

Visions and Action Plans on Transversal Themes



Deliverable 1.1.



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Introduction

Una Europa is an alliance of eleven leading research-intensive universities from all corners of Europe, who have come together to jointly shape the future of high-quality education and excellent research of high impact in Europe and beyond. Learning from and building on the progress of its first years, the alliance has updated its mission, setting out its key strategic priorities in the [Una Europa 2030 Strategy](#).

Through the 2030 Strategy, Una Europa has structured its ambition to achieve greater societal impact and contribute to the transformation of European higher education across six institutional priorities, which will shape the future of European research, innovation and higher education: enhancing our values, building a strong community, increasing integration, delivering environmental sustainability, ensuring organizational resilience and acting globally.

Launched in 2022 as roll-out to the pilot phase of the European Universities Initiative, the Una.Futura project aims to achieve the 2030 strategy's goals via a holistic approach. The Una Europa partners bring together our universities' education, research, and innovation dimensions, in order to build a truly integrated European University of the Future that is driven by its values. Values are at the core of Una Europa's actions: Diversity and human dignity; Academic freedom; and Individual well-being. We not only aim at living up to the high standards determined by core European values, but actively engage in reflecting upon our value framework and its evolution, developing formats for enhancing and spreading values and embedding them firmly into our daily business.

This living commitment to values is reflected in six transversal themes that act as guiding principles for collaboration both within and beyond Una.Futura:

- Diversity and Inclusion
- International dimension
- Mobility of Students, Professional Staff and Academic Staff
- Research and Innovation
- Student-centred and research driven teaching & learning, informed by cultural and linguistic awareness
- Sustainability and Climate Protection.

These six Transversal Themes should not be regarded in isolation, but rather as complementary strands, which together underpin Una Europa's collaboration. There are therefore natural synergies between all Transversal Themes that will be further explored in the years to come – including the potential to mutually reinforce strategic objectives. Furthermore, these Transversal Themes are strongly linked to the work of Una Europa's academic Self-Steering Committees (SSCs), whose work will be guided by this living commitment to values in all facets of the alliance.

Defined as Deliverable 1.1. under Work Package 1 of the project, the visions and action plans on the Una Europa Transversal Themes have been delivered during the first six months of Una.Futura implementation, thanks to the commitment of strategic groups and clusters of experts.

The vision and action plan on Transversal Themes will drive our student and staff community, academics and management in shaping education, research and outreach initiatives that are underpinned by the 2030 strategy, complemented by Una Europa guiding principles and built to ensure continued progress towards a truly inter-university campus.

While deeply anchored in Una Europa's 2030 Strategy, these visions and actions plans are also building on results, lessons learned and experiences gathered within other strategic Una Europa projects, such as **1 Europe (2019 – 2022)** and **Una.Resin (2021 – 2024)**. The Una.Resin project, funded by the Horizon2020 programme, has provided the scope for important first steps to be taken towards a common ecosystem for research and innovation. Concretely, the project facilitated the successful development of Una Europa's first Research & Innovation Strategy and produced key recommendations on sharing research infrastructures and resources as well as human capital development. These results are crucial for the future development of the Una Europa alliance moving forward. In addition, strategic groups,

notably the **Diversity Council**, **International Strategy Task Force** as well as **Sustainability and Climate Protection Task Force** have been operating under the umbrella of the Una Europa alliance since the outset. The work of these groups has been an important basis for the formulation of related vision and action plans. Furthermore, the involvement of these groups is considered key in ensuring broad support and a successful implementation phase of all visions and action plans in the future.

1. Diversity and Inclusion

Diversity and Inclusion is one of six transversal themes and guiding principles within Una Europa. It is championed by the University of Helsinki. Accordingly, the team at the University of Helsinki will coordinate the actions, and ensure the delivery of outcomes, related to this transversal theme.

Vision

We believe Una Europa is a value-based alliance where our actions are planned, conducted, and evaluated in light of diversity and inclusion. The concept of diversity acknowledges that people possess multidimensional differences and that those differences are structured by social categories. Social categories are constructs that involve complex, intersecting societal and organisational power relations and inequality. As articulated in our report *Engaging with Diversity*, chapter *Defining Diversity* (Annex 2), our understanding of diversity includes three core interlinked objectives:

Difference: The acknowledgement of differences structured by social categories (such as race, ethnicity, gender, social class, ability, sexuality, religion, and age) and programmatic advocacy for those differences to be actively valued and promoted.

Equity: Providing fair access to opportunities, resources and ultimately power. Implicit is the need to dismantle systemic barriers to access and thus the vision of social justice.

Inclusion: An environment in which all individuals are visible, feel valued and connected and above all can actively and meaningfully participate, i.e., have agency within the organisation.

We share the understanding that visions of Diversity never occur in a social vacuum. Therefore, any formulation of Diversity objectives and actions should include profound analysis of the historical and social context of action, and of challenges and opportunities contained in those contexts. The challenge for Una Europa universities is to transform elitist structures into more inclusive policies.

Equal opportunity and access to higher education will prevail alongside academic and scientific excellence.

Accordingly, our processes and policies include consideration of normativities, e.g., whiteness, classism, ableism, heteronormativity, and dominant language ideologies, that result in systemic institutional barriers for those who do not fit in the norms. Examination of admissions and hiring policies, educational programming, financing, internationalisation of research and teaching, and international mobility is essential to identify both overt and covert policies requiring change. We are tasked to create awareness of the historical and social processes that have produced inequalities and exclusion in universities globally, and in society in general, in the face of oppression and violence. Accordingly, we reach out to those who exclude, and especially to those who have been excluded, to create pathways for global and socially just academic community-building, knowledge-building in higher education. As an alliance we also recognise the consequences of global ecological and social challenges to our universities, societies and the planet. We note the historical role of inequalities that undergird current challenges, and we enact responses that require us to rethink our relationships with other people, nature, and the planet. In this way we deem Una Europa to be a beacon of hope for the promotion of diversity and inclusion through exemplary leadership and

action. We also actively track dystopian global trends, such as war, climate change, the rise of fascism, pandemics, and mass starvation. We know these challenges are existential threats to the whole of humankind. Universities will, as must we all, rise to the challenge of confronting social upheavals.

The Una Europa Dimension/Added Value for the Theme

Many Una Europa universities possess exemplary educational programmes related to diversity and inclusion. The most outstanding have clearly defined administrative structures and others have maintained a special emphasis on student engagement outreach to society and to marginalised communities. It is to our benefit to collectively learn from these research centres, education programmes, administrative units and student organisations, and to involve them in Una Europa activities. Equally important is to disseminate good practices implemented in various universities mapped by the Diversity Council, and to consider the existing knowledge related to the state of diversity in the universities involved (see Annex 2).

Diversity cuts across all aspects of Una Europa and, thus requires attention during all phases, processes and activities. Accordingly, the added value for Diversity Mainstreaming lies in collaboration with other Una Europa actors. We benefit from collaboration with all different groups of people within the university (students, researchers, professionals) as well as from communities inside and outside of the universities. As no single individual, committee, or Champion University holds all the answers, we are reliant upon one another to learn together. To obtain our goal of mainstreaming diversity, we work in the spirit of cooperation and team up with others and support their activities in order to establish synergies and to utilize our resources in optimal ways.

Action Plan

The overarching goal of this action plan is to elevate diversity as an integral part of all Una Europa processes and actions, with a sound understanding of the structural obstacles and the necessary areas of change. Moreover, the actions Una Europa will emphasise participatory and anticipatory planning in response to global socio-ecological challenges. We encourage our stakeholders to enter in dialogue with minoritized communities inside and outside our universities.

Our action plan includes the short (within 2 years), medium (within Una Futura project duration) and long-term (beyond Una Futura project duration) diversity objectives, and steps to be taken to move toward the objectives.

The Steps of the Action Plan

The Diversity Council has identified six interlocking areas for action to pursue during the Una Futura project in order to contribute to the mainstreaming of Diversity within Una Europa activities. The University of Helsinki has allocated resources for the practical work, in line with the objectives settled by the Council.

1. Governance Structures

Governance structures define decision-making authorities, accountability, participation, and communication pathways. Refining and documenting the Diversity Council's role and linkages to governance structures within the alliance and its projects will enable it to contribute its expertise more effectively to the broader work of Una Europa. The role of the Diversity Council encompasses both the provision of expertise to support mainstreaming Diversity and the identification of emerging issues and needs.

- Refining and documenting the role and responsibilities of the Diversity Council and of the Champion university within the alliance and its projects to provide pathways to enhanced communication and partnering.

Collaboration	The action involves collaboration with WP1, WP2, WP12, Una Europa vzw. Other actors involved.
Timeline	The action takes place in 2023 and 2024. The evaluation process is done in collaboration with WP1, WP2, WP3 and WP 12.

The role and working structures of the Diversity Council should reflect core principles of Diversity work, such as transparency, accountability and participation of minoritized groups in decisions that affect them, while also being viable within existing structures and available resources. This will provide a model that can feasibly benefit other bodies.

- We will develop a comprehensive proposal and work together with WP 12 to ensure an appropriate governance model for the Diversity Council's work within Una Europa.

Collaboration	The Steering Committee, Board of Directors, WP1 & WP2, WP12, Una Europa vzw.
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Timeline	The action takes place in 2023 and 2024, with evaluation and revisions in line with the schedule of the WP12 and WP3.
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2. Translating Results into Tools

The Diversity Council conducted significant work on four key topic areas within the 1Europe Project: Data Collection, Education, Research and Good Practices. See Annex 2.

The Diversity Council will translate the outputs of its activities to date into accessible resources to the benefit of Una Europa members. It is envisaged that these will include

- Diversity-related quality criteria for Una Europa activities.
- Guidelines for working with diversity data (see Annex 3).

Collaboration	WPs that focus on staff, researcher & teacher, and student concerns (WP4 – Una Europa for Researchers, WP5 – Una Europa for Learners, WP8 – Student empowerment, WP9 – Staff empowerment, WP – 10 Building the backbone, WP11 – Community Building). WP3 – Quality Assurance. WP 12 - WP12 Sustainability of the European Campus.
	TT Teaching and learning, TT Mobility, TT Internationalisation, TT Research and innovation, TT Sustainability and Climate change.
	C Student admissions, C Legal Affairs, C Mobility, C Teaching and learning
	All SSCs
Timeline	The action takes place in 2023 and 2024. The criteria and guidelines are evaluated in cooperation with WP3, revisions following.

The output package on the diversity competencies will be produced in collaboration with all involved universities. The quality criteria and guidelines for working with diversity data will be developed in a dialogical process with other Una Europa stakeholders. The University of Helsinki will take the lead in the mainstreaming process.

Please note: This action is contingent on the allocation of funding to contract tool development and the commitment of staff resources from the Diversity Council secretariat to explore the opportunities for external and internal funding.

3. Supporting the creation and execution of Diversity Plans among All Una Europa Groups

In order to take diversity into account in Una Europa activities, and to ensure that the activities contribute to the pursuit of Diversity objectives, diversity will be considered in the planning and in other processes. Diversity plans for each activity package will strengthen such efforts and provide accountability in all phases of action. The following outcomes are indicative:

- The Diversity Council will formulate guidelines for the Diversity plans of Una Europa groups based on the vision outlined and work with the Steering Committee and Board of Directors to establish this practice within Una Europa activities and instruments to ensure accountability.
 - The Diversity plan includes objectives, examination of current processes, concrete steps to be taken, assessment, and support expected from the Council and other relevant stakeholders.
 - The Diversity Council will support the process with Action 2 – Translating Results into Tools. Advisory work will be available in line with the principles of the Action 6 – Expert advice. Note: the extent of advisory work is dependent on the allocation of funding. The University of Helsinki will take the lead in this action.

Collaboration	The process involves collaboration with all transversal themes, student, staff and researcher related work packages, and clusters for identifying overlapping objectives and synergies for action.
	WP3-Quality Assurance.
Timeline	The guidelines for the Diversity Plans will be created by the end of 2023. The Diversity Plans are created by early 2025 and evaluated in cooperation with WP3.

4. Communication

Una Europa members will be assisted in their efforts to pursue Diversity objectives by the provision of easily accessible information and tools.

The Diversity Council will develop a plan that outlines its communication goals, activities and resourcing requirements, to include:

- Increasing the visibility of the Diversity Council on the Una Europa website with resources;
- Contribution to the development of Una Europa staff week activities;
- Contributing to the Una Talks regarding diversity and inclusion;
- Supporting the development of reciprocal cycles of communication concerning students and minoritised groups, to hear marginalised voices from the bottom-up, and,
- Fostering processes that promote the continued safe participation of diverse voices.

It is to be noted that the Student Board and Una Europa universities occupy central and independent roles in the process of creating connections with the local student groups and minoritized groups, without hindrance from the Diversity Council. To the contrary, the role of the Diversity Council is to provide support, when asked.

Collaboration	Una Europa website with resources: WP12 – Sustainability of the European Campus.
	Development of Una Europa Staff weeks: WP9 – Staff Empowerment, C Mobility.
	Una Talks: WP4 – Una Europa for Researchers, WP5 – Una Europa for Learners, WP6 – Una Europa For Society, WP8 – Student Empowerment, WP11 – Community building, WP12 – Sustainability of the European Campus, TT Research and Innovation, TT International dimension.
	Reciprocal cycles of communication: WP6, WP8, WP9, Student Board, Una Europa universities at local level.
Timeline	The development of the website and contribution to the development of staff week start in 2023. Una Talks: during the project period. The development of communication cycles ensuring safety continue Una Futura project duration and beyond. Evaluation during Una Futura project period in cooperation with WP3.

5. Expanding Knowledge

The discourse of diversity in Una Europa activities is central to all activities. Emerging societal debates and changing expectations of universities have concrete implications which Una Europa must continuously address.

- The Diversity Council will contribute to discourse on Diversity within Una Europa by holding a conference on decolonising higher education.
 - Target groups: External experts, including scholar-activists on decolonisation of HE and Una Europa stakeholders (focus academics, students, policy makers and Diversity actors).
 - KU Leuven will be responsible for delivering this package and all universities will contribute.
- Contribution to Summer School Lectures, starting with One Health Summer School in 2024.

- Supporting Una Europa stakeholders, and universities that organise community and outreach initiatives, with diversity aspects, in line with the principles of the Action 6- Expert advice. This action connects to Action 2- Translating results into tools and Action 4-Communication.

Collaboration	Collaboration with Self-Steering Committees to find knowledge-related synergies between focus areas and the objectives of the Diversity Council.
	Summer School Lectures: Collaboration with SSCs and with BASE, BASUS and Una Europa doctoral student training.
	Outreach and community: WP4 – Una Europa for Researchers, WP5 – Una Europa for Learners, WP6 – Una Europa For Society, WP 7 – Future Visions, WP8-Student Empowerment, WP9 – Staff Empowerment, WP11 – Community Building, TT Research and Innovation, TT Teaching and learning, TT International dimension.
Timeline	The actions will last Una Futura project period and continue after.

To elaborate, this action is contingent on the allocation of funding and the commitment of staff resources from the Diversity Council secretariat to explore the opportunities for external and internal funding.

6. Expert Advice

Numerous bodies develop and inform the specific activities of Una Europa. Expertise is required to ensure that Diversity is appropriately and effectively addressed in those activities in particular during the initial development of goals and actions. This expertise is not always present. The Diversity Council has expertise but neither the resources nor the framework to provide input into all activities.

- The Diversity Council will define criteria on which strategic priorities can be set and a process by which stakeholders can request and obtain input from the Council. On this basis it will contribute expert advice to strategically significant projects in the initial development phase.

Collaboration	WP1 & WP 2, WP 12.
Timeline	The action starts in 2023 and continues until the end of the project period.

Annex 1: Report "[Engaging with Diversity in European Universities](#)" (2022).

Annex 2: Report "[Diversity Data Collection](#)" (2022).

2. International Dimension

Vision

Introduction

In a highly globalized and interconnected world, many of today's most urgent present and future societal challenges are global challenges. These challenges know no borders. As leading research-intensive universities from across Europe, our institutions are intrinsically international and driven by achieving global impact across education, research and innovation and societal outreach. We share a responsibility to ensure that knowledge production and research collaboration are equally without borders. We are committed to further contribute to a better and more diverse understanding of these global challenges and to co-create solutions to ensure resilient, sustainable and equitable societies in the future, both in Europe and across the globe. At the same time, we will continue to ensure that knowledge production is proactively widened across disciplinary, institutional, and geographical boundaries. A vibrant global research and education community and diverse knowledge base, which unite leading scholars and different perspectives from various corners of the world, are the preconditions of deeper understanding, excellence and innovation for the benefit of all global citizens.

Therefore, the Una Europa universities share a strong belief in the importance of designing sustainable international cooperation strategies and developing long-term bilateral and multilateral partnerships with like-minded partners in various regions in the world. This approach will strengthen a diverse knowledge base as a driver for excellence guaranteeing that students are future-ready in an interconnected and rapidly changing world.

Una Europa dimension

As expressed in our Manifesto, Una Europa represents 'a mirror of humanity in all its diversity, reflecting cultures and languages, conventions and disruptions'. Interdisciplinarity, multilingualism, global collaboration, innovation, interaction, inclusivity and impact are core principles that shape our priorities and our ways of working – both in Europe and the world. As a European University of the Future, Una Europa puts front and centre its commitment to supporting the next generation to become future-ready and globally-connected co-creators of the future we want. Only through strategic collaborations at a global level across research, innovation, education and outreach, and community building can this be achieved.

Building on the strengths of the partner universities, Una Europa has been created as a values-driven alliance to jointly shape the future of high-quality education and excellent research of high impact in Europe and beyond. At its core, Una Europa aims to create an ecosystem for seamless collaboration in education, research and innovation and societal engagement, where knowledge is created, shared and used freely across disciplinary, institutional, and geographical boundaries. These principles, rooted in combined strengths, shared values and common priorities for the future, also form the basis of our approach to international collaboration. It is crucial that Una Europa's approach to international collaboration does not simply replicate the types of collaboration that are already ongoing at the level of the individual partner universities or other European and international networks. While strongly rooted in existing bilateral links and experiences of the partner universities, the alliance's work focuses concretely on the value of multilateral partnerships, recognising the importance of developing deep, sustainable and reciprocal partnerships in an unequal world to find solutions to the most pressing global challenges together.

The six Una Europa Focus Areas have been set up to connect academics across the partner universities and to facilitate collaborations on some of the pressing global and societal challenges. Such challenges can only be addressed comprehensively from multiple viewpoints and perspectives, which makes the Focus Areas inherently

interdisciplinary and international in nature. They naturally provide open spaces for collaboration between academics across disciplines, institutions, countries as well as continents. Cultural Heritage, Data Science and Artificial Intelligence, Europe and the World, Future Materials, One Health and Sustainability provide ample opportunities for mutually beneficial collaboration with partners around the globe in areas such as sustainability challenges, infectious diseases and approaches to FAIR data within the wider framework of Data Science. In addition, the newly broadened Focus Area on Europe and the World specifically calls for the perspectives of non-European partners, if progress is to be made in the global context in fields, such as migration, peace, justice and security.

Una Europa’s ambitions can be summarised around two key objectives. Together with our global partners, we aim to:

- **Achieve maximum societal impact** by contributing to deepened understanding and addressing current and future challenges both at global and local levels, including communicating knowledge and expertise more effectively to the public. As Una Europa, we aim to do this in equal partnership with like-minded partners across the globe, genuinely co-creating research agendas, educational programmes, and dissemination strategies.
- **Promote openness, diversity and inclusion** in Una Europa’s education and research activities. As Una Europa, we share a strong commitment to diversifying knowledge bases, contributing to an inclusive and vibrant global education and research community and enabling more diverse participation in our international classrooms.

Sharing a common understanding and a strategic approach on how Una Europa can work together with external partners is key to the alliance’s diversity and potential to work effectively towards common objectives with various regions of the world.

Principles for collaboration

There is a strong consensus within Una Europa that engagement with partners across the globe requires an equitable and co-creational approach. We are conscious of the substantial differences that exist to date in access to scientific knowledge, data, research funding and research infrastructures, as well as student and staff mobility opportunities in different regions around the world and are ready to address them in partnership.

The following partnership values and excellence principles have been co-developed in the context of Una Europa’s collaboration with African higher education institutions. In line with Una Europa’s Manifesto and 2030 Strategy, they will guide and provide inspiration for Una Europa’s approach to international collaboration more broadly in the future.

Partnership Values

- Equity
- Diversity
- Openness
- Long-term commitment
- Trust and transparency
- Complementary strengths
- Positive and proactive

Excellence Principles

- Ambition
- Co-creation
- Innovation
- Quality
- Impact
- Reflective

Africa as a priority for international collaboration

The concentration of expertise on, and relations with, Europe's neighbouring continent Africa are a key strength of Una Europa. In 2020, a first mapping exercise identified several existing individual projects and numerous bilateral partnerships with African universities across the Una Europa partner universities. Moreover, different kinds of institutionalised structures, such as centres, departments and faculties dedicated to Africa, already exist at scale within the alliance. In its first iteration of a shared international strategy, the Una Europa members identified focused action in cooperation with African universities as a priority and first pilot for collaboration on the basis of the following rationale:

- Africa is Europe's closest neighbouring continent with a longstanding and often challenging shared history.
- The African continent and its research landscape are altogether underrepresented in the existing networks of the Una Europa partners - despite significant numbers of Sub-Saharan African students in some Una Europa institutions and despite long-standing individual partnerships.
- Today's most pressing challenges are of a global nature. The framework of the United Nations' Sustainable Development Goals (SDGs) offers an interdisciplinary and comprehensive global agenda for collaboration. The agenda has been integrated in most higher education landscapes across the globe and has been endorsed both by individual African governments as well as by multilateral organisations, such as the African Union. At the same time, the Agenda 2063, the African continent's strategic framework to deliver on its goal for inclusive and sustainable development, provides a strong framework for collaboration. Both agendas offer various touchpoints with the Una Europa Focus Areas.

The African continent is the world's fastest growing region with a population of 1.4 billion in 2022 that is expected to nearly double by 2050. By then, 2.5 billion people – a quarter of the world's population – will live in Africa. This has enormous repercussions for future global economic developments, political representation and governance, environmental impact, urbanisation as well as diversity and inclusion. Moreover, Africa is not a country, it is a continent with 54 countries and enormous heterogeneity in developments, traditions, challenges and opportunities. Providing diverse knowledge on and perspectives from various African settings is essential for an understanding of the global future. Una Europa students and staff therefore should get to know this region, in terms of knowledge, exchanges, education as well research and innovation activities.

The Una Europa - Africa Partnership, which consists of representatives of Una Europa and select African universities, has recently adopted its Vision and Roadmap for collaboration. Based on a bottom-up and co-creative approach, both are designed to be agile, and will allow for prioritisation, evolution, and potential growth of the proposed activities. The partnership will equally remain open and agile, allowing for the participation and involvement of other interested partner universities as the activities progress. This partnership will act as a pilot for Una Europa's overall approach to international collaboration and serve as inspiration for collaboration with other parts of the world and act as a key building block of the alliance's overarching International Strategy.

Exploring collaboration with other regions in the world

The open and collaborative approach to collaboration with higher education institutions in Africa is progressively taking shape. This approach may inspire joint Una Europa collaborations with other like-minded universities in other priority regions across the globe. Going forward, Una Europa will initiate a more in-depth exploration of collaboration with higher education institutions in Latin America.

Rooted in the need for a deeper understanding of mutual priorities, respective needs and complementary strengths across the Latin American sub-continent, Una Europa will explore the broader benefits of multilateral collaborations with a view to implementing long-term, sustainable partnerships. Several Una Europa partner universities have a long tradition of engaging in academic exchange and research collaborations with Latin American universities both individually as well as on a multilateral basis via strategic stakeholder organisations. This extensive experience will be used as a basis for a multilateral partnership approach at the level of the alliance.

Action Plan

Exploring strategic collaborations with higher education institutions in Africa, Latin America and the majority world more broadly will provide first concrete experiences for the Una Europa partner universities to work together jointly with counterparts sharing a common approach to equitable multilateral partnerships.

Timeline & scope

The actions proposed as part of this action plan are deliberately broad in nature, in order to allow for as much flexibility and scope for co-creational approaches and bottom-up developments as possible. This will be essential to drive Una Europa's international dimension forward. In order to be successful in its implementation phase, the proposed action plan will need to be embedded within the broader Una Europa ecosystem, specifically seeking alignment with the priorities of the academic-led Self-Steering Committees (SSCs) that drive forward collaboration in education, research and societal outreach across the Una Europa Focus Areas.

Based on these considerations, the proposed action plan outlines broad areas for action spanning the full four years of Una.Futura implementation up until December 2026. A mid-term review of the action plan is planned for November 2024, in order to allow for:

- First assessment of the actions delivered in the period 2023 – 2024
- Re-evaluation of priorities and definition of activities for the period 2025 – 2026
- Review of budget allocation on a bi-annual basis, in line with proposed activities
- Scope for adaptation of vision and action plan, if deemed necessary

Resources

The delivery of the proposed action plan is heavily dependent both on the commitment of internal resources as well as success in securing additional external funding sources.

Internal commitments

As stated in the introduction of this action plan, it is crucial that this action plan is embedded concretely in the activities of the Una Europa Self-Steering Committees. Strategic alignment at the level of the Transversal Theme actions plans on the one hand and the different Self-Steering Committee actions plans on the other will open up opportunities for funding and also lead to increased capacity when it comes to dedicated staff support.

In the 2030 Strategy, the Una Europa partner universities have committed to embedding the global perspective in all activities of our alliance, across the areas of research and innovation, teaching and learning as well as societal engagement. This includes investment in long-term support structures and mechanisms, complementary to ongoing local, regional and national initiatives.

External funding

Many funding agencies at national, European and international levels recognise the importance of international collaboration with partners around the world across education, research and innovation and societal outreach. In order to support the implementation of this action plan and ensure the long-term sustainability of select activities, these external funding will provide vital support. Going forward, Una Europa will develop a comprehensive External Funding Strategy covering education, research and innovation and outreach activities, which will also provide inspiration on potential funding sources for the alliance's international dimension.

EU funding

At the level of the European Union, collaboration with Africa will remain a strong priority for the next decades. The European Union's policy agenda, as articulated in the European Union's Global Approach for Research & Innovation as well as the EU-AU Strategic Agenda, is testament to these high-level political commitments. These commitments are also reflected in current and future EU funding instruments, such as the EU-AU Innovation Agenda, the Africa Initiative in Horizon Europe as well as a geographical focus in EU framework programmes more broadly. In addition, at least €29.18 billion have been allocated for Sub-Saharan Africa under the EU's new financial instrument the Neighbourhood, Development and International Cooperation Instrument (NDICI) – 'Global Europe' for the period 2021-2027. NDICI-Global Europe now incorporates the cooperation with Africa, the Caribbean and the Pacific into the budget.

In addition, the European Union has a long-standing strategic partnership with Latin America and the Caribbean (LAC), which is of high geostrategic relevance. For the period 2021-27, the NDICI-Global Europe foresees €3.4 billion for the LAC region, for country and regional programmes. In addition, the EU supports initiatives to promote democracy and human rights, peace and security as well as the region's participation in addressing global challenges, such as climate change, through dedicated thematic programmes.

While competitive in nature, such dedicated EU funding programmes provide ample scope and concrete opportunities to support the implementation of various strategic priorities going forward.

Phases

In taking Una Europa's joint ambition forward, we propose to investigate the following initiatives across four phases: Scoping – Connecting – Supporting – Skilling.

These phases are interconnected and subject to constant re-evaluation, based on the priorities of the Una Europa partner universities as well as bottom-up developments.

Scoping – to identify strengths and opportunities with priority partners

- **Mapping of complementary strengths** in the Una Europa Focus Areas and related research centres, groups, and institutes across the Una Europa - Africa partnership
- **Overview of existing bilateral links** of the Una Europa partner universities with higher education institutions in Latin America
- **Organisation of co-creational events** to give stakeholders a platform to engage in shaping joint ambitions
- **Analysis of synergies with Una Europa's multilingualism** theme to bring a focus on cultures and languages from around the globe
- **Overview of relevant EU funding opportunities**, including Erasmus+, Horizon Europe and Digital Europe programmes
Examples: Africa Initiative in Horizon Europe, Capacity Building in Higher Education (CBHE) actions, Cooperation Partnerships as well as Jean Monnet Policy Debates under Erasmus+

Connecting – to facilitate first networking opportunities

- **Co-design of mobility formats:** virtual, hybrid of physical opportunities - in the form of pilot projects – to support the engagement of African students and early career researchers in the Una Europa community.
Examples: Erasmus+ opportunities, such as Virtual Exchange in Higher Education as well as Blended and Intensive Programmes (BIPs)
- **Support for PhD candidates**

- **Organisation of international PhD workshops and masterclasses** to encourage an international diverse and inclusive community of early-career researchers
- **Development of co-supervision agreements** based on a multilateral approach to shared supervision, to benefit the Una Europa and international partners
- **Opening up Una Europa Summer Schools** to participation from international students following the example of Ukrainian students in the Una Europa One Health Summer School 2022. In the first instance, possibilities to be explored for students from African institutions.
- **Development of collaborative FAIR data schemes** to narrow the gap and ensure science schemes are compliant with GDPR, respect data ownership and promote inclusion of African science, based on FAIR data concept.

Supporting – to make growing connections sustainable

- **Co-creation of a Global Classroom** as an opportunity to engage both students and teaching staff from international partners and could be linked to existing Una Europa offerings, such as the Micro-Credential Programme in Sustainability. This could be tested with African partners and then scaled to Latin America in the future.
- **Organisation of virtual match-making workshops** on select calls within Horizon Europe Africa Initiative to initiate research collaboration, in close alignment with academics in the Una Europa Focus Areas
- **Exploration of seed fund mechanisms** in relation to a dedicated Una Europa Seed Funding call for collaboration with African partners across the Una Europa Focus Areas, targeting specifically early career researchers
- **Creation of an Una Europa-Africa Fellowship programme** to invest in longer-term mobility opportunities for proven connections across the partnership, in specific areas of research.
- **Development of a Scholarship Scheme for Una Europa programmes** to support students from dedicated priority areas to participate in joint programmes at the level of the alliance

Skilling – to develop dedicated programmes

- **Co-creation of an international training programme for PhD supervisors** to skill up supervisors to better support PhD candidates in priority regions
- **Development of academic skills programme for PhDs candidates**, consisting of a suite of training modules, perhaps accredited, to support skill development and stronger academic output e.g. writing workshops.

Example: Connection to Joint Doctoral Interdisciplinary Methods Training (DIMIT) in Una.Futura

Implementation

A further exercise will be conducted in the framework of Una Europa's International Task Force to determine which of the proposed activities should be prioritised for implementation in the period 2023 – 2024.

Based on this prioritization, more concrete implementation plans will be developed for each action in close collaboration with Una Europa Self-Steering Committees, relevant Una.Futura Work Packages as well as other Una Europa stakeholders. These implementation plans will provide concrete information on the timeline for each action, dedicated resources and budget as well as university(ies) in the lead.

3. Mobility of Students, Professional Staff and Academic Staff

Vision

The UNA Europa vision on Mobility is the result of already existing and shared values, objectives and strategies embedded in the European Universities Initiative, within which mobility is not a goal in itself, but a mean to make real the visionary idea of a European Campus. To this extent, the scope of the theme mobility cannot be restricted only within the publication of the “Mobility for all” Strategy and Action plan, nor within the duration of the Una.Futura project: the UNA mobility vision will be there to stay, to influence and benefit not only students, academics and professional services staff, but also to affect present and future European policies on higher education and research.

A truly European Campus is an integrated, transnational campus where the whole community of the eleven universities (students and staff) can take part in the opportunities that are jointly designed and implemented by the Una Europa alliance. In this context, mobility is key to promoting common European values, fostering social integration, enhancing intercultural understanding and building a sense of belonging within European society.

It is important to underline that the target of 50% of mobility fixed by the European Commission for all the European Alliances will not be considered by Una Europa as merely a quantitative benchmark, but rather as a crucial qualitative one. It is a view shared by the Una Europa members that an international experience is important for the acquisition of specific disciplinary and/or transversal competencies and skills, and to provide students and staff with real added value in terms of personal, academic and professional growth. The mobility vision will therefore look at enhancing the Joint Innovative Formats (JIFs) for mobility already tested and/or designed within the 1Europe project, to make sure they support the acquisition of these skills by students and staff.

The innovative nature and the challenging aspects of establishing a truly European Campus, in fact, lies in the structural integration of virtual and physical space, that can offer the academic community a wide variety of fully inclusive mobility formats for them to choose from. In the past three years, we have already identified a whole suite of mobility formats, from full virtual mobility, and blended mobility to purely physical mobility. The mobility vision will make a step forward, by creating an overarching framework of action to embed mobility in all the strategies and initiatives of our alliance.

The European Strategy for Universities recommends that European higher education institutions *engage “more effectively in transnational cooperation”* in order to solve big societal challenges, but also to shape a true European identity and to foster a strong sense of belonging. The European University Initiative is embedded in the strategy and the European Alliances are considered fundamental actors in building a European way of making and sharing knowledge through seamless mobility. Without mobility, Una Europa would not exist, but within Una Europa, we have the chance to give mobility a new meaning: it is not just an “exchange” but it constitutes a tool to build our community and make it sustainable and stronger for the years to come. In addition, Una Europa student mobility will contribute to creating knowledge, focusing on enhancing students’ employability prospects and developing global citizenship attributes to enable them to fully participate in their communities at local, national, European and global levels.

Una Europa mobility actions and activities will have to contribute effectively to the development of the European Education Area, trying to position our alliance actions within some of the focus topics identified by the European Commission:

- Improving quality and equity in education and training by offering mobility opportunities in line with high standards of education outcomes and key competencies for lifelong learning, while taking into account their inclusiveness, working together with the Diversity Council. Una Europa mobility should have a key role in promoting the teaching and learning of European languages, being embedded in a reality of ten official spoken languages¹;
- Development of a high-performing European digital education ecosystem, making virtual mobility possible and enhancing digital literacy and digital skills of staff through ad hoc mobility opportunities;
- Contribute to the green transition and strengthen the sustainability competencies of all learners. Una Europa's vision on sustainability will have an active role in this focus, but the mobility vision will ensure an overarching commitment of the alliance to sustainability issues through active interaction between the sustainability task force and the cluster mobility in implementing mobility actions and activities;
- Strengthening international cooperation with countries and regions around the world, which is at the core of the Una Europa vision on an international dimension, will also constitute a possible path of our mobility actions: mobility actions and activities can become the way in which some of the international dimension actions towards African countries could be implemented, but also the way in which the alliance could enlarge its international cooperation with other areas of the world, facilitating policy dialogue and making the European education system attractive for non-EU students and academics.

Una Europa mobility vision, together with the R&I vision, will also contribute to the revitalisation of the European research area (ERA) launched in 2020 by the European Commission, especially for the priority areas 4 (Promote attractive research careers, talent circulation and mobility) and 9 (Promote international cooperation). In particular, our mobility action will focus on enhancing framework conditions for researchers' mobility, in order to contribute to the circulation of researchers across the Alliance and encourage exchanges between academia and industry. Through well-designed mobility opportunities, and in line with Una Europa R&I strategy, Una Europa will have the capacity to further develop skills for collaborative research, especially when early-stage career researchers are involved. Una Europa mobility action will, in addition, prioritise the design of opportunities for professional staff involved in managing research to support research funding and for knowledge transfer professionals, to support the challenged-based interdisciplinary research, in line with the ERA Action 17.

Definitions

Mobility can be generally defined as a way to increase international exposure at institutional and personal levels.

From an institutional point of view, by signing mobility agreements with partners abroad, higher education institutions position themselves in the higher education market, increasing their visibility and attractiveness. From a personal point of view, by experiencing mobility abroad, students and staff increase their employability and foster their networking opportunities. Nevertheless, as an alliance, we need to go beyond this definition, considering mobility is not detached from education, training and research.

Mobility, despite the mode in which it will be experienced (virtual, physical, blended), and despite its duration, should ensure the achievement of learning, training and/or research outcomes foreseen for the participants' target group.

The advantages of international exposure will need to be translated into common objectives related to the alliance's main goals and to its mission: educate the citizen of the future and build a transnational reality where staff members are offered opportunities for professional development.

¹ Dutch, English, Finnish, Flemish, French, German, Italian, Polish, Spanish, Swedish

In addition, mobility initiatives designed and implemented within a European alliance would need to be jointly conceived, in order to foster transnational cooperation and facilitate its integration into the learning processes. Una Europa mobility, therefore, constitutes a mean of empowerment and growth, and not only an international experience in itself.

Main objectives

The mobility action plan will reflect the way in which our Alliance could reach the main objectives identified as minimum requirements to implement our mobility vision, listed below:

1. To find the best way possible to achieve the 50% target for student mobility of all kinds;
2. Ensure that all mobility experiences are accessible to all, inclusive and targeted to the different needs of participants;
3. Promoting continuous professional development of the Una Europa academic and professional community, by sharing ideas, practices and expertise;
4. Contribute to the Una Europa capacity building not only by allowing large participation in a range of mobility initiatives but also building up new joint experiences, learning new skills useful for the diversity and innovative dimensions of our community;
5. To build a strong community of early career researchers to foster innovation and local impact.

Identified challenges

Mobility for students requires collective ownership across the alliance in order to achieve the quantitative target of 50%, but also to make it a qualitative experience focused on enhancing employability prospects. In addition to the need of designing sustainable and jointly owned mobility experiences at the alliance level, already existing mobility experiences among our universities could constitute a means to contribute to achieving the target. To this extent, a common tool to track all the intra-alliance mobility activities should be created, possibly making use of the IT projects already under construction. In particular, the EWP initiative together with the implementation of blockchain technologies in support of data sharing at the institutional level, trying to find synergies with the UF WP10.

Traditional physical mobility should be nurtured across the Una Europa alliance. However, there are two key challenges, namely funding limitations and organisational constraints. Access to finance is a key barrier for students seeking to embark on a mobility experience. The Erasmus+ Programme provides access to funding for students and given its inherent funding limitations, it does not have the capacity across the alliance to dramatically increase the number of mobility experiences, especially since two partners are not included in the programme as active funds recipients. Another important consideration is the organizational limitations: mobility offices across the alliance are already operating at capacity or beyond.

In addition, while working on possible internship frameworks aimed at nurturing traditional mobility opportunities, we would need to take into consideration and analyse local and national legislation and/or funding schemes in order to identify barriers, suggest solutions and justify eventual exceptions.

Mobility for professional staff

The main challenge is to involve all the professional groups of our universities and to overcome the existing language barriers.

The language barrier can be completely overcome only in the long run. The situation at each university is different, due to cultural and local conditions. In general, in order to build up a true “mobility for all” we need to make all able to engage in mobility experiences. To do so, we need to foster the English language at all non-English speaking universities. In addition, we should take advantage of our multilingualism.

It is worth mentioning that the action plan attached has been conceived taking into consideration not only the objectives for our vision but also the main challenges identified so far to reach them. Each action strand, in fact, includes possible solutions to the identified challenges, to be further detailed in the implementation plan.

Action Plan

The Una Europa 2030 strategy underlines the importance of “*Connecting with our communities, to enhance our values and to conduct research for the future*” and commits to “*Learn for Life: At Una Europa, we are educating the citizens of the future (...)*” and “*to finding new, more flexible and creative ways of learning*”.

In addition, the Una Europa main goals are strictly related to the Erasmus+ programme's main goals: supporting the educational, professional and personal development of people in education and promoting this development by fostering quality, inclusion, equity, excellence, creativity and innovation. These goals are, together with the strategies and the EU policies mentioned in the introduction, the ground for building up a stable and sustainable offer of mobility opportunities for students and staff of our transnational campus.

The Erasmus+ programme will constitute one of the main instruments for its implementation, despite not being the only one. Nevertheless, the synergies between our alliance's main goals and the priorities identified by the programme make our vision consistent with one of the most known and used financing models.

The main actions identified to reach our mobility objectives mentioned in the Una Europa Mobility Vision will be aimed at designing, developing and implementing mobility opportunities

- ✓ Integrated into the learning processes (embedded in education and training formats);
- ✓ Inclusive and sustainable;
- ✓ Contributing to the capacity building of the alliance;
- ✓ Contributing to the professional development of the Una Europa community;
- ✓ Able to foster innovation and local impact through the creation of a strong community of early researchers.

The action plan is divided into four strands: three aimed at enhancing mobility for the target groups identified and one related to institutional actions to enhance the capacity of investing in mobility opportunities at each UNA university.

The plan is due to undergo a mid-term review in November 2024, in order to check the feasibility and the level of development of each action/activity foreseen.

ACTION STRAND NAME	RELATED OBJECTIVE(S)	CONTENTS	SYNERGIES	RESOURCES	TIMELINE
	<p>1: To find the best way possible to achieve the 50% target for student mobility of all kinds;</p> <p>2. Ensure that all mobility experiences are accessible to all, inclusive and targeted to the different needs of participants;</p> <p>4. Contribute to the Una Europa capacity building</p>	<p>Nurturing traditional physical mobility within the alliance</p>	<p>SSCs strategies and action plan could mention the enlargement of physical mobility cooperation in selected study fields.</p> <p>TTs visions and action plans, in particular diversity and inclusion, sustainability, T&L.</p>	<p>Traditional resources for students' mobility: Erasmus+ and related programmes for CH and UK.</p>	<p>Nov 2023 : SSCs strategies will be checked and possible actions should be developed. Mid-term review in Nov. 2024 and continuous process until 2026.</p>
<p>Enhance Student mobility</p>	<p>1. To find the best way possible to achieve the minimum 50% target for student mobility of all kinds;</p> <p>2. Ensure that all mobility experiences are accessible to all, inclusive and targeted to the different needs of participants;</p> <p>4. Contribute to the Una Europa capacity building</p>	<p>Explore possible virtual mobility opportunities</p>	<p>SSCs: possible virtual mobility formats related to the six focus areas</p> <p>WP6: possible virtual exchange on transversal skills (challenge-based learning) for all undergraduate students of the alliance</p> <p>All the other TTs (for virtual mobility formats related to the TTs)</p>	<p>TBD in the implementation plan</p>	<p>Formats design and development within the end of 2024;</p> <p>Implementation within 2026.</p>

	<p>1. To find the best way possible to achieve the minimum 50% target for student mobility of all kinds;</p> <p>2. Ensure that all mobility experiences are accessible to all, inclusive and targeted to the different needs of participants;</p> <p>5. To build a strong community of early researchers to foster innovation and local impact.</p>	<p>Explore a possible Una Europa framework for students and recent graduates internships</p>	<p>WP6: internships scheme</p> <p>SSCs strategies and action plans</p> <p>Sustainability TT (internships scheme on sustainability related issues)</p> <p>Diversity and inclusion TT (internships related to the TT)</p>	<p>Possible funding within the E+ KA131 (student mobility for traineeship) and possible national, local or institutional funding schemes that can complement E+</p>	<p>Analysis of local legislation and funding schemes for internships, design and development of the format within Nov. 2024</p> <p>Framework ready for implementation within 2026</p>
<p>Enhance Academic staff mobility</p>	<p>2. Ensure that all mobility experiences are accessible to all, inclusive and targeted to the different needs of participants;</p> <p>3. Promoting continuous professional development of the Una Europa academic and professional community;</p> <p>4. Contribute to the Una Europa capacity building;</p> <p>5. To build a strong community of early researchers to foster innovation and local impact.</p>	<p>Nurturing traditional academic staff mobility for teaching and for training within the Alliance</p>	<p>SSCs strategies and action plan could mention the enlargement of physical mobility cooperation in selected study fields.</p>	<p>Traditional resources for students' mobility: Erasmus+ and related programmes for CH and UK, as like as national regional or institutional mobility schemes.</p>	<p>Nov 2023 : SSCs strategies will be checked and possible actions should be developed. Mid-term review in Nov. 2024 and continuous process until 2026.</p>
	<p>3. Promoting continuous professional development of the Una Europa academic and professional community;</p>		<p>WP4 and SSCs</p>	<p>Una.Futura WP4 and 9 could</p>	<p>Format designed and developed</p>

	<p>4. Contribute to the Una Europa capacity building;</p> <p>5. To build a strong community of early researchers to foster innovation and local impact.</p>	<p>Invest on joint training activities for early researchers</p>	<p>WP9 for professional staff training strategy</p> <p>Una.Resin follow up</p>	<p>invest part of the budget to implement the training activities</p>	<p>within nov. 2024 to be implemented within 2026</p>
	<p>3. Promoting continuous professional development of the Una Europa academic and professional community;</p> <p>4. Contribute to the Una Europa capacity building</p>	<p>Explore the possibility of virtual workshops on selected activities of common interest</p>	<p>Clusters, wP4, activity of currently existing working groups</p> <p>Una.Resin follow-up</p> <p>Other EU funded projects (i.e RiTrainPlus)</p>	<p>TBD in the implementation plan</p>	<p>Organisation of another info-day on KA2 call for proposal in autumn 2023 and make it stable, trying to design a stable format to be implemented within 2024. Explore other possible similar events and design them within 2026.</p>
	<p>3. Promoting continuous professional development of the Una Europa academic and professional community, by sharing ideas, practices and expertise;</p> <p>4. Contribute to the Una Europa capacity building not only by allowing large participation in a range of mobility initiatives, but also building up new joint experiences, learning new skills useful for the diversity and innovative dimensions of our community;</p> <p>5. To build a strong community of early researchers</p>	<p>Explore possible mobility frameworks for academics and researchers within MSCA Actions</p>	<p>SSCs</p> <p>Research coordination cluster</p>	<p>MSCA Action on staff Exchange</p> <p>Human resources to prepare and support the application should be dedicated by each partner university</p>	<p>Start exploring the call for application which will be published on October 2023, in order to better understand what is needed from whom, and check the interest of SSCs.</p> <p>Try to submit at least one proposal within the 2024 call.</p>

	to foster innovation and local impact.				
	4. Contribute to the Una Europa capacity building not only by allowing large participation in a range of mobility initiatives, but also building up new joint experiences, learning new skills useful for the diversity and innovative dimensions of our community; 5. To build a strong community of early researchers to foster innovation and local impact.	Enlarge the scope of Una Chairs, trying to involve as much academics as possible, in particular those not yet involved in UNA activities	BoD, RSG, T&LSG, SSCs	Una Europa funding already dedicated to Una Chairs, but other funding possibilities can be checked in the 1Europe output 4-5	Enlarge the scope starting from the next Una Chair call for application (2024).
Enhance professional staff mobility	2. Ensure that all mobility experiences are accessible to all, inclusive and targeted to the different needs of participants; 3. Promoting continuous professional development of the Una Europa academic and professional community, by sharing ideas, practices and expertise; 4. Contribute to the Una Europa capacity building	Review and reinforce Staff week and Live my Life – try to open up the formats to all the professional groups represented at our universities and to the transversal themes.	WP9, clusters, SLL, Working groups, TTs champions, Una.Resin	Una.Futura budget foresees the participation of 2 colleagues at each formats every year. Erasmus+ STT funds can be used, as such as internal funds from each university, to enlarge the participation. (1Europe output 4.5)	The 2023 edition of the Una staff week will be already linked to the TT “diversity”. In addition, LML topics for 2023 are already under discussion with the SLL and some proposals are already going towards “new” professional groups. Within the end of 2024 the two formats will be revised in order to make them more sustainable and inclusive.
	2. Ensure that all mobility experiences are accessible to all, inclusive and targeted to the different needs of participants; 3. Promoting continuous professional	Involve less mobile	WP9, clusters, SLL	Human resources already involved in the WP9 and clusters/working groups	Within the end of 2024: mapping and first analysis of the “less mobile” professional groups. Within 2026 solutions to

	<p>development of the Una Europa academic and professional community, by sharing ideas, practices and expertise; 4. Contribute to the Una Europa capacity building</p>	<p>professional groups</p>			<p>involve these groups to be designed and implemented by WP9.</p>
	<p>3. Promoting continuous professional development of the Una Europa academic and professional community, by sharing ideas, practices and expertise; 4. Contribute to the Una Europa capacity building not only by allowing large participation in a range of mobility initiatives, but also building up new joint experiences, learning new skills useful for the diversity and innovative dimensions of our community; 5. To build a strong community of early researchers to foster innovation and local impact.</p>	<p>Explore possible mobility frameworks for staff members involved in research and innovation activities within MSCA Actions and/or COST/BESTPRAC cooperation network</p>	<p>Research coordination cluster</p>	<p>MSCA Action on staff Exchange Human resources to prepare and support the application should be dedicated by each partner university</p>	<p>Start exploring the call for application which will be published on October 2023, in order to better understand what is needed from whom, and check the interest of the targeted professional staff. Try to submit at least one proposal for professional staff within the 2024 call. Explore possible mobility schemes under BESTPRAC through colleagues involved in EARMA at each Una University</p>
	<p>3. Promoting continuous professional development of the Una Europa academic and professional community, by sharing ideas, practices and expertise</p>	<p>Make use of relevant external events to foster mobility of specific professional groups</p>	<p>Clusters</p>	<p>Internal funding and/or Erasmus+ SST funds (1Europe output 4.5)</p>	<p>Mapping the external events relevant for all the professional groups officially represented in the Alliance (clusters) within the end of 2024. Encourage the participation as UNA “delegation” and the organisation of physical</p>

					meetings there, in addition to the possible slots at the GA
Enhance the institutional capacity to invest in mobility opportunities	3. Promoting continuous professional development of the Una Europa academic and professional community	Explore possible ways of recognition of mobility activities as career-development opportunities	WP9, clusters, HR depts.	TBD in the implementation plan	Study possible recognition procedures to be jointly designed and implemented within 2026, with a mid-term review of the state of art in nov. 2024.
	All	Position papers and joint participation to public assessment initiatives on European programmes	Vzw, clusters	TBD in the implementation plan	Design a procedure to develop joint position papers and assessment together with vzw policy officers within the end of 2024
	All	Fostering the institutional commitment of all partner universities	BoD, PSC	Internal funding, strategic use of Una.futura budget and possible Erasmus+ funding could be checked through the 1Europe output 4.5	Reach a balanced and well shared institutional commitment on all the UNA activities within 2026, enhancing the “shared responsibility” vision.
	All	Take advantage of the alliance multilingualism to overcome language barriers	TT teaching and learning; TT diversity and inclusion; WP3, WP9	TBD in the implementation plan	Design and implement language training opportunities to enhance language skills (not only English) of the whole UNA community within 2026
	1. To find the best way possible to achieve the minimum 50% target for student mobility of all kinds	Tracking already existing mobility experiences within the alliance	WP10, EWP initiative, cluster mobility	UF Wp10 budget, internal budget	Explore possible technical solutions for an efficient tracking of the mobility within the alliance within 2026.

4. Research and Innovation

Vision

The research and innovation vision sets out the broad strategic research and innovation ambitions of Una Europa, which will drive the alliance's work through the development and implementation of a range projects, both current and prospective. The research and innovation vision builds on and reframes Una Europa's experiences within our unique landscape, which consists of European research-intensive universities. The research and innovation vision's primary objective is to inspire our broad Una Europa community and specifically our academic community.

The ambitions set out in this vision build on the lessons learned in our Una.Resin project, which has implemented and tested pilot initiatives aimed towards building a common Una Europa eco-system for research and innovation. The vision also incorporates reflections on other research and innovation initiatives that Una Europa has engaged with to date through the work across the five focus areas and across our co-created and jointly delivered teaching and learning programmes. For instance, during the past three-year pilot phase, Una Europa has developed a first doctoral programme in Cultural Heritage, has been awarded external funding to act as leading partner of EIT Culture & Creativity and has invested almost 700,000 € in 44 collaborative seed funding projects led by our academic community.

The vision works to distil and frame the more comprehensive Una Europa Research & Innovation Strategy developed under the Una.Resin project and will pave the way to a complementary action plan following a matrix exercise carried out under the Una.Resin project to define the focus of activities and their level of ambition.

In order to advance transnational research collaborations, and to do so across disciplinary and institutional borders, this vision focuses on three key broader ambitions structuring our values for research and innovation: **supporting the development of Interdisciplinary Hubs**; **providing a transnational framework for training early career researchers**; and **opening up research and data infrastructures and resources**. Attention to these three needs will help ensure that our activities in research and innovation have societal impact.

Supporting the Development of Interdisciplinary Hubs for Research, Education and Knowledge Transfer

It is clear that research-intensive universities play a vital role in creating and advancing knowledge and knowledge-based innovations to address the most complex challenges facing society today and in the future. The transnational research ecosystem created by Una Europa, informed by a rich variety of cultural backgrounds and disciplinary perspectives, will contribute to advancing our understanding of the world and to develop new solutions to increasing global challenges, such as on climate change, one health and sustainable development. Our vision is to promote the evolution of Una Europa's collaborative focus areas, into six *innovative hubs for interdisciplinary research collaboration* around: Cultural Heritage, Sustainability, Data Science and Artificial Intelligence, Europe and the World, One Health, and Future Materials. Deepening the work across these hubs and facilitating partnership beyond the Alliance through building on Una Europa's collaborative models will support the development of more interconnected, meaningful and impactful research and innovation that can benefit society as a whole.

The vision is to be underpinned by a robust strategy for attracting external funding. The pooling of extant expertise and resources from our partner universities will be available to the benefit of our academic community, particularly in terms of our successful track record in attracting external funding for research partnerships at an international level. In particular, we will work to support our academics as they develop joint proposals for external funding, for example through the use of joint support structures for matchmaking. Further, we will develop a co-creation process with which to further develop tools with which to incentivize bottom-up initiatives and to encourage the involvement of our research community. Such tools include seed funding initiatives, a comprehensive overview of funding opportunities, a joint framework for mobility and training (both for academic and professional staff), the establishment of an online Una

Europa community building platform, events designed specifically for our research community, and exploring the feasibility of a joint institute for advanced study at the level of the alliance.

Providing a Transnational Framework for Training Targeted at Early-Career Researchers

Early-career Researchers will play a pivotal role in shaping the research and innovation landscape of tomorrow. Una Europa's vision is to empower Early-Career Researchers and innovators with skills, knowledge, experience and networks to become future transformative leaders, both within academia and in the non-academic sector. Una Europa is uniquely positioned to empower this vital demographic to thrive, fostering mobility and exchange of young talents across Europe. Una Europa will create a supportive environment that builds on the individual potential of each Early-Career Researcher and the collective values of Una Europa's communities. We will enhance and broaden international, inter- multi- and trans-disciplinary opportunities, driving transversal skills development and labour market orientation, as well as supporting individual well-being.

Building on our experiences with a pilot joint doctoral programme in cultural heritage, we remain committed to furthering joint curriculum development in doctoral programmes to emphasize those transferable skills required for career development. We are committed to remaining at the forefront of creating and experimenting with new, attractive and sustainable research and innovation career path development models. Such models further our commitment to early-career researchers by re-affirming an approach to research and innovation that involves the establishment of a transnational framework for training that is targeted specifically at Early-Career Researchers. This transnational framework focuses on developing joint research-based training through summer & winter schools and doctoral workshops, with an aim towards bringing together Early-Career Researchers and allowing them to explore challenges through prominent international, innovative and inter- multi- and trans-disciplinary programmes. It also focuses on establishing a Joint Doctoral Interdisciplinary Methods Training for doctoral researchers, which will in turn serve to enhance inter-university cooperation. Our transnational framework for training is foreseen as providing skills and methods training, as well as support materials and best practices in order to develop transferable skills in relation to, for example, accessing research infrastructures and resources, open science, citizen science, team science and entrepreneurship. It will involve exploring the potentials for making relevant training programmes at the level of the single partner universities available to the broader Una Europa network of Early-Career Researchers.

Opening Up Research and Data Infrastructures and Resources

Una Europa's research environment is structured around a rich compound of infrastructures and resources, which support the development of new knowledge. Our vision is to support the opening up research and data infrastructures and resources across the Alliance to enable ground-breaking collaborative research and innovation that contribute to solving ever-evolving challenges. Fostering openness and accessibility of research and data infrastructures across our partner universities' ecosystems will further increase our researchers' capacity to advance international research and innovation for transformational societal impact.

Our universities serve as hosts to a vast range of infrastructures, from small to medium individual infrastructures to large-scale initiatives connected to the European Strategy Forum on Research Infrastructures. As EU policies and funding instruments are mainly oriented towards ESFRI-level infrastructures, Una Europa brings added value by focusing on small and medium sized infrastructures. Within this goal, Una Europa will promote an inspiring research environment able to enhance the competitiveness and outreach of our existing infrastructures by unlocking their potential and facilitating their interconnection with large-scale ESFRI-level initiatives. Una Europa remains committed to coordinating efforts to address legal, financial, organizational, technical and cultural barriers that currently restrict the sharing of research infrastructures within and across institutions, as well as the facilitation of storing, sharing and accessing data. We will focus on those activities that support the opening up of research and data infrastructures and resources, and will do so by developing strategies, policies and shared principles that facilitate access to and connections between our extant research and data infrastructures and resources, with a focus on small and medium sized research infrastructures; by developing tools to raise the visibility of extant research and data infrastructures, specifically by exploring a common digital catalogue and corresponding cross-institutional access across the alliance; and by providing training and mutual learning initiatives.

Action Plan

The research and innovation action plan focuses and translates those broad strategic research and innovation objectives identified in our vision into actionable items, which have been co-determined by all partners through a joint survey, complemented by joint deliberations and consensus, that made transparent precisely how we will pursue our strategic agenda in the coming years.

By way of mirroring the research and innovation vision, the action plan is divided into the same three broad strategic objectives: supporting the development of Interdisciplinary Hubs; providing a transnational framework for training early career researchers; and opening up research and data infrastructures and resources.

The actions outlined in the research and innovation action plan align, where possible, with activities included under Una.Futura. This action plan is foreseen as guiding the implementation of our research and innovation vision until the end of the Una.Futura project in 2026.

Supporting the Development of Interdisciplinary Hubs for Research, Education and Knowledge Transfer

We will support the development of our six innovative hubs for interdisciplinary research collaboration by devoting resources towards collecting and circulating expressions of interest from our community of researchers for joint external funding, by mapping relevant national funding opportunities for international collaboration, by organizing virtual match-making events, and through our Una Europa Seed Funding initiatives. This development will also focus our efforts to add breadth and strength to our consortium, involving collaborations beyond the existing Una Europa partners in order to ensure that our work remains quality enhancing for the alliance as a whole, thereby ensuring benefit for all partners. Una Europa's Senior External Funding Officer (SEFO) will develop an external funding strategy to assist the alliance in determining where and how to invest resources in relation to external funding. The external funding strategy will be holistic in nature, looking into public and private funding sources at national, European and international level, focusing on the concrete added value of transnational collaboration and aiming to propose a pathway toward long-term sustainability of the alliance. The strategy is meant to be anticipatory, allowing key stakeholders to benefit from early intelligence concerning external funding opportunities. This will necessarily involve defining and refining long-term sustainable processes and structures for ensuring efficient sourcing and pursuit of funding opportunities for our collaborations.

On the one hand, the external funding strategy will aim at supporting the development of strategic Una Europa proposals for external funding in the area of research & innovation at the level of the alliance, in close alignment with the strategies and action plans of the interdisciplinary hubs. We will explore relevant opportunities under the research & innovation framework programmes (Horizon Europe and successor programme FP10), which can further strengthen a transnational research & innovation ecosystem for researchers across the alliance and enable our academic community to strategically drive forward the work of the hubs. On the other hand, the external funding strategy will aim at supporting the development of bottom-up joint proposals, led by Una Europa's academic community. In line with the holistic nature of the external funding strategy, Una Europa's Research Coordination Cluster (RCC), in collaboration with the SEFO of Una Europa vzw, will identify and disseminate relevant funding opportunities to the different hubs as appropriate. In order to avoid a duplication of efforts, and to ensure additional opportunities are not overlooked, under the guidance of the SEFO, the RCC will maintain regular consultations with members of the hubs in order to benefit from their insights and expertise in this regard. Where joint proposals are pursued, the coordinating institution will assume the lead in supporting the development of such proposals.

To facilitate and build upon this work, the RCC will also map relevant national funding opportunities for international collaboration to ensure that our Self-Steering Committees are aware of them and are able to express their interest. Where interest is expressed, the RCC and the SEFO will coordinate with partner universities to organize virtual match-making events. Una Europa will organize a minimum of three (3) such virtual match-making events per year in line with the timing of relevant calls for external funding, such as the availability of Horizon Europe work programmes,

ensuring that – in case of interest - each hub is able to benefit from at least one virtual match-making event before the end of our Una.Futura project, should they wish to do so. The responsibility for organizing the virtual match-making events belongs to partner universities, and each of our partner universities should participate, either as lead or as support, in the organization of at least one event before the end of the Una.Futura project (November 2026).

The work involved in the mapping, identification, and dissemination of funding opportunities, as well as the organization of virtual match-making events, will be carefully monitored centrally, and will be regularly assessed by the Research Strategy Group in order to determine their effectiveness and efficiency.

Una Europa vzw will continue to coordinate the Una Europa Seed Funding initiatives, which remain open to faculty from all academic disciplines of our community. The calls organized under these initiatives, which are a direct benefit of membership in the alliance, help to consolidate our academic community by initiating long-term collaboration and affording critical spaces for pursuing additional externally funded opportunities. The precise number of calls for applications, and their target audience, will be determined by the resources made available through the membership fee for Una Europa vzw and the strategic decisions of the General Assembly. We will aspire to offer two (2) such calls per year, and no less than one (1) such call per year, with additional calls coordinated centrally where funding permits and strategically aligned. Individual partner institutions, or a sub-set of partner institutions, may also propose and support additional calls through additional funding so long as these are strategically aligned with this action plan.

Action	Actors	Timeline
Development of strategic Una Europa projects under Horizon Europe	<ul style="list-style-type: none"> • Senior External Funding Officer • Senior Policy Officer • Board of Directors • Research Strategy Group • Self-Steering Committees 	Ongoing, 2024-26
Identify and Disseminate Funding Opportunities for bottom-up collaboration to SSCs	<ul style="list-style-type: none"> • Senior External Funding Officer, vzw • Research Coordination Cluster • Self-Steering Committees 	Ongoing, 2024-2026
Organize Virtual Match-Making Events	<ul style="list-style-type: none"> • Senior External Funding Officer, vzw • Research Coordination Cluster • Self-Steering Committees 	Three (3) events per year, ensuring that each Hub has at least one during Una.Futura, 2024-2026
Monitoring of and Reporting on identification and dissemination of funding opportunities and the organization of match-making events	<ul style="list-style-type: none"> • Senior External Funding Officer, vzw • Board of Directors • Research Strategy Group • Chairs of Self-Steering Committees 	Ongoing, 2024-2026
Coordination of Seed Funding initiatives	<ul style="list-style-type: none"> • Internal Partnerships Officer, vzw • Research Strategy Group • Board of Directors 	Ongoing, 2024-2026
Develop Proposal for Additional Seed Funding initiatives	<ul style="list-style-type: none"> • Senior External Funding Officer, vzw • Internal Partnerships Officer, vzw • Research Coordination Cluster • Research Strategy Group 	Ongoing, 2024-2026

	<ul style="list-style-type: none"> Chairs of Self-Steering Committees 	
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Providing a Transnational Framework for Training Targeted at Early-Career Researchers

We will provide a transnational framework for training that is targeted at early-career researchers, as these are defined by our alliance, by pursuing joint innovative formats at doctoral level, including scaling up joint doctoral supervision, further investing in joint doctoral programmes, joint research-based training, such as through summer and winter schools and doctoral workshops. We will focus our actions primarily on developing a transnational framework for training that is targeted at doctoral candidates.

Regarding joint doctoral training and educational formats, our efforts will focus on the scaling up of joint doctoral supervision with a longer-term view to strengthening a joint research base. To this end, we will investigate the potential development of joint proposals (e.g. MSCA COFUND [at both doctoral and postdoctoral levels] and Doctoral Networks) in order to bring sufficient resources to support an Una Europa cohort of doctoral or postdoctoral researchers and in turn to serve to support Una Europa’s strategic ambition to create an enabling ecosystem for ECRs. The development of such proposals will benefit from the expertise of the RCC and the Doctoral Training Cluster (DTC), and are foreseen as requiring an ad-hoc specialist working group to oversee and coordinate such development. Beginning with Cultural Heritage, we will work towards overcoming existing institutional barriers for the sake of realizing a joint PhD programme that will serve as a model for other focus areas to follow.

Under the advisement of Una.Futura Work Packages 4 and 5, together with the Doctoral Training Cluster (DTC), we will offer a minimum of two (2) summer and/or winter schools per year, thematized around Una Europa’s focus areas. This will ensure that each focus area is able to offer at least one summer or winter school during our Una.Futura project, should they wish to do so. We will further seek to increase these offerings where funding permits and where the interest of the community should so warrant. We will continue to investigate potential financial models for summer and winter schools and work towards developing a sustainable model for increasing these joint offerings. Individual partner institutions, or a sub-set of partner institutions, may also propose and support additional summer and winter schools, as well as doctoral workshops, through additional investment so long as these are strategically aligned with this action plan. Where appropriate, the participation of postdoctoral researchers who are active members of Una Europa’s Interdisciplinary Hubs will be prioritized as participants and/or in the delivery of summer and winter schools.

Importantly, our efforts concerning joint doctoral training and educational formats are to be informed by regular consultations with early-career researcher stakeholder groups.

Actions	Actors	Timeline
Development of joint MSCA COFUND and Doctoral Network proposals	<ul style="list-style-type: none"> Senior External Funding Officer, vzw Doctoral Training Cluster Research Coordination Cluster (or designated [by partners] advisors, as appropriate) Self-Steering Committees 	2024-2026
Mapping of existing institutional barriers for joint doctoral programme in Cultural Heritage	<ul style="list-style-type: none"> Self-Steering Committee Cultural Heritage Doctoral Training Cluster Una.Futura WP4 	2024-2025
Development of proposal for overcoming existing institutional barriers for joint doctoral programme in Cultural Heritage	<ul style="list-style-type: none"> Self-Steering Committee Cultural Heritage Doctoral Training Cluster 	2024-2025

Development of model for joint doctoral programmes in Una Europa	<ul style="list-style-type: none"> • Self-Steering Committee Cultural Heritage • Doctoral Training Cluster 	2026
Development of toolkit for coordinating Summer and Winter Schools	<ul style="list-style-type: none"> • Una.Futura WP4, WP5 	2024-2025
Coordination of Summer and Winter Schools	<ul style="list-style-type: none"> • Self-Steering Committees • Doctoral Training Cluster • Una.Futura WP4, WP5 	Minimum of two (2) per year, ensuring that each hub has at least one during Una.Futura, 2024-2026 Additional schools to be proposed and supported by partner institutions, 2024-2026
Development of sustainable financial model for summer and winter schools	<ul style="list-style-type: none"> • Una.Futura WP4, WP5 	2024-2026
Consultations with Early-Career Researchers	<ul style="list-style-type: none"> • Senior Governance Officer, vzw • Senior External Funding Officer, vzw • Research Strategy Group • Chairs of Self-Steering Committees 	2024-2026

Opening Up Research and Data Infrastructures and Resources

We will further investigate opportunities for opening up research and data infrastructures and resources through community building, training activities, and mutual learning activities.

It is important that our community of experts in research infrastructures are afforded the opportunity to identify common interests and paths towards resource sharing; to create synergies and to foster collaboration, if only to more effectively identify and submit to collective analysis of those institutional barriers currently obstructing efforts. Such opportunities will be deliberately piloted in thematic areas, based on virtual matchmaking events for experts in research infrastructures, and cost-benefit analyses will be produced subsequently in order to facilitate further evaluation.

We will support training and mutual learning activities for research infrastructure managers and experts through our Una Europa formats “Staff Week” and “Live my Life”. We will also invest resources for exploring potential sources of external funding that would allow us to take our ambitions concerning the opening up of research and data infrastructures and resources further.

Under Una.Resin, Una Europa benefitted from the work of the Research Infrastructure Cluster (RIC). Under Una.Futura, the RIC will become a Working Group charged with advising and supporting actors in pursuing the actions of this third objective.

Action	Actors	Timeline
Pilot virtual matchmaking events for experts in research infrastructures	<ul style="list-style-type: none"> • Una.Futura WP4 • Working Group in Research Infrastructures • Cultural Heritage Self-Steering Committee (Virtual Museum) • One Health Self-Steering Committee (vision on shared infrastructures) • Future Materials Self-Steering Committee 	2025-2026

	<ul style="list-style-type: none"> • Chairs of Self-Steering Committees 	
Monitoring of and Reporting on pilot virtual matchmaking events for experts in research infrastructures	<ul style="list-style-type: none"> • Una.Futura WP4 	2025-2026
Support training and mutual learning activities for research managers and experts of research infrastructures	<ul style="list-style-type: none"> • Senior Project Leads, UF-WP9 • Relevant Clusters and Working Groups 	2024 – 2026
Identify and disseminate potential sources of external funding for the sharing of research infrastructures and resources	<ul style="list-style-type: none"> • Senior External Funding Officer, vzw • Working Group in Research Infrastructures and Resources • Research Coordination Cluster • Chairs of Self-Steering Committees 	2024 - 2026

5. Student-centred and research driven teaching & learning, informed by cultural and linguistic awareness

Vision

Introduction

The purpose of this document is to formulate principles and guidelines for student-centred, learning-focused, intercultural, and multilingual learning in the Una Europa alliance. These principles and guidelines will be informed by the latest research on active and skilful learning, pedagogical practices supporting learning, and innovative pedagogical models. These all are necessary for the learning of academic expertise and the development of academic experts and citizens in the future. Hence, this is a living document subject to updates, clarifications, and substitutions as needed.

Higher education traditionally strives to cultivate critical thinkers with capabilities and competencies to navigate the field of science and academia, use their academic expertise in the multi- and interdisciplinary collaborations and work as well as find solutions to current and future challenges that nobody can solve alone. Academic experts often work in crucial stakeholder positions, in which they enact their agency and pave the way for new innovative thinking and solutions that have not existed before. Una Europa is in a unique position to look further and consider how education must evolve to counter global challenges that are intertwined in both the societal and natural spheres.

First, we must acknowledge that this requires commitment to review and modify existing modes of action. By “students” we tend to refer to enrolled individuals participating in courses and degree programmes. However, this narrow understanding does not embrace the diversity of student profiles our alliance includes. Education takes place in various contexts and places across scales. Our alliance should establish and cultivate environments that emphasize transformative learning across the full scope of university education. Pedagogical principles of translanguaging and inclusion should be implemented across the whole spectrum (Annex 1).

Guiding principles

The major headlines of the guiding principles (V1-4) describe what the student is expected to achieve while engaging university studies through the Una Europa university experience. They also communicate how we perceive current learning and teaching at university as well as communicate capabilities of future academic experts. Detailed objectives are formulated to reflect broad learning outcomes and are thus easily adaptable by partner institutions. Student agency and self-regulation must not imply total independency. To ensure the fulfilment of these objectives, quality-controlled support structures will be provided.

V1. Students as knowledge-seekers and knowledge-builders

Teaching activities should be founded on the theories of constructivism and connectivism. Students are active co-creators of knowledge, not passive recipients. We are inclined to distinguish between knowledge building in the context of learning from knowledge production through the scientific method in research. In reality, students often take on multiple roles simultaneously. We must encourage and support this through our interactions, collaborations, pedagogies, and assessment methods.

- Students become aware of the ways knowledge has been historically produced and legitimized
- Students understand how scientific knowledge is created and renewed in the scholarly community
- Students and teachers alike acknowledge and respect the responsibilities of knowledge production
- Students build and rebuild their own knowledge, understanding and academic expertise throughout their studies individually and in interactions and collaborations with others

V2. Students as solution-oriented critical thinkers

The demands of working life and global challenges are putting great stress on individuals. At the very least, our university education must equip students with the capabilities and competencies to navigate these challenges resiliently. We must also be ready to evaluate our own role in replicating and reinforcing these detrimental structures. We must educate students to challenge and change the existing system, not to just adapt or survive in it. Generic academic skills are fostered and integrated to courses across disciplines are emphasised in the studies (Annex 2 provides one model of this).

- Students apply scientific knowledge through the development of generic academic skills.
- Students actively develop critical thinking and argumentation skills and practice their use in a variety of situations.
- Students identify their biases and are able to discuss and collaborate with colleagues from diverse contexts, various disciplines and with different worldviews in a constructive manner.

V3. Students as peacemakers and empowered citizens

Education in our alliance should foster justice and solidarity between people, institutions, and nations. **The value of Una in providing multilingual, culturally diverse, and collaborative learning environments is incremental for cultivating empathy, solidarity, and curiosity.** It is a specific responsibility of the academically educated experts to contribute constantly to the development of democratic societies.

- Students' own role in building democratic and peaceful communities and societies are emphasised and cultivated.
- Students' have extensive knowledge and understanding of democratic societies, citizenship and peacemaking.
- Students have broad capabilities in promoting peaceful solutions and democracy in their own discipline and beyond.

V4. Students as active agents of change for the sustainable future

There is an urgent need for **pedagogies which aim to deconstruct the notion of anthropocentric exceptionalism.** Regardless of their discipline, students, and teachers need to understand and appreciate the fundamental principles of strong sustainability models. Broad understanding and skills for promoting sustainability are emphasised throughout the studies. This requires unprecedented collaboration that cuts through all societal sectors and is multidisciplinary and intercultural. **Hence, Una Europa learning activities can equip students and teachers with the necessary competencies that foster this change.**

- Students become aware of the models for strong sustainability and learn how to apply them to a range of activities across disciplines.
- Students are actively involved in a variety of activities enhancing sustainability.
- Students can collectively act constructively against the policies and practices that are harmful for sustainability.

Table 1. Vision guiding principles in relation to actions

Guiding principle	Learning objectives	Reference to action
<p>V1. Students as knowledge-seekers and knowledge-builders</p>	<p>Collaborative learning in a diverse community that engages its members</p> <p>Students become aware of the ways knowledge has been historically produced and legitimized</p>	<p>Cooperation and collaboration are actively taught and practiced.</p> <p>Creating opportunities for students to participate in curriculum planning outside of formal courses and opportunities to make initiatives regarding the teaching arrangements in their institutions</p>
<p>V2. Students as solution-oriented critical thinkers</p>	<p>Ability to think, discuss potential solutions to complex problems by applying prior knowledge.</p>	<p>Generic academic skills are fostered and integrated to courses across disciplines.</p>
<p>V3. Students as peacemakers and empowered citizens</p>	<p>Students' own role in building democratic and peaceful communities and societies are cultivated</p> <p>Students have broad capabilities in promoting peaceful solutions and democracy in their own discipline and beyond</p>	<p>Pedagogical utilization of the multilingual diverse collaborative learning environment to foster empathy, solidarity, agency, and curiosity.</p>
<p>V4. Students as active agents of change for the sustainable future</p>	<p>Students are actively involved in a variety of activities enhancing sustainability</p> <p>Students can collectively act constructively against the policies and practices that are harmful for sustainability</p>	<p>Broad understanding and skills for promoting sustainability are emphasised throughout the studies</p>

Action Plan

Introduction

This action plan outlines a proposed set of activities to fulfil the principles and achieve the objectives of student-centred and research-driven teaching and learning informed by cultural and linguistic awareness. Outlined activities are designed **to utilize both the existing expertise of our institutions as well as draw from potential of Una collaboration to develop innovative educational models**. Undoubtedly, the teachers at our partner institutions are highly skilled and motivated and they are, to various degrees, already employing student-centred constructivist teaching methods. The purpose of this action plan is **to challenge and inspire both our academic teaching staff and student body to reimagine the value of education** in the unfortunately polarized environment where both societal and natural crises intertwine.

The proposed activities span the four years of Una.Futura implementation until December 2026. The scope of the strands does, however, exceed this implementation period. Principles of student-centered teaching and learning should remain at the core of our strategies beyond this timeline. The prioritization of the activities will be outlined in the implementation plan. The implementation plan will be developed further in the period of June-December 2023. Mid-term review is especially targeted at the state of priority activities identified in the strands.

Strands of action

We divide the activities based on the scope of their implementation:

1. Scope I – Una Europa level
2. Scope II – Institutional level at each partner university

Scope I.

Una Europa continues to develop and implement joint innovative formats for transformative education (WP5). Output examples from the earlier 1Europe project include:

- a. *Challenge-based learning in Una Europa*
- b. *International service-learning in Una Europa*
- c. *Micro-credentials on diverse topics*

Each of these formats have unique requirements that need to be reviewed and developed as the project moves forward. To ensure alignment with our vision principles, the following general actions should be fulfilled (not an exhaustive list and subject to supplementations):

- Designing and implementing the courses or programs:
 - **Student participation** is guaranteed.
 - **Strong interdisciplinary expert collaboration** is formally utilized.
 - **The diversity of cultural contexts** is meaningfully and formally integrated.
 - Additionally, viewpoints that might be missing from the learning environment are critically considered and reflected upon.
- Assessing the performance and achievement of learning outcomes
 - Diverse methods of assessment are developed.
 - **Innovative learning assignments that allow for dynamic integration of learner feedback.**
 - Self-evaluation and peer-evaluation support the development of transversal skills.
 - Opportunities for multilingual feedback and discussion are created.

Priority activities for Scope I

1. Creation of a pedagogical framework for inclusion and translanguaging

2. Review and development of pedagogical guidelines and checklists for the establishment of joint innovative educational formats implemented in Una Europa.

While these educational activities provide valuable opportunities for both our students and staff to develop crucial skills, we must acknowledge that an issue of inclusivity arises. To ensure that all students have access to education aligned with our vision principles, we have developed activities to be considered on the institutional level (Scope II).

Scope II.

These guidelines form the foundation for student-centred teaching and learning across all educational activities at the university. The major headlines (A1-5) describe thematic sets of activities which are of equal importance and interdependent in nature. The breadth of this scope is intentional. Not all activities are expected to be implemented during the four years of Una.Futura but they serve as an inspirational torch to be passed on.

A1. Competence-based and constructively aligned curricula in the degree programmes

Priority activities:

- ✓ curriculum mapping
- ✓ MOOC on constructive alignment.

This strand applies to both existing and newly developed educational activities. The activities in the strand need to carefully examine the opportunities for interdisciplinary teaching and learning. Interdisciplinary courses and programmes need to be designed well and the collaboration between discipline experts must be built-in.

- The curricula are constructively aligned both on curriculum and study unit level: learning goals, contents, teaching methods and assessment methods are in line with each other and support student-centred learning and teaching.
- The curricula of degree programmes are based on the competencies i.e., learning and skills -oriented way of organising and implementing teaching.
- Learning outcomes serve as a basis for planning the curricula and they describe what students are expected to know, understand or be able to do after completing their degree or to successfully complete individual courses.
 - Clear learning outcomes are defined for the degree and course level in each study program
 - Both discipline-specific and generic academic expertise skills are taken into consideration when defining the learning outcomes.
 - The latest research, development and the changing skills needs and demands of professional life are considered when defining the learning outcomes.
- Teachers become aware of the principles of constructive alignment supporting student learning (via pedagogical trainings) and know how to put it into practice
 - Teaching methods and assessment of learning are developed to guarantee alignment

A2. Comprehensive guidance and supervision for students

As Una Europa provides an increasing number of opportunities to learn, challenge and develop oneself, we must also maintain a high capacity to support the students in their journeys. Both virtual and physical mobility is a key aspect of Una Europa and students will need varying levels of guidance in navigating this space. We must utilize our multilingual and multicultural pedagogical expertise in laying the foundations for transformative learning.

- The guidance and supervision activities and facilities provided both on university and faculty levels
 - are aligned: aims, contents, teaching methods and assessment methods are coherent
 - are designed in line with the students' study path during the bachelor's and master's degrees
 - are made visible to students
- Versatile tools are utilised in providing support for students: administrative staff, academic staff, peer students, and working life representatives are all committed to provide guidance to students

- Diversity of support needs to be ensured to reflect the diverse roles and paths students experience during and after university life.
- Students have possibilities to receive tailored support for their needs throughout their study path, for example for study planning, choices during the career, practice periods, bachelor and master thesis, and career planning

A3. Student participation in decision-making

Priority activities:

- ✓ Review of existing student representation
- ✓ Creating guidelines for proper initiation of students to representative roles
- ✓ Involving students in pedagogical development
 - Establishing peer-mentorship programmes to foster agency for educational co-creation.

By cultivating strong student agency, we create opportunities for transformative learning of soft and transferrable skills and strengthen the education of future academic experts.

- Students have an official and active role in the decision-making on university and faculty levels
 - Students are guaranteed representation through allocated seats in governing bodies / faculty boards.
- Students can prepare initiatives and their opinions and viewpoints are considered
 - Students' pedagogical initiatives are encouraged and supported
- Formalizing student feedback:
 - Versatile student feedback is collected and analysed when developing new actions
 - Feedback results are made transparent

A4. Pedagogical staff support

- The development of teaching and learning is founded on research-based evidence and methods to support it.
- Pedagogical support is provided systemically on university, faculty, degree programme and individual teacher levels
- Specific education and support for pedagogical leadership on faculty and degree programme level is provided
- The teaching staff is encouraged and provided versatile possibilities to develop their pedagogical expertise and to participate in pedagogical trainings during their working hours.
- Pedagogical expertise is rewarded in the leadership positions and when filling the academic positions

A5. Future scenarios and pedagogical roadmaps

- Pedagogical leadership in the faculties and degree programs is supported in versatile ways.
- Co-creation of future scenarios and visions of what education could look like in 2050 and beyond, highlighting that education must play a pivotal role in radically reconfiguring world. This allows pedagogical leaders to anticipate future developments and enable intended learning and teaching in the university.
- Practical pedagogical roadmaps concretizing the future goals, and paving the ways to reach the goals and steps forward are created in the faculties.

Table 1. Detailed example activities for action sets and corresponding vision principles

Strand of Action	Activities	Synergies	Related vision
A1. Competence-based and constructively aligned curricula	<ul style="list-style-type: none"> Curriculum mapping regarding alignment. Developing a joint MOOC on constructive alignment. Performance-based assessment on essential general academic skills (e.g., sustainability focus). Knowledge accumulation exams / tests 	SSC-S and Task Force Sustainability and Climate Protection	V1, V2 V1, V2 V2, V4 V1
A2. Comprehensive guidance and supervision	<ul style="list-style-type: none"> Establishing an online and on-site courses to cultivate students' well-being and metacognitive skills. Establishing a pedagogical course for staff on student guidance and supervision. Encouraging participation in multidisciplinary studies and thesis processes 	Diversity and Inclusion Student experience	V2. V3.
A3. Student participation and engagement	<ul style="list-style-type: none"> Regular meetings are organized for students to receive updates on the development of teaching, courses, administration. Creating platforms for student meetings across levels (from own discipline, degree programme to institutions) Sharing feedback tools within the alliance Opportunities for students to participate in curriculum planning outside of formal courses and opportunities to make initiatives regarding the teaching arrangements in their institutions 	Student experience – 2e. Student engagement toolkit 2f. Staff flows for student engagement Student Board Local Task Forces	V2, V3 V2, V3, V4 V1, V2 V2, V3
A4. Pedagogical staff support	<ul style="list-style-type: none"> Creation of a pedagogical framework for translanguaging and inclusion <ul style="list-style-type: none"> Conduct a literature review Co-creation: representatives from partner institutions contribute Students feedback and contribution is collected Developing a MOOC on basic course in university pedagogy (5 ECTS) Establishing an online academy of teachers for the alliance Online tutoring for digital pedagogies and solutions Video-based support for pedagogical reflection Pedagogical leadership education 	Diversity and Inclusion SSC-S and Sustainability and Climate Protection	V1-4 V1-4 V1-4 V1-4

A5. Future scenarios and educational roadmaps	<ul style="list-style-type: none"> • Organising university-wide joint scenario work • Encouraging faculty staff members to engage to the creation of joint scenarios • Facilitating discussions on the future of university learning and teaching within the university and with external stakeholders • Preparing frameworks for faculty-specific pedagogical roadmaps to pave the way for future developments 	Sustainability and Climate Protection Research and Innovation	
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Annex 1. Underlying pedagogical principles

These are to be elaborated (see Action Plan)

Pedagogical principles of translanguaging: students' whole linguistic repertoires are invited, included, recognized and accepted in the learning act beyond a division into multilingual and monolingual students (Paulsrud et al., 2017). To adopt these principles teachers must examine their own attitudes and stance regarding languages in education and implement translanguaging instructional designs which are inherently also student-centred and collaborative (García & Kleyn, 2016).

Pedagogical principles of inclusion:

Pedagogical approaches must be selected that cultivate the values and principles of interdependence and solidarity. This means recognizing and redressing the systematic exclusions and erasures imposed by racism, sexism, colonialism, and authoritarian regimes around the world (UNESCO, 2021).

Pedagogies of respect, inclusion, belonging, peacebuilding, and conflict transformation go beyond merely acknowledging or tolerating difference (UNESCO, 2021).

Annex 2. Example model of generic academic skills development

SUPPORTING THE DEVELOPMENT OF GENERIC ACADEMIC SKILLS DURING BACHELOR'S DEGREE STUDIES



Examples of generic skills to be integrated into discipline-specific studies			
Generic academic skills	1st year	2nd year	3rd year
Identification and direction of personal expertise	<ul style="list-style-type: none"> Building motivation and interest Time management skills Planning studies, practice in independent study Starting to learn how to assess their own learning Identifying personal skills Self-knowledge 	<ul style="list-style-type: none"> Assessing personal work methods, recognition of study-related challenges Taking responsibility for their own studies Assessing personal coping skills, stress management and wellbeing Identifying personal prior learning Advancement paths, career alternatives, description of personal learning 	<ul style="list-style-type: none"> Lifelong learning skills Managing the thesis writing process Project work skills Identifying and making visible personal prior learning, job-seeking skills Career planning and setting of future goals
Communication, interaction and cooperation skills	<ul style="list-style-type: none"> Orientation and acquainting themselves with others Integrating into the academic community and group formation with peers 	<ul style="list-style-type: none"> Interaction skills, groupwork skills, constructive interaction skills Skills in verbal, written and digital communication 	<ul style="list-style-type: none"> Cooperation and management skills Negotiation skills Skills in verbal, written and digital communication Presentation skills
Scholarly and ethical thinking	<ul style="list-style-type: none"> Critical literacy, media literacy and skills in analytic thinking Training in academic writing begins Training in ethical thinking begins Training in sustainability and responsibility thinking begins 	<ul style="list-style-type: none"> Academic writing Argumentation skills Information seeking and retrieval skills and critical evaluation of information Skills for applying information Developing ethical thinking Developing sustainability and responsibility thinking 	<ul style="list-style-type: none"> Academic writing, critical evaluation of information Argumentation skills Innovation and creativity, problem-solving and decision-making skills, taking into account values, principles and objectives related to sustainability and responsibility in problem-solving and decision-making. Research ethics and ethical behaviour Sustainable and responsible activities
Systemic thinking	<ul style="list-style-type: none"> Launching systemic thinking 	<ul style="list-style-type: none"> Developing systemic thinking Identifying the impact of their own sector on sustainability through the operation of different systems 	<ul style="list-style-type: none"> Systemic thinking skills, such as the review, analysis and evaluation of the structures and dynamics of complex systems
Futures thinking	<ul style="list-style-type: none"> Launching futures thinking 	<ul style="list-style-type: none"> Developing futures thinking Identifying personal prior learning in tackling future sustainability issues 	<ul style="list-style-type: none"> Futures thinking skills, such as production of alternative scenarios and their critical evaluation
Strategic thinking and agency	<ul style="list-style-type: none"> Launching strategic thinking and action 	<ul style="list-style-type: none"> Identifying prior learning, opportunities for action and roles in promoting the sustainability transformation 	<ul style="list-style-type: none"> Skills in the planning, assessment and implementation of experiments, interventions, transitions or change supporting sustainability

Master's degree studies or working life

Tools for developing generic academic skills during university studies: PSP, studies in career orientation and expert identity, portfolio work and reflection of personal skills, HowULearn surveys
The development of generic academic skills continues throughout the studies and in accordance with the concept of continuous learning in working life.

*Targeted learning outcomes comply with national and European Qualifications Frameworks (NQF and EQF).

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SUPPORTING THE DEVELOPMENT OF GENERIC ACADEMIC SKILLS DURING MASTER'S DEGREE STUDIES



Examples of generic skills to be integrated into discipline-specific studies		
Generic academic skills	1st year	2nd year
Identification and management of personal expertise	<ul style="list-style-type: none"> • Lifelong learning skills • Taking responsibility for their own studies • Assessing personal coping skills, stress management and wellbeing • Identifying and making visible personal prior learning • Advancement paths, career options and perceiving future goals 	<ul style="list-style-type: none"> • Preparedness for continuous learning • Independent approach to work • Managing the thesis writing process • Maintaining their own wellbeing • Describing and communicating their own skills, job-seeking skills • Career planning and setting of future goals • Maintaining and developing their own skills
Communication, interaction and collaboration skills	<ul style="list-style-type: none"> • Groupwork and interaction skills, skills in constructive interaction • Negotiation skills • Skills in written, oral and digital communication • Presentation skills 	<ul style="list-style-type: none"> • Cooperation and management skills • Project work skills • Negotiation skills • Skills in written, oral and digital communication • Performing skills
Scholarly and ethical thinking	<ul style="list-style-type: none"> • Academic writing skills • Critical evaluation of information • Argumentation skills • Skills for applying information • Research ethics and ethical behaviour • Sustainable and responsible activities 	<ul style="list-style-type: none"> • Advanced academic writing skills • Critical evaluation, adaptation and use of information • Argumentation skills • Innovation and creativity, problem-solving and decision-making skills, taking into account values, principles and objectives related to sustainability and responsibility in problem-solving and decision-making. • Research ethics and ethical behaviour • Sustainable and responsible activities
Systemic thinking	<ul style="list-style-type: none"> • Developing systemic thinking • Identifying the impact of their own sector on sustainability through the operation of different systems 	<ul style="list-style-type: none"> • Systemic thinking skills, such as the review, analysis and evaluation of the structures and dynamics of complex systems
Futures thinking	<ul style="list-style-type: none"> • Developing futures thinking • Identifying personal prior learning in tackling future sustainability issues 	<ul style="list-style-type: none"> • Futures thinking skills, such as the production of alternative scenarios and their critical evaluation
Strategic thinking and agency	<ul style="list-style-type: none"> • Developing strategic thinking and action • Identifying prior learning, opportunities for action and roles in promoting sustainability change 	<ul style="list-style-type: none"> • Skills in planning, assessment and implementation of experiments, interventions, transitions or change supporting sustainability



Tools for developing generic academic skills during university studies: PSP, studies in career orientation and expert identity, portfolio work and reflection of personal skills, HowULearn surveys
The development of generic academic skills continues throughout the studies and in accordance with the concept of continuous learning in working life.

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6. Sustainability and Climate Protection

Vision

Introduction

The purpose of the vision is to serve as a basis for all bodies of Una Europa and make sure sustainability is taken into account and our climate is protected. It unites already existing documents with new perspectives on the role of the Una Europa Task Force Sustainability and Climate Protection and links to other transversal themes and bodies of Una Europa. The document follows the whole-institution approach and shares a holistic view on sustainable development according to the Sustainable Development Goals (SDG) as proclaimed in the UN 2030 Agenda².

1. A holistic approach to Sustainability and Climate Protection

Sustainable development and climate protection belong to the biggest global challenges of this century and will remain focal points of academic research, education and university life in the decades to come. It is our **vision to systematically develop our communities, opportunities, spaces, and projects to meet these challenges**. This is reflected by our commitment to consider sustainability and climate protection as a transversal theme in Una Europa's overall collaboration and actions as well as in the formulation of an Una Europa Sustainability and Climate Protection Strategy.

Our **guiding principle is a Whole Institution Approach** that addresses sustainability and climate protection not only in teaching and learning as well as research, and third-mission activities but also in our campus management, community engagement and procurement. We see it as our institutional responsibility to actively shape the global discourse and to address the corresponding challenges by including all areas and stakeholders of the university.

Sustainability and climate protection are processes that require continuous improvement, not states that can be achieved. With this understanding we develop our **collaboration and measures in an interactive and participatory manner**. Main objectives include **inter-institutional learning, implementation of profound actions in the field** as well as **sharing our results and learnings** beyond our alliance in European and international (university) networks.

The **Una Europa Task Force on Sustainability and Climate Protection as working body** of the transversal theme has outlined four courses of action in the Sustainability and Climate Protection strategy from 2021 to continuously improve sustainability management and engagement at HEIs: (i) Governance, (ii) Teaching and Community Engagement, (iii) Operations, and (iv) Healthy and Resilient Communities. The strategy was a document created to complement the work of the Self-Steering Committee (SSC) in the Una Europa Focus Area on Sustainability and therefore focused on institutional responsibility. For the present vision and action plan in the Una Europa transversal theme sustainability and climate protection the holistic approach is further taken into account and links to all focus areas and other transversal themes are drawn. However, the link to the SSC Sustainability is tighter and will be highlighted more in detail in the actions to enable close collaboration.

² https://commission.europa.eu/strategy-and-policy/international-strategies/sustainable-development-goals_en (24.04.2023)

2. Una Europa making a change

Our university alliance has a major role to play in delivering transformational change in addressing challenges to sustainability and climate protection and fostering awareness-raising and behavioral change. Our commitment includes **two dimensions** – the level of the Alliance and the level of individual partner universities. We recognize that as an Alliance that spans eleven countries, our partners are at various stages of action on sustainability and climate protection. However, we endorse this **diversity** as an opportunity for closer cooperation in inter-institutional and governance-related issues of sustainable development.

On the **Alliance level**, Una Europa will build a strong partnership that considers aspects of sustainability and climate protection in all strategic plans, while being informed by pioneering examples from Una Europa partner institutions. At the same time, efforts at the **level of Una Europa partner institutions** in the field will be reinforced by collaboration in the framework of Una Europa.

3. Una Europa Sustainability action

To ensure that the objectives of the Sustainability and Climate Protection Strategy are reached, and the overall vision of healthy and resilient academic communities is achieved, the following strands of action with main activities are defined (*see Action plan for details*).

The strands of action identified for this transversal theme are:

- Governance
- Expert Advice and Capacity Building
- Communication and Reporting
- Outreach

Main activities will include:

- Continuous exchange with the Self-Steering Committees, especially the SSC Sustainability, One Health and Future Materials and ongoing exchange in the framework of the working body of the transversal theme, the Task Force Sustainability and Climate Protection
- Promotion and communication of sustainability and climate protection in committees and strategic processes of Una Europa
- Capacity-building within the Una Europa Alliance by:
 - supporting Una Europa institutions with the implementation of the goals identified in the Una Europa Strategy for Sustainability and Climate Protection with special regard to four courses of action: (i) Governance, (ii) Teaching and Community Engagement, (iii) Operations, and (iv) Healthy and Resilient Communities.
 - facilitating peer-to-peer exchange and consultations among partner institutions to foster inter-institutional learning and innovation.
 - providing concrete support, advice and tools to encourage sustainable approaches in all Una Europa related events and programmes.
 - enabling mutual learning among collaborators, teachers, staff (in collaboration with the SSCs, especially the SSC-S)
- Exchanging good practices with HEIs and alliances beyond Una Europa.
- Going into debate with and raising awareness among decision-makers at institutional, regional, national and European level about the most pressing challenges/areas where action and support is needed.

For specific actions and a detailed implementation plan please refer to the respective sections.

4. Multiple stakeholders to increase impact

As mentioned above, this vision is aimed at two dimensions: the Una Europa level and the institutional level. Thus, the main target groups are identified as the following:

- Una Europa bodies, academics and executive leadership of Una Europa partner universities as well as their respective deputies in sustainability management
- Student-led initiatives working on sustainability and climate protection at partner universities
- Interested external stakeholders, esp. in HEI as well as at the European Union policy level

Action Plan

Introduction

The transversal theme sustainability and climate protection is highly relevant for future activities of Higher Education Institutions (HEIs). Therefore, the task force as the working body of the transversal theme created this document proposing actions for more sustainable universities at two levels – the level of the overall Alliance and the level of individual partner universities.

The overall aim of all actions is described in the vision of the transversal theme. In general, joint actions are undertaken to build strong partnerships between Una Europa universities and therefore create a healthy and resilient basis for academia in Europe and the world.

Strands of Actions

On the basis of the Sustainability and Climate Protection Strategy from 2021 with its defined courses of actions as well as the vision, the following strands of action were identified. Within each strand, activities are described to be followed in the next years in order to contribute to the mainstreaming of sustainability and climate protection within Una Europa activities.

The financial resources and timeline for these actions are - if needed and not indicated below – outlined in documents attached to the identified activities as indicated in the implementation plan.

1. Governance

To achieve more sustainable universities, questions around governance have to be tackled. How to institutionalize sustainable development within HEIs? Which stakeholders have to be included in decision-making processes and how to coordinate measures to undertake sustainable change?

Often experiences show that mission statements, Sustainability Reporting and Impact Assessment via Rankings and other tools make sustainability endeavors visible and more comparable within and between HEIs. Strong management structures to implement the whole-institution approach to sustainability are needed.

In this regard the following actions come into play:

On Una Europa level:

- Continuative exchange with other groups working within Una.Futura - especially with the Self-Steering Committee Sustainability - to create synergies
- Further institutionalize the Task Force Sustainability and Climate Protection within Una Europa, set up regular meetings in 2023 and 2024
- Make a start with and exchange good practices for monitoring the impact of the actions

On institutional level of each university:

- Support the development of strong management structures in which sustainability is embedded and a whole-institution approach to sustainability interlinking efforts in research, teaching, operations and outreach activities through mutual exchange
- Provide university leadership with relevant information on Sustainability Governance when needed to create synergies

2. Expert Advice and Capacity Building

Within Una Europa lots of people are involved in developing new and innovative programmes and joint formats for European universities. Following the UN agenda 2030 Sustainable Development Goals (SDGs)³, sustainable development is one main element of European collaboration as the Treaty of European Union states. Therefore, Una Europa activities should take the SDGs into account in their daily work as well as new projects and formats.

As knowledge about SDGs or other frameworks for sustainable development do not exist in all bodies working within Una Europa, the task force as working body of the transversal theme offers to:

- Provide information and advice to all Una Europa bodies to consider sustainability and climate protection aspects in their activities (-> *link to other transversal themes (TT)*)
- Creating paths to grow sustainability leadership amongst our staff and students and exploring means of cross-institutional mutual learning and support (-> *link to all SSCs*)
- Join meetings wherever necessary to bring in aspects around sustainability and climate protection (-> *link to all SSCs*)
- Find suitable speakers or other people from Una Europa working on sustainability and climate protection issues from research and administration in case experts are needed for internal or external events, group meetings or other occasions
- Work on guidelines for greener events as well as greener international collaboration in terms of reducing the CO₂-emissions of joint activities (-> *link to vision/action plan by TT Mobility*) as well as cultural questions where the diversity council comes into play (-> *link to the vision of the TT Diversity and Inclusion*)

3. Communication and Reporting

Communication is highly important for the overall vision of sustainable HEIs. Pursuing the goal of sustainable development means talking to each other, enabling internal and external discussions and raising the awareness of people at Una Europa as well as at institutional level. Members of the task force provide expertise where needed (see *chapter 2*) and hope to start internal and external discussions about sustainability and climate protection.

For that the task force will on Una Europa level:

- Publish Sustainability Highlight Reports with good practices of each partner institution every two years from 2023 onwards with first pilot in 2023 along with the UN Climate Change Conference (COP28)
- Organize peer-to-peer Workshops on certain topics of Sustainability in Higher Education Institutions to enable mutual learning between Sustainability Offices of Una Europa universities every two years with a pilot starting in 2023
- Create policy documents for decision-makers at institutional, regional, national and European level as output from internal discussions, e.g. the peer-to-peer workshop.

The documents can serve as a basis for argumentation at the institutional level and initiate change e.g. on governance level of individual partner institutions (see also *Strand no. 1 "Governance"*). Peer-to-peer exchange in the form of workshops function as informal continuing education formats for staff involved in sustainability and energy management at university level.

³ https://commission.europa.eu/strategy-and-policy/international-strategies/sustainable-development-goals_en (24.04.2023)

Furthermore, jointly created policy documents can be more powerful than individual ones and have the potential to pave the way for more European support towards environmental-friendly HEIs or even nature-positive universities⁴ in the future.

4. Outreach

Closely linked to Communication (see *strand 3*), Outreach is a strand where another level is added to actions followed by the task force. Beyond exchange on institutional and Una Europa level, the task force will make sure that experiences and expertise is shared with other European alliances and Universities outside of Europe (-> *link to transversal theme Internationalization and the SSC-Europe and the World*).

The following actions at level of Una Europa are identified:

- Meeting stakeholders from other European and non-European alliances and sharing knowledge, experiences and resources with them to implement all SDGs and pursue sustainable development on global scale
- Discuss with other European alliances concrete topics around Sustainability and Climate Protection within HEIs and create space for discussions and think of joint formats for that (e.g. conferences, workshops...)
- Aligning with the European Commission to inform actions in the framework of the European Green Deal and the role of HEIs

Outlook

To **monitor all strands of actions the task force will develop an implementation plan every two years**. Furthermore, alongside the regular meetings of the task force the overall goals mentioned in the vision will be kept in mind. Priorities will be discussed at the beginning of each new calendar year and progress on institutional level can be reported in each session.

Thus, to conclude at Una Europa level, the **task force lead** will make sure there is time and space for sharing processes from each partner in the regular meetings to monitor the implementation of goals set in the strategy as well as making sure support and shared expertise can be given when needed, plus steps towards more sustainable universities are celebrated together. Furthermore, the task force will organize a meeting per year to check the implementation of the action plan as well as the implementation plan.

Thus, as planned by now, this **action plan will be reviewed in November 2024** to make sure priorities are still in line with the alliance, the task force and the current situation in regard to sustainability and climate protection at HEIs. Furthermore, the implementation plan and budget for 2025-2026 will then be developed. Moreover, the implementation of actions is monitored and evaluated along the implementation plan for 2023-2024 and the next steps can be adjusted.

As a final note, all members of the task force are informed to always critically check priorities of actions as socio-political context might change over time. The overall aim is to follow only actions that have a positive impact on our institutions and bring about change that makes our communities more resilient. For that, the **monitoring of actions has to be open for adjustments** alongside the implementation processes.

⁴ <https://www.naturepositiveuniversities.net/> (24.04.2023)

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