



BUILDING OUR CIVIC IDENTITY

**Towards a Socially Responsible University: Walking together to
achieve a positive and transformative impact on society**



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WP3: Local Engagement and Territorial Impact

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Civic Engagement



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The CIVIS Alliance was born with the spirit of building campuses that together could promote a common system of values including a shared sense of democracy, European integration, sustainability, diversity, inclusion, and equity. In this context, the Alliance is also aiming at promoting and supporting Civic Engagement within its member universities towards an open, inclusive, and participatory European University truly connected to society, that contributes to its development through a greater interaction within its ecosystems.

Also known as the Third Mission or University Social Responsibility, Civic Engagement is an activity to which most of the universities in the Alliance had already been committed to for some time, seeking to respond to the problems facing societies. However, it was not an easy task to bring together all the policies and actions carried out by the universities in this sense, given the diversity of the actions, the breadth of the concept of Civic Engagement, and the different meanings and interpretations within each of our member universities.

This document is the result of an intense reflection among all CIVIS universities to bringing together all these actions and policies and reach a consensus on the Civic Engagement concept and meaning for our Alliance. This work has been tackled by the Civic Engagement Task Force, which has worked intensively for more than a year to offer and collect not only the actions and policies identified in each university but also the future lines of work that Alliance can jointly pursue.

The result of this work brings to light the important role that universities play with commitment and responsibility in designing policies that have a positive impact on society through teaching, research, governance, and external leadership. Their main objective is to make an impactful contribution that responds to the real needs of societies. And this objective is leading the universities down an irreversible path where solidarity, responsibility and social engagement are becoming the hallmarks of our campuses.



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01. INTRODUCTION AND BACKGROUND

1.1. University Civic Engagement around the world

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In recent years there have been many initiatives to provide universities with a broad vision that encompasses and supports the concept of education as a value beyond teaching.

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Universities are the engine of human, economic, intellectual and social development in their respective countries. In addition, universities currently play an important role of responsibility and social commitment that transcends their traditional mission of training future professionals.

Their basic research and education functions have now come to be exercised within a much broader framework that also seeks to define the society which gives rise to them and is nurtured by them. Today it is assumed that universities have a crucial role in teaching values and in demonstrating an ethical attitude across all university activities. Universities are also drivers of conceptual social change regarding the relationship between academic, research and social structures.

The 1998 World Conference on Higher Education in Paris marked the beginning of this great change. The resulting Declaration – with sufficiently legitimate institutional backing to constitute a frame of reference – considers that higher education “must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality”¹.

It also insists that, “Special attention should be paid to higher education’s role of service to society, especially activities aimed at eliminating poverty, intolerance, vio-

lence, illiteracy, hunger, environmental degradation and disease, and to activities aiming at the development of peace, through an interdisciplinary and transdisciplinary approach.”

In relation to students, the same Declaration states that higher education institutions “should educate students to become well-informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities”.

At the European level, and simultaneously, the European Higher Education Area was beginning to take shape, although when it was finally launched, it only reflected the spirit and humanistic values promoted by UNESCO to a limited extent.

In recent years there have been many initiatives to provide universities with a broad vision that encompasses and supports the concept of education as a value beyond teaching. The difference is critical. Teaching involves the transmission of knowledge, while educating involves transmitting that knowledge together with a set of ethical values in order to give university students the necessary tools to help build a better world in the future.

Two examples of these initiatives worldwide are the Talloires Network and the University Social Responsibility Network. The Talloires Network² considers the world’s uni-

¹ Preamble, World Declaration on Higher Education for the Twenty-first Century.

² In 2005, the Talloires Network issued the Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education, which commits all its institutions to educate for social responsibility and civic engagement, as well as to strengthen the allocation of university resources for the needs of local and global communities. Currently, the Network is made up of 424 higher education institutions from 84 countries.

³ The University Social Responsibility Network (USRN) was established in 2015, bringing together a group of opinion leaders to exchange ideas, resources, and practices of diverse scope to direct the global discussion and the development of USR in higher education.

versities as vibrant and dynamic forces in their societies, incorporating civic engagement and community work as part of their research and educational missions.

The University Social Responsibility Network³ believes that universities have an obligation to work together to address the world's economic, social, cultural, and environmental challenges and find solutions to make our world more just, inclusive, peaceful and sustainable. To this end, it proposes to contribute to the improvement of society through the integration of social responsibility in institutional management, education, research, services, and public activities carried out by universities. University Social Responsibility (USR) extends the traditional mission of universities in an effort to develop and implement solutions for society's economic, social, and environmental problems.

At present, it is the current 2030 Agenda and the Sustainable Development Goals (SDGs) that are setting the roadmap to follow in order to achieve a better world, and one in which universities have an undeniably important role to play. Of the 17 Sustainable Development Goals (SDGs) approved in 2015, SDG 4 is the one that refers to education. Higher education is mentioned in target 4.3 of SDG 4: "By 2030, ensure equal access for all men and women to quality technical, vocational and higher education, including university education." Higher education is also a fundamental element to achieve other goals: end of poverty (SDG 1); health and well-being (SDG 3); gender equality (SDG 5); decent work and economic growth (SDG 8); responsible production and consumption (SDG 12); climate action (SDG 13); and peace, justice and strong institutions (SDG 16).

The roadmap for the implementation of SDG 4, constituted by the Education 2030 Framework for Action, is essentially based on two fundamental political pillars related to the monitoring and promotion of learning opportunities, as well as inclusion of minorities or underprivileged communities.

The Framework for Action calls for progress in the fulfillment of existing international agreements on higher education that recognize that a properly established and regulated higher education system allows access, equality, quality, and relevance to be increased. It can also reduce the disparity between the content of education and what students should learn to ensure sustainable development and to take full advantage of technologies, open educational resources, and distance learning.



01. INTRODUCTION AND BACKGROUND

1.2. CIVIS Alliance: A European Civic University

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One of CIVIS's key drivers is to support and promote civic values by developing comprehensive, future-oriented interpretations of such engagement, linking the alliance's challenges to society and its stakeholders, while respecting the identity and specific characteristics of each Alliance's university.

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Within this frame of reference, the CIVIS Alliance came into being with the aim of having a significant impact on the development of societies, both locally and globally. This entails fully accepting its social responsibility towards both local and global communities. This anchoring and continual local dialogue enables the European University Alliance to meet the global challenges of this century and remain connected to the direct needs and concerns of communities.

Education, research and civic engagement form a continuum in which each element feeds the others. CIVIS Alliance engagement aims to offer new experiences to students, by getting them to confront real-life situations and/or by promoting their entrepreneurial initiatives. To this end, CIVIS Alliance is also working together with different audiences – younger, older, active, unemployed or retired – or citizen associations, which enrich the Alliance's overall communities and activities.

Therefore, CIVIS Alliance wishes to promote as core values a challenge-based approach, the integration of education, research and innovation activities, and the promotion of the Sustainable Development Goals defined by the United Nations.

Inclusiveness will permeate all CIVIS actions while it pursues these missions, as it commits Alliance universities fully to gender equality, non-discrimination and social equity. The involvement of universities in this Alliance will help reduce gaps, strengthen access to quality education and create real chances of success for all students. By strengthening the profile of Alliance universities as civic universities, CIVIS aspires to promote the civic activities while also benchmarking them with actions outside the alliance.

One of CIVIS's key drivers is to support and promote civic values by developing comprehensive, future-oriented interpretations of such engagement, linking the alliance's challenges to society and its stakeholders, while respecting the identity and specific characteristics of each Alliance university. By combining the Alliance members' academic expertise in different disciplines and applying it to real societal challenges, the CIVIS Alliance, and therefore each of its member institutions, accepts its responsibility with regard to the third mission of universities.

CIVIS Alliance will structure education activities related to research and innovation around those challenges, linking them to civic engagement actions.

01. INTRODUCTION AND BACKGROUND

1.2.1 University Civic Engagement: Background

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A common ground on civic engagement is one of the hallmarks of the Alliance.

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The Alliance universities have diverse backgrounds in terms of their beginnings as socially committed universities, but their core values are the same, as is the general framework they use to understand, develop and carry out civic engagement activities. Although the wording might be slightly different, the pillars are essentially the same. This common ground on civic engagement is one of the hallmarks of the Alliance. Each of these reference frameworks of the universities is briefly described below. Based on this rich and diverse heritage, CIVIS is now well-positioned to propose a common definition for civic engagement within the Alliance.

AIX- MARSEILLE UNIVERSITÉ



A young university making its way in civic engagement.

Aix-Marseille University was the result of the merger of three universities on 1 January 2012. The first phase in the emergence of its civic engagement was diffuse and initiated by research professors in their laboratories or teaching departments. The most remarkable initiative is rooted in local heritage and concerns the creation in the 1990s of the Camp des Milles Foundation, led by Alain

Chouraqui, director of research at the CNRS, and finally recognized as a public utility in 2009. This project led to the launch, in 2013, of the UNESCO chairs “Education for citizenship, human sciences and convergence of memories”. The cooperation between AMU and the Camp des Milles offers teachers and students, and particularly university students, the opportunity both to acquire knowledge and to speak out in the debate on secularism, citizenship and the values of the Republic.

The second phase is marked by the recent national reform of the CVEC (Student and Campus Life Contribution), a compulsory financial contribution that students must pay to enrol on a university course, except in specific cases related to disability, asylum or scholarship status. The university, within the legal national framework, must use a part of this fund to launch a call for projects dedicated to students’ non-for-profit associations.

The topics of these projects are defined by the French central government and the university must respect these topics when selecting the projects.

Therefore, the university’s strategy for civic engagement and the collective initiatives of the students are partly determined in a top-down process by the centralized French state. Within this framework, a project is selected when it aims to develop a voluntary student initiative, particularly in one or more of the following areas: cultural, sports, social, health and disability, educational, citizenship, environmental or humanitarian. However, each topic has its own sub-topics and, for example, respect and tolerance for LGBT persons is not among these topics. The students’ projects may also relate to their education in the various areas of student representation and community life.

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS



Deeply connected to social, environmental, health and economic changes.

The National and Kapodistrian University of Athens (NKUA) is a public university located in the Greek capital. Inaugurated in 1837, it was the first university in the newly established Modern Greek state, as well as in the Balkan and Eastern Mediterranean region.

The University has been considered as socially engaged since the outset, as its role has been historically and socially decisive for national and anti-dictatorial struggles, education, women's empowerment, the promotion of cultural life, and the preservation of historical memory both at home and abroad. Throughout its history a number of its students and faculty members have played a critical role in the world of medicine, politics, education and literature – in fact, in nearly all fields of the arts and sciences.

Today, the University, aware of its active role as a public higher education institution, acknowledges its potential and commits to constantly helping to reshape social reality in Greece, with the academic community actively participating in a multitude of scientific, cultural and social events and initiatives. NKUA is distinguished by its profound connection with momentous and far-reaching social and economic changes as well as with the changes that are currently taking place in the natural environment. For the academic year 2021-22, NKUA offers 41 undergraduate programs as well as 213 postgraduate programs leading to a master's degree or a PhD; 29 of these postgraduate programs are delivered in a foreign language. The University has established 15 Centres of Excellence, 18 Centres of Expertise in Rare Diseases of the School of Medicine, and 5 University Research Institutes. There are also 3 University Hospitals that belong to NKUA, while 72 Clinics and Departments, under the auspices of the School of Health Sciences, operate on NKUA

premises and in 16 Athens hospitals. 275 University Laboratories, 11 libraries, the University's History Museum, the Historical Archive and 20 thematic museums are used for research and education purposes (<https://www.youtube.com/watch?v=HNH7JfxoY00>).

Some of its most important contributions to society have been in the fields of national health, social solidarity, migration policy, gender equality and social exclusion.

UNIVERSITY OF BUCHAREST



Aiming to build a strong academic culture and vibrant academic citizenship as a foundation for full involvement in society's development.

The University of Bucharest was founded in 1864 by Prince Alexandru Ioan Cuza, yet its roots can be traced back to the Academy established in Bucharest in 1694 by Prince Constantin Brâncoveanu, which educated Christians from all over south-eastern Europe.

In 1948, a new Education Reform Law was passed, and the Soviet model of higher education was implemented in Romania. This step was followed by a complete reorganization of the University of Bucharest.

After the 1989 Revolution, the University of Bucharest began to undergo a rapid process of transformation. During this process, new faculties were founded, and the educational process was radically reorganized and freed from communist ideological imprints. The University of Bucharest Charter was adopted in 1996, and nowadays the University of Bucharest covers Human and Social Sciences, Natural Science and Engineering, and Exact Sciences (Mathematics and Computer Science).

The University of Bucharest offers several study programs at all levels and means of university education: there are 19 faculties, 97 undergraduate programs, 215 master's

degree programs and 22 doctoral programs, with a combined total of 33,767 students.

Today, UB is committed to contributing to the transformation and development of Romanian society by actively participating in a consistent number of scientific, social and cultural projects. Apart from being a driving force for transforming the education system, UB has also been a forerunner in projects aimed at building up an ethical academic culture, both through research and by developing tools to implement this vision. Fighting poverty and enabling disadvantaged communities to access education and educational resources is a top priority for UB. Entrepreneurial projects for student start-ups, research projects in support of local communities and a coherent policy for encouraging student volunteering activities through formalized procedures are also part of UB's day-to-day activities.

UNIVERSITÉ LIBRE DE BRUXELLES



An organization has been created to coordinate civic engagement initiatives within the university.

The university has been considered as engaged since it was founded as a secular university. In 1894, free enquiry was written into the University's statutes: The Université Libre de Bruxelles bases its teaching and research on the principle of free enquiry. This means that in all matters, independent judgment prevails over arguments from authority.

During the next 130 years, the University stepped up for women's empowerment, against fascism and intolerance, for abortion and euthanasia rights, for freedom of research, for solidarity with refugees, and for many other causes.

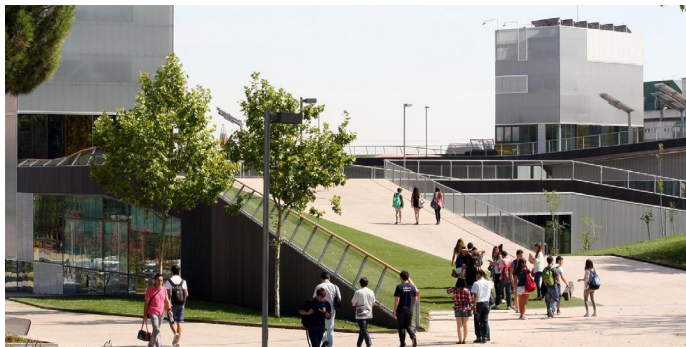
In 2017, ULB institutionalized its commitment to social issues and created "ULB Engagée". The purpose of the organization is to coordinate all the engagement projects within the university. The mission of "ULB Engagée" is to be the first incubator of projects related to the societal commitment of the Université Libre de Bruxelles. In addi-

tion to this, the non-profit association inventories, highlights and promotes the actions carried out by members of the university community.

These are the reasons why ULB thinks the third mission is important:

- Locally, the university is receiving an increasing number of requests from public authorities (CPAS –Centre Public d'Action Sociale–, communes) but also from non-market actors (school support; legal advice for disadvantaged groups; administrative support for the illiterate; support for struggling local businesses, etc.).
- Internationally, ULB is also increasingly present in support of development cooperation, as evidenced by its NGO "ULB-Coopération".
- More and more students and staff want to get involved in societal projects. An ever-increasing number of societal initiatives are being carried out by ULB faculty members or students.
- The involvement of students in associative actions, in Brussels or elsewhere, allows them to develop complementary skills in addition to acquiring academic knowledge. This valuable experience is also valuable to many employers.
- Student engagement also offers a different picture of student life compared with students' celebration parties.
- Academic social responsibility allows strong scientific performance to be combined with territorial anchoring, excellence and proximity.
- Finally, the citizenship of universities can contribute to their appeal and help spread the values of solidarity and commitment.

UNIVERSIDAD AUTÓNOMA DE MADRID



A long history of university social engagement.

Universidad Autónoma de Madrid was founded in 1968. Some of the functions recognized in its Statutes are the creation, development, transmission and critique of science, technology, culture, and art, always oriented towards freedom, sustainable human development, justice, peace, friendship, and cooperation between peoples. Its mission also includes the development of a multidisciplinary education model, ethically oriented towards the search for solutions concerning human rights, the environment, gender equality, care for people with disabilities, the eradication of poverty, and economic and social justice, through the promotion of knowledge, values, attitudes, skills, and behaviour patterns committed to sustainable human development.

In 2002, the Office of Solidarity Action and Cooperation was created by the Governing Council, under the Vice-Rector's Office for Institutional Relations, Social Responsibility and Culture, as the institutional commitment to articulate and organize all solidarity and social commitment policies through awareness-raising, training and the promotion of values and attitudes.

UAM volunteering programs, developed in collaboration with the United Nations and other national and international organizations, have a long history that has made them a benchmark for other Spanish universities.

Along with this Office there are many other parallel actions that cover the field of civic engagement at the university through research groups, scientific culture, service-learning projects, etc. In addition, the Campus of Excellence program maintains social and environmental commitment as one of its pillars, as set out in its 2025 Strategy.

The implementation of the service-learning methodology at UAM began in 2008. Since then, numerous service-learning projects have been executed successfully. In addition, multiple training actions have been carried out with lecturers, students and social entities, and three national and international conferences have been organized.

The Gender Equality Office is the first of its kind among Spanish universities, making its first diagnosis in 2007, as part of the Gender Observatory, followed by the preparation of the equally pioneering First Equality Plan 2011-14. There is also a very important recognition of the work carried out by UAM in caring for students with disabilities. At present, UAM is the Madrid university with the highest number of enrolled degree program students with declared disabilities.

In 2019, the University launched its own transfer program to co-fund projects in collaboration with external partners aimed at promoting technology and knowledge transfer and revitalizing the involvement of academics in collaborative projects.

SAPIENZA UNIVERSITY



University Third Mission: At the core of Governance Strategy.

Founded in 1303, Sapienza is the oldest university in Rome and the largest in Europe. The main Sapienza Campus, where educational activities are integrated with administrative and reception structures, library services and museums, is located in the city centre of Rome. This is an advantage for the civic engagement activities that Sapienza would like to strengthen, particularly in relation to the new approaches of the Rector (elected in December 2020) and her governance strategy.

In fact, Civic Engagement activities at Italian universities have become part of their institutional duties, as part of what is called the "Third Mission", alongside the two historical "missions" of Education and Research. Therefore, since January 2021, the new Third Mission Governance includes 4 Deputy Rectors, a coordinator of all Third Mission activities, who is also Vice Rector, 3 Deputy Rectors for "Public Engagement", "Public-private partnership and agreements with research organizations" and "Development of the entrepreneurial culture for the strengthening of Third Mission activities", and 3 Delegates dedicated to "Placement", "Digital tools for the third mission" and "Relationship with the not-for-profit sector".

By interacting with other institutions, enterprises and non-academic actors, Sapienza is developing specific actions relating to two main areas: a) valorisation of research, which includes the management of intellectual and industrial property, academic entrepreneurship and the structures of intermediation and technology transfer; b) production of social, educational and political public assets, which includes the management of cultural heritage, healthcare, lifelong learning, open science, public engagement as well as activities related to the UN 2030 Agenda and the Sustainable Development Goals (SDGs), with particular attention paid to cultural activities of public utility, scientific dissemination, citizen science, and interaction with the world of education. In this regard, Sapienza provides its knowhow and specialized skills in different areas of scientific knowledge, in order to produce social, economic and cultural impact and changes in contemporary society.

In 2019, with the aim of supporting and enhancing third mission activities and strategies, the Area of Research, Innovation and Third Mission was established in the Strategic Research Projects and Evaluation Office of the Research and Technology Transfer Department. It is also in charge of participation in tenders and the promotion and management of research & innovation projects with SMEs.

STOCKHOLM UNIVERSITY



Contributing to individual and social change through a strong and well-established relationship with both local government and civil society.

With research, education and societal interaction as its three main purposes, Stockholm University has always been characterized by openness and engagement with its social surroundings. It was established in 1878 as a University College – a free and radical alternative for popular academic education, without grades or degrees and with free and unconditioned research. In 1889, SU hosted Sweden's first female professor, and today it is the country's largest research university in natural and human

sciences, as well as its leading university for education and teacher training.

SU contributes to individual and social change through education and research, and to the development of public policy and political decision making through collaboration and engagement. With an organizational model based on decentralized responsibility, departments independently develop transdisciplinary contacts and external collaboration in order to satisfy each discipline's needs as regards renewal, actuality and dialogue with external stakeholders and society at large. Cooperation at the departmental level is supplemented by regional partnerships at the university level – one with Stockholm County and one with the City of Stockholm, with joint projects focused on sustainable urban development, health equity and education.

In order to achieve the global goals for sustainable development, universities need to increase the breadth and depth of their collaboration with both local government and civil society. In Sweden, civil society and its organizations play an important role in strengthening citizen participation in society and democracy. Swedish citizens spend an average of 16 hours a month on voluntary activities of this kind. Collaborating with CSOs (civil society organizations) and NGOs (non-governmental organizations) is therefore a way of safeguarding democracy and participating in projects aimed at overcoming fundamental societal challenges.

A strong and well-informed civil society is both a prerequisite for and an expression of a free and democratic society. By becoming involved in CSOs, individuals can come together to push for an important social issue or solve a specific problem and thus build knowledge and trust in the mechanisms of democratic structures. Collaborating with this kind of organization is an efficient way for academia to get in touch with society's most burning questions and at the same time broaden the impact of research and participation in higher education.

TÜBINGEN UNIVERSITY



Education for civic engagement: active citizenship and problem-solving competencies.

Since 1477, Tübingen has been a place of research and learning. The University of Tübingen is among the world's foremost universities and expressly supports common European values. These include freedom of research, academic freedom, freedom of expression, the equality of all human beings, and respect for human dignity, regardless of a person's origins, religion, social status, gender or sexual orientation.

The University of Tübingen actively supports positive developments in society and peaceful coexistence, sustainable development, and the protection of the environment. In 2011, the Service-Learning and Social Engagement subdepartment was established in the 'Transdisciplinary Course Program' with the mission to create learning and teaching opportunities for students to undertake civic engagement activities and apply their theoretical knowledge to real social needs. By being encouraged to get involved in real societal issues at a local level, students can acquire and develop a sense of themselves as active citizens and also become civically engaged in the future. The curricular crediting of these formats also enables their sustainable establishment as part of the higher education methodologies at the University of Tübingen.

As part of its Excellence Strategy (Research – Relevance – Responsibility), the university has a Cluster of Excellence in Global Encounters and Environmental Systems. In 2020, the university also established the Global Education Program with the aim of offering all members of the university community, and especially the students, the opportunity to acquire a high degree of intercultural and problem-solving skills. This will be necessary in order to face the huge environmental and social challenges of our time and act responsibly in a globalized and interconnected world.

In addition, an important part of the university's Excellence Strategy is to expand social commitment by making relevant contributions to current debates and to promote new forms of research communication, public relations and knowledge transfer.

UNIVERSITY OF GLASGOW



A key player in the society in which it is immersed.

Founded in 1451, the University of Glasgow was created in response to a petition from King James II to adorn the city 'with the gifts of the sciences', so that 'reason flourish, the minds of men (be) illuminated, and their understandings enlightened'. A Papal Bull was issued in which the city was described as being 'particularly meet and well fitted for multiplying the seeds of learning and bringing forth of salutary fruits, not only for the advantage and profit of the city, but also of the indwellers and inhabitants of the whole kingdom of Scotland and the regions lying round about'.

In the eighteenth, nineteenth and twentieth centuries, Glasgow's emergence at the forefront of global commerce and as one of the world's great shipbuilding and engineering centres rested on the acumen of the city's merchants and industrialists working in direct combination with the University, whose innovations stood behind developments including the steam engine, Clyde shipbuilding, naval armaments (the joint university-commercial development of the modern rangefinder made a major contribution to Japanese naval victory over Russia in 1905), sterilization and the transatlantic telegraph.

The relationship between scientific enquiry and practical application that characterizes the work of great scholars such as Adam Smith, Joseph Lister and Lord Kelvin fertilized the minds of successive generations of Glasgow's graduates, who have become what our Strategy describes as our inspiring people, key players in the University's partnerships and in its status as one of the world's top 100 universities.

Advancing learning and the prosperity of the city remain key purposes of the University in the twenty first century and the relationship between the University and the city is no less important. The University of Glasgow is an anchor in the economy of the metropolitan area that surrounds Scotland's largest city, it is the third largest employer in Glasgow, and a key player in the city's ambitious plans for the regeneration of the Clyde.

02. CIVIS APPROACH TO CIVIC ENGAGEMENT

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Universities commit themselves to accept its social role, contributing to the transformation of societies through their own capabilities and know-how and through training and research to find solutions to the social and environmental challenges facing societies today.

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Civic engagement is one of the key processes of universities. It is also known by the terms ‘university social responsibility’, ‘third mission’ or ‘university commitment’. Whichever term is used, they all refer to a range of initiatives, actions and activities designed by a higher education institution (HEI) to engage and involve various communities, organizations, companies, governmental bodies and institutions external to academia, in order to work together both to make a difference in the life of cities, citizens and communities and to transform basic conceptions about what universities can offer individuals and society.

This also means that universities commit themselves to accept this vitally important social role, contributing to the transformation of societies through their own capabilities and know-how and through training and research to find solutions to the social and environmental challenges facing societies today. Universities as trusted institutions can offer their knowledge, skills, values and motivation to improve and guide our societies and leaders. Universities are also expert anchor institutions and often subject-matter experts in communities, as they are research leaders, major knowledge producers, critical debate centres and reliable contributors to development and the economy. Civic engagement emphasizes the process of thoroughly integrating citizens and communities in the planning, policy design and implementation process, as well as citizen science methodologies, with an element of reciprocity in which the civic partners enrich both the institution and one another.

CE covers a wide variety of aspects of university life. It involves institutional university policies, as well as research, teaching and the transfer of knowledge. By mobilizing their human and intellectual resources, universities are directly addressing societal problems and can bring about positive changes in society.

Civic engagement should have the specific aims of ensuring comprehensive and committed training for students, protecting vulnerable groups, enhancing cultural and environmental heritage, engaging with lifelong learning opportunities, promoting volunteering, fostering applied and engaged research, developing committed institutional policies and practices, promoting community service activities, facilitating university-community partnerships, strengthening both local communities and underprivileged countries, and actively participating to help achieve the UN Sustainable Development Goals.

Civic engagement should begin with a mutual understanding and recognition of the values and principles of engaged partners and a commitment to pursue shared goals throughout the process of civic engagement. The public good towards which all partners are contributing should also be enhanced with input from the relevant civic partners and their stakeholders, and not interpreted in isolation.

This proposal is based on the diverse approaches and practices (different countries, cultures and traditions) shown in the above experiences, which represent part of our CIVIS identity, as well as an opportunity to establish common CIVIS ground on CE.

03. UNIVERSITY CIVIC ENGAGEMENT PRACTICES

3.1. CE Mapping and Clusters

All the member universities of the CIVIS Alliance have a wide range of projects, activities, policies and practices related to CE underway. All these actions can be divided into four clusters4:

- **RESEARCH.** Universities, through their extensive research capabilities and activities, have a critical role in providing the necessary knowledge, evidence-based solutions and innovations to underpin and support CE.
- **EDUCATION.** Universities, through their extensive learning and teaching activities – including undergraduate and graduate education, vocational training, executive and adult education, online learning, and co-curricular activities – can successfully achieve their objectives in CE.
- **GOVERNANCE.** Universities, through their governance structures and operational policies, can align with the aims of CE.
- **EXTERNAL LEADERSHIP.** The unique position that universities maintain in society allows them to establish dialogue and collaboration with many other actors outside academia. This leadership is essential to initiate CE actions with civil society both locally and internationally.

The following table shows identified programs and activities which are either ongoing or have already been carried out by Alliance universities within the CE framework. A more detailed list with more specific and comprehensive information [can be found here](#).

Although clusters have been established to help group together and better understand the broad universe of actions and programs that make up universities' social engagement and responsibility, each partner has been free to decide in which cluster each identified activity and program best fits. Often there is no clear dividing line between one cluster and another, and even the same activity may fit into two or three of the clusters. We consider these somewhat blurred lines as yet another source of richness within the field of university engagement.



	AMU	NKUA	UB	ULB	UAM	SUR	SU	UT	UoG
GOVERNANCE									
CE Deputy rectors	X			X	X	X	X		X
A2030/SDG/sustainability policies		X	X	X	X	X	X	X	X
Inclusion, antidiscrimination, antiracism, gender, disabilities, diversity policies	X	X	X	X	X	X	X	X	X
Refugee Support Programs	x	X		X	X	X	X	X	X
Green/Environmental Office				X	X	X	X		
CE Office				X	X		X	X	
EXTERNAL LEADERSHIP									
Promoting CE values through Culture/Arts/Sport	x	X	X	X	X	X	X	X	X
Supporting regional schools for inclusion, STEM projects, preparation of future students, refugee students, etc.	x	X	X	X		X	X	X	X
Open/Citizen Labs	X	X	X	X	X	X	X	X	
CE projects in collaboration with local and regional governments and non-profit organizations	X	X	X	X	X	X	X	X	X
Supporting policy makers for CE policies			X				X		
Psychology Clinic		X		X	X	X	X		
Law Clinic		X		X	X			X	
Prizes/Awards for promoting CE			X	X	X	X		X	X
Specific CE activities for students (certificate, credits, transfer, volunteering, entrepreneurial, etc.)	X	X	X	X	X	X	X	X	X
Development Cooperation Projects		X	X	X	X	X	X	X	X
RESEARCH									
CE research (IT, employment, health, CE evaluation, education, language, civil law, youth, ethics, gender, Service-Learning, Communication, etc)	X	x	X	X	X	X	X	X	X
Open Science		X	X	X	X	X	X	X	
EDUCATION									
CE values education for companies, civil society, etc.					X		X		
CE postgraduate education	X				X	X	X		
CE graduate education		X	X	X			X	X	X
Service-Learning	X			X	X			X	

03. UNIVERSITY CIVIC ENGAGEMENT PRACTICES

3.2. Most relevant practices

The most notable actions carried out by the universities of the CIVIS Alliance are described below. Those that meet some or all the following criteria have been selected, and therefore they can serve as inspiration to be networked or replicated by other universities:

- They are benchmarked against other institutions and universities.
- They have a long and proven track record.
- They have a transformative impact at the social, economic, and environmental levels.
- They are innovative.
- They can easily be networked or replicated by other universities.



MOST RELEVANT UNIVERSITY CIVIC ENGAGEMENT PRACTICES

	RESEARCH	EDUCATION	GOVERNANCE	EXTERNAL LEADERSHIP
AMU	GENDERMED	<ul style="list-style-type: none"> - Master's Degree in Social and Solidarity Economy (School of Economics and Management) - Anti-discrimination cross-curricula teaching unit (INSPE) - <u>MEDHuma</u> Master's Degree in Public Health Societies and Developments - Civic engagement bonus for students 	<ul style="list-style-type: none"> - Gender Equality and anti-discrimination - Sustainable Development Department - IDEAL Project 	<ul style="list-style-type: none"> - The Camp des Milles foundation
NKUA	<ul style="list-style-type: none"> - NKUA Research (Laboratories, Centres of Excellence, NKUA Medical Research) - The Hellenic Foundation for Research and Innovation research projects - Co-designed Citizen Observatory Services for EOS-Cloud 	<ul style="list-style-type: none"> - Civic engagement related postgraduate studies - Promoting effective EU integration of refugees in Greece's school structures - Student Placements in schools, psychosocial sector, civic society organizations - 20 thematic museums for protecting and disseminating the cultural and scientific heritage 	<ul style="list-style-type: none"> - Gender and Equality - Counselling Centres for Students and Accessibility Unit for Students with Disabilities - Energy Policy and Development Centre - Migration and Social Solidarity Policy 	<ul style="list-style-type: none"> - National Health (via 3 NKUA Hospitals, 72 clinics), «Health for All» program, «Solidarity Network for Refugees» offering vaccination and other initiatives - Psychosocial support for the community and school communities (national helpline for psychosocial support, school intervention programs) - Community music, concerts and artistic events, music ensembles, The Choir - Archaeological digs
UB	<ul style="list-style-type: none"> - <u>ReCoN-nect</u> - The Green Deal - The Black Sea Area Studies Program - Centre for Applied Behavioural Economics - The economic pressure on the forest ecosystem in Romania - <u>DETECT</u> 	<ul style="list-style-type: none"> - PHERECLOS - Centre for Organizational Strategies and Leadership. - IMAGORA CESI - Ethics and Integrity in Schools - <u>UBTalks</u> - Inclusive University 	<ul style="list-style-type: none"> - Preparation of the Strategic Concept of Territorial Development Romania - Sustainable Urban Mobility Plan of <u>Moreni</u> municipality 	<ul style="list-style-type: none"> - UNIHUB - Entrepreneurial education, business ideas and civic involvement in the <u>University of Bucharest</u>
ULB	<ul style="list-style-type: none"> - Group for research on ethnic relations, migration & equality: animation and reflection tools for young people 	<ul style="list-style-type: none"> - Equality and Refugee Law Clinics - CODEPO and CODEPHAR - The "University for children" 	<ul style="list-style-type: none"> - Risk partnership committee - Solidarity funds 	<ul style="list-style-type: none"> - Grant Stéphane Hessel - ARES Micro-project
UAM	<ul style="list-style-type: none"> - Knowledge transfer program - CE-related research groups 	<ul style="list-style-type: none"> - Service-Learning project - CE-related Postgraduate studies - Traineeship program on development cooperation 	<ul style="list-style-type: none"> - 2030 Agenda Program - Refugee support program - Supporting students with disabilities program - Gender Equality Office 	<ul style="list-style-type: none"> - Volunteering program (local and international) in collaboration with other partners - Scientific Culture Office
SUR	<ul style="list-style-type: none"> - Sapienza Museum Network - The Botanical Garden 	<ul style="list-style-type: none"> - <u>RadioSapienza</u> broadcast - Programs with/for schools in Rome and Lazio Region - Sapienza CREA - Centre for performing arts 	<ul style="list-style-type: none"> - Sustainable Sapienza - <u>SapienzaSport</u> 	<ul style="list-style-type: none"> - Public archaeology perspectives - Subway museum-station innovative practice
SU	<ul style="list-style-type: none"> - Development of legislation protecting human health and the environment - Development of legislation relating to children's rights - Policy activities to bridge the gap between science and politics - Educational research in citizenship competencies 	<ul style="list-style-type: none"> - Interdisciplinary project course based on challenge driven innovation - Supplementary Education for Migrant Teachers and Preschool Teachers - Master's program in Social-Ecological Resilience for Sustainable Development - Challenge Driven Course in Cultural Management and Urban Development 	<ul style="list-style-type: none"> - Environmental Policy Plan - Climate Roadmap - Sustainable Campus Project - Plan for Gender Mainstreaming - National Roadmap for Open Access 	<ul style="list-style-type: none"> - Open Lab - Climate action network - Design of climate roadmaps - Art + Research public program - Annual venue for collaboration and engagement
UT	<ul style="list-style-type: none"> - <u>LebensPhasenHaus</u> (LPH) - Competence Center Archaeometry - Mobile Activity Lab (MAL) 	<ul style="list-style-type: none"> - Service-Learning trainings for lecturers - Service-Learning courses and civic engagement projects embedded in the respective study program curricula - Refugee Law Clinic - Joint Micro-Program "Civic Engagement" 	<ul style="list-style-type: none"> - The University of Tübingen – Mission Statement - 'Service- Learning and Civic Engagement' Subdepartment within Division III 'Academic Affairs' - The Industry Liaison Office 	<ul style="list-style-type: none"> - Innovation Grants - Grant for engagement projects carried out by students
UG	<ul style="list-style-type: none"> - Precision Medicine - University Innovation Fund 	<ul style="list-style-type: none"> - Historical Slavery Initiative - <u>Edify</u> <u>acedify</u> - Network for Social and Educational Equity - Glasgow Centre for Population Health/Clyde - Glasgow Green/the Green RecoveryDialogues - Glasgow Smiles Better 	<ul style="list-style-type: none"> - First Minister's Standing Council on Europe - Kelvin Hall: first University/City/National Institution Partnership - Policy Scotland 	<ul style="list-style-type: none"> - Glasgow Riverside Innovation District

Further details on practices included above can be found in Annex 1. CIVIS Universities' most relevant engagement practices.

03. UNIVERSITY CIVIC ENGAGEMENT PRACTICES

3.3. Most relevant practices

Already existing joint activities:

- **EXTERNAL LEADERSHIP:**

The CIVIS Open Lab Network, with 8 Open Labs already operative, is the Alliance’s tool to connect CIVIS education, research and innovation with local needs and challenges, by enabling dialogue between university and stakeholders, to strengthen the way in which the university and its local ecosystems interact.

Its main aim is to share knowledge, experience, commitment and intellectual stimulation with citizens and entities by bringing together a diversity of stakeholders with interdisciplinary and innovative approaches to work together in delivering high-impact solutions through transformative projects.

These open and collaborative spaces at each CIVIS territory represent an excellent tool for CE deployment either by implementing new activities or by improving current ones (e.g., Service-Learning programs), which can help strengthen that relationship of ‘reciprocity’ between University and Society.

- **EDUCATION:**

Joint training for lecturers at all CIVIS Universities on the topic of “Service-Learning: Combining teaching with student civic engagement in practice-oriented courses”.

CIVIS Joint Micro-programs on Civic Engagement and on related topics such as globalization and cross-border processes, green innovation, inclusive digitalization and ethical biomedicalization, as well as on Science Communication. They are delivered online.

All challenged-oriented, these pilot programs offer a transdisciplinary approach on each topic, including in most cases a combination of theoretical and practical courses, and also, depending on the program, the opportunity for internships at NPOs, NGOs, etc.

Depending on the student workload and the number of courses, these programs can be fully or partially recognized as part of students’ regular curricula.

- **RESEARCH:**

CIVIS achievements include the RIS4CIVIS project. Officially launched in January 2021, this is the CIVIS flagship project in research and innovation, supported by the European Commission under the Horizon 2020 “Science with and for Society” (SWAFS) program.

With a view to defining a solid research and innovation strategy for CIVIS, the project aims to enhance collaboration among CIVIS researchers and academics, allowing them to identify best practices and exchange experiences. Throughout six transformational modules, RIS4CIVIS covers dimensions related to R&I, including one aimed at “embedding citizens and society”, focusing on increasing public participation in science, public perception of the relevance of science, and public acceptance of science, across all CIVIS local communities.



03. UNIVERSITY CIVIC ENGAGEMENT PRACTICES

3.4. Opportunities identified

After an analysis of all the activities that CIVIS universities have contributed as their best CE practices, the following results have been obtained:

• RESEARCH

There is a huge variety of research and CE related activities. Almost any discipline, be it in the Humanities or the Sciences, offers potential fields for research.

• EDUCATION

The results show an interesting and varied offering in the field of CE training, aimed not only at students or the university community itself but also at the general public and, in particular, secondary schools and colleges (pre-university environment).

According to the results, these types of activities – whether they are directed at the university itself or beyond – can also be divided in the following categories:

- Undergraduate and graduate education. In this category, most universities offer the Service-Learning methodology. In addition, they offer short courses, open lab activities, subjects in various bachelor's and master's degrees oriented towards CE or even internship positions in CE – see, for example, NKUA's postgraduate actions, UAM's development cooperation internship program and UT's 'EngagemenTransfer'. Also, the first joint online courses are available on the civis-moodle platform.

- Innovative educational formats. Normally, these types of training actions offer credits as complementary actions or as complete CE training programs - see, for example, the Joint Micro-Program "Civic Engagement", offered by UT, UB and UAM. The exception here is that UT's BA students can integrate the entire micro program (15 credits) into their curriculum.

- Training actions to raise awareness. There are many universities that offer training courses that aim to promote the awareness of the university community and the general public on various issues related to CE, such as inclusion, cultural and sexual diversity, immigration and refugees, non-discrimination, etc. See, for example, the courses offered by SUR and UG.

• GOVERNANCE

All the universities of the CIVIS Alliance have their own policies that promote or support CE. These include the following:

- Policies for the implementation of the 2030 Agenda and the SDGs
- Policies for effective inclusion
- Service-Learning Project
- Gender equality policies
- Sustainable development policies (environmental, energy saving and mobility)
- Solidarity Funds
- Policies to support cultural and sexual diversity
- Policies to promote sports and good health
- Policies to support the refugee community

• EXTERNAL LEADERSHIP

Participation and contact with other non-academic actors for the development of CE actions is common in all the universities of the CIVIS Alliance. These actors can be businesses, NGOs, and other public or private institutions. Through these collaborations – or even without them in some cases –, the universities are leading projects and actions that allow the development of activities that promote CE among their students. For example, there are application-oriented projects, international development cooperation projects, or scholarships and grants to promote civic engagement projects among students.

All these results indicate that there is a rich field of opportunities for all the members of the Alliance, all of which share the same solid foundation, in that they all show a very high level of civic, social, economic, and environmental commitment.

Even the youngest universities have always opted for this role of commitment to collaborate and help build a better world through their core functions: education, research, and transmission of knowledge. Based on the expertise of the universities as described above, the most obvious opportunity would be to develop this further, within CIVIS Research, Education, Governance and External Leader-

ship, by implementing a series of concrete programs/initiatives, described in the next section “Recommendation and Guidelines”.

In addition to the common CE activities described above, some interesting individual practices have also been identified, which could inspire the development of future joint activities within the Alliance, such as:

- Improving and extending existing training programs for faculty and staff on issues of commitment and responsibility, thereby fostering synergies within the Alliance.
- Applying research to find solutions to social, economic and environmental problems facing societies today. In this way, universities become places where work is done to contribute to the fight against poverty, hunger, inequality, violence, and to address many other factors that need to be transformed in order to improve people’s quality of life.
- Establishing partnerships with universities, NGOs, companies, other non-academic institutions, and governments in countries of the South in contexts of international cooperation.
- It is important to evaluate all public or community engagement activities in order to monitor their success, demonstrate their impact and find ways to improve them. Evaluation methods should always be tailored to the audience engaged. Evaluation and impact indicators are also needed.



04. RECOMMENDATIONS AND GUIDELINES

First steps towards a common development of CE could focus on the following:

- Construction of joint training actions among all members of the Alliance, focused on students

All universities have experience in this field and could share resources, ideas and topics. Some are stronger on issues such as attention to diversity or refugees, while others are stronger on gender or in relation to other partners and civil society. This creates an ideal breeding ground to take advantage of the opportunity of joint training so that education for active citizenship becomes an integral part of university learning. A joint MOOC might be a feasible training option.

- Promotion of the Service-Learning methodology at all campuses

This methodology has a significant impact on the education and awareness of students. There are already training experiences for all the universities in SL, and it is necessary to continue taking advantage of this opportunity. To facilitate the approach to this methodology, more training for teachers should be offered and visual material could be developed as a useful tool, from a multilingual perspective, to inform, inspire, and motivate.

- Creation of campuses committed to the 2030 Agenda and the SDGs

Practically all the universities of the Alliance are in one way or another adhering to the United Nations proposal to create a better world.

This opens up a unique opportunity to unite all universities in a single campus where they can work together under the motto Universities with the SDGs, making their civic commitment visible and magnifying impacts.

- Mobility programs for engagement

Several universities already have programs that allow their students to participate in volunteering activities or curricular internships in contexts where commitment and the acquisition of values such as tolerance or respect for other social realities, etc. are promoted. This opens up an opportunity for the creation of a joint exchange program between Alliance universities that allows them to send and host students in programs designed to promote training in the field of solidarity. This exchange would also create a unique opportunity for local stakeholders to network and benefit from each other, as has been demonstrated in the Open Labs experiences.

- Campuses committed to diversity, inclusion, equality and environmental sustainability

It would be a good opportunity to create a campus with a distinctive brand that focuses on these three concepts, as most of the universities already work on them. For example, the motto “Eco-Diversity-Equality and Inclusion Friendly Campus” could be used on all campuses.

ANNEX 1

CIVIS UNIVERSITIES' MOST RELEVANT ENGAGEMENT PRACTICES.

● AIX MARSEILLE UNIVERSITY

• RESEARCH

GENDERMED

Created in 2014, GenderMed is an interdisciplinary thematic network led by researchers, lecturer-researchers and young researchers from Aix-Marseille University and international partner universities located in the Mediterranean region.

The GenderMed Network covers a vast field of reflection, observation, academic training and debate. Its main objective is to encourage, support and coordinate interdisciplinary research on gender and related socio-political issues and to promote training and teaching in gender studies at Aix-Marseille University (AMU).

It is supported by the MMSH-USR 3125 Maison Méditerranéenne des Sciences de l'Homme as part of a scientific policy in favour of gender studies and supported by the Vice Presidency delegated to gender equality and the fight against discrimination (Isabel Régnier and previously Nolwen Lecuyer), from which received uninterrupted support until 2020. Since September 2020, GenderMed has also been engaged in close collaboration with the Institute of Changing Societies in the Mediterranean (SoMUM), directed by sociologist Sylvie Mazella PhD, CNRS laboratory and the Metropolis of Marseille Provence.

GenderMed's actions are divided into three areas:

Research:

Addressing gender in the Mediterranean and beyond involves exploring new topics and going deeper into those considered more "traditional", and doing so at the regional, national and international levels (education, development, health, violence, work, mobility and migration, creations and expressions, etc.). Questions of citizenship, rights, societal changes, resistance to institutional or moral norms, gender, inequalities, discrimination, femicide and the family.

Training, awareness raising:

Topics of gender and questions related to gender equality, and, more broadly, to the relationship that may exist between resistance and discrimination.

Dissemination:

The approach to gender as a tool for social and political transformation leads to a perspective not only of one-way dissemination but also of civil society's involvement through the organization of events, collaboration with artistic and heritage organizations, participation in scientific culture events, etc.

Find out more: <https://gendermed.hypotheses.org/>

• EDUCATION

Master's Degree in Social and Solidarity Economy (School of Economics and Management)

This multidisciplinary and professionalizing training is about discovering and learning to use decision-making tools for cooperative and participative management as well as people and skills management (employees and volunteers). It also deals with organizational diagnostics and leading change in SSE organizations, as well as building actions and strategies through network animation, project management and assessment through the lens of territorial cohesion and job sustainability. This training particularly emphasizes making change collectively.

Anti-discrimination cross-curricula teaching unit (INS-PE)

The fight against discrimination is a key aspect of civic education in the French school curriculum. It is therefore a cross-cutting topic in teacher training, offered in the various master's programs, from a disciplinary and interdisciplinary point of view.

A specific course is also offered: "Understanding discrimination in order to act at school".

By combining historical, sociological, psycho-social and legal approaches, this module aims to raise awareness and equip participants to prevent the various forms of discrimination in schools.

This module is offered in partnership with the education service of the Camp des Milles Foundation.

MEDHuma_ Master's Degree in Public Health Societies and Developments

This master's degree trains students for careers as researchers or professionals in international public health systems both in France and abroad. It deals with health systems in France, Europe and developing countries (epidemiology and assessment of health problems, management of healthcare programs, economics and social sciences, biostatistics and econometrics, information systems, etc.). This master's degree prepares students for careers as researchers in public institutions (universities, hospitals, Inserm, CNRS, IRD) or in the private sector (pharmaceutical industry, private institutes), or for careers in the fields of design engineering, management, quality assurance, risk management, and information systems (health or medico-social establishments, health agencies, consulting firms, charities).

Civic engagement bonus for students

As part of the "Student Engagement" bonus category, the "Commitment to sustainable development" activity is a pedagogical bonus offered in each semester of bachelor's degree programs and the first year of master's degrees. This bonus recognises the participation of AMU students in support activities, tutoring, sponsorship, school workshops, or in an individual or group project carried out in conjunction with associations or organisations recognised by AMU in the field of Sustainable Development (SD).

• GOVERNANCE

Gender equality and anti-discrimination

Since the creation in 2012 of a mission dedicated to gender equality and the fight against all forms of discrimination, transformed into a delegated vice-presidency in 2016 and then a functional vice-presidency in 2020, AMU has developed and strengthened an ambitious action plan to promote equality, inclusion and diversity. Measures and actions: Warning, listening and support systems; Awareness, information and training activities and new actions, based on research outcomes.

Find out more: <https://www.univ-amu.fr/fr/public/vice-presidence-legalite-femmes-hommes-et-la-lutte-contre-les-discriminations>

Sustainable Development Department

The Sustainable Development Department (DDD) implements Aix Marseille University's political commitment to ambitiously adopt a sustainable development approach. To fulfil its mission in compliance with national legislation

(Grenelle Law, Green Plan), it coordinates and supports services, provides expertise and regulatory monitoring, in permanent contact with institutions. It identifies sustainable development actions and prepares documents specific to sustainable development.

Find out more: <https://www.univ-amu.fr/en/public/sustainable-development-social-responsibility-sdrs-policy>

IDEAL Project: Integration and Development at Aix-Marseille through Learning

The IDEAL project "Integration and Development at Aix-Marseille through Learning" is the winner of the "IDeES" call for projects "Integration and Development at Aix-Marseille through Learning and Development of IDEX and ISite", which is designed to support universities in their transformation and integration processes, in order to boost their international appeal and develop their relations with their academic and socio-economic partners. The IDEAL project aims to increase the competence of Aix-Marseille University's administrative and scientific staff for all disciplines and by promoting interdisciplinarity. The goal is to develop talents and federate the university community, drawing inspiration from international best practices. This project will, in particular, facilitate and accelerate the implementation of the European Civic University and the winning projects within the framework of the Future Investment Program supported by the French government and consisting of calls for projects to modernize the economy and society. In order to respond to the evolution of professions, IDEAL will carry out three complementary programs:

- A Talent Development School to strengthen the skills of all our academic, administrative and technical staff and facilitate their professional development and mobility.
- A Research Data Management Training and Coaching Centre to develop state-of-the-art digital culture and skills within our academic community.
- An ambitious Student Engagement Programme based on service-learning and aimed at enriching the experience of our students by offering them the opportunity to engage and develop their skills.

Find out more: <https://www.univ-amu.fr/en/public/pia-3-ideal-project>

• EXTERNAL LEADERSHIP

The Camp des Milles foundation: prevention of extremism, racism and anti-Semitism

Committed to the transmission of republican and democratic values, Aix-Marseille University (AMU) and its partner, the Camp des Milles Memory and Education Foundation (FCM), organize meetings on the principles

of citizenship and secularism, contribution to the culture of commitment, and the fight against racism and antisemitism. This is a series of exchanges that encourage debates between researchers and students, who are keen to unravel complex social issues, distance themselves from forms of identity-based withdrawal, and shed light on knowledge acquired on these live issues, which are sometimes too restricted to specialist approaches. This series of meetings is part of a broader AMU approach, socially committed to republican and democratic values, in close cooperation with the Camp des Milles Foundation, itself a bearer of a memory oriented towards democratic learning and vigilance, relying in particular on the UNESCO Chair "Education for Citizenship, Human Sciences and Convergence of Memories", created and held jointly by the two institutions since 2013.

Find out more: <https://www.univ-amu.fr/en/public/actualites/aix-marseille-university-and-camps-des-milles-foundation-join-forces-transmit>

● NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS

• RESEARCH

NKUA Research

NKUA faculty members, researchers and students carry out research activities throughout the year. The research topics are diverse and include the arts, business, economics, education, computer science, law, medical and health sciences, science and theology. The advancement of knowledge also contributes to better public policy, improved health outcomes and social cohesion. A total number of 275 University Laboratories are distributed across all relevant Schools and Departments, along with 15 Centres of Excellence in interdisciplinary fields as part of NKUA's Strategic Development Plan (2019-2028).

See <https://en.uoa.gr/research/projects/> and <https://en.uoa.gr/research/laboratories/>

NKUA Medical Research. The School of Medicine has been delivering exceptional education and carrying out innovative research for 184 years. NKUA's contribution to the national effort has been constant and significant. The University's main concern during this period has been to adequately and uninterruptedly cater for knowledge dissemination, cutting-edge research, including COVID-19 related issues, to produce new knowledge and provide society and the State with first-rate health services. See: https://en.uoa.gr/fileadmin/user_upload/PDFfiles/anakoinwseis/simantikes/2021/0207_crisis_of_covid.pdf

The Hellenic Foundation for Research and Innovation

This Foundation funds high-quality research projects in which NKUA postgraduate students, researchers and faculty members are chief researchers.

See www.elidek.gr/en/faculty-member-dep-researcher-research-projects/1st-faculty-member-dep-researcher-research-projects/s-

Indicative NKUA projects: Supporting unaccompanied asylum seekers and separated children living in shelters; Life Stories of Mobility: Greek professionals, migrants and educated young adults pondering migration; A resilience perspective: On immigrant and refugee youth adaptation: Who does well and why?; e-polis for the future, etc.

Co-designed Citizen Observatory Services for the EOS-Cloud

NKUA participation in the EU-funded COS4CLOUD project aims to facilitate open science and citizen science initiatives by designing and implementing services. The project will integrate citizen science in the European Open Science Cloud to serve the scientific community and society at large.

See <https://cordis.europa.eu/project/id/863463>

• EDUCATION

Civic Engagement related postgraduate programs (Indicative)

Master's program in Media & Refugee/Migration Flows; Ecology and Conservation of Biodiversity, Department of Biology; Environmental Management Strategies, Disaster and Crisis Education and Human Rights Science, Technology, Society-Science and Technology Studies.

Summer School on Refugee and Migrations Studies 2022: Collaboration between NKUA and Harvard University. This is one of the joint actions and programs concerning refugees and migration carried out by NKUA and Harvard University.

See <https://www.youtube.com/watch?v=EwHI5xWLaZM>

Promoting effective EU integration of refugees in Greece's school structures designated for refugee education

The proposed project aims to help teachers become knowledgeable and informed EU citizens in view of their responsibility to educate refugees as European citizens. See <https://www.interef.gr/portal/>

Student placements / practicum with a social/civic orientation: psychology, social work, teacher training

Placements for students where they work with children,

patients, citizens, refugees in schools, agencies, health and psychosocial support centres, NGOs and other institutions.

Museums

The University's History Museum, the Historical Archive and 20 thematic museums are used for research and education purposes.

https://en.uoa.gr/about_us/museums/

• **GOVERNANCE**

Gender and Equality

The purpose of the Gender and Equality Office is to observe and study issues related to gender equality and equal treatment of the sexes in the NKUA community.

https://en.uoa.gr/about_us/services_units/gender_and_equality_office/

Counselling Centres for Students and Accessibility Unit for Students with Disabilities

Indicative initiative: Student Psychological Counselling Lab

<http://en.psych.uoa.gr/research/laboratories/student-counseling-lab.html>;

Community Mental Health Centre; Psychosocial Intervention Centre

<http://en.media.uoa.gr/student-services/counseling-services/community-mental-health-center.html>

The NKUA's policy for students with disabilities is to actively realize coequal access to academic studies, through built environment modifications, advanced assistive technologies and access services.

Energy Policy and Development Centre (KEPA)

Established in 1996, it aims to study issues related to Energy and Climate Change. With emphasis on cooperation and knowledge transfer in the EU and Black Sea countries, KEPA consistently promotes the development, evaluation and promotion of Climate Change policies, the development of optimal intercontinental energy corridors, Energy Efficiency, etc. https://en.uoa.gr/about_us/services_units/energy_policy_and_development_centre/

Social Solidarity and Migration Policy
Some of the University's most important contributions to society are in the areas of social solidarity, migration policy and social exclusion.

https://en.uoa.gr/fileadmin/user_upload/Uni/Publications/SELF_PORTRAIT_english_FINAL_270919.pdf

• **EXTERNAL LEADERSHIP**

NKUA University Hospitals and Clinical Departments

There are 3 University Hospitals that belong to NKUA, while 72 Clinics and Departments, under the auspices of the School of Health Sciences, operate on NKUA premises and in 16 Athens hospitals. They offer high-quality health services, including during the COVID-19 pandemic. NKUA's Clinics and Intensive Care Units have dealt with a significant proportion of the Public Health System (NSS) workload (the NKUA University Clinics cover 40% of the medical requirements of NSS in the Attica basin, which has approximately 5,000,000 inhabitants). Indicative initiatives include: Blood and bone marrow donation on a regular basis; «Social Solidarity Oncology Clinic» for cancer patients without medical insurance; «Health for All» program (www.ygeiagiaolous.org) offering medical, dental, pharmaceutical and psychosocial care for vulnerable social groups; «Solidarity Network for Refugees» offering vaccination and other initiatives, etc.

https://en.uoa.gr/research/university_hospitals_and_clinical_departments/

<https://www.erasmus.gr/microsites/1193/university-of-athens>

Psychosocial support for the community and school communities

1. National helpline for psychosocial support (10306) including COVID-19 helpline operating anonymously and free of charge, under the auspices of the Ministry of Health, the NKUA First Psychiatric Clinic of Aeginiteio Hospital, and financially supported by Stavros Niarchos Foundation –Psychological Help, Psychiatric Support for the community– dealing with issues concerning adults, family, children and adolescents.

2. School Intervention programs organized by the School Psychology Lab in cooperation with the Graduate Program in School Psychology. Psychosocial support and promotion of resilience in school communities during the COVID-19 pandemic, after natural disasters e.g., fires; Project for the psychosocial support of refugee children in schools; “Feeling CARED in School” is a collaborative international school project that encourages elementary and secondary school pupils in countries around the world to demonstrate how their school can function as a place to care for them.

Community music, concerts and artistic events, music ensembles, The Choir

This is an activity of the Department of Music Studies that provides useful and even necessary practical-artistic experience for musicology students and young musicologists, experience which they cannot acquire from other types of music studies outside the university, which many of them follow at the same time. Participation in this activity is completely voluntary. The Choir has collaborated with the Athens State Orchestra, the National Symphony Orchestra of ERT, the Symphony Orchestra of the Municipality of Athens, the Athens Philharmonic Orchestra, the State Youth Symphony Orchestra of Cyprus, and the Athenian Symphony Orchestra.

https://en.music.uoa.gr/music_ensembles/

Archaeological digs

Both national and international.

<http://en.arch.uoa.gr/research-congresses/excavations.html>

● UNIVERSITY OF BUCHAREST

• RESEARCH

ReCoN-nect - The Green Deal: Research communication to Communities

Re-connecting research and innovators within communities to the current and urgent challenges facing society, through a more careful communication better tailored to the digital world we live in.

See <https://www.inflpr.ro/en/node/10367>

The Black Sea Area Studies Program

A research and public outreach platform dedicated to interdisciplinary research and policy-relevant analysis of Black Sea area developments by combining a strategic perspective with an analytical focus on the economic, political, cultural, demographic, military, environmental and social developments in the region.

See <https://icub.unibuc.ro/research/research-groups/the-black-sea-area-studies-program/>

Centre for Applied Behavioural Economics (CABE)

CABE designs and conducts research projects to su-

pport public decision-makers in devising, implementing or reshaping public policies. A tailored approach based on the institutional requirements for a better-informed decision-making perspective in the fields of healthcare, finance and public administration.

The economic pressure on the forest ecosystem in Romania

The project aimed to identify deforested areas and the impact on local economies.

• DETECT

Detecting Transnational Identity in European Popular Crime Narratives (DETECT) examines examples of crime fiction, film and TV dramas from 1989 to the present day to find out how mobility strategies such as co-production, serialization, translation, adaptation, distribution, and more, have influenced the transnational dissemination of European popular culture.

See www.detect-project.eu/portal/

• EDUCATION

PHERECLOS - Transnational Education Mentoring Partnerships

Creating an educational community that uses local and national resources to multiply collaborative methods between the university and the pre-university environment and thereby increase the appeal of education among students and facilitate their access to academia.

See https://geo.unibuc.ro/202102/amfiteatrul_virtual.pdf

Centre for Organisational Strategies and Leadership

Training, research and consulting programs for organizational strategies and leadership, for both academia and the business environment.

See https://www.facebook.com/csclub/?ref=page_internal

IMAGORA CESI - Building Cultural Communities through Arts

This program aims to create and assemble a series of Job Shadowing internships for students in curatorial studies, staging of art exhibitions, upgraded with specific workshops and cultural activities for the local communities.

See cesi.ro



Ethics and Integrity in Schools

We are improving ethical standards among Romanian teenagers by organizing debates with the students, fostering moral conduct in the educational system, and training “integrity counsellors” for pre-university education.

UBTalks

A public speaking competition focusing on projects and research carried out by students during their academic studies. The teams/individuals present their work in front of a jury comprising not only academics but also managers of leading Romanian companies that are offering their awards based on the relevance of the research and the students’ ability to pitch their idea.

See <https://unibuc.ro/ubtalks/> and <https://www.youtube.com/watch?v=CtZUC36oikk&t=2s>

Inclusive University

Creating a coherent and consolidated support system at the community level aimed at helping students from vulnerable groups, with the participation of students and specialists from the Faculty of Psychology and Educational Sciences.

See www.fpse.unibuc.ro

• **GOVERNANCE**

Preparation of the Strategic Concept of Territorial Development Romania 2030, stage 4.1.

It operationalizes the concept of polycentric development by formulating a policy based on hierarchical territorial systems according to polarization capacity.

Sustainable development strategy of Moreni municipality

The project aimed to build the strategic framework for the development of the municipality of Moreni.

• **EXTERNAL LEADERSHIP**

UNI HUB

This initiative focuses on entrepreneurial education, business ideas and civic involvement by helping students in their entrepreneurial endeavours within the entrepreneurial hub at the University of Bucharest.

See <https://hub.unibuc.ro/>

● **UNIVERSITE LIBRE DE BRUXELLES**

• **RESEARCH**

Group for research on ethnic relations, migration and equality: animation and reflection tools for young people.

Since the refugee crisis of 2015, the program “Migration, au-delà des préjugés” (“Migration, beyond prejudice”) has brought together researchers and student volunteers around a common goal: to develop animation and reflection tools for young people. The tools address stereotypes concerning migrants and migration and are based on active pedagogy. They are brought to young people through activities in secondary schools and youth centres. The researchers involved are mainly part of the Group for Research on Ethnic Relations, Migration and Equality (GERME, <https://germe.centresphisoc.ulb.be/>) and the project is hosted at ULB Engagée (<https://engagee.ulb.be/madp/>)

• **EDUCATION**

Equality and Refugee Law Clinics

These Clinics allow students to deepen their legal skills while making a concrete contribution to the promotion of social justice, equality and fundamental rights, by working for the benefit of disadvantaged or excluded groups, according to an approach combining the local and the global.

<https://equalitylawclinic.ulb.be/>

Similarly, through the Refugee Law Clinic (<https://refugee-lawclinic.ulb.be/>), law students help immigrant persons to submit asylum applications, as a part of their educational experience.

CODEPO and CODEPHAR

Thanks to a network of partners in the South, CODEPO (Cellule de Coopération au développement de l’École polytechnique de Bruxelles, (<https://polytech.ulb.be/en/international/development-cooperation>)) and CODEPHAR (Cellule de Coopération au développement de la faculté de pharmacie, <https://pharmacie.ulb.be/version-francaise/pharma-et-vous/cooperation>) enable students each year to get involved in development cooperation projects. These units supervise the students’ projects on development matters and promote the university’s cooperation with developing countries.

The “University for children”

This is an initiative in which professors and researchers volunteer to propose playful and educational workshops for 6-12-year olds on the university campus. The aims are to demystify higher education, encourage social inclusion and show alternative ways to learn.

<https://engagee.ulb.be/ude/>

• GOVERNANCE

Risk partnership committee

The risk partnership committee’s objective is to ensure that ULB’s international relations are established through partnerships that abide by values such as respect for fundamental rights. To achieve this goal, the committee can make recommendations in order to provide the best possible advice to authorities and academics on their external partnerships. The committee’s main focus is on partnerships with other universities. The review does not cover research projects, but the field of research and the nature of the project may be taken into account where appropriate.

Solidarity Fund

The Université Libre de Bruxelles has created a Solidarity Fund in order to provide support for researchers who no longer have the freedom to pursue their research in their home country, where they are threatened due to the content of their scientific work or because of the opinions they have freely expressed. The Solidarity Fund provides postdoctoral fellowships enabling threatened academics to continue their work at ULB.

<https://www.ulb.be/fr/actions-solidaires/fonds-de-solidarite-a-destination-de-chercheuses-et-chercheurs-en-danger>

EXTERNAL LEADERSHIP

Bourse Stéphane Hessel

Grant for engagement projects carried out by students.

<https://engagee.ulb.be/bourse-stephane-hessel/>

Micro-project ARES

Every year, a grant is launched for cooperation development projects involving ULB students and students from one of the developing countries among Belgium’s priority partners.

<https://www.ares-ac.be/fr/cooperation-au-developpement/bourses/microprojets-etudiants>

● UNIVERSIDAD AUTÓNOMA DE MADRID

• RESEARCH:

1. Knowledge Transfer Program

In 2019, the University launched its own transfer program to co-fund projects in collaboration with external partners to promote technology and knowledge transfer and revitalize the involvement of academics in collaborative projects. The program has a budget allocation assigned to transfer projects with entities and companies of special relevance from two different areas of action:

A. Knowledge transfer actions aimed at the consolidation, strengthening and development of basic and applied research with an impact on the productive fabric.

B. Knowledge transfer actions that contribute to sustainable development and better access to rights, and that promote social awareness and critical social reflection aimed at eliminating violence and reducing social exclusion, in line with the Sustainable Development Goals of the United Nations 2030 Agenda.

2. Civic Engagement Research groups

Established research groups on:

- INclusion and EXclusion in Education. Interpersonal relations and identities. School and society.
- Social and professional inclusion of people with intellectual disabilities.
- Equity, Diversity and Inclusive Education.
- Educational Change for Social Justice.
- Democracy, participation and governance.
- University and Society.
- Economy and Sustainable Development.
- UNESCO Chair on Education for Social Justice.

• EDUCATION

1. Service-Learning project

Service-Learning (SL) is an experiential educational method in which students engage in activities that address real human and social needs, contributing to the achievement of the SDGs, by integrating community service with the curriculum to enrich learning in any degree, teach civic responsibility and strengthen communities through critical reflection.

The implementation of the service-learning methodology at UAM began in 2008. Since then, numerous service-learning projects have been implemented. In addition, multiple training actions have been carried out with teachers, students, and social entities, and three national and international conferences have been organized. UAM has begun the process of institutionalizing service-learning and it is expected that in the coming years

this methodology will be integrated into the university's strategic plan and into the curricula of the different degree programs.

2. Civic Engagement related Postgraduate studies

- Master's in Education for Social Justice
- Master's in Culture of Peace and Conflict Resolution
- Master's in Governance and Human Rights

3. Traineeship program on development cooperation

The practicum takes place in a context of development cooperation. Students spend between 3 and 6 months in developing countries, carrying out their internship in a context of international cooperation. This allows them to acquire competencies, knowledge and skills – both academic and personal – in addition to values such as respect and tolerance towards other cultures and populations, while also raising their awareness of other social and environmental realities.

Find out more: <https://www.uam.es/uam/voluntariado-cooperacion-solidaridad/programa-practicas-cooperacion>

• GOVERNANCE

1. 2030 Agenda program

The 2030 Agenda for Sustainable Development represents the new roadmap that will govern global development programs for the next 15 years in favour of people, the planet and prosperity.

UAM has joined this global commitment and is facing up to the challenge of achieving development for all people and doing it in a sustainable way. UAM launched the A2030 Implementation Plan – approved by the University Governing Council on 15 December 2017 – aware of the responsibility of academia in the transmission of values and the production of knowledge and skills based on human rights, social justice, diversity, equality and environmental sustainability.

It is also an opportunity for UAM to contribute knowledge and innovation for the benefit of society and the formulation of inclusive, efficient and environmentally friendly public policies.

Find out more: <https://ods.uam.es/>

2. Refugee support program

UAM has extensive experience in providing care and support for refugees. For example, the University has more than 10 years of experience in carrying out actions aimed at improving the living conditions of refugees in the Sahrawi camps, in the areas of health, education and entrepreneurship. Among other activities, UAM – through an agreement with UNHCR – currently carries out CUD

distance training projects with young people and Sahrawi women.

In addition, UAM set up a support program for refugee students three years ago. This program offers these students financial support to start or continue their studies at the University.

Finally, UAM carries out awareness-raising activities for the different UAM services involved in the reception and care of refugee students. There are also courses and workshops relating to the crisis of the refugee population from a gender and human rights perspective. In addition, the University offers its own short courses on exodus and forced displacement.

Find out more:

<https://www.uam.es/uam/servicios/oficinasolidaria/formacion-analisis-estudios/uamrefugio>

3. Program supporting students with disabilities

This program was created with the aim of working for equal opportunities and ensuring the full inclusion of students with educational needs in the academic life of UAM, as well as raising awareness among all members of the community.

The program offers direct and personalized attention to students with educational needs (with or without a disability certificate) and to the entire university community (faculty and administration and services staff).

Find out more: <https://www.uam.es/uam/atencion-discapacidad>

4. Gender Equality Office

In 2009, UAM created the Equality Unit, which in 2016 would be renamed the Gender Equality Office (UIG). From the outset, the Unit was constituted as a structure for the performance of functions related to the principle of equal opportunities and equal treatment for women and men in all university areas: management, teaching and research. Since its creation, the UIG has overseen the preparation and development of the necessary programs to promote equality policies in our university, in addition to coordinating the specific actions that the different university bodies and services may carry out in this area.

Find out more: <https://www.uam.es/uam/unidad-igualdad-genero>

• EXTERNAL LEADERSHIP

1. Volunteering Program

UAM offers two different volunteering programs:

- University Volunteering Training Program

The Program has been designed to provide tools to put

into practice the engagement and active commitment to society that UAM has undertaken. This Program aims to be a space for the creation and articulation of civic values, citizen action and social responsibility. At the same time, and as its name suggests, it is an educational and training tool that complements the education that students receive in the classroom. Volunteering provides an education in values such as solidarity, equality, non-violence and respect. The Program allows students to participate actively in civil society and in creating a world based on solidarity. Through the promotion of collective learning, approaches to other realities and critical analysis of the functioning of society, it seeks to encourage students to find solutions to problems, injustices or social inequalities.

Find out more: <https://www.uam.es/uam/voluntariado-cooperacion-solidaridad/accion-formativa-voluntariado-universitario>

- International Volunteering Program

This program is a comprehensive training tool that enables young university students to learn and develop their awareness in the field of international solidarity.

Moreover, International University Volunteering is a way of networking with universities and entities that carry out social commitment activities in local communities in Latin America, Africa, Asia and Europe.

The International University Volunteering Programs that we run from the UAM Office for Solidarity Action and Cooperation have a duration of 6 months or more.

Find out more: <https://www.uam.es/uam/voluntariado-cooperacion-solidaridad/voluntariado-internacional>

2. Scientific Culture Office

The Scientific Culture Office is in charge of promoting and supporting activities that contribute to the social communication of the knowledge produced at UAM and its associated centres. Always with the aim of improving the training, culture and scientific knowledge of citizens, the Office communicates the scientific output of UAM and associated centres through the UAM Gazette, performs outreach activities to promote scientific culture among the general public, and carries out training and research in relation to Public Communication of Science.

Find out more: <https://uam.es/uam/investigacion/cultura-cientifica>

● SAPIENZA UNIVERSITY

• RESEARCH:

Sapienza Museum Network

Sapienza Museum Network (PMS) coordinates and manages 18 museums that cover a wide range of areas, including art, archaeology, history, the various medical disciplines, and naturalistic and technical-scientific disciplines. It aims to protect, enhance and disseminate the enormous cultural and scientific heritage of Sapienza. In agreement with the competent Departments, other museums and other university structures, and through the coordination of the PMS, the museum network promotes cultural activities for sharing knowledge and competencies with visitors and the non-academic public.

<https://web.uniroma1.it/polomuseale/>

The Botanical Garden

The Botanical Garden, located in the Trastevere district of Rome, is one of the 18 Sapienza Museums and a point of reference in the promotion of environmental education and training in this field. Thanks to the great recognition of its scientific and cultural values, experimentation has been encouraged over the years and the plant collections have been enriched. Overall, the number of species can be estimated at around 2,500. The Botanical Garden organizes and carries out scientific dissemination events aimed at the general public and botany enthusiasts alike, scheduled periodically, in order to make them fixed appointments for Roman citizens and passionate visitors.

<https://web.uniroma1.it/ortobotanico/en>

• EDUCATION

RadioSapienza

RadioSapienza activities involve Sapienza students who carry out internships aimed at acquiring skills in writing for the digital environment, diction, design, and creation of radio formats designed with the aim of deepening and commenting in an innovative way on issues that capture the scientific, cultural, entertainment or information interests of students, of the Rome region, and of a wide audience of users.

<http://www.radiosapienza.net/>

Programs with/for schools in Rome and Lazio Region

For many years now, Sapienza has been carrying out both with and for Rome and Lazio schools many activities for teachers (with “incoming” and “in-service” training) and students (promoting the use of labs, reducing the gender gap, access to science faculties). In this framework, new coordinated initiatives are also increasingly oriented towards using the inclusive potential of advanced and open training systems for NEET, as well as supporting the role of schools as territorial hubs for increasing inclusion and reducing social disadvantage.



Sapienza CREA - Centre for performing arts

Sapienza CREA was established in 2017 as a service centre for performing arts for internal and open-to-the-public activities and events. The main cultural activities are related to music (MuSa) and theatre activities (Theatron). MuSa involves the university community in an orchestra, a jazz band, a folk music group and a choir by offering internal and external public musical performances at various cultural events and concerts; Theatron is the project for Ancient Theatre. All Sapienza students can apply to take part in the staging workshop, while the translation workshop is reserved for classics students.

<https://www.sapienzacrea.uniroma1.it/>

• GOVERNANCE

Sustainable Sapienza

Since 2018 Sapienza has been engaged in multidisciplinary programs concerning Sustainable Development. A website has been created to bring together all the activities and results, in terms of social output and achievements, including those related to the 17 SDGs of the 2030 UN Agenda as well as to Development Cooperation. It represents a useful tool for informing all the University stakeholders (students, citizens, institutions, enterprises, internal public) and keeping them up to date with regard to the annual Sustainability Report and all the permanent campaigns – both action and communication oriented – for eliminating single-use plastic objects and against micro-waste, especially cigarette stubs.

Sustainable Sapienza | Sapienza Università di Roma (uniroma1.it)

SapienzaSport

SapienzaSport manages 100 thousand square meters and exclusive services for various sporting activities, from football to swimming, from yoga and fitness to martial arts, from archery to tennis, athletics, and team sports. According to the new Sapienza Governance, the Tor di Quinto facilities and Via Osoppo pitches, include a 33-metre swimming pool, athletics track and GreenSet five-a-side football pitches, will be further used for: a) serving schools and associations located in that part of the City of Rome and b) educating citizens about health and wellness connected to sporting activities. Since January 2021, a Deputy Rector has been exclusively dedicated to sports and wellness activities, among other Deputy Rectors engaged in mainstreaming activities.

<https://web.uniroma1.it/sapienzasport/>

• EXTERNAL LEADERSHIP

Public archaeology perspectives

Archaeological digs are among Sapienza's main assets and one of the main features of a rich heritage of research and dissemination. By annually investing hundreds of thousands of euros in support of excavations through an internal competitive bidding process, Sapienza has been able to build, promote and manage important national and international archaeological sites (e.g., from the Palatine to Pyrgi, from Arslantepe to Jericho) in an increasingly transparent and promising approach to Public Archaeology.

Subway museum-station, an innovative practice

By designing Rome subway's "first museum-station", the Sapienza Faculty of Architecture has helped to renew forms of intervention in the historical and archaeological stratification of the city, both by providing a design and procedural model later applied in other stations (Amba Aradam, Fori Imperiali and Piazza Venezia), and realizing a new idea of a station, from simple service space to a place of knowledge and development of conscious citizenship.

https://web.uniroma1.it/dip_diap/Allestimento-metro-C

● STOCKHOLM UNIVERSITY

• RESEARCH

Stockholm Environmental Law and Policy Centre

The purpose of the Centre is to contribute to a sustainable regulatory development at the national, European (EU) and international level in order to protect human health and the environment, and to promote sustainable development. This is to be done through research, teaching and cooperation with other academic institutions, authorities and organisations in Sweden and abroad.

Stockholm Centre for the Rights of the Child

The Stockholm Centre for the Rights of the Child is a research Centre at the Faculty of Law. The Centre conducts research into legal issues concerning children and children's rights. The projects are often both legally interdisciplinary as well as multidisciplinary in that they use both theories and methods from other scientific fields.

Baltic Sea Centre

Bridging the gap between science and policy is neces-

sary to give future generations the opportunity to enjoy a healthy and thriving sea. Within the Baltic Sea Centre's policy activities, researchers, external analysts and communicators work together to ensure that relevant research on the Baltic Sea reaches decision-makers both in the Baltic Sea region and in the EU.

Educational Research in Citizenship Competencies (ERiCC)

This research embraces a range of theoretical frameworks, design-based research and mixed-method approaches together with stakeholders involved at various educational levels in formal and informal learning settings.

• **EDUCATION**

Challenges for Emerging Cities

An interdisciplinary project course based on challenge-driven innovation, showing students how to apply Design Thinking in order to develop innovations and solutions to a given societal challenge, on behalf of an external public sector client. The challenges are submitted by Stockholm Municipality and Stockholm County and they correspond to the four main areas: sustainable urban development, future healthcare, education, and the ageing population.

Supplementary Training for Migrant Teachers and Preschool Teachers

Supplementary teacher training (ULV) is designed for migrant teachers who have completed foreign pre-school teacher training in another country, basic teacher training or subject teacher training in upper secondary education with a subject taught in Swedish schools.

Social-Ecological Resilience for Sustainable Development

A research-focused master's program where students learn how to use resilience thinking as an approach to understanding and managing social-ecological systems, contribute to research in this field and address real-world problems.

Cultural Management Studies

A challenge-driven course during which students carry out their self-formulated or externally initiated project focused on culture and urban development. The course is delivered in close collaboration with a number of external actors.

• **GOVERNANCE**

Environmental Policy Plan

Stockholm University strives to continuously reduce any negative environmental impacts caused by its own operations. In both its core activities and through operational support, the University is striving to contribute to the 2030 Agenda and to achieve global sustainability goals related to the ecological dimension.

Stockholm University Climate Roadmap

Stockholm University has signed the UN Agreement on Global Sustainability Goals for Higher Education (Climate Emergency Letter), and the university has committed to be carbon neutral by as early as 2040.

The current climate roadmap focuses primarily on how the university will achieve carbon neutrality by 2040, but also proposes measures for how the university, through research, education and collaboration, can contribute to the development of a more sustainable and resource-efficient society.

Sustainable Campus Project

Engagement for integrating ecosystems and their services in planning and urban design at the new Albano campus.

Plan for Gender Mainstreaming

The plan describes the activities that the university will carry out during 2020 and 2021, and indicates which body is responsible for each activity as well as follow-up. It also specifies which goals the university is aiming to achieve in its work.

National Roadmap for Open Access

The Association of Swedish Higher Education Institutions' (SUHF) national roadmap for open science aims to clarify the responsibilities of higher education institutions and the measures needed to accelerate the work of open access to research data and research results.

• **EXTERNAL LEADERSHIP**

Open Lab Stockholm

A challenge-driven innovation community providing courses for professionals, master's degree students and PhD students, as well as innovation support and co-creation spaces for our public partners.

Bolin Centre Climate Arena

A forum for exchanging ideas about how to effectively reduce our negative impact on climate and the environment. This is done by bringing together researchers, students, companies, organisations and other stakeholders in society.

- **FAIRTRANS**

In collaboration with trade unions and other large Swedish popular movements and civil society organizations, the Fair Transformations to a Fossil Free Future (FAIRTRANS) project will design roadmaps for Sweden to stay within the remaining carbon budget of the Paris Agreement.

Accelerator

A public program of presentations and talks with artists, researchers, students and the general public. Accelerator's program is driven by an ambition to contribute towards a transparent and empathetic society by opening up opportunities for art to spark discussions and interdisciplinary dialogue.

SU Sustainability Forum

A recurring venue that aims to meet, build networks and support collaboration and engagement for sustainable development.

● **UNIVERSITY OF TÜBINGEN**

- **RESEARCH**

LebensPhasenHaus (LPH)

The LebensPhasenHaus unites partners from business and science, politics and society. It brings together people who work together on solutions for the future. It is a competence centre for healthy and independent living into old age. Innovations are created in the LebensPhasenHaus in large international research projects, in small workshops attended by regional businesses, or in development projects by medium-sized enterprises from the medical technology, pharmacy or electrical industries. It stands for lifelong living with technical support within one's own four walls.

See <https://lebensphasenhaus.de/>

Competence Center Archaeometry - Baden-Wuerttemberg

It directly connects approaches in the humanities and history with developments in the natural sciences and methodology. A further best practice is the Campus Galli project, in which research is combined with an exchange of information between the University of Tübingen and engaged citizens.

See <https://uni-tuebingen.de/de/88437>

Mobile Activity Lab (MAL)

The Mobile Activity Lab is an interdisciplinary sports science and sports medicine project. It combines research methods used in these fields to answer pressing societal questions by visiting public institutions and companies.

See <https://wirtschaftskoordination.de/projekte/mobile-activity-lab/>

- **EDUCATION**

Service-Learning training, consultation with lecturers, Service-Learning courses and civic engagement projects embedded within the respective study program curricula.

Lecturers at the University of Tübingen are supported in developing service-learning teaching and learning formats and offering them as a fixed component of the subject curriculum or as part of the Transdisciplinary Course program for students of all subjects. The Service-Learning and Civic Engagement Subdepartment offers regular workshops as well as individual consultations. In addition, the subdepartment brings civil society organizations into contact with lecturers so that real societal needs can be addressed in courses.

By providing support in organizational matters, this subdepartment supports both the practice partners and the lecturers. In addition, it has established formats (mentoring, engagement transfer) in cooperation with selected NGOs and NPOs as well as municipal departments, where students can gain practical experience in various fields of civic engagement. The main cooperation areas with partners from society are the following: cultural, sports, social, health and disability, educational, citizenship, environmental.

See <https://uni-tuebingen.de/en/198853> and (<https://uni-tuebingen.de/en/198271>)

Refugee Law Clinic

The Faculty of Law at the University of Tübingen has been offering the training program "Human Rights Law in Practice" since the summer semester of 2016 in cooperation with the Transdisciplinary Course Program and Career Service and the student legal advice association "Refugee Law Clinic Tübingen".

Within the training framework, the students first deepen their specialist knowledge in the area of foreign nationals

and asylum law and then acquire interdisciplinary key competencies such as trauma awareness and counselling skills, ultimately enabling RLC participants to act as counsellors themselves under the guidance and supervision of experienced practitioners.

On the one hand, the Refugee Law Clinic responds to an urgent need of civil society and people seeking protection in Tübingen. At the same time, it offers committed students the opportunity to gain insights into future professional practice, to gain counselling experience, to deepen their knowledge of international law and human rights for their studies, and to acquire knowledge of administrative law in the specific area of asylum law.

See <https://uni-tuebingen.de/de/167892>

Joint micro-program “Civic Engagement”

Typically, a university is perceived as a space for research and teaching, and thus runs the risk of becoming an ivory tower. Modern higher education institutions, however, also have a third mission: to foster the interrelationship with their environment and society on an equal footing. Entailing active dialogue with diverse public and private bodies as well as the promotion of civic engagement throughout academia, this third mission is a key pillar of CIVIS’s goals.

In their educational programs, therefore, the member universities strive to train their students in this regard, thereby enabling them to become well-informed and deeply motivated citizens, with the ability to think critically, analyse problems and find solutions to problems in society, apply them and accept social responsibilities. The micro-program “Civic Engagement” started in the winter semester of 2021/22 and is organized and offered by the University of Bucharest, Universidad Autónoma de Madrid and the University of Tübingen.

This micro-program consists of three different compulsory units. After completing all three units, students receive an official (non-degree) certificate worth 15 ECTS credit points.

See <https://civis.eu/en/civis-micro-programmes/micro-programme-civic-engagement>

The compulsory units are:

- Service-Learning course (3 – 6 Credit Points): Students attend Service-Learning course(s) offered by one of the three universities.
- Record of civic engagement (min. 6 Credit Points): Students organize an individual internship or civic engagement activity at a non-profit or non-government organization.

· Academic embedding (3 Credit Points): Students attend the joint online course “Civic Engagement in Europe, a Transdisciplinary Approach”. This course started in the winter semester of 2021/22 and is delivered by all three universities.

• GOVERNANCE

The University of Tübingen – Mission Statement

The University of Tübingen makes its knowledge and the results of its research available to society, business and policy makers. The university understands this to mean not only the classic transfer of knowledge, including research and development contracts and the licensing of patents, but also concrete support for founders and, prior to this, the provision of relevant expertise.

The university addresses the central issues of social development and thus underlines its important social function. It promotes free access to knowledge and research results.

See <https://uni-tuebingen.de/en/13046>

‘Service-Learning and Civic Engagement’ subdepartment

Civic Engagement is an important part of the university’s third mission.

We want our students to become socially responsible citizens and to reflect critically on their own role within society. Therefore, in 2011, the Service-Learning subdepartment was set up within the ‘Transdisciplinary Course Program and Career Service’ department (part of Division III ‘Academic Affairs’), and it has since become firmly established.

Thus, the University of Tübingen has extensive experience in organizing and implementing (online) Service-Learning formats, both subject-specific and interdisciplinary. The curricular accreditation of the Service-Learning formats in the undergraduate study programs ensures the sustainability of these formats.

Within the framework of the CIVIS network, the abovementioned subdepartment supports the integration of volunteer community involvement into academic studies and has already piloted interuniversity cooperation in the field of civic engagement. The concept of Service-Learning and civic engagement encompasses the promotion of a wide variety of civic engagement formats, such as: Service-Learning courses; Mentoring programs; Civic

Engagement in student initiatives; Engagement Transfer, i.e. individual short to long-term non-profit activities; Civic Engagement Certificate; Advice and training for lecturers and curriculum designers on how to carry out Service-Learning projects.

See <https://uni-tuebingen.de/en/11815>

The Industry Liaison Office

As the point of contact for enquiries about joint ventures, the University of Tübingen's Industry Liaison Office identifies and links up partners, in addition to presenting different ways in which science and industry can work together.

The Industry Liaison Office promotes not only the use of existing university frameworks, such as the Core Facilities and the Research Platforms, but also the creation of Industry-on-Campus projects. In its role as a point of contact between science and industry, the Liaison Office arranges the targeted exchange of information between interested parties.

See <https://uni-tuebingen.de/en/65873>

EXTERNAL LEADERSHIP

Innovation Grants

The aim of the Innovation Grants is to give young, innovative scientists the opportunity to develop application-oriented projects for a potential market. Promising approaches for exploitable results often arise during the doctoral thesis but are not pursued due to a lack of time and the pressure to publish. This personalized program provides young researchers with the support they need to realize their innovative ideas. They can apply for their own position and start their own small working group. Clear innovative content as well as the economic efficiency and feasibility of the project must be demonstrated, and a transfer should be guaranteed no later than two years after the funding period.

See <https://uni-tuebingen.de/en/84605>

Grant for engagement projects carried out by students

The University of Tübingen has been honouring outstanding student engagement with a special grant award every year since 2010. The selection process is conducted by the Senate Commission for Studies and Teaching. The grant amount is usually €300. Within the framework of the call for applications for the special award for student engagement at the state level, which usually takes place every two years, an application is selected from the pool of award winners of the special award for student enga-

gement at the university level who are to be nominated for the next call for applications at the state level.

See <https://uni-tuebingen.de/de/20468>

UNIVERSITY OF GLASGOW

RESEARCH

Precision Medicine

Precision Medicine is the tailoring of medical treatments to each patient's characteristics, ultimately helping to treat people quickly and more effectively, and avoiding unnecessary side effects from drugs that won't work. Precision Medicine is made possible by using cutting-edge medical tools such as more precise diagnostics, imaging, genomics, and artificial intelligence.

See <https://www.nationalhealthexecutive.com/News/university-glasgow-precision-medicine-living-lab> and <https://www.gla.ac.uk/research/beacons/precisionmedicine/>

University Innovation Fund

The University Innovation Fund (UIF) provides incentives to universities to work collaboratively to exploit their research to improve Scotland's economy. The University of Glasgow is committed to enabling greater levels of innovation and enterprise. Key initiatives include: New Knowledge Exchange and Innovation Strategy (2017 to 2022) to grow engagement with industry, investors and entrepreneurs; Building strategic industry partnerships to enhance innovation and entrepreneurship; Task force to evaluate and drive change in the scale of the provision of entrepreneurship support provided to our students; and Continued commitment to the creation of scalable new ventures with public (e.g. SE) and private partners (e.g. IP Group plc; Epidarex Capital).

See <https://www.sfc.ac.uk/funding/university-funding/university-funding-innovation/university-innovation-funding.aspx> and <https://www.gla.ac.uk/myglasgow/ris/knowledgeexchange/knowledgeexchange/funding/>

EDUCATION

Historical Slavery Initiative

The Glasgow-Caribbean Centre for Development Research (GCCDR) is a joint initiative between the University of Glasgow and The University of the West Indies, co-located in Glasgow and the Caribbean. The Centre was established in 2019 when a historic Memorandum of Understanding (MoU) committing the two universities to

work together was signed in Kingston, Jamaica on 31 July and in Glasgow on 23 August 2019. See <https://www.gla.ac.uk/research/az/gccdr/>

Edify acedify

This is a platform that combines gaming tech, virtual reality and user generated content to enable accessible, immersive and engaging educational experiences. Educators can teach in virtual environments and deliver immersive lessons remotely – while participants interact and collaborate.

See <https://www.edify.ac>

Network for Social and Educational Equity

Part of the Robert Owen Centre for Educational Change at the University of Glasgow, the Network for Social and Educational Equity (NSEE) aims to close the poverty-related attainment gap in young people's education by improving literacy, numeracy, and health and well-being outcomes. We use research evidence, data approaches and collaborative working techniques to improve classroom practices, build leadership capacity among teachers and students, and support organizational development.

See <https://nsee.org.uk/home/>

Glasgow Centre for Population Health

The Glasgow Centre for Population Health (GCPH) was established in 2004 as a resource to generate insights and evidence, to create new solutions and provide leadership for action to improve health and tackle inequality. The GCPH works across the boundaries of research, policy, implementation and community life to shape a healthier future for Scotland. It focuses on bringing people with different perspectives together to commit to fresh thinking and to approaches to improve Glasgow's health through programs which:

- Develop a better understanding of health in Glasgow
- Evaluate the health impacts of local strategies
- Lead to new ways of enhancing population health in the 21st century

Based in Glasgow, the GCPH has a focus on the particular characteristics of this city, but we believe that our approaches and learning will have implications for other cities and regions. Within the University, the Population Health Research Facility (PHRF) offers expert, tailored support to researchers working within community and National Health Service settings.

We provide practical help with every aspect of a study, from the initial funding application through project set-up and management, to final archiving. We've been making

a significant contribution to randomized controlled trials of complex interventions, community-based projects and epidemiological studies within social and public health research, as well as (non-CTIMP) NHS-based research projects for over 30 years.

See <https://www.gcph.co.uk>

Glasgow Green

The University of Glasgow recognises that the world is facing a climate emergency; urgent action is needed. Glasgow Green represents the University's response to that emergency. It commits us to a very significant plan of action to achieve carbon neutrality by 2030, with interim targets over the next decade. Alongside that, we want to make a measurable difference by raising public understanding of climate change and the challenges it represents for humanity. We will start by engaging the energies of our staff and students – many of whom are already willing us to go further and faster in addressing this agenda.

See https://www.gla.ac.uk/media/Media_767316_smxx.pdf

We aim to be a beacon of good practice, drawing on:

- the expertise of our academics
- the enthusiasm of our staff and students
- and a willingness to put sustainability at the top of our agenda

Glasgow Smiles Better

The Glasgow Oral Health Improvement Student Society (GOHISS), a group of University of Glasgow dental students, are committed to educating the people of Glasgow on the importance of oral health and promoting the dental profession as approachable and friendly.

The team are keen to provide support to those in lower income households and supply much needed dental advice, toothbrushes, and toothpaste to families. For those in need of treatment but unable to afford it, the Society also promotes free dental treatment offered at the Dental School in the city centre.

See <https://www.gla.ac.uk/connect/publicengagement/projectsandevents/glasgowsmilesbetter/>

GOVERNANCE

First Minister's Standing Council on Europe

The First Minister's Standing Council on Europe was established in July 2016. Members will consider the impact of proposed changes to the UK's relationship with the EU on Scottish interests, and advise Ministers throughout our Brexit negotiations on the best way to secure Scottish interests and objectives.

See <https://www.gov.scot/groups/standing-council-on-europe/>

Kelvin Hall

Kelvin Hall is a unique partnership between Glasgow Life, the University of Glasgow and the National Library of Scotland, which sees this historic and much-loved venue transformed into an exciting new centre of cultural excellence providing access to collections, temporary displays, teaching and research, alongside a state-of-the-art Glasgow Club health and fitness centre.

See <https://kelvinhall.org.uk>

Policy Scotland

Policy Scotland's mission is to generate, and provide a space for, local, national and international public policy debates. We foster co-operation between academics, practitioners and policy makers, and pool this collective expertise in order to flesh out new initiatives, test the effectiveness of interventions, generate better evidence and engage a wide variety of audiences.

Policy Scotland is based at the University of Glasgow and builds on the University's research excellence in specialist policy fields including crime, housing, disability, transport, public health, economic and employment policy, education and welfare reform. Through our research, public events, and brokering collaboration between researchers and policy makers we stimulate new thinking and good practice in Scotland and further afield.

See <https://policyscotland.gla.ac.uk>

EXTERNAL LEADERSHIP

Glasgow Riverside Innovation District (GRID)

A practical expression of key recommendations of the Muscatelli report (2019): that investment streams should be aligned more closely to help drive innovation from the research base and that Scotland's major city regions with the help of Scottish Enterprise should develop city-based place-making strategies with universities and colleges.

See <https://www.gla.ac.uk/explore/grid/> and <https://policyscotland.gla.ac.uk/the-glasgow-riverside-innovation-district/>



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