TASK FORCE 2.13 ''COMMON CHARTERS ON GENDER EQUALITY, INCLUSION AND SUSTAINABLE DEVELOPMENT GOALS''

CONTENTS

1. RATIONALE AND POSITIONING OF THE PLANS. NEED FOR A CHANGE OF PARADIGM

The University, as an educational institution that produces and safeguards scientific knowledge, has the ethical task of transmitting values, generating ideas and visionary actions that may enable people to live in cohesive societies and healthy environments. Despite its active social role, in recent years major challenges have arisen, or become more serious, that threaten these aims, such as the climate crisis and growing economic and social inequalities, both at the local and global levels, which are still deeply marked by gender disparities and inequalities. Putting the University to the test as it faces these challenges, and fully aware that it is not the only relevant actor in the current situation, there would appear to be room for more efficient interventions by academic institutions when it comes to ensuring that people may have a life worth living, respectful of others, which is sustainable and caring for the planet that sustains us.

In what follows we argue that universities need to embrace the concept of 'sustainable development' from a holistic perspective, which makes visible the close connection of human beings, society, environment and planet. Throughout this document, 'sustainable development' is understood as a concept that promotes the fundamental values of respect for and safeguarding of life. Transcending the controversies of the term, sustainable development is seen as subtending the processes that ensure the inclusion of all people in society, as well as the enjoyment of the same rights and opportunities, both in the present and for the generations to come. Achieving sustainable development, therefore, means to first confront our responsibilities as we face social and gender inequalities and environmental damage.

The concept of sustainable development was introduced thirty-five years ago (Bruntland Commission, 1987). Since then there have been several attempts to identify lines of action to achieve sustainability, through a shared international vision, including the MDGs-Millennium development goals of 2000, to be achieved by 2015. Despite their simple formulation, the eight goals indicated a more virtuous path for the sharing of resources and the achievement of a minimum well-being for all. In 2015 the United Nations, also taking into account the positive and negative experiences encountered with the MDGs, broadened the framework of interventions by indicating, through the 17 SDGs-Sustainable Development Goals of the 2030 Agenda, different targets to be achieved through specific univocal indicators (United Nations, 2015).

 The Sustainable Development Goals (SDG) consist of 17 objectives that aim to achieve concrete targets that translate into positive actions towards society and the environment, to be achieved by 2030 (United Nations, 2021). Examples of these goals include putting a stop to child abuse, eradicating hunger in the world, adopting and strengthening sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels and significantly reducing the pollution of the seas and oceans. These goals have become the attempt to change the paradigm that has had the greatest impact on many university institutions, with effects that are doubtless positive. However, they are also not without their criticisms: firstly, there is no binding legal undertaking, nor meaning agreements between states to achieve them, so they are a way to move forward towards achieving their aims, but are far ahead in the future. Secondly, there are goals that contradict or could hinder the achievement of other goals, such as the goal of maintaining economic growth, in relation to SDG8 "decent work and economic growth".

Different paradigms have been proposed in recent years, which may be useful in order to achieve sustainable development, including gender equality. Some of them are the result of research carried out in universities, and may be challenging for most people to assimilate. This is because a change of paradigm implies changes in the lifestyles and visions of the world. One contribution to the paradigm shift of economic growth, is the challenging proposition of 'degrowth'. This perspective is based on the need to stop growing, but it also stresses the need to re-politicise the

public debate, colonised by the language of economics. In other words, it entails rethinking reality, and not limiting oneself to reducing growth, but ensuring that this reduction occurs in such a way

that new realities arise that are desirable in social and environmental terms (Kallis, 2011). This alternative is opposed to ideas such as sustainable growth (i.e. fostering economic growth and development, while ensuring that natural assets continue to provide the environmental resources and services on which our well-being depends; OECD, 2011), which has been proven empirically impossible to perform with existing technology (Hickel and Kallis, 2019). The paradigm of degrowth is consistent with the spirit of reflection and creation that characterises the University, although it may be difficult to assimilate for different sections of society, because it requires deep changes.

Other paradigms focus on the human being, such as the approach of human capacities, which features very prominently in the United Nations Development Plan (UNDP) and in its Human Development Reports. A recent report (UNDP, 2021) argues that people's capacity for action and empowerment can be conducive to those measures that are necessary for us to live in balance with the planet and in a more just world. Moreover, it proposes a gendered perspective as key to assessing these capacities, with special attention to the capacity for action or agency of the subject. However, the concept of sustainable human development in the UNDP report has not been without debates. Some post-development and post-modern authors criticise its anthropocentric viewpoint that centres on satisfying human needs rather than a more biocentric perspective, and they argue that it makes no sense to keep insisting on the idea of development as a universal notion, but that there is instead a need to consider in more depth the various local viewpoints of human well-being, and thus avoid the expansion of a hegemonic model that addresses the needs of western civilisation.

Another paradigm is the circular economy, which is an approach that is gaining strength in universities and in academic research, a model that claims to be an alternative to the linear economy. Currently, the extraction and transformation of natural and energy resources generates more than half of the total greenhouse gas emissions and more than 90% of the loss of biodiversity and of water stress. The circular economy, therefore, aims to prevent the negative impacts on the environment that derive from all the stages of the production and consumption processes, from the extraction of natural resources to the production of waste. In this regard, it also strives to maintain the added value of products once they reach the end of their useful life so that they can continue to be utilised. The transition to a more circular economic model is fully aligned with all the SDGs, and is a key lever to achieve the objective in terms of the environmental realm of sustainability (clean water and sanitation, accessible and non-polluting energy, etc.). Furthermore, the circular economy model can lead to the creation of new job opportunities and increase people's well-being. However one needs to be aware that the circular economy is not the definitive solution for the problems that humanity currently faces, as it does not question their systemic causes, which are dominated by the imperative of quantitative economic growth. Some of the criticisms of this economic model have to do with the impossibility of measuring its impact, as it is allegedly a diffuse and extensive concept which entails very numerous and diverse methods to put it into practice, and faces obstacles that are impossible to overcome, such as the complexity of the various types of waste and the physical limitations of materials themselves. Moreover, it proposes a discourse centred on the economy that leaves aside social dimensions. For these reasons, there is a need to find a modest circular economy, one that is applied as a solution to real problems; one that is inclusive, that takes people's rights into consideration, and that is aware of its weaknesses (Corvellec, H., Stowell, A, Johansson, N, 2021).

Finally, another framework that has gained strength is that of the Doughnut Economy (Raworth, 2017), which suggests a conceptual model to understand the development of peoples. It claims that the doughnut area is where development could be carried out sustainably, that is, meeting all needs without exceeding the limits of the planet. This area would be the safe and fair space for humanity, as it would allow the needs of the present to be met without compromising the needs of the future.

In sum, there are different paradigms to be considered, none of which is perfect or commonly accepted. Aware of the difficulties of leaving behind the current paradigm, and of the rupture caused by the COVID-19 pandemic, this Charter proposes that our doings should be inspired by a stronger commitment to humanitarian and environmentalist ideas, and, in the three sub-charters that follow, suggests a series of goals that may turn the universities into active agents of holistic sustainability. We believe that those goals are consistent with the many paradigms that are studied in the University.

This Charter further indicates that positive change in and for the universities – as core institutions that have a leading scientific, social and cultural role (particularly through European alliances that create networks of joint projects and actions) – may be achieved by acknowledging shared responsibility, interdependence, and by embracing the notion of 'care'.

A starting point is to visualise a university that takes care of its own community, a university that enables the people who study, teach, work there, in synergy with the territory in which it operates – institutions, social and cultural realities, the economic world, the environment – while respecting the complex pluralism that characterises higher education, and being conscious of the power relationships that define it.

We posit 'care' as a concrete proposal for transformation, and we propose to make 'caring' - as a concept and a process, as a practice and an objective – one of the cornerstones of university life. Putting care at the centre of university life embraces the following statements:

- Put relationships at the centre, and recognizing interdependencies: between people, different needs and conditions, but also between disciplinary sectors, structures and decision-making responsibilities.

- Address the challenge of democracy: promoting equality and freedom (of research, speech, expression), reducing asymmetries, and enabling its members to participate in identifying and defining problems, and in making decisions that affect them.

- Boost awareness and a change of attitude: being attentive to recognize problems and needs (care about); being responsible for deciding that a specific action is necessary (care for); being competent to care effectively (give care); and being sensitive to the care we receive (receive care). But it also requires resources, knowledge and the development of specific skills; finally, it requires time - to make care a recognized, rewarding and shared practice (care with). All of this also implies opening up spaces and places where the different needs of the community can be expressed and interpreted; mechanisms to consider different perspectives; and institutions interested in taking care of their modus operandi, rethinking it when necessary.

- Finally requires a full valorisation of knowledge - especially knowledge that is renewed by welcoming the gender variable - which will be able to make the practice of care a central element in innovation processes.

It becomes clear that this 'care' must not remain confined to restricted, marginal, often invisible and private spheres, nor be delegated to external services and processes. It is necessary to transform it into a shared and transversal objective, and at the same time a style of action that can direct daily and individual (micro) as well as institutional (macro) actions.

It is time, therefore, to 'take care' of knowledge, of relationships, of the generations that inhabit the academic community with different tasks and responsibilities, in its relationship with society and the planet, starting from the commitment to make alive in our community the principles of equality, non-discrimination, competence, respect, ability to listen and social and environmental

justice.

The sustainable and caring university will not only take note of its own contradictions and design solutions to find the right equilibrium within itself and the environment with which it interacts: it will further operate to heal the deep wounds already inflicted.

After exposing the dysfunctionality of strategies based on perpetual progress and growth and on human exceptionalism, and acknowledging its own complicity with the ongoing subordination of nature and 'others', the university is called upon to build relationships across genders, 'races', species, plants and spaces, and explore alternative forms of production and reproduction beyond the current paradigms. To that end it proposes a new vision of care work, as collective care for our human, social and environmental vulnerability.

2. ROLE OF THE UNIVERSITY AS AN AGENT OF SOCIAL TRANSFORMATION

Universities play a crucial role in the process of transforming people and society. For this reason, they are called upon to respond to society's demands and to channel knowledge generation to serve a human development that is fair, equitable and sustainable for the present and future generations.

This task is at the same time a responsibility and an opportunity for universities and, therefore, they are called upon to be an active and committed part of these unavoidable transformation processes, even more so in the current context in the wake of the COVID-19 pandemic, which has intensified some global and local problems suffered by people and the planet.

According to the spheres of action within which they operate, universities play a series of roles as pre-eminent agents in society:

- Provide a quality higher education that is inclusive and egalitarian for everyone, which entails lifelong learning.

- Generate critical thinking in society, especially among the young, and in the education of professionals that leads to a citizenry who take responsibility for their actions and are committed to equality, diversity, inclusiveness and environmental sustainability. This is particularly essential in terms of caring for people and the planet.

- Drive the quest for and resolution of global problems with an interdisciplinary and cross-disciplinary approach by generating the transfer and dissemination of knowledge and competences at the service of sustainable development, inclusive and egalitarian, in cooperation with other research bodies, innovative companies, NGO, associations and other stakeholders.

- Be a model of institutional governance and management with a balanced representation of diversity in governing bodies, aligned with the principles and values of a human development that is fair, equitable and sustainable, encompassing, among other aspects, the design of care policies that mainstream the measures and culture of the care as a right of all community

- Participate in debates on the design of public policies that aim to reduce inequalities, ensure gender equality, environmental sustainability, put an end to poverty and hunger, among other objectives related to the sustainability of life.

- Facilitate dialogue and inter-sectoral action, fostering the shared responsibility of different agents: the public and private sectors and civil society, in achieving transformational processes towards more sustainable models of living and boosting the capacity to transform society and cooperate with other entities in resolving global problems.

In addition, internally, the contribution of universities in the different aspects of sustainable development hinges on incorporating the principles, values and objectives thereof in all its policies and activities in teaching, research, transfer and management.

Universities have extensive experience in tackling issues associated with human development, in the different spheres in which they operate. However the transversal, holistic and interdependent focus that current challenges demand call for a new viewpoint and new ways to tackle issues.

The guidelines presented in this document are inspired by the core values set out within the European University Alliance ARQUS, the Universal Declaration of Human Rights, the United Nations 2030 Agenda for Sustainable Development, The Green Deal of the European Commission (2019) and the fundamental rights of the European Union, the Gender Equality Strategy 2020-2025 of the European Commission (2020) as well as the principles and values that derive from the need for a new paradigm, set out in the first section of this document.

The charter was elaborated also taking into account the lessons learned from our recent shared history with the hope that this document will offer in the near future one more opportunity not to repeat the mistakes of the past.

- Principle of democracy and freedom
- The university's civic, social and cultural commitment
- Care as co-responsibility with social and community well-being
- Global Citizenship (Education for a committed and critical European citizenship)
- Attention and respect for diversity in all its forms: biodiversity, cultural diversity, functional, sexual, body and gender diversity, etc.
- Bioethics
- Social justice
- Academic freedom and integrity
- Critical thinking
- Transparency and accountability
- Putting people, their personal and professional development at the centre
- Equal opportunities and inclusivity, principle of non-discrimination
- Sexual, body and gender equality and intersectionality
- Respect for nature
- Culture of cooperation and the common good
- Commitment to the local and global environment; interdisciplinary dialogue and alliances.
- Interculturality
- Active and meaningful participation of the university community and of society
- Culture of peace
- Continuous improvement in the management of the quality of the resources and services offered by the university to society to promote the care of people and the planet where we live

4. RECOMMENDATIONS

The universities that make up the European University Alliance ARQUS define a set of action lines that represent the commitment to the transformation towards a model of human development capable of guaranteeing a dignified life for all people and the sustainability of present and future life. The set of these lines is developed from a holistic, transversal and interdependent integral vision of human development that is necessary to fulfil them.

4.1. TRANSVERSAL ACTION LINES

A set of transversal action lines are defined, which match the basic functions of the University and the elements necessary to integrate the principles and vision that permeate this document. The set of these transversal lines entails contributions to each of the SDGs and commits all the groups of the university community to carry out actions for their fulfilment within their scope of study and / or work.

LINE 1. Awareness raising and training
SDG 4

The university has the responsibility to contribute to creating a society that is more committed to caring for the planet and for people, through awareness raising and non-formal educational actions.

Producing highly-qualified professionals through an education of quality is one of the university's goals, as is a citizenry that is committed in professional and personal terms to achieving a more just society in accordance with values of sustainable development. Based on this goal, the university implements educational activities and actions linked to promoting a culture of peace and non-violence, world citizenship, education for sustainable development, sexual, body and gender equality, diversity, inclusivity, environmental sustainability, human rights, sustainable lifestyles, the value of cultural diversity and the contribution of culture to sustainable development. (SDG 4)

Objective 1.1. Raise the awareness of the entire university community and the general public to the values of sustainable development and the 2030 Agenda, through awareness-raising and participatory campaigns, volunteering programmes and other actions that aim to promote the development of people who are critical, ethical, and responsible with respect to society and the planet.

Objective 1.2. Expand complementary training aligned with sustainable development in its social, economic, environmental and cultural aspects, aimed at the student body and the university staff, as well as the general population.

LINE 2. Teaching faculty
SDG 4

Given the extensive range of courses and qualifications it offers, the university educates and trains professionals with the knowledge and skills they need to contribute to all the SDGs across the board within numerous fields, including equality, diversity and sustainability as a transversal issue. (SDG 4)

Objective 2.1. Promote the quality of teaching by means of the recognition of good practices, the creation of networks and resources of teaching innovation from an interdisciplinary and cross-

disciplinary perspective and the implementation of plans for improvement that foster innovation

in teaching and learning, participatory methodologies and the competencies of internationalisation.

Objective 2.2. Incorporate the sustainable development approach into planning instruments and teaching quality, training teaching faculty in competencies for sustainable development, promoting curricular sustainability and generating a structure in the institution's Master Plan that promotes and encourages the alignment of teaching with the challenges to sustainable development

Objective 2.3. Facilitate and promote access to higher education, through actions that facilitate the educational transition and expand the access opportunities to everyone.

Objective 2.4. Foster academic development in higher education, offering high-quality services for the student body and encouraging their opportunities for integration in the university.

Objective 2.5. Facilitate ongoing training and professional development, professional skills-building, refreshing knowledge and achieving excellence in professional, scientific and artistic terms.

Objective 2.6. Encouraging student involvement in the life of the university as active subjects, supporting student societies and clubs and carrying out actions to foster the participation of the student body in all spheres of the university.

Objective 2.7. Facilitate ongoing training on sexual harassment, gender-based violence in order to promote a safe institutional culture.

LINE 3. Research and transfer
SDG 9

Through its research, the university studies come up with solutions to global challenges and problems facing us today with a multi-disciplinary and cross-disciplinary vision. The results of the research must be transferred to society to contribute to generating a more sustainable and socially just model of development. This is achieved through specific intervention projects that give practical value to this knowledge, not only at the local and national levels, but also internationally, with special attention to the Countries most in need.

Objective 3.2. Involve the student body in the research that is conducted in the university, through communications actions, research initiation grants and talent recruitment programmes.

Objective 3.3. Promote research and transfer related to sustainable development, gender and discrimination issues, through specific funding and scholarship programmes, advisory services and support for teaching and research staff, training programmes and other actions to support, make visible and recognise interdisciplinary research projects and transfer with high impact on the generation of solutions to the challenges of sustainable development and SDGs.

LINE 4. Management
SDGs 8, 16

The university must offer services and have specific policies aimed at achieving sustainable development in its social, economic, cultural and environmental spheres. Governance is what allows social, economic and political agents to maintain a relationship of interdependence in decision-making. It involves adaptive performance, rather than the traditional operational approach, which leaves room for innovation and progress. With this and under the leadership of

the university institutions, it is possible to face up to the social difficulties that justify a change of paradigm with efficient actions that satisfy the various actors in society.

In achieving sustainable development, it is essential, as a teaching, knowledge and awareness-raising institution, to set an example for society to follow. A capable and strong leadership aims to serve as a lever for other actors, whether educational or otherwise, to encourage them to contribute to a more just and sustainable world. The SDGs and the 2030 Agenda provide a comprehensive framework of action within which to implement actions focused on defined purposes and with which to measure the impact of the university in the 17 areas that make up sustainable development. Aligning the university's goals with the SDGs not only fulfils the United Nations call for its contribution; it also promotes a coherent, cohesive and well-founded university policy that invites progress.

The university, as a generator of knowledge, must rethink different forms of social and economic prosperity, to guarantee that people have decent jobs in particular and collective welfare and to promote equality. Moreover, the university, both in its direct management and through the companies with which it collaborates, must be an example of creating decent employment that is inclusive, equalitarian and sustainable, and that ensures decent and secure work that also offers education and training to students, not only in terms of knowledge but also of values that these positions promote (SDGs 8, 16 and all).

Objective 4.1. Strengthen an effective governance and management model based on ethical principles and mechanisms of transparency, responsibility, control, accountability, monitoring and evaluation, boosting the generation of good practices and university quality, including equality and diversity at all governing and managing levels

Objective 4.2. Align institutional policy with the SDGs by monitoring and certifying compliance, disseminating progress and laying down guidelines that inform planning and management documents with a sustainable development approach.

Objective 4.3. Develop internal capacity and leadership and the appropriation of the 2025 (Gender Equality Strategy) and the 2030 Agenda through training programmes aimed at management bodies and staff in charge of sustainable management and equality, as well as promoting the university's good practices in this area.

Objective 4.4. Promote actions aimed at the recognition and improvement of positions of employment that contribute to the job security and promotion prospects of the university's staff.

Objective 4.5. Promote safe, healthy and socially responsible work environments that integrate care as part of coexistence and collective well-being through monitoring, evaluation and improvement of health management and prevention of occupational risks systems and training and awareness of staff in these matters.

LINE 6. Permanent, accessible and transparent communication and participation
SDG 16

In order to consolidate democratic structures in the university, dissemination channels are essential that convey, without obstacles of any kind, comprehensible information to all spheres of a diverse university community. On the basis of this information, reflection takes place to form value judgments. Together with institutions that guarantee the participation of all stakeholders, in accordance with the principles of non-discrimination and fairness, decision-making can take place in an arena for dialogue that is fair, cooperative, that gives a hearing to all parties and effective responses to their concerns.

Objective 6.1. Make a transparency portal available that is broad, accessible, comprehensible and open to all citizens, including vulnerable people.

Objective 6.2. Provide and strengthen a Negotiation Board as a stable structure for collective bargaining and dialogue with employees' representatives.

Objective 6.2. Provide permanent channels for consultation, dialogue with and participation of student representatives, including them as participants in university actions and policies.

Objective 6.3. Set up open spaces for participation to offer the university community and society the opportunity to put forward proposals that will contribute to sustainable development and the continuous improvement of university services.

LINE 8. Outreach – relations with the local, national and international community
SDG 17

Alliances and networks feature prominently in the 2030 Agenda with SDG 17 "Alliances to achieve goals". As a social agent, the university has the capability to advise on and participate in debates on institutional policies at the local, regional, national or international level. Furthermore, it has made and is making a major effort to forge alliances and build networks with other entities, both public and private, with the aim of establishing joint actions to contribute to the generation of fairer and more sustainable societies and face global challenges.

The fight against poverty is one of the agenda's main objectives and is one that already appeared in the Millennium Objectives. Universities can contribute to achieving this objective by strengthening the Development Cooperation Offices or Centres that will be in charge of contributing to the achievement of greater equity by generating knowledge of aspects related to sustainable development, with special emphasis on issues such as the promotion of equal opportunities and rights, the eradication of poverty, the reduction of social inequalities and discrimination, especially those related to gender. At the same time, it should raise the awareness of the university community by creating an active, critical and supportive citizenship, by implementing and developing Education for Development and Global Citizenship programmes that integrate among other volunteer programmes in low-income countries; to carry out actions that promote and encourage research applied to human development and knowledge transfer through interventions that seek to prevent, reduce and solve problems that generate inequality and vulnerability; support programmes for the preparation of Bachelor's Degree and Master's Degree Final Year Projects in the field of cooperation, sustainable development and global justice; grants for doctoral theses and the development of projects within the framework of international cooperation with universities, governments, companies and civil society, both locally and in countries classified as low-income that promote and encourage the achievement of the sustainable development goals set out in the 2030 Agenda.

Furthermore, in their commitment to society, universities must carry out a strategy that allows them to align an important part of their teaching and research with the needs of the production sectors; in a context in which changes are taking place very fast. The speed of change in technologies, management models, the needs of society, the need to promote equality and diversity, etc., make it necessary to prepare students to be able to train and adapt to changes throughout their working lives. In this context, the value of "soft skills" is increasingly important: resilience, critical thinking, commitments, etc. In addition, Results Transfer Offices between the university and companies are a very powerful tool to lead these processes.

Objective 8.1. Promote intersectoral action, internationalisation and the forging of strategic

alliances with key actors in the promotion of sustainable development at the local, regional, national and international levels.

Objective 8.2. Strengthen the university cooperation for development policy, promoting the implementation of actions and strategic projects of cooperation for development, respecting equality principles, involving the different faculties, schools, departments and institutes of the university in them and promoting institutional strengthening and training of the institutions' staff in developing countries.

Objective 8.3. Promote ties and interaction with the business environment committed to sustainable development, through actions that allow firms to identify their needs and align them with university teaching and research.

LINE 9. Culture at the service of sustainable development
SDG 17 Culture and heritage

Artistic, creative, intellectual, symbolic and heritage values play a key role in the achievement of an egalitarian and inclusive society that cares for the planet and people, for which they represent a fundamental pillar of sustainable development. With this in mind, the university has the responsibility of including culture in all the policies that are designed in each of the university's spheres of action.

The university's cultural and heritage values and, by extension, those of the cities where it is located, must be appreciated to contribute to coexistence, the feeling of collective belonging and social cohesion, which are vital elements for building a more just and sustainable society that prioritises the well-being of people and the planet.

Objective 9.1. Strengthen partnership with cultural institutions in this country and abroad committed to sustainable development.

Objective 9.2. Promote scientific dissemination, through activities that improve and increase citizens' scientific education and knowledge and allow the knowledge generated in the university to be transferred to the community, diversifying the offering to different audiences, formats and geographical areas.

Objective 9.3. Promote accessibility to culture and heritage for all.

Objective 9.4. Involve the university community in designing and developing cultural activities.

Objective 9.5. Raise awareness and provide training and education to the university community in the conservation and maintenance of heritage, as well as co-responsibility for it.

4.2. SPECIFIC ACTION LINES

SEXUAL, BODY AND GENDER EQUALITY PLAN (SDGs 4, 5 and 16)

LINE 1. Care, conciliation and co-responsibility in a mainstream way

The creation of a caring academic culture requires a paradigm shift in the way the Academy is conceived as co-responsible for this work, in all its governing bodies and the university community.

Care, generally seen as something out of professional work, must be a concept that encompasses everything that is good for the quality of life and the collective responsibility for well-being. Therefore, it must take particular care of those who (as happens with women) invest a lot of time, energy, health, work and emotional capacity in providing care to their surroundings.

Objective 1.1. Promote internal regulations regarding Care, Conciliation and Co-responsibility, that will be participatory and consistent with the needs of the entire university.

Objective 1.2. Carry out an assessment of the teaching organisation and the distribution of administrative, teaching and research work times that are compatible with the self-care and health needs of the university community.

Objective 1.3. Create an equality committee with competencies in monitoring the model of co-responsibility for care in the academic field and the telematic tools necessary for the arrangement, distribution and choice of schedules, as well as the indicators (for example salary gap) to verify the achievement of these objectives.

Objective 1.4. Create spaces, resources, activities and programmes that promote non-competitiveness, care for the environment and the community, and self-care as essential values for the sustainability of life.

LINE 2. Build and sustain a culture of equality in the university, taking into account for this purpose the three large groups of people that make up the university: teaching and research staff, administrative and services staff, and the student body

Raising the awareness and training the university community regarding issues of sexual, body and gender equality, and of gender-based violence, building alliances with different stakeholders within and outside academic institutions are fundamental to acquire and strengthen the competencies and knowledge that people need to have to build and sustain a culture of equality.

Objective 2.1. Establish strategies to raise awareness of people and prevent sexist, racist, classist, LGBTIQA+-phobic attitudes and all other attitudes that are discriminatory to raise the awareness of all those in the university community with regard to equality and feminism.

Objective 2.2. Develop a culture of equality and inclusion in the universities of the European University Alliance ARQUS, promoting common and participatory spaces with feminist and LGBTIQA + groups for the recognition of gender stereotypes and gender biased practices in the academic community.

Objective 2.3. Make the university an accessible and inclusive space, in its facilities and buildings, in which all people feel identified regardless of their gender identity and/or sexual orientation.

Objective 2.4. Evaluate the state of the university in terms of sexual, body and gender equality and diversity, and with regard to the impact of gender policies, understanding gender in this holistic sense.

Objective 2.5. Foster the inclusion of the whole diversity of feminisms and promote the intersectionality issues in building a culture of equality in the universities of the European University Alliance ARQUS, so as to prevent the perpetuation of the exclusive presence of a white classist cis western feminism in the university space.

LINE 3 Promote respect for diversity in sexual orientation and for sexual, body and gender identity (LGTBQIA+ people)

LGTBQIA+ people may be victims of violence and discrimination in university spaces. Universities have a duty to guarantee these people's rights.

Objective 3.1. Raise awareness and train the whole university community with regard to sexual, body and gender diversity with the aim of eradicating discriminatory behaviours and the stigmatising of LGBTQIA+ people.

Objective 3.2. Give visibility to sexual, body and gender diversity in society in general and in the university both in teaching content and materials as well as in administrative procedures, and by highlighting important figures in the LGBTQIA+ community in the different fields of knowledge.

Objective 3.3. Establish ties of cooperation with other public bodies and the third sector that work to defend the rights of LGTBQIA+ people.

Objective 3.4. Prevent, detect and act in those situations that involve harassment or discrimination of any kind on the basis of gender orientation, identity or expression.

Objective 3.5. Implement administrative procedures which help transgender or intersexual people to use their chosen name

LINE 4. Promote new models of egalitarian masculinity

Gender equality focuses on promoting equal gender relations. These gender relations entail egalitarian models of masculinity and femininity. Therefore, it is essential to promote alternative models of masculinity to the patriarchal, male chauvinistic, hegemonic model, based on sexual, body and gender equality.

Objective 4.1. Raise awareness, educate and train the university community about new masculinities, men and equality.

Objective 4.2. Encourage the exchange of experiences by establishing networks and collaboration agreements with entities and associations that work in the field of new masculinities, men and equality.

LINE 5. Promote the use of inclusive language in the university

Language can result in conditioning the way we organise and think about societies. Therefore, an adaptation of the language used in both oral and written communication is necessary. This language must be respectful and visibilise the diverse identities that exist in society.

Objective 5.1. Promote the use of inclusive, respectful academic language that contributes to making equality and sexual, body and gender diversity visible in all university documentation.

Objective 5.2. Educate and train the university community as a whole in inclusive language.

LINE 6. Rethink the forms of leaderships in relation to the "caring university" perspective

University needs to rethink the forms of leadership, also starting from the experience and feelings of women and LGBTIQA + people, in their great diversity. New models of leadership and management are required that are able to put people at the centre, enhance their differences,

recognize their interdependencies; adopting a style that reflects the democratic responsibility of 'care about', 'care for', 'give and receive care', in sharing.

Objective 6.1. Promote a leadership practice appropriate to the perspective of a "caring university", whether exercised by women or men.

Objective 6.2. Invest in the empowerment of the female and LGBTIQA + component of the university, in order to encourage the acquisition of the skills and tools necessary to inhabit leadership roles effectively.

LINE 7. Guarantee the work/life balance and co-responsibility within the family diversity models, in personal, family, social and work life

Universities must take into account that care is essential for the development of human life. For this reason, measures should be promoted for work/life balance, taking into account the family diversity that exists in our societies. Moreover, universities must promote specific services and resources that foster this work/life balance, aimed at teachers, administration and services staff and students, as members of the university community.

Objective 7.1. Foster an institutional culture of co-responsibility of each university as the main political actor. This will entail a commitment by the universities of the European University Alliance ARQUS to be caring institutions, mainstreaming measures and promoting a culture of care.

Objective 7.2. Promote a culture of life and work co-responsibility, with special attention to carrying out household tasks and providing care.

Objective 7.3. Establish a Plan of Care, Work/life balance and Co-responsibility in the university that caters for the equitable distribution of working hours of the whole academic community and its participation in drawing up the Plan.

LINE 8. Achieve real equality between men and women in the sphere of employment, and labour equality for LGTBQIA+ people

The measures to support the recruitment and the advancement of the academic and work career should be aimed at breaking the glass ceiling, challenging the structures of unequal, sexist and neoliberal opportunities, which reduce the progression of the career to an individual issue where competitiveness prevail, resulting in a lower presence of women due to their situation of structural disadvantage.

Objective 8.1. Overcome structural inequalities in the work environment of the University, to guarantee real equality among all its members, regardless of their sexual, body and gender identity.

Objective 8.2. Guarantee a balanced composition of all bodies involved in staff selection and recruitment at the university, as well as academic processes, and train selection committee members so that they are aware of the biases and the stereotypes that can undermine the fairness of their judgments.

Objective 8.3. Setting up training (mandatory or not) on gender equality and sexual, body and gender diversity issues for new hires in the university.

LINE 9. Training in equality of opportunities, with special attention to training in and for the promotion of sexual, body and gender equality across all university processes

Universities, created as knowledge generators, have the duty to guarantee the same rights and opportunities and correct the inequalities that exist both in society and in university institutions themselves, through education and training.

Objective 9.1. Plan, design, carry out and assess training activities with a feminist and gender perspective, coordinated by the universities of the European University Alliance ARQUS.

Objective 9.2. Adapt teaching and learning materials of the various university courses so that they take account of sexual, body and gender diversity.

Objective 9.3. Disseminate training activities with a feminist and gender perspective, in addition to training activities with a sexual, body and gender diversity perspective at the local, national and international level.

Objective 9.4. Provide advice and support to student societies and clubs so that they promote sexual, body and gender equality and a commitment against any form of discrimination in their activities.

Objective 9.5. Provide university libraries with specific bibliographic material de material on feminisms, gender equality, sexual, body and gender diversity.

LINE 10. Generate and transfer knowledge through and for equality in research and university teaching

At the pragmatic level of knowledge production and transfer the university should remove existing barriers and create the conditions in which the entire scientific community can contribute to scientific development, particularly where it serves the common good and in the perspective of sharing different knowledge.

Objective 10.1. Encourage the diversity of research groups increasing the presence of women in STE(A)M disciplines but also rebalancing research teams in areas where women are the majority and boosting the visibility and recognition of LGBTIQA+ people.

Objective 10.2. Increase diversity of research topics supporting and funding topics of interest to non-dominant social groups (think non-binary people, minority groups with respect to sexual orientation, ethnicity, nationality and migration background, disability, age, social class, etc.) and facilitate the dissemination of the resulting knowledge.

Objective 10.3. Incentivise participation and collaboration in international research projects with a gender, feminist and inter-sectional perspective.

Objective 10.4. Promote research including gender perspective in all scientific fields, questioning inequality and discrimination process.

LINE 11. Promote women and LGTBQIA+ people in STEM knowledge areas

Historically, the STEM knowledge areas have been dominated by men, leaving sciences considered "weak" to women (e.g. social sciences, humanities, etc.). This is detrimental to the advancement of the knowledge of societies. Furthermore, this organisation and division into knowledge areas result in an androcentric, heteronormative and sexist knowledge. In addition, a

talent that could contribute to the economic development of societies is being wasted, a problem also highlighted by the European Union, as it is stated in the Gender Equality Strategy 2020-2025

Objective 12.1. Foster the inclusion of women and LGBTIQA + people in STEM knowledge areas, and in other socially strategic areas.

Objective 12.2. Design and offer pre-sessional education and training courses in those knowledge areas.

LINE 12. Adoption of the gender perspective for a renewed innovation

Technological innovation has, or should have, among its motivations and objectives the improvement of the quality of life of the person, from the individual to the global society, and of the environment, in a perspective of sustainability. In order for this objective to be truly pursued, the adoption of the gender perspective in research and development activities related to innovation is essential.

Objective 12.1. Develop 'gendered innovations' by integrating the gender dimension in the content of scientific innovation in all fields of knowledge, from Medicine to the Environment, from Artificial Intelligence to Robotics.

Objective 12.2. Train STEAM professionals from a gender perspective, in order to make them aware of equality and respect.

Objective 12.3. Offer diversity of models of people working on STEAM professions to give students and society a holistic model of doing research and innovation beyond white-masculine-heterosexual dominant model.

LINE 13. Eliminate all forms of harassment and gender and LGTBQIA+-phobic violence

Universities are spaces where unfortunately there are situations of harassment and discrimination. However, these are often underestimated phenomena. That is why it is important that universities have instruments and procedures for the measure, the prevention, the detection and the intervention in situations of harassment and violence. There are many measures that Universities could implement to eradicate this problem.

Objective 13.1. Prevent, detect, act and raise awareness of people against all situations of discrimination, harassment and gender violence included in the Protocol to be drawn up in the European University Alliance ARQUS for the Prevention of and Response to Harassment that may occur in the university community.

Objective 13.2. Prevent, detect, and act against all situations of discrimination, harassment and LGBTIQA+-phobic violence included in the Protocol and draw up in the European University Alliance ARQUS for the Prevention of and Response to Harassment that may occur in the university community.

Objective 13.3. Guarantee an inter-sectional and integral care to the university community in situations of gender and LGBTIQA+-phobic violence, harassment or any kind of discrimination, promoting tools to channel and resolve cases thereof with the proper guarantees, and the preservation and maintenance of all their labour and academic rights.

Objective 13.4. Train and raise awareness of all members of the university community with regard to harassment and gender and LGBTQIA+-phobic violence.

Objective 8.5. Implement in the universities of the European University Alliance ARQUS a "listening, guidance and information" process for people who have experienced sexual harassment, gender-based violence or discrimination, or for people who witnessed such violences, and connect this process with disciplinary processes.

INCLUSION PLAN (SDGs 1, 2 and 10)

LINE 1. Embed a Culture of Inclusion in the university community

In order to achieve a culture of inclusion throughout the university community, it is essential to adopt measures that eliminate discrimination on birth, ethnicity, sex, religion, opinion, language or any other personal or social condition or circumstance while promoting the dignity, respect and well-being for all people. To do this, it is essential that the entire university community, Teaching and Research Staff, Administration and Services Staff and students, work together and with other associations and institutions with the aim of reducing inequalities and increasing awareness of the importance of inclusion, as well as carrying out training and awareness actions in matters of social inclusion and reduction of inequalities.

Objective 1.1. Have specific regulations and plans with objectives and actions that ensure the rights of people at a risk or situation of social exclusion, handling the diversity of needs and circumstances of people of the university community.

Objective 1.2. Carry out actions of awareness-raising and formal and non-formal education linked to social inclusion, putting an end to poverty, reducing inequalities and the importance of inclusive education in the entire university community (Teaching and Research Staff, Administration and Services Staff of the university community and students).

Objective 1.3. Train and develop the skills of the teaching and research staff and the administration and services staff of the university community in matters of inclusion, ending poverty, reducing inequalities and respect for diversity and difference, providing the requisite information and training, materials and resources.

Objective 1.4. Promote the focus of attention to diversity, equity and inclusion in all of the university's planning and management documents.

LINE 2. Guarantee equal opportunities in access to higher education

All institutions, especially educational ones, must guarantee equality of opportunity in access to education and lifelong education and training, as well as the inclusion of those people at a higher risk of social exclusion and of being discriminated against. The university, as an educational institution, must carry out actions to visualise the range of studies it offers and promote access to it in equality of opportunity, creating specific services to support the student body, future students and graduates in vulnerable situations.

Objective 2.1. Promote the implementation of intervention activities in previous educational stages, to bring the university closer to children and adolescents who are especially at risk of social exclusion.

Objective 2.2. Publicise the access pathways, the courses on offer, and the measures and support resources aimed at inclusion in publicly-funded universities.

Objective 2.3. Encourage the exchange of experiences among the university student body and graduates in a situation of vulnerability and pre-university students in the same situation of vulnerability.

Objective 2.4. Ensure that access/admission to the university is aware of the diversity in which all services involved participate.

Objective 2.5. Create services to support the student body in a situation of vulnerability if no such services already exist.

Objective 2.6. Disseminate all the support services to the student body in a situation of vulnerability of the university through the dissemination channels, conferences and meetings of the sector and to the social agents linked to these groups.

Objective 2.7. Promote access, academic development in higher education and research activity of people from developing countries through a broad and diverse scholarship programme.

LINE 3. Promote conditions conducive to academic development from an inclusive perspective

Educational institutions must ensure the proper development of academic education and training for students at risk of exclusion and that they are not discriminated against for any reason, through actions of student induction and follow-up; and must promote their representation in the university representative bodies.

Objective 3.1. Offer an induction programme to students in a situation of vulnerability, and guidance, support and advice during their academic life (faculty coordinators and tutors, collaborating students, protocols, detection and orientation).

Objective 3.2. Help and encourage complementary academic, research and transversal education and the training of talented, low-income students.

Objective 3.3. Promote the participation and representation of groups at risk of exclusion in university life and in representative bodies (government bodies, associations, volunteering, mobility programmes, etc.).

Objective 3.4. Create aid programmes so that students with socio-economic problems or those especially affected by Covid-19 can continue their studies.

Objective 3.5. Establish an aid scheme for students at risk of the digital divide.

Objective 3.6. Create programmes to support students at risk of dropping out of university.

Objective 3.7. Offer support and aid to students and academics who are refugees or asylum seekers.

LINE 4. Produce future professionals who can promote inclusion

One of the main social commitments of educational institutions is to ensure their graduates acquire professional skills that are beneficial in the social and work environment. Therefore, the

University must ensure that the entire university community commits to promote inclusion, non-discrimination, dignity, respect and well-being for all people.

Objective 4.1. Incorporate criteria in the quality management system of academic institutions to promote inclusion and diversity in the institution itself and in the departments, from the contracts-programmes and teaching guides.

Objective 4.2. Foster the development of activities with academic recognition that promote equality of opportunity, attention to diversity and inclusion.

Objective 4.3. Foster, both among the student body and in the Teaching and Research Staff and Administration and Services Staff, participation in volunteer activities, awareness raising actions and development of empathy with the most vulnerable groups and associations of people.

LINE 5. Foster the employability of the student body

The university commitment to the education and training of future professionals should not neglect the student body at risk of exclusion or discrimination; specific measures are necessary for the inclusion of these people, encouraging their access to employment with equal opportunities, facilitating their professional orientation and their subsequent professional development.

Furthermore, the university must be committed to providing students with an education and training that allows them to undertake initiatives that lead to the creation of decent jobs, and that help generate other decent jobs, especially for those at risk or in a situation of exclusion. We understand a decent job as one that allows human needs to be met, that is, a decent salary that allows the purchase of clothing, food and accommodation, in addition to opportunities for socialisation and self-realisation, among other aspects. Also, a job that helps protect the environment, or at least does not contribute to damaging it. In short, a job free of exploitation by other people and of other people and the environment. The objective of economic growth per se is insufficient, both for the promotion of decent work and other SDGs, due to the contradictions that economic growth entails for social well-being and environmental conservation.

Objective 5.1. Promote entrepreneurship, professional guidance and employment for all students and especially those with disabilities and/or at risk or in a situation of social exclusion by setting up university companies and providing transversal and flexible education and training on the subject in all the official degrees conferred with a mention in entrepreneurship.

Objective 5.2. Offer mentoring programmes between alumni and recently graduated students to offer guidance and support aimed at encouraging inclusion in the process of social and professional integration.

Objective 5.3. Promote education and training programs for skills that promote access to employment in equality of opportunity.

Objective 5.4. Expand professional development opportunities for students with disabilities and/or at risk or in a situation of social exclusion (agreements and internships with companies).

LINE 6. Ensure the access and development of university staff

The University is an inclusive, discrimination-free educational space that should serve as an example to society, so it is necessary to ensure measures to foster the inclusion of teaching and

research staff, administrative and services staff, ensuring their equality of opportunity in access to positions of employment as well as to promotion.

Objective 6.1. Promote access to public employment for people with disabilities and/or any other condition that hinders access to public employment.

Objective 6.2. Facilitate the adoption of affirmative action measures for the access, promotion and performance of jobs for people with disabilities and other specific needs.

Objective 6.3. Strengthen support programmes for university staff in need, especially those affected by COVID-19 (strengthen the Social Services Office that caters for university staff).

LINE 7. Generate transfer knowledge to promote and strengthen inclusion

To achieve an inclusive society, free from discrimination, based on dignity, respect and well-being for all people, institutions need to generate and transfer the knowledge developed in them to the rest of society. Therefore, it is necessary to promote the generation of knowledge with an inclusive approach and help scientific advances to reach the entire population.

Objective 7.1. Encourage and promote the acquisition of research competences among teaching and research staff for the construction of inclusive societies.

Objective 7.2. Promote the generation and transfer of scientific and research output related to diversity and inclusion, through the financing of projects related to inclusion.

Objective 7.3. Encourage the focus of inclusion, equality and equity of opportunities in own research plans by incorporating inclusion criteria.

Objective 7.4. Set up working groups and partnership projects between associations and entities that work directly with groups at risk of exclusion in society and public universities.

LINE 8. Ensure universal accessibility in communication, environments, products and services throughout the university community

The university must guarantee the accessibility to information and training and resources of any person, correcting inequalities in the access to education and fostering knowledge transfer.

Objective 8.1. Improve accessibility to information and training and academic resources.

Objective 8.2. Promote accessibility in the management procedures and formalities of the services and activities for which the university is responsible.

Objective 8.3. Promote official university education and training in Sign Language and universal accessibility.

Objective 8.4. Promote adaptations and improvements to accessibility in the environment.

LINE 9. Promote inclusion in society from the university space

Social transformation and training driven from the university community must be advocated through participation in and with associations, through partnerships with institutions related to

groups at risk or in a situation of exclusion and the development of joint projects and awareness raising actions, both in the university community and in society.

Objective 9.1. Carry out collaborations with institutions, associations or individual experts related to disability and all groups at risk or in a situation of exclusion, to promote their inclusion in the university space and society.

Objective 9.2. Promote the university's involvement in cultural and educational projects, in collaboration with other public and private entities, that promote inclusion, attention to diversity and respect for people's differences and needs.

Objective 9.3. Promote actions aimed at raising awareness of inclusion and diversity in society as a whole (disability, immigration, etc.).

Objective 9.4. Foster the social inclusion of groups or institutions in a situation or risk of social exclusion, especially those affected by COVID-19, through actions of support and social commitment.

LINE 10. Promote people's physical, mental and social well-being

Health can be supported by the university through health and risk prevention services and through the promotion of healthy lifestyles, physical exercise, sustainable and inclusive sports and healthy eating, as well as the prevention of toxic and non-toxic addictions and good emotional and social management. Moreover, it is necessary to provide inclusive and sustainable university spaces, so that they contribute to the wellbeing of the entire university and the preservation of biodiversity.

Objective 10.1. Promote healthy lifestyle habits at the university that include active mobility, sustainable and inclusive physical exercise, the prevention of toxic and non-toxic addictions, and the management of emotional and social well-being, among others.

Objective 10.2. The university will offer and promote specific services to attend to health and physical, mental and social well-being.

Objective 10.3. Promote the creation of healthy, accessible and sustainable spaces in the university environment that positively affect people's physical, mental and social health.

PLANET PLAN (SDGs 3, 6, 7, 11, 12, 13, 14, 15)

LINE 1. Promote a governance and management model aligned with environmental sustainability

Our universities are jointly responsible for the impacts of the current urban metabolism and anthropogenic impacts. The sustainable university takes note of its own contradictions and

designs solutions to find the right equilibrium with the environment with which it interacts. To achieve this goal the university must incorporate the environmental sustainability approach into university governance and management policies as an essential element to factor into each of its activities, particularly in the use of material and natural resources, university services, facilities and public procurement, among other areas (to adopt energy manager, sustainability manager, circular manager, mobility manager, etc.). The university must adopt green and ethical public procurement policy by establishing minimum requirements for its purchases in all sectors. Moreover, it is necessary to train and raise awareness of the university communities to ensure that they integrate responsible consumption habits in their daily life.

Objective 1.1. Integrate environmental management systems at all levels of operation of the university and carry out actions for the renewal and conservation of the university's cultural and natural heritage to promote a university model that minimizes the impact of its activities on the environment.

Objective 1.2. Offer advice and education and training to include good environmental practices and the focus of environmental sustainability in the daily professional work of university staff.

Objective 1.3. Insert clauses in tenders and competitive bidding procedures that include social, ethical and environmental criteria to contribute to sustainable practices.

Objective 1.4. Offer education and training on green purchasing and responsible public procurement to the university staff with responsibility for university budgets.

Objective 1.5. Promote the sustainable procurement and staging of events with environmental good practices.

LINE 2. Promote sustainable living habits

The university, as a higher education institution, has the opportunity to produce committed and responsible people who care about the planet, both professionally and personally. Through non-formal education and awareness, the university can influence the implementation of lifestyles with a lower environmental impact and the forming of new environmentally responsible habits (reduce energy and water consumption; reduce waste generation; minimize one's personal carbon footprint, etc.).

Objective 2.1. Raise awareness and train the university community and society in general to generate environmentally responsible habits in the personal and professional spheres.

Objective 2.2. To promote a culture of care for the environment and for each other through respect for the common space.

LINE 3. Promote a healthy and sustainable diet

The University must attend to the food issues of its own community and of society as a whole to encourage the consumption of seasonal, locally sourced, ecological products of high nutritional value and low environmental impact, fair trade and promote dietary plans that follow other principles of social and environmental governance. Regarding the university community, first of all, university canteens, cafeterias and vending machines, as well as catering establishments that serve food, should prioritize the aforementioned characteristics, including the availability of vegetarian food. The university will provide the necessary actions to promote the consumption of this type of food within buildings and on campus. The university will include these food principles in a transversal manner in its education and training, outreach, awareness, local development, research, and transfer programmes.

Objective 3.1. Provide a range of healthy, balanced and sustainable university menus, which take due account of food allergies and intolerances and the cultural diversity at the university.

Objective 3.2. Encourage the procurement and contracting of seasonal, locally sourced, eco-friendly products, of high nutritional value and low environmental impact, fair trade and other principles of social and environmental governance in catering and restaurant services.

Objective 3.3. Promote the consumption and own agro-ecological production on the university campus.

Objective 3.4. Develop specific programmes to reduce hunger and malnutrition in the university and the region.

LINE 4. Develop and implement measures for mitigating and adapting to climate change

The university must set an example in developing policies to mitigate and reduce the impact of climate change. To achieve this objective, the university must promote policies and actions to encourage and facilitate the use of sustainable transport and avoid the use of private vehicles, increase the generation and consumption of electrical and thermal energy from renewable primary energy sources and foster the energy efficiency of the university's buildings and facilities, among other actions.

Objective 4.1. Establish mechanisms to measure the carbon footprint generated by the university's bodies and activity and determine the right measures to reduce and offset emissions of greenhouse gases.

Objective 4.2. Foster research on environmental sustainability and climate change by promoting interdisciplinary networks that address the problems under different scientific profiles.

Objective 4.3. Promote the use of public transport in the university community, through partnership agreements with the relevant parties.

Objective 4.4. Promote the use of bicycles and electric personal vehicles, through lending systems, adequate and sufficient parking, charging point facilities, etc.

Objective 4.5. Discourage the use of internal combustion vehicles with parking management measures and awareness campaigns aimed at the entire university community.

Objective 4.6. Prioritize suppliers of electricity from renewable energy generation sources.

Objective 4.7. Promote the installation of PV solar panels for generating electricity from solar energy.

Objective 4.8. Improve HVAC systems and building envelopes.

Objective 4.9. Promote and improve the efficient management of lighting systems.

Objective 4.10. Promote energy audits and energy rating certification of the university's buildings and facilities

LINE 5. Promote water recycling and reduction of water consumption

The university must adopt policies to reduce water consumption and avoid the uncontrolled discharge of both liquid and solid hazardous substances by students and all university staff into the wastewater network (including laboratory operators and cleaning staff). Implementation of sustainable urban drainage systems (SUDs) in the university spaces must be improved also

adopting a sustainable management of rainwater, controlling quantity and quality (e.g.: green roofs, permeable surfaces and filtering strips, phyto treatment units).

Objective 5.1. Strengthen supervision and monitoring programmes to reduce water consumption and prevent wastewater discharges.

Objective 5.2. Promote the implementation of in-house systems of purification and reduction of the pollutant load of the waste waters produced in the university (on site treatment when possible).

Objective 5.3. Promote proper awareness and education among students and research staff to avoid not appropriate management of hazardous liquids through training courses, outreach campaigns, disseminating reports, studies and publications.

LINE 6. Promote sustainable consumption in the university

The university must assume responsible consumption habits that effectively integrate ethical, social and environmental criteria, according to the EU model of circular economy promoting the reduction of consumption, reuse of materials and efficient separate collection of waste. An appropriate waste management system must be implemented to achieve the objectives of the EU directives in terms of recycling rate.

Objective 6.1. Promote the exchange of materials of common use in the university's activities and in its surroundings, with a social purpose, so that they are reused and prevent them from being wasted.

Objective 6.2. Improve the separate collection of all kinds of waste promoting specific actions involving students, staff, and the municipality.

Objective 6.3. Promote on-site waste treatment (when possible, by law), such as composting.

Objective 6.4. Promote the use of recycled or biodegradable materials and the use of reusable containers on campus.

Objective 6.5. Reduce paper consumption at university.

Objective 6.6. Reduce food waste in university canteens by setting in motion a sustainable and responsible management plan.

LINE 7. Promote the conservation of ecosystems and their biodiversity, especially those linked to the university

Ecosystems and their biodiversity, both terrestrial and marine, play a crucial role in maintaining the balance of ecological processes, are essential for the fight against climate change, contribute to people's physical and social wellbeing and promote the social and economic development of societies. The university has the responsibility of promoting the conservation and improvement of these ecosystems, especially those linked to the university itself, as well as reducing the impact derived from its activities that contributes to the loss of biodiversity. Moreover, the naturalisation measures of the university space allow a more ecological maintenance and management of green spaces, as well as the enhancement of biodiversity. In addition, the development of productive

green spaces that provide food and other resources makes it possible to simultaneously address the three dimensions of sustainability; namely: social, economic and environmental.

Objective 7.1. Identify and establish measures to reduce the main impacts on biodiversity derived from university activities.

Objective 7.2. Establish actions to improve and increase the biodiversity of the spaces linked to the university.

Objective 7.3. Adopt measures for the university space that allow a more ecological maintenance and management of green spaces, as well as the enhancement of biodiversity.

Objective 7.4 Develop productive green spaces that provide food and other resources.

Objective 7.5. Work closely with public and private entities to carry out dissemination and awareness-raising activities on the importance of ecosystems and biodiversity.

Objective 7.6. Involve the university community as an active participant in activities aimed at promoting the conservation of ecosystems and biodiversity.

ANNEX I. Bibliographical references

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Concept of equality

In this document, equality is understood as the principle that acts as a reference for the development of university policies aimed at eradicating androcentric, binary and heteronormative social circumstances, which act as a discriminatory factor against people and their environments, and in which the axes of inclusion, social justice and sustainability converge, from an ecofeminist and intersectional perspective, to foster coexistence as part of social and environmental well-being.

This definition hinges on the following points:

- Starting from the value of equality as a principle that can bring together the rest of the elements necessary to transform social reality, based on its status as a Universal Human Right, to the reference that we use to carry out actions within universities.
- Relate the five concepts: equality, inclusion, social justice, and sustainability, all from an intersectional perspective.
- Do this from an ecofeminist perspective that considers people, society and nature, with well-being as a frame of reference.

Concept of inclusion

Inclusion is seen as **a process** of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2005).

 The four elements of inclusion are as follows:

- Inclusion is a process.
- Inclusion is concerned with the identification and removal of barriers.
- Inclusion is about the presence, participation and achievement of all students.
- Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement

On the other hand, the European Commission (2010) sees **social inclusion** as a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in the economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. Social inclusion also ensures that vulnerable groups and persons have greater participation in decision making which affects their lives and that they can access their fundamental rights.

In this regard, Martha C. Nussbaum established and described 10 capacities that she considered basic for human development (Nussbaum, 2012: 40-44). Her approach, based on equity and with an inclusive focus, had as its ultimate goal that education play a fundamental role in their development. These 10 capacities are the following: life; physical/body health; physical/body integrity; the senses, imagination and thought; emotions; practical reason; membership; relationship with other species; play and the ability to play; and finally, control over the environment itself. it is essential that the university promote actions and attitudes that promote

real inclusion throughout the community. To achieve this, there is a need to identify and eliminate attitudinal, psychoeducational and physical barriers (SDG 10, Reduction of inequalities), facilitate the conditions and programmes that ensure the presence of all types of students regardless of their characteristics, needs, conditions or personal circumstances; as well as fostering their comprehensive development, enhancing all the necessary capacities to achieve a better quality of life.

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