Waste and water conservation practices are not uniformly applied across institutions, leading to inefficiencies.
5. **Limited Adoption of Renewable Energy:** Although some campuses are investing in renewable energy, progress remains slow, especially in older buildings with infrastructural inefficiencies.
6. **Fragmented picture:** given the wide coverage of sustainability issues, it is difficult to find the information and get an overall view of the university's behaviour

Opportunities:

1. **Collaborative Initiatives:** Institutions with well-established sustainability strategies can share best practices with those still developing their frameworks, enhancing collective progress.
2. **Green Transition Funding:** Access to European Green Deal funding provides a valuable opportunity for institutions to transition to renewable energy sources, circular economy and other green transition principles; this gives universities also the possibility to improve infrastructure embedding green technologies, considering the role of universities as living labs and public procurers of innovation.
3. **Digital Solutions:** The growing availability of smart technologies can be leveraged to optimize energy and water consumption, as well facilitate any form of green transition advancement (e.g. via sustainable mobility platforms et al.) reducing the environmental impact.

4. **Community Engagement:** HEI's can play a key role in engaging local communities in sustainability efforts, fostering broader societal change behaviour beyond the campus.
5. **Expansion of Green Spaces:** Underutilized land on campuses presents an opportunity for creating biodiverse green spaces, contributing to carbon sequestration and enhancing campus environments (e.g. urban gardens or green corridors, already implemented in UNITA universities, can be scaled up at an alliance level)

Threats:

1. **Financial Constraints:** Limited funding could hinder investments in sustainable infrastructure, renewable energy, and green technologies, slowing progress.
2. **Behavioural Resistance:** Resistance from staff and students to adopt sustainable practices (e.g., reducing car usage, improving waste management) could impede institutional sustainability goals.
3. **Inconsistent Policies:** Variation in sustainability policies and practices across institutions could lead to uneven progress, making it difficult to achieve unified sustainability objectives across the alliance.
4. **Slow Progress in Key Areas:** The slow adoption of renewable energy and carbon reduction targets could prevent institutions from achieving significant reductions in their environmental footprint.
5. **Green washing:** lack of real progress in the implementation of changes, despite principle declarations.

Given the heterogenous ecosystem of UNITA, building the green sustainability plan will require maintaining momentum and implementing a clear action plan with specific goals/targets and performance metrics. This structure will guide each action, ensuring that strategic decisions are effectively pursued and monitored to drive impactful sustainability outcomes and lasting environmental progress across the Alliance. This first part of the task has already set important prerequisites and guides for the road ahead.

Conclusions

The sustainability strategy for the Alliance will need to emphasize a unified approach to integrate sustainability into education, research, and campus operations. Focusing on training staff, teachers, and students on sustainability practices as well as initiatives that target improving energy efficiency, water conservation, and waste management.

This effort also includes embedding sustainability in curriculums, fostering research on environmental innovation, and engaging communities to co-create sustainable solutions. Students and staff will actively participate in driving campus-wide sustainability goals, turning campuses into models of ecological stewardship.

This task team envisions the Alliance campuses as global leaders in sustainability, demonstrating best practices for carbon neutrality, resource efficiency, and social responsibility, with campuses that support not only the ecological well-being of the HEI community but also of surrounding cities and regions.

HEI's are pivotal in advancing sustainability, both through education and as living laboratories for innovative green practices. The overall vision is to establish sustainable campuses that serve as leading examples of environmental responsibility and resilience.