

eman ta zabal zazu



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

EHUagenda 2030

FOR SUSTAINABLE
DEVELOPMENT

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PREAMBLE

Universities must furnish a committed response to three central mandates: education, research and contribution to the environment, also known as the third mission (transfer, service, leadership etc.). These three missions are laid down in the University of the Basque Country's Statutes, and it must gear its policies towards fulfilling them in a responsible and relevant manner with the ultimate purpose of making an efficient contribution to the construction and transformation of Basque society.

These mandates must be placed in context and rethought and reconsidered at each historical juncture. The current social context requires the University to conduct a rigorous in-depth analysis of its situation and of the needs it must meet, and consequently properly focus its policies with a broad view of the ambitious objectives to be achieved in the medium/long term.

The reality surrounding us contains some strikingly opposed perspectives and situations. We share a view of exponential growth of knowledge and applications in connection with social, economic and

cultural aspects, interspersed with wellness and a concentration of wealth, while we also live amid infringements of human rights such as situations of poverty, inequality, usurpation of natural and cultural wealth, violence against women and minorities, or humanitarian and ecological crisis. Our relationships as human beings with each other and with nature call for reconsideration and redirection to palliate the intense human and ecological suffering we cause with our current lifestyles. These grave contradictions with which we co-exist on a daily basis require committed, co-responsible answers, and the University must be proactive in analysing and resolving them.

Those who teach, conduct research, study and work at the University from day to day address these problems and seek solutions in their classrooms, in their labs, in their learning environments and in their management functions. The university community is not unsympathetic to these contradictions. We now know, however, that these specific local efforts are necessary but are insufficient. In recent decades international agendas have been reporting the urgent need for a joint unanimous undertaking to solve the major problems faced by humanity. In 2015 the United Nations established **Agenda 2030 for Sustainable Development** with 17 Sustainable Development Goals (SDGs), the major problematics which would hypothetically usher in a real future¹. The agenda was taken up by 193 countries, which undertook to mobilise the necessary resources to implement it, with alliances chiefly focusing on the needs of the poorest and most vulnerable. This macropolitical initiative must filter down to intermediate levels, and one example of this is the **Agenda Euskadi - Basque Country 2030**², establishing a starting point in autonomous government parameters.

1 <https://news.un.org/es/story/2015/09/1340191>

2 <http://www.euskadi.eus/pdf/agenda-euskadi-basque-country-2030.pdf>



Like many other organisations, the University of the Basque Country sees the SDGs as a framework that can accommodate a large number of the programmes now being implemented. In this regard, certain degrees and research, promotion of a culture of human rights, policies for equality among men and women, cooperation for development, environmental management or joint projects alongside organisations operating in the third sector indicate that SDGs are not unrelated to what we are or what we do. Leaving it at that, however, would not be enough. It is not, in fact, enough, because the problems are still there. Turning the SDGs into a strategy to legitimise what is already being done cannot be an option for us, and it is not an option for us.

EHUagenda 2030, For sustainable development is the outcome of this global and local reflection, a route map seeking to bring the work of the University into line with the planet's biggest challenges, moving towards a verifiable, pragmatic contribution. The University seeks to:

- Consistently integrate the specific local efforts of students, teaching staff, researchers and technical and administrative personnel in connection with the SDGs, and take up the agenda as a common interconnected task that will become part of all the University's activities.
- Design and implement policies for teaching-learning, equality, inclusion and environmental management by means of a common integrated logic with targets that are recognisable and measurable in the medium/long run (2019-2025 and 2025-2030).

- Define a UPV/EHU panel of Sustainable Development indicator panel, in such a way that achievements may be measured, monitored and communicated transparently.
- Establish a policy of close-knit alliances with the environment to step up co-responsibility with the SDGs.

This document sets out the programmatic basis of *EHUagenda 2030*, particularly its philosophy, the logic of its implementation at the University of the Basque Country, and the sectoral plans it comprises. **IKD i³** refers to the educational model; **Campus Equality**, **Campus Inclusion** and **Campus Planet**. A second document, entitled *UPV/EHU Panel of Sustainable Development Indicators*, addresses the technical aspects of monitoring SDGs within the university environment, and the working methodology to be used for monitoring.

INTER-CONNECTED LOGICS AND ROUTE MAPS

The first query is how to deploy the SDGs in university activities in a global effective manner to surpass excessively isolated and fragmented visions and working methods. Certain steps have already been taken in this regard to provide institutional coverage, while simultaneously helping to take more operational steps.

The UPV/EHU 2018-2021 Strategic Plan¹, the programmatic basis of university policy in the years ahead, has taken up the global, interconnected and scalable definition of the concept of sustainability that has been perceived as an opportunity for a future. Thus goals have been defined, such as *turning the university into an institution fostering sustainable development, inclusion and social commitment* (Driver: Relations with society) and *encouraging students to undertake university values, collaboration, equality, critical thought, creativity and social commitment, thereby as-*

sisting their comprehensive education as citizens (Driver: People). Both goals establish specific mandates geared towards integration.

However, not all the SDGs affect university activity in the same manner, nor can the University make the same contribution to them all. It is true, it must be said, that the internal link between the goals is a close link, that one goal must lead to another and that these connections must help us to perceive the complexity of the problems and the transdisciplinary nature and independence of their solutions, but it is nevertheless necessary to draw up a route map to explain the way this agenda will be handled.

The central focus of much of university activity is SDG 4 “Ensure inclusive and quality education for all and promote lifelong learning”, as this concentrates all the attention of teaching-learning processes in their broadest and most comprehensive version. This matrix includes the expression of SDG 8 focusing on employability and the contribution made to sustainable economic development by university education, of SDG 16 covering all aspects of education for human rights as an essential component of curricular logic, and SDG 17 covering the entire range of cooperation for development, commitment and social transfer.

One issue we must mention in relation to this core focus that is essential to the University of the Basque Country is the development of the

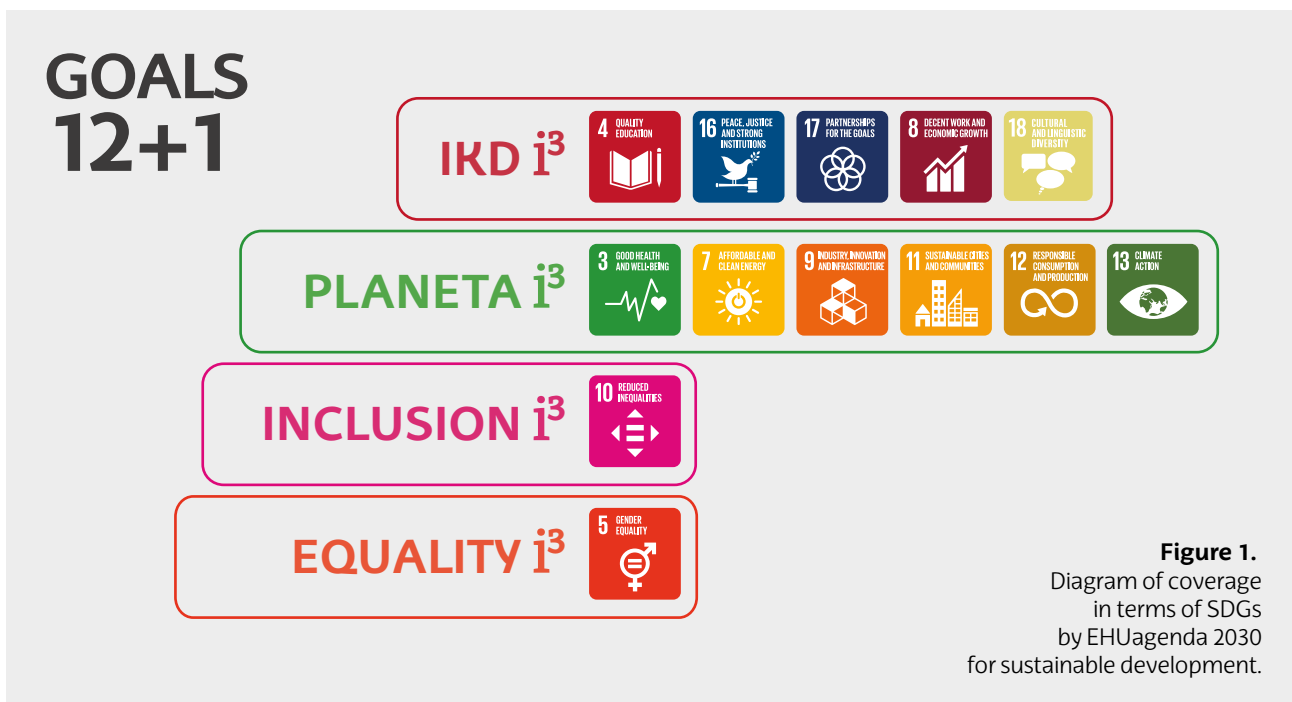


Figure 1. Diagram of coverage in terms of SDGs by EHUagenda 2030 for sustainable development.

¹ <https://www.ehu.es/es/web/idazkaritza-nagusia/plan-estrategikoa-2018-2021>



Basque language, Euskera, Basque culture and plurilingual capacitation, a cultural and linguistic parameter which was not specifically laid down in the SDGs and which we have added to our route

map as SDG 18, taking up the initiative of the *UPV/EHU UNESCO Chair of World Linguistic Heritage*². This parameter must be understood as part of the extensively proven principle that protection of cultural linguistic diversity and the use of and respect for local minority languages, just like biodiversity, constitute evident factors of sustainable development. Plurilingual teaching, with a particular focus on Euskera, is one of Basque society's most consensuated demands, and to a large extent this depends on the education system.

Articulation ought to be concentric, since three sectoral plans are deployed alongside this core which chiefly affects university education processes:

- **Campus Equality**, SDG 5, which was built around the University's experience in terms of policies of equality for men and women, specifically covered in Plan III.
- **Campus Inclusion**, SDG 10, placing the spotlight on reducing inequality. Like the preceding case,

this was built on the basis of the two previous inclusion plans. In this case, however, the very concept of inclusion has been broadened and will now include, as before, the group of people with disabilities, but also other groups that have been variously catered for: prisoners, refugees, people in a situation of vulnerability etc.

- **Campus Planet**, which covers SDGs 3, 7, 9, 11, 12 and 13, and which for the first time sets out to bring together all the environmental policies deployed by the University in recent years.

EHUagenda 2030 has a concentric logic to permit a common interdependent relationship, particularly in teaching-learning processes, which will also be an autonomous feature of *Campus Equality*, *Campus Inclusion* and *Campus Planet*, because their work and services will concentrate on these areas.

This concentric logic underlying *EHUagenda 2030* is integrational, transversal, precise and specific. Construction of this logic not only called for a mapping process to be carried out and ascertain what is already being done, but to consider more integrated and interconnected ways of doing so. It is also transversal because, although four "structures" may be perceived, the courses of action demonstrate some solid intersections. Finally, it is precise and specific because it works with quantifiable challenges that are described in detail on the agenda's indicator panel.

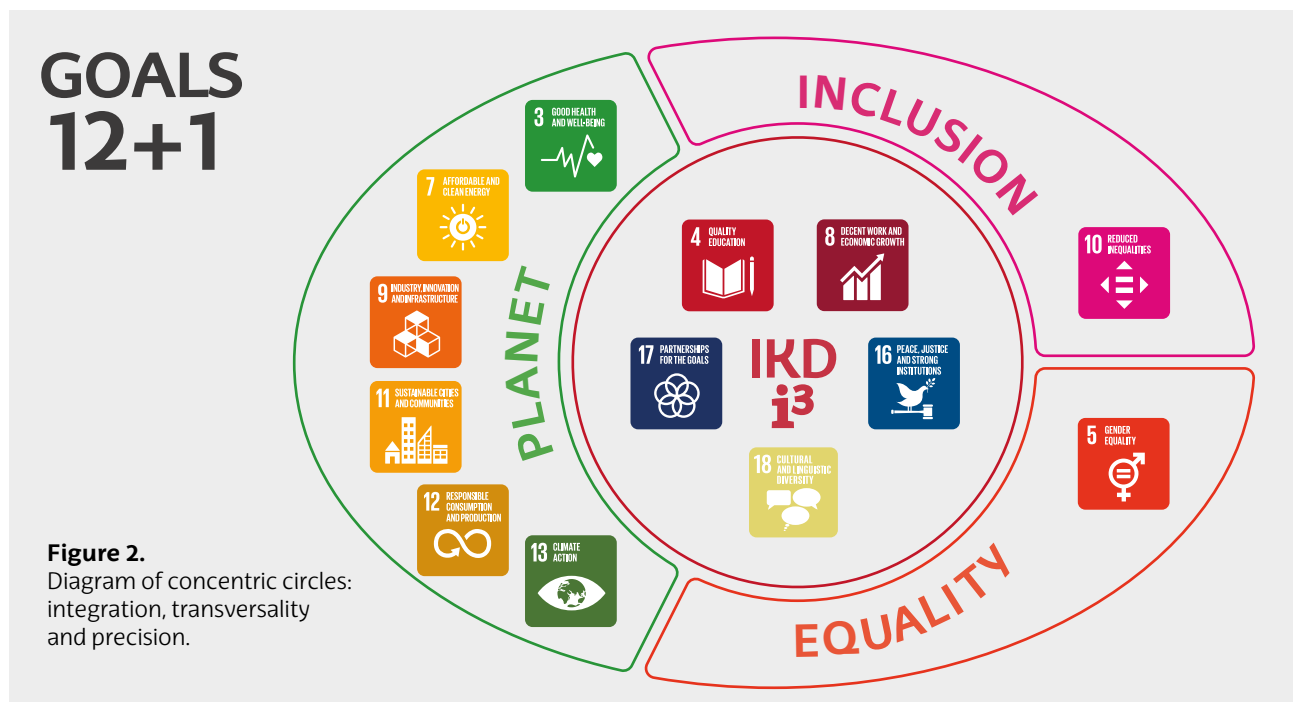


Figure 2. Diagram of concentric circles: integration, transversality and precision.

² UPV/EHU UNESCO Chair of World Linguistic Heritage (2018). Exhibition information pamphlet. United Nations Agenda 2030. "17+1". https://www.ehu.eus/documents/3120344/3356414/18+helb+argumentuak_gaz.pdf/56b65d4b-6387-0c61-5f6c-44ee02d3b616

Internal and external alliances are inescapable to carry out this agenda successfully. On the internal front, in addition to all the levels involved, we wish to point out the specific contribution of the University's UNESCO Chairs: *UNESCO Chair for Sustainable Development and Environmental Education*, *Chair for Communication and Educational Values*, *Chair of World Linguistic Heritage*, *Chair for Human Rights and Public Authorities* and *Chair on Natural Landscapes and Heritage*³. On an external level, links will be enhanced with other agents in society, from public authorities to social actors, companies and other groups, alliances with international sustainable development research-collaboration networks. These links must go beyond occasional collaboration and operate as strategic-collaboration alliances.

EHUagenda 2030 works on a medium/long-term perspective, because the targets are supposed to be met by the year 2030. This document, however, will contemplate an initial 2019-2025 period, when an in-depth assessment will be conducted of achievements, and milestones will be set for 2025-2030. A monitoring report will nevertheless be produced each year, to enable corrections and adaptations to be made to help achieve the targets.

³ <https://www.ehu.eus/es/web/gizartea/upv-ehuko-unesco-katedrak>

IKD i³: BASIC IDEA



Although the SDGs are the targets which mark out the trajectory, higher education in Europe is also defining its route for the next decade. The policies introduced through the construction of the European Higher Education Area, which led to reform of the university system, are now being subjected to analysis and a refocus, and addressing the points which must be examined. The renewed European Union Agenda for Higher Education (2017)¹ will make its funding programmes (Erasmus+, Marie Skłodowska-Curie Actions, Horizon 2020 and ESIF) available for the resolution of four challenges:

1. Addressing gaps in the development of capacities and, above all, making inroads concerning the most complex of these; exploring how research can assist with the teaching of both undergraduate and postgraduate courses, or developing complex competences for resilience in a changing world.
2. Creating integrational, connected higher education systems to address persistent growing social differences; bringing in socially and economically disfavoured groups and migrants, developing cities and regions, public dialogue in relation to human rights and social issues etc.
3. Ensuring that higher education institutions make a contribution to innovation; stepping up the relevance of qualifications with respect to employability, boosting transfer of scientific progress, and

focusing doctoral syllabuses on interaction with the employment sector.

4. Lending support to effective and efficient higher education systems; incentivising good teaching and research practices, innovation, social inclusion and commitment, and fostering cooperation with schools, professional training and adult education.

The University of the Basque Country approved its own IKD education model in 2010², just as the community Higher Education policy came into force. Since then it has implemented a number of institutional programmes to foster active, innovative methodologies, assist elementary and advanced educational innovation teams, train and stimulate the educational development of its lecturers, assess teaching activity, and accredit qualifications and centres. Management tools and support and orientation materials have been developed amid a large amount of common construction work.

In addition to mandatory monitoring processes, the results were measured specifically on two occasions. This was done in 2016 by means of the “EHUn bizi” Survey by the Teaching Assessment Service on students finishing the course (3,437 students; 54.82%); and in 2019 through the University of the Basque Country’s Transversal Competences Report conducted by the Practicums and Employability Department on teaching and coordination units. The results demonstrate that the work carried out illustrates the gains perceived by the students in terms of relevant transversal competences, but also point out the need to seek new innovative formulas to drive development of advanced and complex

¹ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a renewed EU agenda for higher education {SWD(2017)} 164 final <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017SC0164&from=en>

² <https://www.ehu.eus/es/web/sae-helaz/ikd>

transversal competences (critical thought, leadership, creativity, sustainability, multilingualism and multiculturalism).

One initial step in this direction was the publication of the *UPV/EHU Catalogue of Transversal Competences (2019)*, which establishes eight competences that are common to all the University of the Basque Country's degree qualifications. This catalogue is a specific operational common orientational framework, which must be assimilated after a particular fashion in each discipline and level (undergraduate course, master's course, doctorate and continuous training).

The UPV/EHU's own educational model has also undergone a review to bring it into line with modern pedagogical trends and the aforementioned political priorities of Europe. The result is **IKD i³** ("i to the power of three": learning ("ikaskuntza" in Basque) x research ("ikerkuntza") x sustainability ("iraunkortasuna"), which means multiplying learning by research and by sustainability, i.e. exponential growth of each of the terms, ushering in processes and products hitherto unknown.

i³ ikaskuntza
ikerketa
iraunkortasuna

UPV/EHU has the greatest research capacity in the Basque Country, with more than 290 research teams operational in all areas of knowledge. It has a high environment transfer capacity, and competitive master's and doctorate programmes; this research and transfer capital must have more fluid links to degree qualifications, especially the undergraduate and master's degrees, because we believe that deepening complex competences means adding knowledge of how to conduct research, inquiry and innovation to basic desirable competences for all students. There is no better opportunity for carrying out this task than the University of the Basque Country, and this has already been borne out by a number of specific experiences. Sustainability is the third component of this exponential formula, because we believe that learning capacity multiplied by research capacity is not enough if the planet's biggest challenges are not placed in the cross wires, and at this point in time its biggest challenges are the SDGs. Thus these ideas

and these areas of tension must be part of the mindsets and actions of all those involved with the university community, they must structure courses, subjects, programmes, practicums, labs, mobility and conversations with the social, economic, environmental and cultural environment.

IKD i³ is the medium/long-term response that UPV/EHU wishes to implement within its own educational model. Among other aspects, work will focus on:

- Institutional adoption of the University of the Basque Country's catalogue of common transversal competences, along with programmes for adjustment, planning, curricular upgrades at the levels of undergraduate, master, doctorate and continuous training.
- Update of teaching guides for undergraduate and master subjects, providing visibility for **i³** action.
- Addition of active methodologies already established, inquiry-based learning and research-based learning.
- Strengthening and extending programmes or initiatives that produce experiences with a high training impact on students, experiences in subjects or groups of subjects (the "IKD Gazte³" programme), self-managed volunteer experiences or development cooperation work (the "Gaztenpatia⁴" programme).
- Exploring the possibilities of wider curricular niches: sequence of voluntary work/business internship/ practicum + final-year undergraduate project/final-year master project/doctoral theses, geared towards making significant contributions from the perspective of the Sustainable Development Goals.
- Joint final-year undergraduate projects or final-year master projects based on one of the university's common challenges, as on the "Campus Bizia Lab⁵" programme.
- Joint final-year undergraduate projects or final-year master projects based on a common international challenge. This is a line of work which

³ <https://www.ehu.es/es/web/ikdgazte/home>

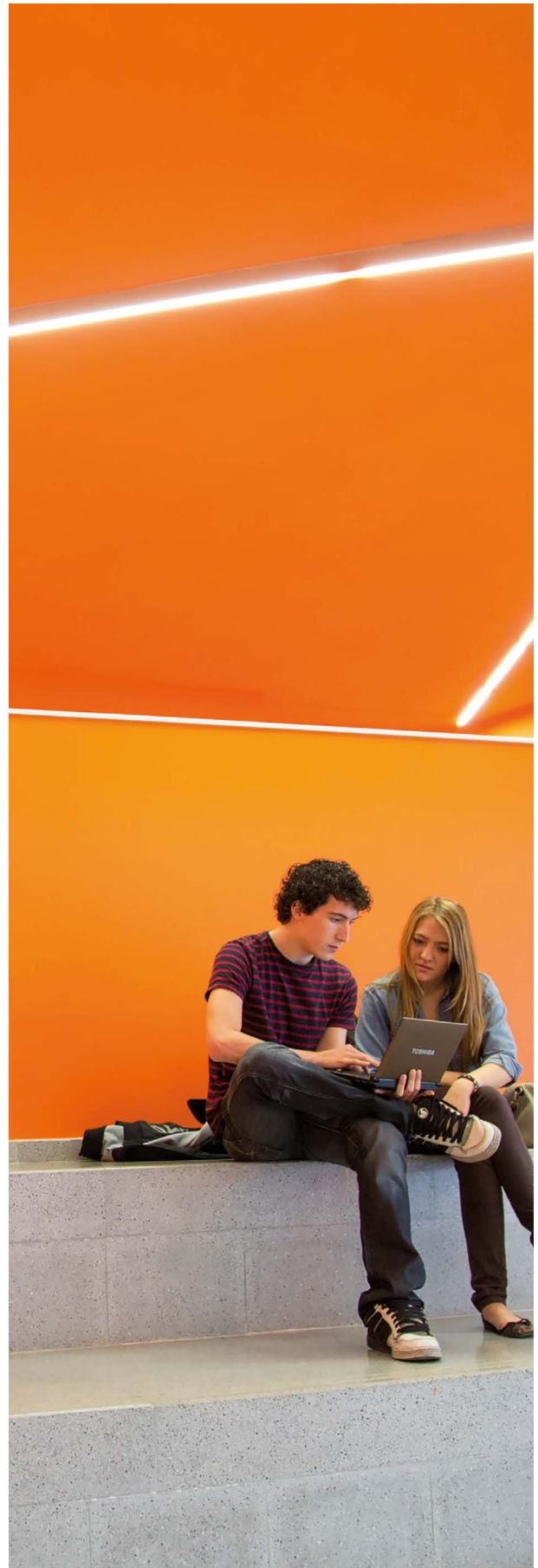
⁴ <https://www.ehu.es/es/web/ofi>

⁵ <https://www.ehu.es/es/web/iraunkortasuna/campus-bizia-lab>

has already been undertaken alongside the University of Bordeaux on projects such as Ocean Zuzenbidea or Ocean **i³**.

- Experimenting with the idea of co-management processes for final-year undergraduate projects and final-year master projects with research teams, external companies and bodies (by way of practicum tutorials), to give students first-hand knowledge of these real contexts and enter into teaching-learning relationships with external agents (mentoring).
- Upgrade and publicise as a congress final-year undergraduate projects and final-year master projects that have made a totally new or particularly advantageous contribution to a certain problem or challenge, with sustainability as a traction factor.
- Acknowledging structured IKD⁶ teaching teams, understood as teams teaching subjects, areas or modules with an innovative practice that produces good results in terms of teaching (the “Docentiaz”⁷ programme), and also in terms of what students learn (success rates, satisfaction with teaching methodology).

Our list does not intend to limit or exhaust the **IKD i³** strategy’s potential for creation and expansion, but merely to suggest and orientate exploration of the multiplicatory capacity of the combination of research, learning and sustainability, aspects which should guide the materialisation of this *EHUagenda 2030*.



6 <https://www.ehu.eus/es/web/berrikuntza-gizarte-konpromiso-eta-kulturgintza-errektoreordetza/2018-ikdit-edikd>

7 <https://www.ehu.eus/es/web/sed-iez/docentiaz>

CAMPUS EQUALITY



The first sectoral plan¹ in this *EHUagenda 2030* focuses on the implementation of SDG 5: Achieve gender equality and empower all women and girls, a challenge the University of the Basque Country has been addressing for more than a decade.

As a public university, UPV/EHU is committed to equality between women and men. This claim is made in its Statutes, manifesting that the University *shall guarantee equality between women and men in the University Community and shall adopt the necessary measures to prevent or eliminate any discrimination due to birth, ethnic group, sex, religion, opinion, language or any other personal or social circumstance or condition.* They also state that consideration shall be given to the *principles of equal opportunities, respect for diversity and difference, integration of the perspective of gender, positive action, elimination of roles and stereotypes according to sex, and balanced representation.*

As part of this trajectory towards real equality between women and men, in 2006 the UPV/EHU created an *Equality Department* (Governing Council 15/06/2006) as a unipersonal academic post, one year before Organic Law 4/2007 called on universities to create equality bodies. Creation of the Department was the outcome of a preliminary project by a large group of people, the majority of whom were women, committed to the fight for equal opportunities in various areas and spaces of Basque

society. Many projects have been undertaken by the Department since the outset, projects aimed at compliance with both the functions it was detailed to carry out and with the objectives of the various laws focusing on universities.

The focus of the *III Plan for Equality between Women and Men* is *Agenda 2030 for Sustainable Development*, approved in September 2015 by the United Nations' General Assembly, which establishes a transformatory vision towards economic, social and environmental sustainability that constitutes UPV/EHU's main working guideline for the next 15 years. With reference to the European Union, UPV/EHU's III Equality Plan also looks to the European Commission's Strategic Engagement 2016/2019 and its commitment to equality between women and men.

In alignment with the *Strategic Plan (2018/2021)*, the *III Equality Plan* takes up the projects not carried out during the *II Plan* and undertakes fresh challenges. By way of a priority, it seeks to make the perspective of gender and feminist theory part of the teaching environment, and of final-year undergraduate and master projects. One of the new features is the emphasis on early development of scientific and technological vocations, particularly in the case of women; in addition to the fight against gender violence, sexist conduct and discriminatory attitudes in the university environment due to gender, applying and disseminating the UPV/EHU Protocol against gender violence. An examination is conducted of the need for a university space that respects diversity in terms of gender or orientation, and the importance of exploring, consensuating and applying measures to encourage equality between women and men in social and employment relationships.

¹ Campus Equality is a condensed version of the UPV/EHU III Plan for Equality between Women and Men (2019-2022). The operational definition of the indicators is set out in the UPV/EHU Panel of Sustainable Development Indicators.

DRIVERS, GOALS AND COURSES OF ACTION

DRIVER I TRAINING

1.1. Making the perspective of gender and feminist theory part of the teaching environment.

COURSES OF ACTION:

- 1.1.1. Conducting a survey of the presence of the gender perspective in all scientific qualifications, with a view to estimating the possibility of inserting the gender issue into their syllabuses.
- 1.1.2. Implementing an innovation programme in support of interdisciplinary teaching groups which carry out research and actually bring about scientific training with a gender perspective in virtual media and blended learning formats.
- 1.1.3. Offering complementary online training in Basque and Spanish for all university groups on the issues of gender and equality, with specific recognition of credits for students, with numbers varying depending on the year of study.
- 1.1.4. Encouraging a group effort by means of extended learning communities in relation to the fifth Sustainable Development Goal (SDG): gender equality.
- 1.1.5. Bringing implementation of gender and equality competences into line with the teaching-learning strategy (Ikaskuntza, Ikerkuntza, Iraunkortasuna/Learning, Research, Sustainability).
- 1.1.6. Adding an optional interdisciplinary blended-learning pilot subject to each scientific subject, in Basque and Spanish, to focus specifically on the perspective of gender.

- 1.1.7. Encouraging the use of inclusive language for the teaching materials published by UPV/ EHU.
- 1.1.8. Designing and distributing a pack (guide, mini-guide and video) on the inclusive usage of Basque and Spanish for all first-year students.

1.2. Making the perspective of gender part of final-year undergraduate and master projects.

COURSES OF ACTION:

- 1.2.1. Promotion by university lecturers of an offer of gender and feminism issues for final-year undergraduate and master projects.
- 1.2.2. Management by the Equality Department of final-year master projects to diagnose situations or scenarios and produce solutions for gender equality at the University.
- 1.2.3. Adding the gender perspective to criteria for the orientation and assessment of final-year undergraduate and master projects, paying particular attention to inclusive language.
- 1.2.4. Consolidating recognition of final-year undergraduate and master projects with the Francisca de Aculodi and María Goyri Awards.
- 1.2.5. Posting the winning final-year undergraduate and master projects on the Equality Department website.
- 1.2.6. Organising annual encounters to disseminate UPV/EHU final-year undergraduate projects in consonance with the fifth Sustainable Development Goal among the student population.

1.3. Bringing the contribution of women to the generation of knowledge to the fore.

COURSES OF ACTION:

- 1.3.1. Encouraging the inclusion of the bibliographical data necessary to identify female authors and gender and equality resources in teaching guides and academic materials.
- 1.3.2. Publicise and make contributions by female scientists visible to students, for the purpose of transforming them into reference models for their professional and social futures.

**DRIVER II
RESEARCH**

2.1. Backup for new male and female researchers and trainee researchers, fostering the culture of research with the perspective of gender.

COURSES OF ACTION:

- 2.1.1. Consolidating assistance for students, with a doctoral thesis registered at UPV/EHU addressing feminism and gender research, and diversity in terms of gender or orientation, to participate in conferences, congresses or seminars with talks, communications or posters in relation to the project.
- 2.1.2. Consolidating the Micaela Portilla Award for the best UPV/EHU thesis on feminist or gender studies.
- 2.1.3. Alongside external institutional bodies, establishing a new one-year research grant for work in the area of feminist and gender studies, and diversity in terms of gender or orientation.

2.2. Encouraging gender balance and making the gender perspective part of research work.

COURSES OF ACTION:

- 2.2.1. Offering UPV/EHU lecturers and researchers research methodology courses facilitating the design of projects with a gender perspective.
- 2.2.2. Establishing mechanisms whereby the gender perspective will be assessed with specific, clear, transparent criteria for Research Project initiatives.
- 2.2.3. Devising tools to provide researchers and technical research officers with criteria and measures to be added to the texts and implementation of their projects with a view to moving forward to consolidate a culture of research with a gender perspective.
- 2.2.4. Giving visibility to scientific production and active involvement by women in research, and projects geared towards dissemination and scientific transfer.
- 2.2.5. Organising encounters and events to raise awareness and share methodological experiences concerning research with the perspective of gender.
- 2.2.6. Alongside those in charge of the UPV/EHU Library, providing workshops on the existence, utilisation and dissemination of repositories, meta-repositories, databases and reports on scientific production with a focus on gender equality.

**DRIVER III
RELATIONS WITH SOCIETY**

3.1. Cooperating with other institutions and bodies committed to equality between women and men in order to create socially appreciated feminine benchmarks with which women can identify, especially female teenagers and girls.

COURSES OF ACTION:

- 3.1.1. Stimulating the involvement of women in academic events such as graduation ceremonies, inauguration of study years and the investiture of new doctors, and showcasing this publicly..
- 3.1.2. Boosting the presence of female academics in the "ADITUAK" repository.
- 3.1.3. Giving visibility to awards or special mentions for female UPV/EHU academics and researchers.

3.2. Fostering the early development of scientific and technological vocations, particularly in the case of women.

COURSES OF ACTION:

- 3.2.1. Encouraging science education and introduction of science from an early age.
- 3.2.2. Designing and implementing, alongside other bodies and institutions, a programme to raise awareness and encourage the early development of scientific vocations, particularly in the case of girls at primary and secondary schools.

DRIVER IV PEOPLE

4.1. Combating gender violence, sexist conduct and discriminatory attitudes due to gender within the university environment.

COURSES OF ACTION:

- 4.1.1. Disseminating the UPV/EHU Protocol against gender violence throughout the University's entire physical and virtual space.
- 4.1.2. Implementing the UPV/EHU Protocol against gender violence, and to this end setting up the Commission to address cases of gender violence, the members of which will receive

specific training in listening, care and assistance for people who are involved or have been involved in situations of violence.

- 4.1.3. Using the Transparency Portal to publish the annual number of reports submitted to the Equality Department in relation to gender violence, and the type of violence described in the reports.
- 4.1.4. Designing and establishing a specific programme to prevent gender violence with the youngest female students.
- 4.1.5. Activating information, awareness and sensitivity campaigns to eradicate gender violence throughout the university community.
- 4.1.6. Alongside the parties responsible at campuses, drawing up and making a start on designing a safer, more inclusive university space, from the perspective of gender.
- 4.1.7. Creating a specific banner for all websites of all UPV/EHU centres to enable students, lecturers, administrative and services staff and lecturers and researchers to report, either anonymously or openly, any manifestations of gender violence, sexist conduct or discriminatory attitudes due to gender within the university environment.

4.2. Promoting a university space which respects diversity in terms of gender or orientation.

COURSES OF ACTION:

- 4.2.1. Giving visibility to the spaces created at UPV/EHU to guarantee diversity of identities, life attitudes and orientations, following the University's adhesion to the diversity initiative *Gune Anitza*.
- 4.2.2. Continuing to implement the third non-binary sex/gender marker in UPV/EHU's internal documentation.
- 4.2.3. Identifying and signing mixed lavatories at each UPV/EHU centre and space.

4.2.4. Helping trans people in our university community with individual or collective processes in relation to the official transitory documentation issued by the Basque Government.

4.2.5. Encouraging the construction of networks to raise awareness of and sensitivity to diversity due to gender or orientation.

4.3. Exploring, consensuating and applying measures to boost the equality of women and men in social and employment relations.

COURSES OF ACTION:

4.3.1. Fostering equal compositions on contract committees and boards, taking measures, should this be deemed necessary, to encourage the participation of women in these decision-making environments.

4.3.2. Maintaining the equality clause in selection processes arising from job boards for regular or temporary administrative and services staff, and adding equality clauses to selection processes arising from job boards for other administrative and services staff.

4.3.3. Drawing up a *Life/Work Balance Plan* for UPV/EHU to set out current regulatory measures to balance out personal life, family life and employment, and to propose new measures in this regard.

4.3.4. Initiating a process of dialogue on the Intersectoral Equality Committee so that, after two years when the Plan has been approved, an agreement can be drawn up on a number of issues affecting the life/work balance: teleworking, flexitime, employment leave and other measures for lecturers and researchers in relation to care of dependent family members, working hours and guardianships.

4.3.5. Gradually implementing paternity leave during the term of this plan, although its provisions may be enhanced by the Basque authorities, in which case UPV/EHU will accept the improvements.

4.3.6. During the term of this plan, gradually increasing the number of teleworking posts, which will in any case be linked to a child care life/work balance. In 2020 35 posts will be offered, 38 in 2021 and 40 in 2022.

DRIVER V GOVERNANCE AND RESOURCES

COURSES OF ACTION:

5.1. Whenever possible, guaranteeing an equal final composition of UPV/EHU's collegiate bodies.

5.2. Drawing up an orientational guide for the organisation of UPV/EHU events that take account of gender equality and sustainability criteria.

5.3. Helping to increase the number of women in positions of leadership and senior responsibility at the University (Professors and Full Lecturers, Chief Researchers on projects and research units and top-level academic posts).

5.4. Boosting the participation and promotion of women in the academic and scientific world, encouraging awareness and training schemes to assist with their empowerment and leadership.

5.5. Creating mixed spaces for women, men and non-binary persons at UPV/EHU to elaborate on the model for equal and inclusive leadership, from the perspective of gender.

5.6. Producing an annual descriptive report on the situation of women and men at UPV/EHU.

5.7. Commemorating a number of International Days: International Day of Women and Girls in Science (11 February), International Women's Day (8 March), International Day for the Elimination of Violence against Women (25 November).

CAMPUS INCLUSION



The second sectoral plan¹ in this ***EHUagenda 2030, Campus Inclusion***, focuses on the implementation of SDG 10: Reduce inequality within and among countries, a challenge that has been undertaken by the University as a public institution, and in which it has extensive experience.

UPV/EHU is committed to inclusion, respect for diversity and equality. Its Statutes proclaim that it will ***adopt the necessary measures to prevent or eliminate any discrimination due to birth, ethnic group, sex, religion, opinion, language or any other personal or social circumstance or condition.*** As a public higher education institution, it must also take account of the principles of ***equal opportunities, respect for diversity and difference, integration of the perspective of gender, positive action, elimination of roles and stereotypes according to sex, and balanced representation.***

Chapter V of the University Statutes likewise pays particular attention to people with special needs. Article 67 points out that UPV/EHU will ***take action to ensure that all people in the University Community with special needs have the means, information, support and resources for real effective equal opportunities with respect to the other components of the University Community.***

The path to genuine inclusion has materialised from the creation of different structures and plans. In 2001 the Governing Council approved

the ***Plan for Integration of the University Community with Disabilities in UPV/EHU*** drawn up by the University Orientation Service. The Assistance Service for People with Disabilities was introduced in December 2003, reporting to the Deputy Vice-Chancellor's Student Office at all three campuses. The II UPV/EHU Inclusion Plan for 2012-2017 was approved in 2012 as confirmation of this undertaking.

Although there are a number of areas in which inclusive education continues to link students with disabilities within general education settings, a broader concept of inclusion has been brought to the fore within the last decade. It is linked to the elimination of social exclusion - the consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability - starting from the belief that education is a basic human right and the foundation for a more just society (IBE-UNESCO, 2016²). Consequently, policies have been tabled which considered inclusive education as a process which identifies and removes barriers, encourages participation by all students and focuses most particularly on students who are vulnerable to marginalisation, exclusion or underachievement.

There can be no doubt that the result of all these transformations is that many people who, due to their personal conditions or situations, would hitherto have been denied access to the education system, have been able to progress with their education, and a considerable number of them study at universities. These people reached the University and specific responses were drawn up,

¹ ***Campus Inclusion*** is a condensed version of the III UPV/EHU Inclusion Plan (2019-2022). The operational definition of the indicators is set out in the UPV/EHU Panel of Sustainable Development Indicators

² http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016_eng.pdf

and in certain cases more elaborate programmes, to fulfil this public undertaking.

Nowadays, however, this is not enough. The strategic reflection undertaken by the University in 2018 and assessment of the *II Inclusion Plan 2012-2017* created the conditions to perform a more tranquil and contrasted medium/long-term analysis, and to consider how to retarget university policies in due consideration of the guidelines already stipulated. In this regard, Driver III Relations with Society of the *UPV/EHU Strategic Plan 2018-2021* considers the objective of turning the university into an institution which promotes sustainable development, inclusion and social commitment and, among various courses of action, advocates reinforcing programmes and schemes to support groups with specific needs (refugees and socially, economically and culturally challenged groups, among others).

Campus Inclusion has taken up this mandate and intends to operate a more committed global concept of inclusion, guided by the priorities of *EHUagenda 2030*. In a word, on the basis of a definition of equality (equal treatment of all persons, respecting and taking account of their differences and qualities), inclusion means creating a university environment that grants access to university studies, participation in university circles and education for all students, irrespective of their personal characteristics, conditions or circumstances, and paying particular attention to any in a position of marginalisation and vulnerability. However, this is a task that also involves all students and the entire university community. There can be no inclusion unless each and every person involved becomes an active inclusion agent.

Identifying and removing barriers is an arduous task, but this plan intends to work in the direction mapped out by SDG 10, Reduce inequality, and within the scope of SDG 4, Quality education. Specific emphasis will also be laid on the following groups, as it is understood they may run a greater risk of exclusion, vulnerability and marginalisation.

- Students lacking economic resources.
- Lack of family protection.
- Situation arising from a disability or other similar personal circumstances.
- Situation of those seeking asylum and refugee status.

- Personal situations requiring psychological assistance.
- Personal situations relating to sexual identity and gender identity.
- Situations of deprivation of freedom.

The internal key will lie in close cooperation and team work by those working in the services involved on a daily basis, in accordance with the criterion of the actual process to draw up this III Inclusion Plan. The plan itself is structured into a sequential logic, which by and large matches the working methods of each of the groups addressed sectorally or specifically; in other words, although each group is different, the phases covered by the action taken at UPV/EHU are common to each of them, which assists with better comprehension and management of the processes.

DRIVERS, GOALS AND COURSES OF ACTION

DRIVER I GUARANTEEING INFORMATION IN RELATION TO SOCIAL AND EDUCATIONAL INCLUSION TO ENABLE PRE-UNIVERSITY STUDENTS TO CONSIDER UNIVERSITY COURSES AS A REAL OPTION, AND TAKE DECISIONS IN ACCORDANCE WITH THEIR CIRCUMSTANCES.

1.1. Publicising access routes, the offer of courses, and support measures and resources to assist with inclusion at UPV/EHU.

COURSES OF ACTION:

- 1.1.1. Creating common information systems (stands at fairs, university prospectus, website etc.) on UPV/EHU support measures and resources to act as a guide to pre-university students.
- 1.1.2. Identifying and contacting social agents (institutions, associations etc.) relating to the various groups targeted by this Plan.
- 1.1.3. Presenting specific backup services to students in a situation of vulnerability at any conferences and events organised by UPV/EHU with pre-university educational agents.
- 1.1.4. Organising conferences and events with pre-university educational on access routes, the offer of undergraduate courses, and support measures and resources to assist with inclusion at UPV/EHU.

1.2. Facilitating decision-making, making students aware of their possibilities.

COURSES OF ACTION:

- 1.2.1. Encouraging the exchange of experiences among university students and/or graduates in a situation of vulnerability and pre-university students in the same situation of vulnerability.
- 1.2.2. Devising and implementing the "ITZALA" (Shadow) programme, whereby a university student acts as companion to a pre-university student in a situation of vulnerability for the purposes of introducing the latter to the reality of university.

DRIVER II GUARANTEEING EQUAL OPPORTUNITIES IN ACCESS TO UNIVERSITY STUDIES.

2.1. Guaranteeing accessibility to entrance exams for all students.

COURSES OF ACTION:

- 2.1.1. Devising a shared diversity-friendly university access/entrance procedure with participation by all the services involved.
- 2.1.2. Boosting coordination with non-UPV/EHU bodies to carry out university entrance procedures in accordance with the specific situation of students.
- 2.1.3. Analysing the potential of new technologies to adapt entrance exams in accordance with the specific needs of students.
- 2.1.4. Providing information for teaching staff involved in University Access Assessment concerning application of adaptations of the examinations.

2.2. Facilitating administrative processes for university entrance.

COURSES OF ACTION:

2.2.1. Guidance and advisory service to properly carry out administrative processes for entering the university and enrolling on courses, and apply for grants and material assistance.

2.3. Carrying out diversity-friendly introductory processes to help students find their way around the university.

COURSES OF ACTION:

2.3.1. Producing a good practices guide focusing on diversity and targeting those working in the various UPV/EHU services, for the four phases (including an internal directory).

2.3.2. Welcoming students and informing them of the support services at their disposal in UPV/EHU.

DRIVER III FOSTERING A UNIVERSITY LIFESTYLE FROM AN INCLUSIVE PERSPECTIVE.

3.1. Facilitating university courses to people in a situation of vulnerability.

COURSES OF ACTION:

3.1.1. Reinforcing the programme to assist students with disabilities with specific tutoring, education of university groups in an inclusive format, and coordination with university facilities.

3.1.2. Extending the "ARRAKASTA" (Success) programme to all three historical Basque territories, making an official record of assistance to the student on the programme, and managing the support measures.

3.1.3. Coordinating collaboration by the Psychological Service with the other programmes working on inclusion.

3.1.4. Reinforcing the programme to assist refugees and asylum-seekers, improving the offer of language-learning and coordination with reception bodies, particularly on the Gipuzkoa and Araba campuses.

3.1.5. Maintaining the aid programme to enable students experiencing unexpected economic difficulties to continue their studies.

3.1.6. Maintaining the programme to assist inmates at penitentiary facilities, with improvements to the tutoring system.

3.1.7. Exploring possibilities for assisting students with gender identity problems.

3.2. Fostering active participation by students in university life and encouraging the feeling of being part of UPV/EHU.

COURSES OF ACTION:

3.2.1. Supporting the creation of volunteer networks and self-managed volunteer schemes to assist with accompaniment and participation for students in situations requiring special attention.

3.2.2. Streamlining cooperation between the various services and units involved in boosting participation in voluntary social work.

3.2.3. Promoting activities which relate to students' interests and permit access to participation in equal opportunities.

3.3. Extending the inclusive culture in the UPV/ EHU university community and helping to raise awareness within society.

COURSES OF ACTION:

- 3.3.1. Deploying awareness and visibilisation schemes with a transversal integrational vision in accordance with Agenda 2030's Sustainable Development Goals.
- 3.3.2. Training lecturers and researchers, administrative and services staff and students in aspects of social inclusion in order to guarantee equal opportunities.

3.4. Boosting students' employability.

COURSES OF ACTION:

- 3.4.1. Increasing participation by students in situations of vulnerability in entrepreneurship programmes such as Programas Entreprenari ZITEK-ABIATU, EHU-Inizia, Etorkizulan IKD-GAZtE.
- 3.4.2. Increasing the number of specific extracurricular practicums offered to students with disabilities.
- 3.4.3. Ensuring job forums contain associations, organisations and businesses that work with groups in situations of vulnerability.

**DRIVER IV
FACILITATING THE MOVE
TO ACTIVE LIFE.**

4.1. Facilitating decision-making on completion of university studies.

COURSES OF ACTION:

- 4.1.1. Providing specific training on inclusion for people working in job centres, entrepreneurship services and any university personnel working in areas of employment.
- 4.1.2. Encouraging proactive proximity to students in situations of vulnerability by services assisting with employability (job centres, entrepreneurship services etc.).
- 4.1.3. Studying ways in which job centres can manage inclusive job offers effectively.
- 4.1.4. Promoting mentoring programmes via the EHUalumni network.
- 4.1.5. Organising encounters between members of EHUalumni and recent graduates to share vital diversity experiences.

4.2. Boosting participation in communication media and networking to facilitate the social inclusion of graduates.

COURSES OF ACTION:

- 4.2.1. Designing a communication strategy to give visibility to the value of graduates from these groups within society.
- 4.2.2. Facilitating the inclusion of these groups in EHUalumni.

CAMPUS PLANET

The Statutes of UPV/EHU commit the institution as a public university to carrying out *its daily activities in a sustainable fashion in economic, social and environmental terms*. It reflects this undertaking in its teaching, management, academic activities, research and university projection. The various sections of *EHUagenda 2030* have explained the proposed teaching objectives via **IKD i³**, and objectives in relation to equality between women and men and inclusion. In this *Pilot plan for environmental and health management or Campus Planet*¹, the university lays the emphasis on the physical environment on the premise that sustainable management seeks to protect human health and the health of the planet.

As in the areas described above, environmental and health management is not a new concern for the University. It has been working on responsible management in recent years, primarily through the environmental improvement groups in UPV/EHU's faculties and schools. These groups have chiefly worked alongside the Campus Deputy Vice-Chancellors, the Sustainability Department, and other areas such as the Architecture and Construction Service and the Contracts and Procurement Service, and have produced mandates on a variety of policies and plans in this respect. Technical and sanitation aspects of occupational safety and health have also been addressed through the Prevention Service, and also emotional wellness through the Psychological Care Service.

Until now, however, there had been no specific comprehensive plan focusing on environmental and health management. The production of *EHUagenda 2030* made it clear that a route map

was also required to interconnect these preliminary initiatives and to enable others to be planned around the concept of an environmentally sustainable campus. There is still much coordination and transversalisation work to be done on all these tasks in relation to administrative structures, technical services and university facilities, and also in relation to those working and collaborating on the schemes: administrative and services staff, lecturers and researchers, students and external agents. *Campus Planet* is the formula whereby work will be carried out during this new phase, laying the emphasis on a way of life on campus to reduce any adverse environmental impacts to the bare minimum and map out our route to more healthy lifestyles. The 'smart campus' approach will also help integrate management activities with teaching and research.

From the perspective of *Campus Planet*, the University is conceived as a system with finite resources the outer confines of which are the campuses themselves, forming part of a larger system, the immediate natural surroundings, and also the mediate surroundings, i.e. the planet. The way in which resources are managed at any of the levels described affects the next levels. Today's environmental crisis, borne out by extensive scientific research, reveals trends that could become irreversible, calling for measures to be taken at all levels as soon as possible. The guidelines for the action to be taken are those laid down in the SDGs, and the University must follow suit. Proper environmental and health management at the University is the way to help mitigate this crisis, but it is also a way of educating people and persuading them to change their habits and customs to make them more sustainable and healthier.

¹ *Campus Planet* is a condensed version of the *UPV/EHU pilot environmental and health Plan (2019-2025)*. The operational definition of the indicators is set out in the UPV/EHU Panel of Sustainable Development Indicators.

The definition of this *Campus Planet* intends to move forward with respect to the idea of the **2018-2021 Strategic Plan to turn the university into an institution fostering sustainable development, inclusion and social commitment**. Among other issues, it points out the need to **promote cooperation among the university groups (administrative and services staff, lecturers and researchers, students) with respect to Sustainable Development at UPV/EHU (use of water and energy, waste management and transport)**.

The relevance of protection of the planet counterbalanced by prosperity is set out in the United Nations Agenda 2030's Sustainable Development Goals. Not all these goals are applicable to all organisations in the same way, and for this reason UPV/ EHU considers a number of them relevant for the purposes of defining *Campus Planet*. They are as follows:

- **SDG 3.** Ensure healthy lives and promote well-being for all at all ages.
- **SDG 7.** Ensure access to affordable, reliable, sustainable and modern energy for all.
- **SDG 9.** Industry, innovation and infrastructure: build resilient infrastructure, promote sustainable industrialisation and foster innovation.
- **SDG 11.** Sustainable cities and communities: make cities inclusive, safe, resilient and sustainable.
- **SDG 12.** Responsible production and consumption: ensure sustainable consumption and production.
- **SDG 13.** Climate action: take urgent action to combat climate change and its impacts.



The University can reap enormous benefits from its commitment to these 6 SDGs which, in a word, seek to prevent, reduce and eliminate the adverse environmental impact of human activities on the planet, and improve the physical and psychological wellness of the people who live on it. The courses of action contemplated in this plan could produce benefits such as lower expenditure and lower risk of accidents etc., without compromising the pace of teaching, research and transfer.

Campus Planet seeks to become a benchmark for a sustainable and healthy environmental management system, creating instruments to address any issues that may arise in this area. The plan is also intended to serve as a model for the entire university community to adopt new lifestyles and consumption via daily practice at each campus.

Campus Planet is implemented via the pragmatic environmental management drivers: energy, water, waste, town planning and infrastructure, health and welfare, transport and mobility, responsible purchases and consumption and climate change, with one objective for their governance and another to make them visible and share them. The ultimate objective is for the University campuses to become genuine laboratories of innovative and transformational practices that are respectful with the environment and the health of people, fostering the values that support these practices.

The plan is experimental and intends to implement a pilot experience that can be institutionalised as of 2025 with a sectoral plan that is more solid and consolidated. In the first instance, moving in this direction calls for collaborative work among those who are most directly involved, i.e. those working in services and units relating to environmental and health management. The environmental improvement groups working at the centres must also be aligned for this task, alongside those responsible for this issue in management teams.

GOAL 1

1. Optimising the consumption of materials and resources, and promoting the use of reusable or recyclable materials.

COURSES OF ACTION:

- 1.1. Gradually installing systems to control and record the consumption of raw materials (electricity, gas, diesel, water, paper, packaging etc.).
- 1.2. Monitoring the consumption of materials and resources by the day-to-day activities of services and centres, and informing the university community of this kind of consumption, and of the environmental and sanitary impact.
- 1.3. Identifying “black spots” with regard to the consumption of materials and resources, and implementing measures to prevent them.
- 1.4. Fostering the gradual replacement of disposable commodities with reusable and recyclable products.
- 1.5. Raising awareness and educating the university community to encourage more efficient use of materials and resources, consistent with preservation of the environment and human standards of living.

GOAL 2

2. Helping to save energy and encouraging preferential use of clean and renewable energies.

COURSES OF ACTION:

- 2.1. Encouraging energy-saving measures and boosting the use of more efficient techniques and technologies, gradually replacing high-consumption equipment with low-consumption devices, fitted with consumption monitoring systems.
- 2.2. Promoting and implementing innovative solutions using clean fuels, renewable resources and green technologies.

- 2.3. Identifying “black spots” in connection with energy consumption and bad practices at the University, and encouraging changes of habits within the university community.
- 2.4. Publicising the benefits of increased savings and energy efficiency and the use of renewable energies for people and also for the environment.

GOAL 3

3. Responsible management of the waste generated.

COURSES OF ACTION:

- 3.1. Providing information and means for the reduction of domestic-comparable waste at campuses and, when this is not possible, for selective separation processes.
- 3.2. Promoting the exchange of commonly used university items (books, instrumentation and computers, among others) to be reused so that they do not end up as waste.
- 3.3. Introducing measures to reduce food waste on the campuses.
- 3.4. Backing self-management waste initiatives such as composting for organic materials or upgrading processes.
- 3.5. Encouraging the implementation of good practices to reduce the amount and the dangerousness of hazardous waste generated by teaching and research, and to enable the waste to be managed properly.
- 3.6. Checking and adopting the measures necessary to reduce pollution in atmospheric emissions and discharges to the bare minimum.

GOAL 4

4. Adding environmental criteria to the planning of campus layouts and plans to construct/refurbish buildings and infrastructures.

COURSES OF ACTION:

- 4.1. Making environmental and bioclimatic criteria part of building specifications contracts.
- 4.2. Considering environmental sustainability criteria and human welfare in the modernisation of existing buildings and the campuses.
- 4.3. Drawing up programmes for the optimisation and reutilisation of spaces for university facilities and campuses.
- 4.4. Promoting extensions to green areas in the spaces outside the centres, and enhancing their usage for academic, scientific, cultural and leisure activities.

GOAL 5

5. Promoting wellness and healthy lifestyles within the university community.

COURSES OF ACTION:

- 5.1. Promoting healthy habits (healthy balanced diets, regular physical exercise, rest stress management etc.) in the university community.
- 5.2. Encouraging services and activities to promote healthy lifestyles in the university community.
- 5.3. Creating 'friendly' environments for meals and relations.
- 5.4. Encouraging an exchange of experiences to promote health among the university community, public health bodies and other organisations.

GOAL 6

6. Facilitating access to university facilities in safe and sustainable modes of transport.

COURSES OF ACTION:

- 6.1. Promoting the use of non-motorised systems as the main mode of transport.
- 6.2. Backing the construction and maintenance of pedestrian routes and bicycle lanes connecting the campuses to the cities, and providing ancillary means (bike parks, showers and bike-lending services).
- 6.3. Encouraging and boosting the use of public transport.
- 6.4. Working with the competent authorities to provide en masse transit (tram, metro and train) to university areas.
- 6.5. Tabling formulas to companies, organisations and public bodies with competences in mass transit management to increase the frequency of public transport to university areas, minimise ride times and offer better prices to the university community.
- 6.6. Maintaining and encouraging car-share programmes and giving parking priority to clean vehicles (ecology-friendly or zero emissions) and High-Occupancy Vehicles (HOVs).

GOAL 7

7. Encouraging responsible purchases and consumption.

COURSES OF ACTION:

- 7.1. As far as possible, guaranteeing the largest possible number of social and environmental clauses in contracts for goods, services and construction, as mandatory conditions for the service and as award criteria.

- 7.2. Encouraging the preferential supply and consumption of local produce and fair-trade products on campuses.
- 7.3. Capacitating those working in the Contracts Service and those drawing up a considerable number of contracts in green purchases and responsible public procurement.
- 7.4. Maximising synergies with other organisations, sharing information and experiences in relation to responsible purchases and consumption.
- 7.5. Offering training in eco-labelling and other certification systems and responsible consumption procedures to the entire university community.

GOAL 8

8. Capacitating the university community with a view to mitigation and adaptation to climate change.

COURSES OF ACTION:

- 8.1. Raising awareness within the university community concerning the need for transition to a low-carbon economy to arrest climate change.
- 8.2. Empowering the university community to determine and implement courses of action with a view to mitigation and adaptation to the effects of climate change.
- 8.3. Determining university activity's carbon footprint and communicating it, and identifying and implementing courses of action to reduce greenhouse gas emissions.
- 8.4. Improving systems to share new knowledge in relation to climate change and global warming with other organisations, and encouraging cooperation to undertake this challenge.

GOAL 9

9. Ensuring that governance and management are in line with environmental sustainability.

COURSES OF ACTION:

- 9.1. Guaranteeing compliance with the environmental legislation applicable.
- 9.2. Calling for the introduction of specific environmental sustainability undertakings in the preparation of service charters and commitment documents by university facilities.
- 9.3. Encouraging the creation and maintenance of environmental improvement groups at university facilities.
- 9.4. Drawing up guidelines to implement an environmental improvement plan for facilities or services.
- 9.5. Mandatory accountability for the progress made in terms of environmental sustainability in activity reports by services and facilities.
- 9.6. Establishing preferential relations and/or strengthening existing relations with organisations, businesses and public and private entities that explicitly work in environmental management.

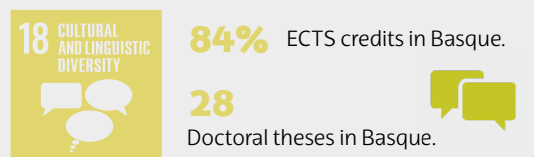
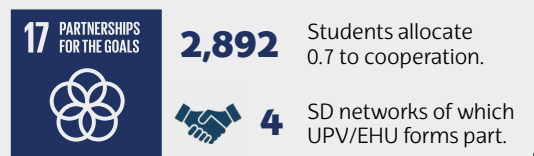
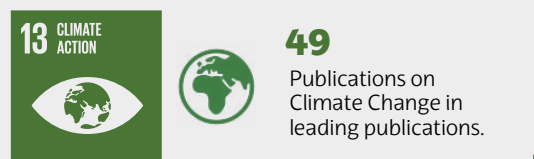
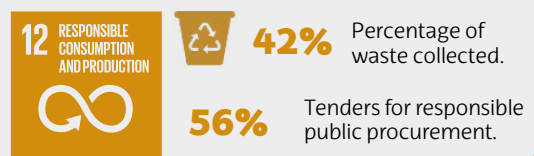
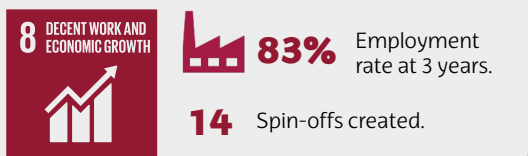
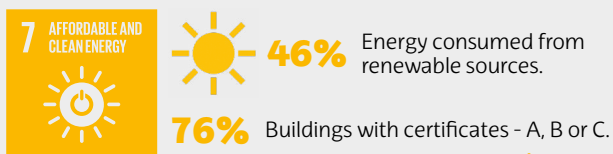
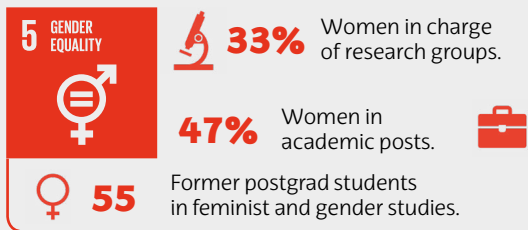
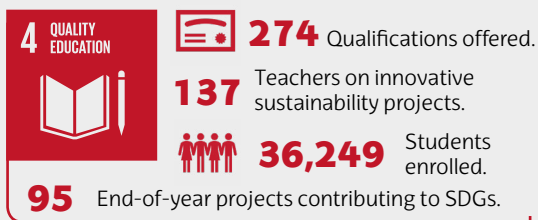
GOAL 10

10. Offering training and an advisory service for proper environmental management, and working to make good environmental practices visible.

COURSES OF ACTION:

- 10.1. Offering training on environmental management tools to lecturers and researchers, administrative and services staff and students, and involving all these parties in sustainable management of the University.
- 10.2. Establishing a communications channel to provide backup and continuous advice for environmental improvement groups and other parties to take action on the Campus Planet scheme.
- 10.3. Creating spaces to enable the university community to table proposals to improve environmental management.
- 10.4. Creating a web space with good environmental practices, and relevant results in these areas.
- 10.5. Organising forums and/or events to publicly acknowledge and single out good practices on the Campus Planet scheme.

STARTING POINT: ACADEMIC YEAR 2017/18



INDICATOR PANEL

3 GOOD HEALTH AND WELL-BEING



1. People in the university community involved in initiatives to promote healthy lifestyles.
2. People in the university community receiving assistance on health and wellness programmes.
3. Graduates in health-related professions.

4 QUALITY EDUCATION



4. Students enrolled.
5. Students in their first year at the University.
6. Academic offer (undergraduate qualifications, master's courses, doctorates and in-house qualifications).
7. Number of end-of-year projects contributing to SDGs.
8. Students graduating.
9. Number of theses contributing to SDGs.
10. Number of consolidated research groups contributing to SDGs.
11. Assessment of the competences received by graduates.
12. Student satisfaction with UPV/EHU.
13. Number of lecturers involved in innovative projects in connection with sustainability.

5 GENDER EQUALITY



14. Number of times the UPV/EHU gender violence protocol has been activated.
15. Percentage of women in charge of research groups.
16. Percentage of women in academic posts.
17. Percentage of female professors or full female lecturers with respect to the total.
18. Number of former postgraduates in feminist and gender studies.

7 AFFORDABLE AND CLEAN ENERGY



19. Production of renewable energies.
20. Percentage of energy used from renewable sources.
21. Percentage of heat facilities equipment with energy ratings A, B or C.
22. Percentage of buildings with level A, B or C energy efficiency certificates.

8 DECENT WORK AND ECONOMIC GROWTH



23. Number of spin-offs created.
24. Number of high-qualification jobs in companies created by the University.
25. Rate of employment of former students at three years.
26. Time elapsing up to the first job.
27. Percentage of UPV/EHU personnel with permanent contract.



- 28. GHG inventory.
- 29. Percentage of teaching centres with a plan to improve environmental performance.
- 30. Number of events certified with an environmental seal.
- 31. Number of patents or licences operated that contribute to SDGs.



- 32. Number of students assisted on inclusion schemes.
- 33. Number of students involved in solidarity activities (volunteer work).
- 34. Salary difference between employees earning the highest and the lowest remuneration.
- 35. Percentage of UPV/EHU personnel with a disability.



- 36. People in the university community regularly using sustainable means of transport (walking, cycling and public transport).
- 37. Number of bike parking spaces.
- 38. Percentage of the surface area of university campuses occupied by greenery and gardens.



- 39. Food waste.
- 40. Generation of hazardous waste in labs and workshops.
- 41. Generation of electrical and electronic waste.
- 42. Percentage of selective collection.
- 43. Generation of waste.
- 44. Percentage of tenders issued with ethical, social and environmental clauses.
- 45. Number of people graduating in studies relating to the environment.



- 46. Number of educational activities in connection with climate change.
- 47. Number of research activities in connection with climate change.



- 48. UPV/EHU transparency index.
- 49. Accountability.
- 50. Participation by the university community in decision-making.
- 51. Number of people at UPV/EHU providing special services in local, regional, national or European governments.



- 52. Number of student volunteers offering 0.7% of their enrolment fee to be used on university development cooperation projects.
- 53. Number of development cooperation projects.
- 54. Number of students involved in development cooperation projects.
- 55. Number of collective agreements with public authorities and social bodies.
- 56. UPV/EHU participation in networks in relation to sustainable development.



- 57. Percentage of ECTS credits offers in Basque on undergraduate courses.
- 58. Number of doctoral theses in Basque.

EHUagenda 2030

FOR SUSTAINABLE
DEVELOPMENT



eman ta zabal zazu



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

