INGENIUM STUDENT SUSTAINABILITY TOOLKIT

Developed as a part of:
FutureProof: Youth Action for Sustainable Change

INGENIUM European University

Co-funded by the European Union

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Content

Introduction to sustainability

Sustainability refers to the balanced integration of environmental, social, and economic dimensions to ensure that the needs of the present are met without compromising the ability of future generations to meet their own. It encompasses responsible resource management, equitable development, and resilience in the face of global challenges such as climate change, biodiversity loss, and social inequality.

Within the academic context, sustainability is more than a theoretical framework, it is a guiding principle that shapes education, research, campus operations, and community engagement. Universities play an essential part in advancing sustainability by creating and sharing knowledge, encouraging innovation, and helping students develop the skills and values needed to guide society toward a fairer and more resilient future.

Across the INGENIUM Alliance, sustainability is recognized as a shared commitment and a cross-cutting priority. Each partner institution contributes through education for sustainable development, green campus initiatives, research on environmental and social innovation, and community partnerships. The alliance's vision is to transform higher education into a driver of sustainable change, empowering students as key actors in co-creating a better future.

Goal of the Toolkit

The INGENIUM Student Sustainability Toolkit has been co-developed by members of the Student Sustainability Board (SSB) as part of the *FutureProof: Youth Action for Sustainable Change* project. Its purpose is to serve as a practical and inspirational resource for students, educators, and university communities across the INGENIUM network.

The Toolkit aims to:

- Promote understanding of sustainability and the 17 United Nations Sustainable Development Goals (SDGs) in an accessible, action-oriented manner.
- Share good practices from INGENIUM partner universities, highlighting successful projects and replicable approaches in areas such as waste reduction, inclusion, mental health, biodiversity protection, and community engagement.
- Foster collaboration and creativity by encouraging students to design their own sustainability initiatives, events, or campaigns inspired by the examples presented.
- Support data-driven action by integrating findings from the INGENIUM Student Questionnaire on campus sustainability and well-being.
- Strengthen the link between individual student action and institutional sustainability strategies, ensuring that progress is both measurable and meaningful.

Designed as a living document, the Toolkit complements the forthcoming Student Sustainability Hub, which will host digital resources, updates, and opportunities for cross-campus collaboration. Together, these tools contribute to a culture of sustainability embedded in the daily life of the alliance's universities.

What this toolkit is not:

- It is not a document for making comparisons between universities
- It is not a document to decide who is better than the others
- It is not a document for ranking the universities of the INGENIUM Alliance

The idea behind the FutureProof Project

The FutureProof: Youth Action for Sustainable Change project was launched under the INGENIUM Student Partnerships initiative to empower students to take an active role in shaping sustainable futures within their universities and communities. Conceived and coordinated by members of the INGENIUM Student Sustainability Board, the project connects students from 8 European universities through experiential learning, intercultural dialogue, and collaborative creation.

FutureProof combines knowledge, practice, and creativity. Its activities, from the preparatory meeting in Iași (Romania) to the three-day Sustainability Workshop in Skövde (Sweden), have focused on translating sustainability theory into tangible outputs that can generate long-term impact. These include:

1. The Student Sustainability Questionnaire, mapping awareness, behaviours, and priorities related to sustainability on campus.
2. The Student Sustainability Toolkit, which compiles practical examples, reflections, and ideas for action.
3. The Student Sustainability Hub, a digital platform for sharing ongoing initiatives and connecting like-minded students; and
4. The Sustainable Escape Room, an innovative, game-based learning tool that helps participants explore SDG challenges through interactive storytelling.

At its core, FutureProof embodies the principle that sustainability begins with collaboration. By bringing together students from diverse disciplines and cultures, it nurtures a collective capacity to innovate, empathize, and lead. Through dialogue, creativity, and shared responsibility, the project aspires to make sustainability not just a topic of study, but a lived experience across all INGENIUM universities.

Acknowledgements

The development of the *FutureProof: Youth Action for Sustainable Change* project would not have been possible without the valuable contributions and support of numerous partners across the INGENIUM European University Alliance. We would like to express our sincere appreciation to the academic staff, researchers, and administrative units from all partner universities who shared their expertise, institutional knowledge, and good practices. Their commitment to sustainability, education, and collaboration provided the foundation for the activities and outcomes of the project and ensured that the resulting materials reflects the diversity, quality, and ambition of sustainability efforts across the alliance.

We also gratefully acknowledge the contribution of external partners, including public institutions, non-governmental organizations, and industry stakeholders, whose collaboration strengthened the relevance and impact of the project. Their engagement supported knowledge exchange, community-based initiatives, and the translation of sustainability principles into practical action. Finally, we extend our sincere thanks to all students involved in the FutureProof project for their dedication, coordination efforts, and collaborative spirit, which were essential to the successful implementation of the project and the completion of this Toolkit.

Institutions in the Alliance

1. *„Gabriele d'Annunzio" University Chieti – Pescara – Ud'A (Italy)*
2. *„Gheorghe Asachi" Technical University of Iaşi – TUIASI (Romania)*
3. *Karlsruhe University of Applied Sciences – HKA (Germany)*
4. *Medical University Sofia – MUS (Bulgaria)*
5. *Munster Technological University – MTU (Ireland)*
6. *South Eastern Finland University of Applied Sciences – XAMK (Finland)*
7. *University of Crete – UoC (Greece)*
8. *University of Oviedo – UNIOVI (Spain)*
9. *University of Rouen Normandy – URN (France)*
10. *University of Skövde – HiS (Sweden)*

Good practices from INGENIUM universities

The collection of good practices from all INGENIUM universities was undertaken to highlight how each institution actively supports the Sustainable Development Goals (SDGs) through concrete, campus-level initiatives. By gathering these examples, students were able to observe how global sustainability objectives are translated into meaningful local actions, from responsible resource management to inclusive education and community engagement. This process also facilitated cross-institutional learning, allowing students to compare approaches, identify innovative strategies, and understand how different contexts influence the implementation of sustainability efforts across the alliance.

Including these SDG-supporting practices in the FutureProof: Youth Action for Sustainable Change Toolkit is essential because it grounds the resource in real, impactful contributions. Showcasing initiatives that support the Sustainable Development Goals enhances the Toolkit's credibility, providing evidence-based models that can be adapted or scaled by other universities and student groups. These examples serve as practical guidance for designing new projects, strengthening institutional policies, and encouraging student engagement in sustainability initiatives.

Ultimately, integrating SDG-aligned good practices strengthens the Toolkit's function as a catalyst for action within the INGENIUM community. By illustrating how universities already support the Sustainable Development Goals, the Toolkit empowers students to build on existing efforts, foster innovation, and drive meaningful change. It reinforces the idea that progress toward the SDGs is both achievable and shared, promoting collaboration and inspiring a more sustainable future across all partner institutions.

SDG 1 (No poverty) holds particular significance in the university setting because socioeconomic barriers directly affect students' ability to access, participate in, and fully benefit from higher education. Many students face financial pressures that can influence their academic performance, well-being, and sense of belonging on campus. By implementing initiatives such as financial support programs, affordable services, inclusive policies, and partnerships with local communities, universities actively help reduce these inequalities and create more supportive learning environments. Through these efforts, universities not only support the Sustainable Development Goals but also demonstrate their commitment to ensuring that every student has the opportunity to succeed, regardless of their economic background.

Affordable or subsidized student housing for eligible students (TUIASI, UOC, Ud'A)

Discounted or free local transportation passes for students (TUIASI, UOC)

Financial support schemes for students in economic difficulty (TUIASI, URN, UNIOVI)

Policies supporting social equity and equal opportunity (XAMK, MTU)

Engages students in awareness-raising activities related to global poverty and development issues (MTU)
Offers tuition-fee exemption for eligible students (tier 0 bis), in addition to the broader CROUS financial aid system (URN)

SDG 2 (Zero hunger) is highly relevant in the university context, as access to nutritious, affordable food directly affects students' health, concentration, and overall academic performance. Food insecurity is a growing concern among students, who often balance limited budgets with demanding study schedules. When universities provide affordable meal options, food assistance programs, and spaces that enable students to prepare their own meals, they help reduce these pressures and promote well-being on campus. Through such initiatives, universities actively support the Sustainable Development Goals by creating environments where students are well-nourished and able to engage fully in their academic and social lives.

Affordable or subsidized meals for students (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Research and initiatives advancing sustainable food systems (TUIASI, MTU, UNIOVI)

Research and initiatives advancing sustainable food systems (TUIASI, MTU, UNIOVI)

Reduces food waste in campus restaurants through targeted initiatives. (XAMK)

Established a Research Center on World Food Governance to advance global knowledge on food and nutrition security and promote equitable access to adequate food (UNIOVI).

Students receive special meal discounts in hospital canteens, including a national 50% reduction in student canteens, supporting food security and accessible daily nutrition. (MUS)

Infrastructure that supports students' access to food
-Campus restaurants offer affordable meals, and microwaves are widely available for students to heat their own food.(HiS)
-Grub Hubs provide free cooking essentials accessible on all campuses. (MTU)

“Fair-Teiler” (food sharing point) located on campus. Students can place surplus food there that does not require refrigeration, and others can take it freely. This initiative helps to reduce food waste and supports social solidarity on campus. (HKA)

The Sustainable Food Services research activities focus on developing responsible and sustainable food systems by strengthening ecological, economic, and social sustainability in food production and services. Through close collaboration with working-life partners, these activities promote increased availability of plant-based meals, reduction of food waste and energy use in food service processes, and support for healthy and nutritious eating habits within regional food environments. (XAMK)

SDG 3 (Good health and well-being) is especially important in the university context, as students' physical and mental health strongly influence their ability to learn, thrive, and participate fully in academic and social life. Universities are not only places of education but also living and working environments where young people develop healthy habits, build resilience, and access essential support services. When institutions promote well-being through accessible healthcare, mental health resources, recreational activities, and safe campus environments, they help students maintain balance and achieve their full potential. In doing so, universities actively support the Sustainable Development Goals and help create communities where students feel supported, healthy, and empowered to succeed.

Mental health and psychological counseling services (HiS, XAMK, TUIASI, Ud'A, UOC, MTU, UNIOVI)

Medical and preventive healthcare services (HiS, Ud'A, URN, MUS)

Sports facilities and programs promoting physical well-being (HiS, HKA, MTU, TUIASI, Ud'A, UOC)

Safe, healthy, accessible, and inclusive campus environments (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Health, sustainability, and well-being education (HKA, UOC, MUS)

Well-being initiatives that combine physical, social, and community support (HiS, MTU, UOC)

Cross Country Race during Tudor Vladimirescu Campus Days, promoting physical activity and community engagement through sports. (TUIASI)

Civil liability insurance system recognizing students as third parties when performing activities in various sites. (Ud'A)

“Active Chats” initiative offering weekly morning sessions with free drinks, light breakfast, and activities such as yoga, walks, table tennis, and basketball. (MTU)

Institute of Energy Efficient Mobility (IEEM) research on energy-efficient e-vehicles, e-bikes, and connected mobility systems that reduce pollution and support healthier cities. (HKA)

Implements Safer Space Principles and anti-discrimination initiatives. (XAMK)

Health assistance facilitation for international students from non-EU countries, ensuring equitable access to medical care. (UNIOVI)

Development of sustainability-focused health education:

- Global Health and Sustainability
- Global Trends in Public Health
- Elective course on Health and Sustainable Development (MUS)

Air for Health Student Network actively promoting healthy and sustainable lifestyles. (MUS)

Planetary Health and Well-Being roundtable involving policymakers, academics, and students. (MUS)

Quiet Room on campus supporting mental well-being in a calm and respectful environment (HiS, HKA)

Mentoring programme in which students from higher semesters support first-year students during their transition into university life. Mentors help answer questions, plan activities and provide general guidance. (HKA)

SDG 4 (Quality education) lies at the core of every university's mission, making it particularly relevant in the higher education context. Ensuring that all students have access to inclusive, equitable, and high-quality learning opportunities strengthens academic achievement and fosters personal and professional growth. Universities help students build the knowledge, skills, and confidence they need to navigate an increasingly complex world. When institutions invest in effective teaching practices, accessible learning environments, and support services that promote success for all learners, they not only enhance educational outcomes but also support the Sustainable Development Goals. In this way, universities help cultivate informed, capable, and motivated graduates who can contribute meaningfully to society.

Flexible, inclusive, and supportive learning environments (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Interdisciplinary and practice-oriented education (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Continuing education, lifelong learning, and professional development (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Integration of sustainability and SDGs in teaching and curricula (UNIOVI, HKA, URN, MUS, UOC, TUIASI)

Internationalization, mobility, and global learning opportunities (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Modernized teaching methods, digital tools, and innovative pedagogies (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Emphasizes ethical principles guiding teaching and learning. (XAMK)

Launch of a new Master's Degree in Corporate Sustainability (2024–2025) to train future ESG professionals. (UNIOVI)

Observatory for the Implementation of the 2030 Agenda monitoring SDG integration in teaching, research, and outreach. (UNIOVI)

International Summer School on Sustainability (i3s), bringing together students from multiple countries for collaborative sustainability challenges. (HKA)

Regional Centre of Expertise (RCE Crete) engaging in university–community sustainable development projects. (UoC)

Mandatory 10-hour module on sustainable development and social responsibility for all first-year bachelor's and BUT students since 2022. (URN)

Exploration of a new Master's programme in Health and Sustainability. (MUS)
Establishment of an online forum for sharing sustainability-related educational practices. (MUS)
Standardisation of administrative procedures and training for staff managing international joint programmes. (MUS)
Accredited higher education programs specifically in medicine and health sciences. (MUS)
Continuous professional development and postgraduate education pathways. (MUS)
Integration of interdisciplinary sustainability content into existing master's programs. (MUS)

SDG 5 (Gender equality) is highly relevant in the university context, where creating inclusive and equitable learning environments is essential for the success and well-being of all students. Universities have a responsibility to ensure that everyone, regardless of gender, has equal access to educational opportunities, leadership roles, and campus resources. Promoting gender equality also means addressing discrimination, fostering respectful relationships, and creating systems that empower individuals to thrive academically and personally. By championing fairness, representation, and equal opportunity, universities contribute to a campus culture where every member of the community feels valued, supported, and able to reach their fullest potential.

Equality, diversity, and anti-discrimination policies (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Gender Equality Plans and institutional structures (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Initiatives promoting women's participation in STEM and academia (HKA, TUIASI, MUS)

Staff training and capacity building on equality, inclusion, and ethics (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Inclusive access, support for underrepresented groups, and equal participation (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Commitment to the UN Women's Empowerment Principles (WEPs), demonstrating alignment with global frameworks for gender equality in organizations. (XAMK)

SDG 6 (Clean water and sanitation) is closely connected to the everyday functioning of university campuses, where thousands of students and staff rely on safe water and hygienic facilities to support their well-being and daily activities. Ensuring reliable access to clean drinking water, maintaining proper sanitation, and promoting responsible water use all contribute to a healthy and sustainable learning environment. Universities also serve as important spaces for modeling good practices, whether through efficient water management, awareness campaigns, or innovative research that advances sustainable solutions. When universities invest in strong water quality and sanitation standards, they foster campus environments that support student well-being and reflect a shared commitment to environmental responsibility.

Collaboration within INGENIUM strengthens shared sustainability efforts, including joint initiatives on responsible water management. (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Sustainable water-use infrastructure and efficient resource management (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Research on water resources, water treatment, and pollution control (HiS, HKA, TUIASI, UNIOVI)

Awareness campaigns, sustainability events, and student engagement (TUIASI, HiS, UOC)

Institutional strategies integrating water sustainability (XAMK, UOC, UNIOVI)

Hydrotechnics and environmental engineering students conducting river clean-up activities along the Bahlui River. (TUIASI)

Campus-wide access to filtered water fountains supporting hydration and reduced plastic use (unique in its scale and explicit implementation). (MTU)

Designing campus green areas requiring minimal irrigation and ensuring water quality standards as part of campus sustainability planning. (XAMK)

Installation of water fountains across campus as part of its sustainability program. (UNIOVI)

Open Waters: a research initiative dedicated to sustainable water and sanitation solutions. (HiS)

Institutional commitment to sustainable societal development with explicit emphasis on water-related issues. (HiS)

SDGs institutional programme embedding water management and sanitation into governance, campus planning, research, and daily operations. (UoC)

SDG 7 (Affordable and clean energy) holds significant importance for universities, as these institutions manage large campuses that depend on reliable and efficient energy systems. Ensuring access to clean and affordable energy not only supports daily academic and operational activities but also contributes to a more sustainable and resilient campus environment. Many universities are embracing renewable energy, improving energy efficiency, and encouraging mindful energy use as part of their broader commitment to sustainability. These efforts not only reduce environmental impact but also offer valuable learning opportunities for students, who can engage with real-world examples of responsible energy management. These efforts contribute to building a campus culture that embraces innovation, responsible resource use, and a long-term commitment to environmental health.

Cross-university collaboration on clean energy through INGENIUM. (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Institutional sustainability strategies integrating energy transition (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Carbon reduction strategies and clean electricity commitments (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Awareness campaigns and programs promoting responsible energy use (HiS, XAMK, HKA, TUIASI, URN)

Research and innovation in clean energy technologies (HKA, TUIASI, HiS, UNIOVI, MTU)

Energy-efficient campus buildings and infrastructure upgrades (HiS, HKA, TUIASI, MUS, UNIOVI, Ud'A, XAMK, URN)

Renewable energy adoption and photovoltaic installations (TUIASI, UOC, UNIOVI, HiS, Ud'A, MUS, HKA)

Photovoltaic deployment plan included explicitly in the university's quality targets—a strategic commitment unique in its formal integration (UoC)

The Clean Technology Center (CTC) works directly with businesses, public sector, and communities on energy efficiency measures and carbon reduction pathways. (MTU)

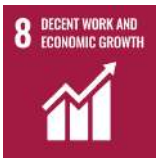
Staff "Idea Box" under the Energy Sobriety Plan, allowing campus users to propose innovative solutions for reducing energy consumption. (URN)

HelioS Energy Hub, converting the campus into a real-world laboratory for energy generation, smart energy monitoring, and efficiency analysis. (HiS)

Solar panels installed at the Gijón Campus, contributing renewable energy to student and research facilities. (UNIOVI)

IEEM's specialized research on energy-optimised lab & IT operations and smart energy management for electric mobility. (HKA)

Planned implementation of renewable energy systems within hospital-university facilities — a unique healthcare–academic integration. (MUS)
Initiatives specifically targeting energy reduction in laboratories and hospitals, which have unique operational demands. (MUS)



SDG 8 (Decent work and economic growth) is highly relevant in the university setting, where education, professional development, and innovation naturally intersect. Universities help students build the skills and experiences needed to enter the workforce with confidence, while also acting as significant employers and contributors to local and regional economies. Through career services, internships, research opportunities, and collaborations with industry, institutions create pathways that support fair employment and lifelong learning. These collective efforts strengthen economic resilience and encourage a culture that values opportunity, development, and long-term prosperity.

Universities support student and staff mobility and professional internships abroad that strengthen skills and improve employability across Europe. (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Career services, employability support, and labour-market preparation (TUIASI, Ud'A, UOC, URN, UNIOVI)

Entrepreneurship support, innovation labs, and startup incubation (HiS, TUIASI, URN, MTU, MUS)

Academic programs aligned with labour-market and economic needs (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Research and institutional activities contributing to economic development (HKA, MUS)

Ethical, inclusive, and supportive workplace culture (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Drivhuset Skaraborg collaboration, mentoring students to develop SDG-aligned business ideas and promoting social entrepreneurship. (HiS)

Career and Placement Office with structured entrepreneurship workshops such as the gamified "Build and Launch Your Startup" activity. (Ud'A)

Unique combination of energy-optimised laboratory operations, renewable energy R&D, and mobility-focused innovation that supports green job creation and regional economic growth. (HKA)

Two dedicated startup and innovation incubators:

- CMT Entrepreneurship Center
- Center for Technology Transfer (CTT)

These are notable for formally supporting student-business development in engineering-focused fields. (TUIASI)

Career and Liaison Office offering unique community-engaged career programmes, including internship matching that integrates local economic development. (UoC)

PÉPITE Normandie Student-Entrepreneur Pathway, providing formal recognition, guidance, and tailored support for students building companies during their studies. (URN)

Systematic integration of workplace ethics, employee development, and operational stability within sustainability reporting, more comprehensive than typical equality or HR frameworks. (XAMK)

Comprehensive career service offering extended support to alumni, not only current students, strengthening long-term employability and labour-market integration. (UNIOVI)

Direct contribution to workforce development in medicine, dentistry, pharmacy, and public health, including:

- structured medical training pipelines
- research-driven job creation
- innovation in health technologies
- economic impact through university hospitals and clinical networks

These elements make MUS a unique contributor in the health-economy sector. (MUS)

All study programmes include a mandatory practical semester (usually a six-month internship), which can also be completed abroad. This strongly supports students' employability, career orientation and practical skills development. (HKA)

SDG 9 (Industry, innovation and infrastructure) aligns naturally with the role of universities as centers of research, creativity, and technological advancement. Campus environments often serve as testing grounds for new ideas, innovative solutions, and sustainable infrastructure improvements. Through laboratories, research projects, partnerships with industry, and support for student-led innovation, universities help drive progress that extends beyond their own institutions. At the same time, investing in modern, resilient infrastructure—both physical and digital—enhances the quality of education and strengthens the campus community. By encouraging experimentation and supporting collaborative problem-solving, universities contribute to a culture where innovation is valued and where new solutions can positively impact society.

Knowledge and Technology Transfer Offices and Innovation Support Structures (Ud'A, UOC, TUIASI)

Research on environmental risks, societal resilience, and sustainable development (UNIOVI, XAMK, HKA)

Sustainable and modern campus infrastructure development (HKA, UNIOVI, XAMK)

University–industry collaboration and technology-driven partnerships (HiS, HKA, MUS, XAMK, TUIASI)

Research excellence and innovation in science, engineering, and technology (HKA, MUS, UNIOVI, XAMK)

Examples include:

- Advanced research in low-carbon materials, fuel cells, membranes, and additive manufacturing (HKA)
- Cutting-edge research in molecular medicine, biotechnology, pharmacology, and dental materials (MUS)
- Digital health innovation, environmental health, and multidisciplinary resilience research (UNIOVI)
- Impactful RDI activities and responsible research partnerships (XAMK)

Comprehensive climate-positive campus master plan guiding long-term sustainable infrastructure development. (HKA)
Cross-faculty innovation approach bridging engineering, mobility, energy, and environmental sustainability in a single institutional model. (HKA)

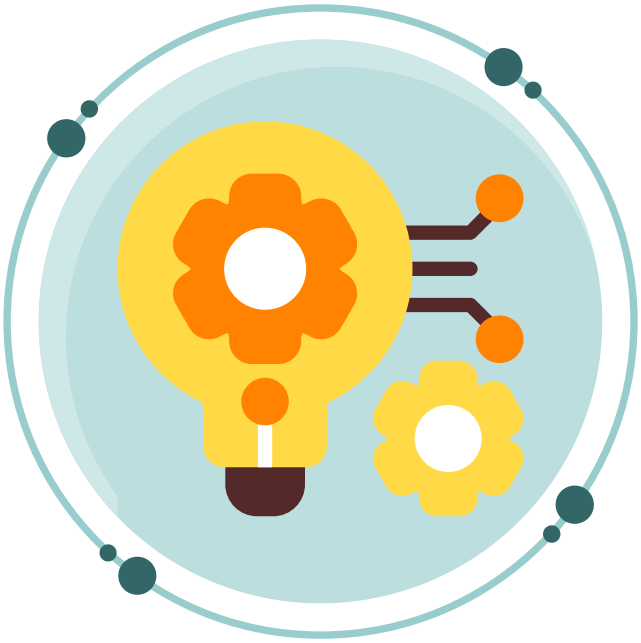
POLYTECH – Research and Technology Transfer Center, specializing in industry collaboration and technology deployment, with a strong engineering and industrial focus. (TUIASI)

COP HERL Project addressing post-disaster resilience and pollution impacts. (URN)
TRANSITION Project, a multi-risk expertise center launched in 2024, unique in its scope and societal impact. (URN)

Integrated model linking clinical practice, biomedical research, and technological innovation, supported by university hospitals—a distinctive health-sector innovation ecosystem. (MUS)

Development of biodiversity impact assessments specifically informing infrastructure and land-use decisions. (XAMK)

Campus of International Excellence projects transforming campuses into technologically advanced and environmentally responsible infrastructure hubs. (UNIOVI)
Vice-Rectorate for Sustainability and Digitalization coordinating institutional digital transformation. (UNIOVI)



SDG 10 (Reduced inequalities) holds particular importance within universities, where diverse groups of students and staff come together from different backgrounds, cultures, and life experiences. Ensuring that everyone has equal access to opportunities, resources, and support helps create a learning environment where all individuals can succeed and feel valued. Universities contribute to reducing inequalities by offering inclusive policies, targeted support services, and programs that promote equity and participation for underrepresented groups. They also foster dialogue, awareness, and understanding across communities, strengthening a culture of respect and belonging. Through these efforts, universities help build campuses where fairness, inclusion, and equal opportunity are actively practiced and deeply embedded in everyday life.

Accessibility services and disability support (MTU, TUIASI, Ud'A, UOC, URN, XAMK)

Financial aid and targeted support for disadvantaged groups (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Equality, diversity, and anti-discrimination policies (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Serenity Room and Church on Campus: Inclusive, non-denominational spaces supporting rest, reflection, and inter-faith needs—unique among INGENIUM universities. (HiS)

Access widened through English-taught programs and a strong commitment to admitting international students to promote social mobility. (HKA)

Unique international student integration services tailored to academic and social adaptation. (TUIASI)

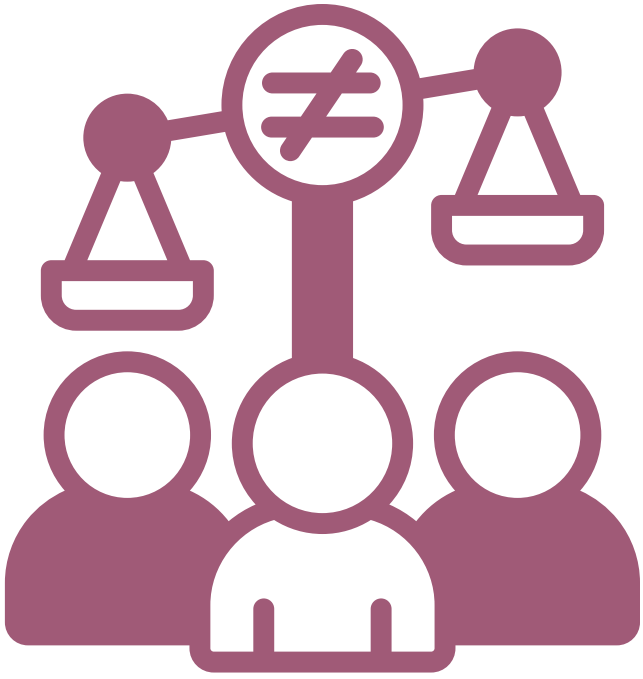
Unified Guarantee Committee (CUG): An institutional mechanism ensuring worker well-being, equal opportunities, and monitoring discrimination issues at a governance level. (Ud'A)

Student Advocate (Συνήγορος του Φοιτητή): Independent body ensuring fair handling of student complaints and rights—distinctive among partner universities. (UoC)

The Access Center supports students with additional needs and minority groups with targeted inclusion services. (MTU)

Extensive disability support ecosystem combining faculty coordinators, specialized programs (Aspie/Atypie Friendly), and regional partnerships. (URN)

Distinct social inclusion campaigns such as Week Against Racism, Pride support, Discrimination-Free Zone, alongside institutional commitment to the UN SDGs. (XAMK)



SDG 11 (Sustainable cities and communities) is closely connected to university life, as campuses are vibrant micro-communities that interact continuously with the cities around them. Universities contribute to more sustainable and inclusive urban environments by promoting responsible mobility, supporting community engagement, and developing spaces that are safe, accessible, and environmentally conscious. They also serve as hubs for research and innovation that can inform local sustainability planning and urban development. When students and staff participate in projects that improve public spaces, strengthen social cohesion, or reduce environmental impact, they help create communities that are more resilient and welcoming. In this way, universities have a meaningful part in shaping cities where people can live, learn, and thrive.

Sustainable campus planning, infrastructure, and green spaces (HiS, HKA, TUIASI, UNIOVI, URN, XAMK)

Sustainable mobility initiatives (HKA, URN, XAMK)

Community engagement and partnerships supporting sustainable communities (HiS, TUIASI, UOC, MUS, XAMK)

Research, education, and outreach supporting sustainable urban development (UOC, URN, HKA, HiS)

Institutional sustainability strategies integrating urban and campus sustainability (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Sustainability agreement with Akademiska Hus, uniquely formalizing shared environmental responsibility over campus property management. (HiS)

Climate-positive campus concept emphasizing social empowerment and interdisciplinary interaction, distinct among INGENIUM universities. (HKA)

Natural History Museum of Crete delivering large-scale public environmental education with national reach. (UoC)

Community-oriented sustainable settlement concept in the university's sustainability strategy, linking campus and regional development. (MTU)

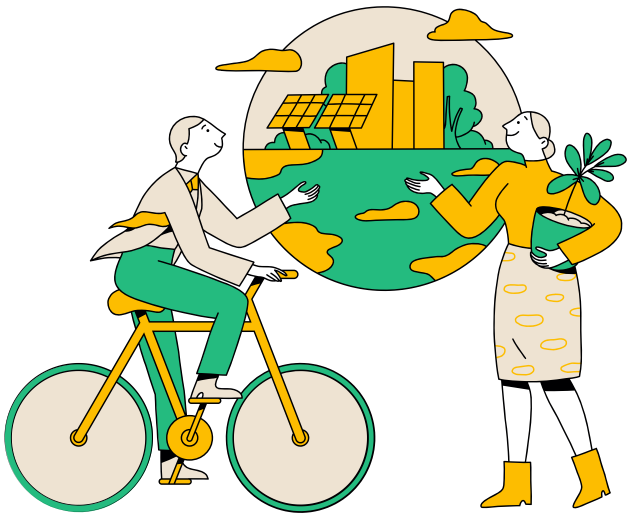
"May by Bike": annual campus-wide cycling festival and mobility challenge—an engaging, multi-campus soft-mobility event unique in scale. (URN)

Participation in World Cleanup Day and national clean-up campaigns, demonstrating a strong connection to local community environmental action. (MUS)

Infrastructure improvements linked to electric mobility, renewable energy installation, and circular urban transformation through Campus of International Excellence projects. (UNIOVI)

Unique commitment to urban biodiversity enhancement through campus landscape planning and nature-integrated green space development. (XAMK)

Student-designed urban park with unique furniture, a distinctive co-creation of green space. (TUIASI)
Campus riverbank clean-up and ecological actions led by students and staff. (TUIASI)



SDG 12 (Responsible consumption and production) is especially meaningful in the university context, where large communities rely on shared resources every day. Campuses offer a valuable setting for promoting more sustainable habits, whether through reducing waste, choosing materials wisely, or supporting circular approaches to resource use. When universities encourage practices such as mindful consumption, efficient use of supplies, and environmentally conscious purchasing, they help students see how individual and collective choices can make a difference. These efforts not only reduce the institution's environmental footprint but also empower the campus community to adopt more thoughtful and sustainable behaviors that can continue far beyond their university years.

Waste reduction, recycling, and responsible disposal systems (HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI, XAMK)

Circular economy research, innovation, and education (HiS, TUIASI , HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI, XAMK)

Sustainable procurement and responsible institutional operations (MTU, XAMK, HKA, UNIOVI)

Reduction of single-use plastics and promotion of tap water use (MTU, UNIOVI, XAMK)

Sustainable campus development and "living laboratory" approaches (HKA, MUS, XAMK)

Integration of resource-efficient materials and renewable energy design in the campus master plan, positioning infrastructure planning as a sustainability model. (HKA)

Student-led sustainability events linked specifically to waste valorization and urban environmental stewardship, complementing circular research. (TUIASI)

Natural History Museum's UNESCO Psiloritis Geopark educational programmes, a unique collaboration providing hands-on circular economy and sustainability learning for all ages. (UoC)

Full institutional compliance with Ireland's Public Climate Action Mandate and GPP criteria, a national regulatory framework unique in its scope. (MTU)

Long-standing EcoCampus waste management ecosystem (since 2018), including niche recycling streams and partnerships for re-use, more extensive than at other INGENIUM universities. (URN)

Sustainability actions integrated into medical and laboratory settings, including waste minimization in clinical spaces, unique due to the medical-university context. (MUS)

Holistic sustainable procurement system combined with codes of conduct, biodegradable products, and reduced-paper digital practices—a comprehensive operational model. (XAMK)

Tap-water promotion strategy embedded within a broader Social Responsibility Report, connecting everyday behavioral change to institutional sustainability culture. (UNIOVI)

The INGENIUM Swap Locker provides students with the opportunity to give items they no longer need a second life while also discovering useful items to take home, free of charge. (HiS)

SDG 13 (Climate action) is connected to the university environment, where education, research, and community engagement come together to address urgent global challenges. Universities are well positioned to reduce their own climate impact through energy efficiency, sustainable mobility, and resilient campus planning, while also fostering climate awareness among students and staff. Through teaching, research projects, and collaborative initiatives, institutions can inspire informed action and help students understand the role they can play in responding to climate change. By integrating climate-conscious practices into both operations and learning, universities contribute to a campus culture that values responsibility, innovation, and long-term environmental stewardship.

Climate strategies, carbon reduction plans, and institutional commitments (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Climate research, monitoring, and scientific contributions (HKA, UOC, MUS, UNIOVI)

Education, awareness campaigns, and climate literacy (HiS, HKA, TUIASI, UOC, URN, MUS, XAMK)

Sustainable mobility and low-carbon travel policies (URN, XAMK, HKA)

Renewable energy integration and climate-smart infrastructure (HKA, UNIOVI, XAMK)

Climate Pact with the City of Karlsruhe, linking university and municipal climate action in a formal long-term partnership. (HKA)
Integration of social empowerment and community-building directly into the climate-positive campus concept. (HKA)

Implementation of a detailed institutional climate action pathway, audited externally as part of national quality frameworks. (MTU)

Finokalia Atmospheric Observatory: long-term, internationally relevant climate and atmospheric monitoring station. (UoC)
University Environmental Festival coordinated with research hubs (Finokalia & Nofalia), combining education, public outreach, and climate science. (UoC)

Network of Climate Leads coordinating climate action across faculties and services. (URN)
University-wide Transitions Week, synchronized with European Sustainable Development Week—unique in scale and structure. (URN)

Air for Health Network: advancing clean-air advocacy, linking climate and health education, and promoting climate-health actions among students. (MUS)

Institutional coordination through a Sustainability and Digitalization Vice-Rectorate, integrating climate action into governance structures. (UNIOVI)

Systematic carbon-free electricity procurement and formalised travel guidelines reducing emissions across staff and student mobility. (XAMK)

The Green Lab supports the development of climate-related ideas and makes complex climate relationships understandable through interactive formats. (HKA)

HKA recently hosted what was, to our knowledge, the largest Climate Fresk educational event to date, setting a record for the largest climate education event of this kind. The Climate Fresk is implemented across disciplines, including non-sustainability programmes, to promote broad climate literacy. (HKA)

SDG 14 (Life below water) may seem distant from everyday campus life, yet it remains highly relevant given the wide-reaching impact of human activity on marine ecosystems. Universities contribute to protecting aquatic environments through research, education, and sustainable practices that reduce pollution and resource use. Actions such as minimizing plastic waste, improving wastewater management, and promoting environmental awareness help reduce the pressure placed on oceans, rivers, and lakes. Many institutions also engage in scientific studies and community projects that support marine conservation and responsible water stewardship. Through these efforts, universities encourage a deeper understanding of how daily choices impact aquatic life and help foster a community that values the health of oceans, rivers, and lakes for future generations.

Research on aquatic ecosystems, pollution, and water restoration (TUIASI, UOC)

Projects supporting sustainable water management and conservation (TUIASI, UOC)

EU Reference Centre for the Welfare of Aquatic Animals (EURCAW–Aquatic Animals):
A significant EU-level designation supporting science-based guidance on the welfare of aquatic animals across Europe. (UoC)

Long-standing collaboration with the Hellenic Centre for Marine Research (HCMR) (UoC)
Advancing knowledge in marine biodiversity, sustainable aquaculture, and ocean ecosystem health. (UoC)

SUSTINWATER Project:
A comprehensive platform supporting sustainable water management through interdisciplinary cooperation and community engagement. (TUIASI)

Goal 15 (Life on land) holds meaningful relevance for universities, as many campuses include green spaces, gardens, and natural areas that contribute to local biodiversity. Institutions can support healthy ecosystems by adopting sustainable landscaping practices, protecting habitats, and creating opportunities for students to engage with nature through conservation and restoration projects. Research initiatives, species monitoring, and hands-on learning experiences also deepen awareness of ecological challenges and solutions. Through these combined efforts, universities help foster a community that values biodiversity and understands the importance of caring for the natural environments that support our daily lives.

Biodiversity conservation and ecological restoration activities (TUIASI, URN, UOC, XAMK)

Green campus development and nature-based solutions (HKA, TUIASI, XAMK)

Environmental education, ecosystem management, and scientific training (TUIASI, HiS, UOC, URN)

Digitization and upgrading of Greek natural history collections under national Recovery and Resilience funding—preserving biodiversity data and strengthening research infrastructures. (UoC)

Biodiversity impact assessments used in planning and infrastructure decisions, integrating ecological considerations into campus development. (XAMK)

Green infrastructure explicitly linked to the climate-positive campus vision, merging biodiversity goals with climate mitigation and social empowerment. (HKA)

SDG 16 (Peace, justice and strong institutions) focuses on promoting peace, justice, and strong institutions, principles that are fundamental to a positive and inclusive university experience. A campus functions best when its policies are transparent, its processes fair, and its members feel respected and safe. Universities contribute to these aims by upholding ethical standards, ensuring equal treatment, and creating channels where students can express their views and participate in decision-making. They also serve as spaces for dialogue, critical reflection, and civic learning, helping students understand the importance of peaceful cooperation and responsible leadership. By nurturing trust, accountability, and a sense of shared responsibility, universities build communities where everyone can engage confidently and contribute to a supportive academic environment.

Ethics, integrity, and transparent governance frameworks (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Inclusive decision-making and student participation in governance (TUIASI, HKA, MUS)

Institutional strategies supporting accountability, quality, and responsible leadership (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Policies promoting fairness, inclusion, and a safe institutional environment (XAMK, HiS, TUIASI, HKA, Ud'A, UoC, URN, MUS, MTU, UNIOVI)

Hosting of INGENIUM Diversity Week, a large-scale international event promoting equity, inclusion, and respect across universities. (URN)

Adoption of the European Charter for Researchers & Code of Conduct, reinforcing ethical research and responsible institutional practices beyond standard national requirements. (UoC)

Development of institutional procedures for international joint programmes, ensuring quality, transparency, and consistent monitoring in cross-border academic partnerships. (MUS)

Comprehensive set of ethical, anti-corruption, and conflict-of-interest rules that extend across all institutional levels, creating a distinctive integrity infrastructure. (XAMK)

The Social Responsibility Report includes structured collaboration with the third sector (NGOs, public bodies, local communities), strengthening institutional transparency and civic trust. (UNIOVI)

SDG 17 (Partnerships for the goals) highlights the importance of partnerships, a principle that resonates strongly within the university context, where collaboration is essential for meaningful progress. Universities thrive when they build connections, between students, staff, institutions, communities, and international partners, that allow ideas, resources, and expertise to be shared openly. These collaborations strengthen research, enrich learning experiences, and support innovative solutions to complex challenges. Working together across disciplines and borders also helps students understand the value of cooperation in addressing global issues. Through partnerships grounded in trust, shared goals, and mutual learning, universities create a dynamic environment where collective effort drives positive and lasting impact.

Participation in the INGENIUM European University Alliance (HKA, HiS, MTU, MUS, TUIASI, Ud'A, UNIOVI, UoC, URN, XAMK)

International research collaborations and cross-border academic partnerships (HKA, HiS, MTU, MUS, TUIASI, Ud'A, UNIOVI, UoC, URN, XAMK)

Partnerships with local government, NGOs, industry, and civil society (HKA, HiS, MTU, MUS, TUIASI, Ud'A, UNIOVI, UoC, URN, XAMK)

Institutional strategies for collaboration, SDG governance, and collective impact (HKA, HiS, MTU, MUS, TUIASI, Ud'A, UNIOVI, UoC, URN, XAMK)

Leadership of Work Package 7 – INGENIUM for Sustainable Development, coordinating sustainability integration across the entire alliance. (HiS)

Strategic partnerships with major regional research organizations, including FORTH, HCMR, and PAGNI University Hospital, forming one of the strongest research clusters in the alliance. (UoC)
UOC's designation as the EU Reference Centre for Aquatic Animal Welfare (EURCAW) also strengthens EU-level cooperation.

Robust partnership ecosystem involving NGOs, schools, hospitals, and government bodies, particularly in public health, climate-health, and sustainability outreach. (MUS)

Operation of the Observatory for the Implementation of the 2030 Agenda, formally coordinating SDG monitoring and promoting collaboration across sectors. (UNIOVI)

Membership in the UN Global Compact, committing the institution to internationally coordinated sustainability and human-rights principles. (XAMK)
Development of a joint sustainability reporting model for Finnish universities of applied sciences. (XAMK)

Distinct local collaborations with local government, NGOs, and industry, formally linked to sustainability and community development. (TUIASI)

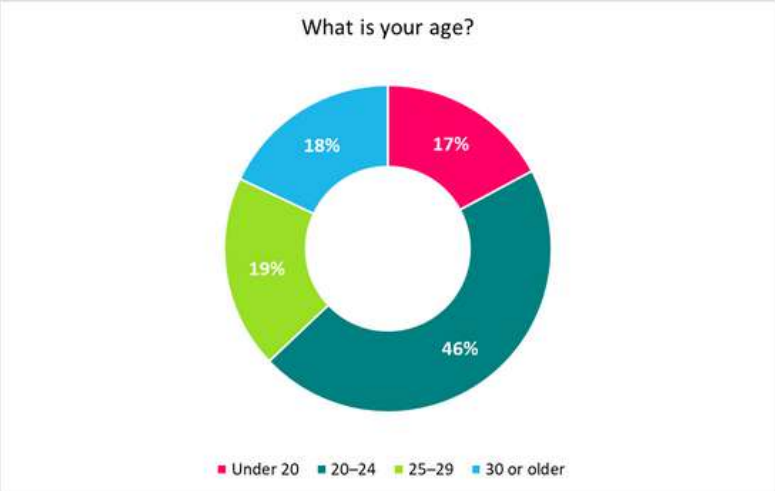
The T.URN Institute, a transversal structure aligning education, research, sustainability, and territorial partnerships. (URN)
Renewal of the DD&RS label in 2025, recognizing strong governance and collaboration practices in sustainable development. (URN)

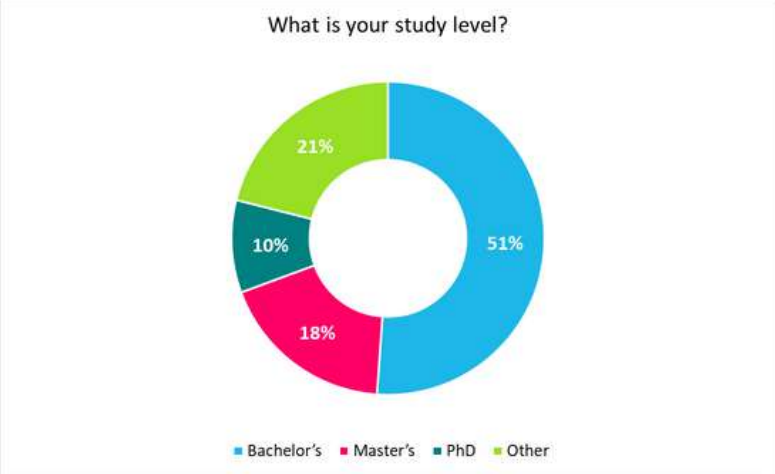
Student sustainability questionnaire: key findings

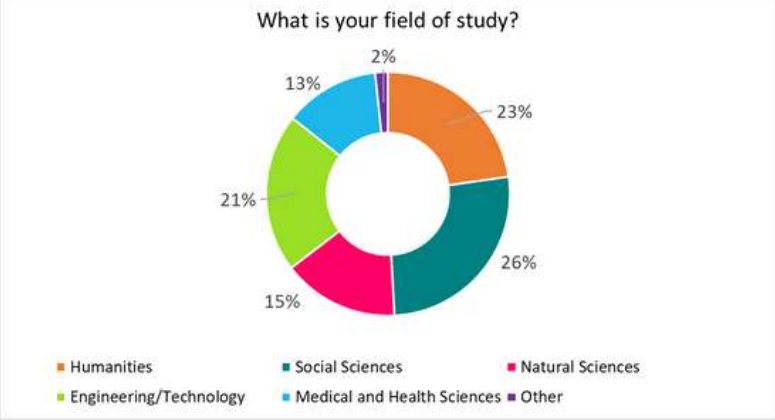
This section presents the consolidated results of the How Sustainable Are You? questionnaire, conducted across all INGENIUM universities as part of the FutureProof: Youth Action for Sustainable Change project. The aim of the survey was to better understand students' sustainability behaviours, attitudes, and campus-related experiences, and to identify areas where further support, resources, and action may be needed.

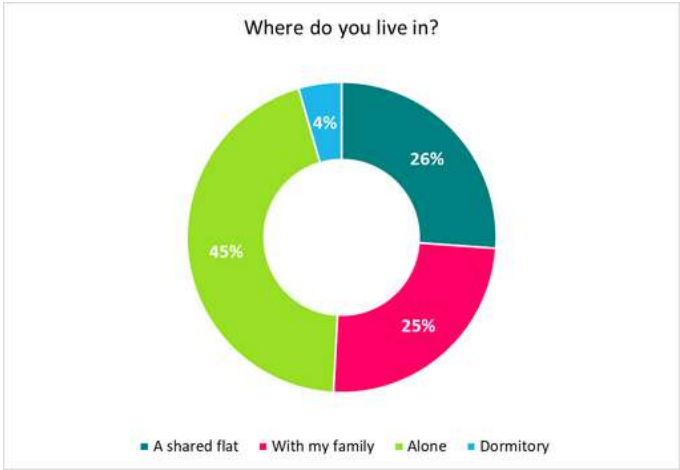
All responses were collected anonymously and analysed in aggregated form. By showcasing these findings in the Toolkit, we hope to provide a clearer picture of current sustainability engagement within the alliance and to support students, staff, and institutions in developing more effective sustainability initiatives and practices.

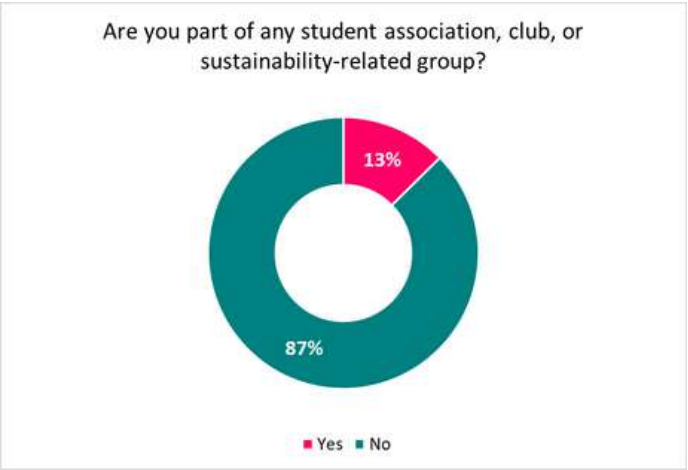
Section 1: General questions

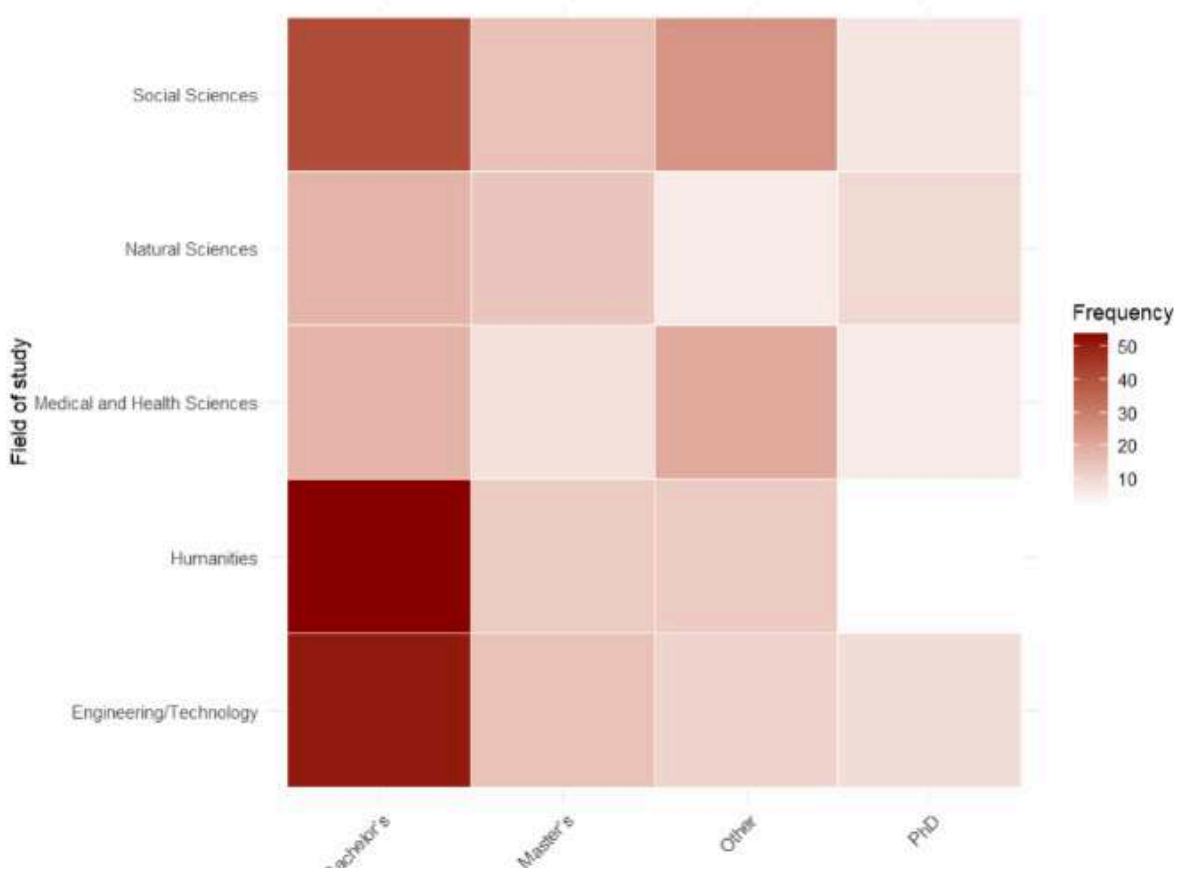








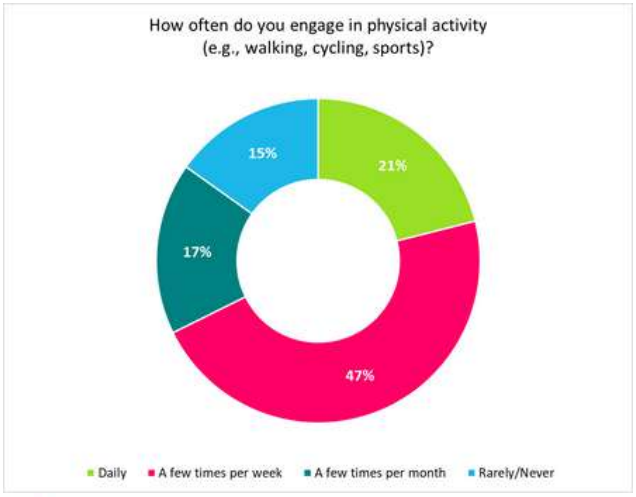


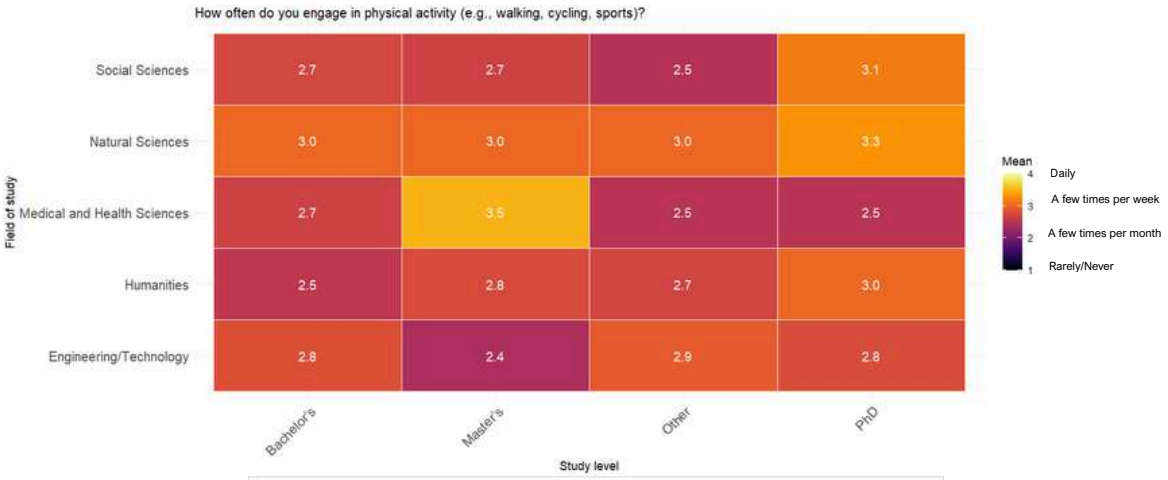


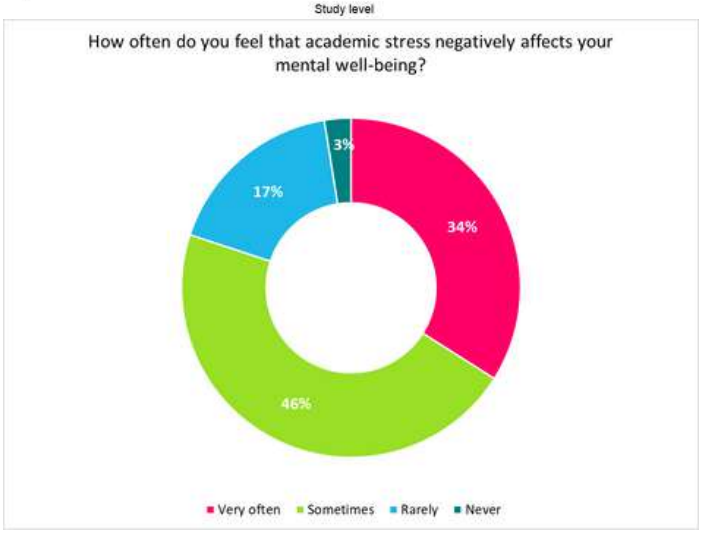
The general profile of respondents shows a predominantly young student population, with nearly half aged 20–24, followed by smaller shares in the under-20, 25–29, and 30+ categories. Most participants are enrolled in Bachelor's programmes (51%), while Master's (18%), PhD (10%), and other study levels (21%) together represent a diverse academic community. In terms of living arrangements, the largest share of students (45%) live alone, while others reside in shared flats (26%), with their families (25%), or in dormitories (4%). These findings reflect the varied living and study contexts within the INGENIUM network, highlighting a broad mix of academic pathways and personal circumstances.

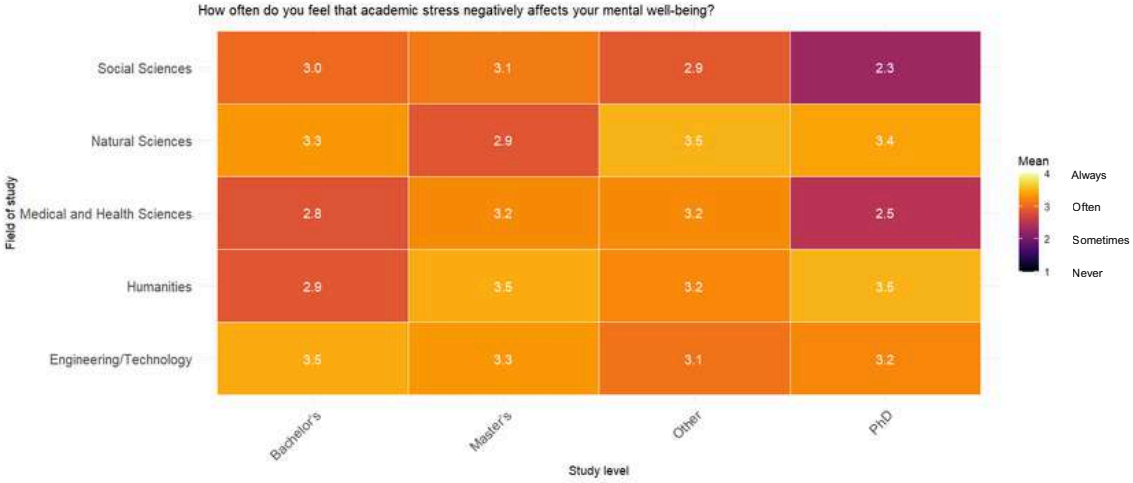
Engagement in organised student groups appears limited, with only 13% of respondents reporting membership in an association, club, or sustainability-related group. This indicates potential opportunities for universities to strengthen outreach, visibility, and participation in sustainability initiatives. The academic fields represented are well distributed, with Social Sciences (26%) and Humanities (23%) forming the largest categories, followed by Engineering/Technology (21%), Natural Sciences (15%), Medical and Health Sciences (13%), and a small proportion from other disciplines (2%). One point to clarify is what the "other" group in study level represents, as it is somewhat peculiar. The surveyed population is averaged across different fields of study and study levels, although there is a peak for bachelor students in Humanities, Engineering, and Social Sciences (which we think is normal due to the proportion of students in real life in each group in Ingenium Universities). This disciplinary diversity suggests that sustainability awareness and participation extend across multiple fields of study, offering a strong foundation for interdisciplinary collaboration and future sustainability actions within the alliance.

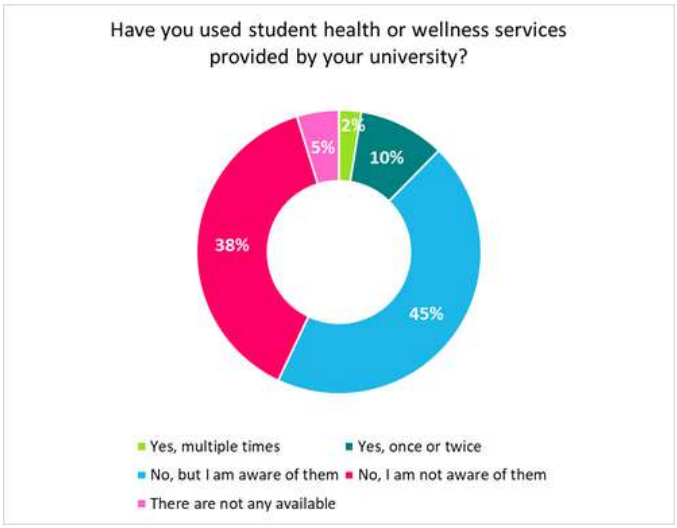
Section 2: SDG 3: Good Health and Well-Being

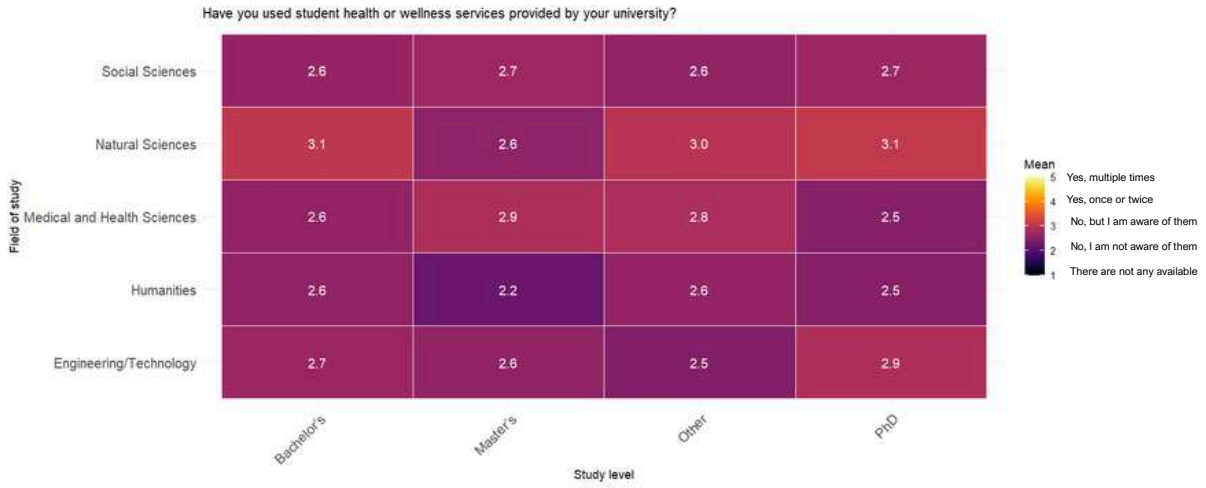


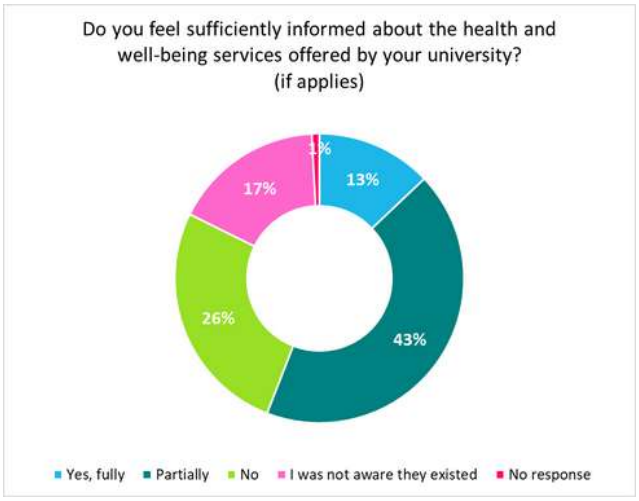


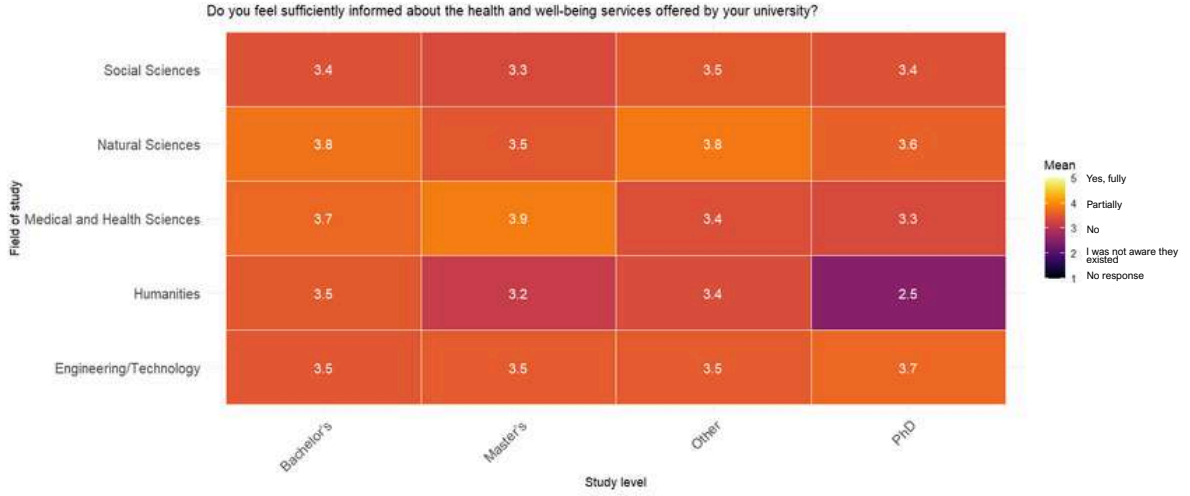


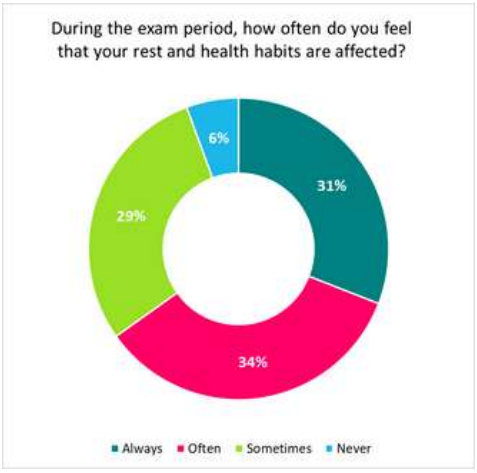


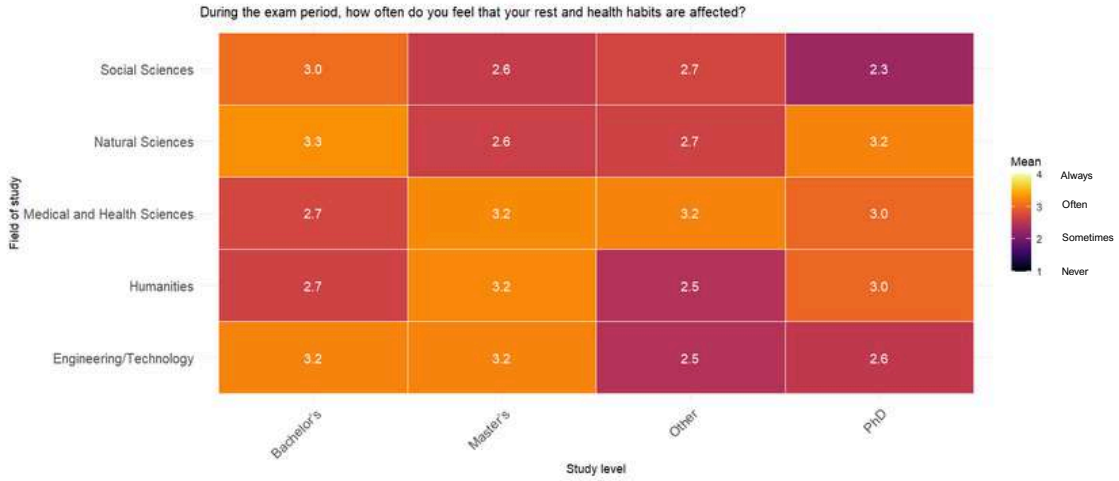

Have you used student health or wellness services provided by your university?
2%
10%
45%
38%
5%
Yes, multiple times
Yes, once or twice
No, but I am aware of them
No, I am not aware of them
There are not any available


Have you used student health or wellness services provided by your university?
Social Sciences
Natural Sciences
Medical and Health Sciences
Humanities
Engineering/Technology
Field of study
2.6
2.7
2.8
2.7
3.1
2.6
3.0
3.1
2.6
2.9
2.8
2.5
2.6
2.2
2.6
2.5
2.7
2.6
2.5
2.9
Bachelor's
Master's
Other
PhD
Study level
Mean
Yes, multiple times
Yes, once or twice
No, but I am aware of them
No, I am not aware of them
There are not any available


Do you feel sufficiently informed about the health and well-being services offered by your university? (if applies)
1%
13%
17%
26%
43%
Yes, fully
Partially
No
I was not aware they existed
No response


Do you feel sufficiently informed about the health and well-being services offered by your university?
Social Sciences
Natural Sciences
Medical and Health Sciences
Humanities
Engineering/Technology
Field of study
3.4
3.3
3.5
3.4
3.8
3.5
3.8
3.6
3.7
3.9
3.4
3.3
3.5
3.2
3.4
2.5
3.5
3.5
3.5
3.7
Bachelor's
Master's
Other
PhD
Study level
Mean
Yes, fully
Partially
No
I was not aware they existed
No response

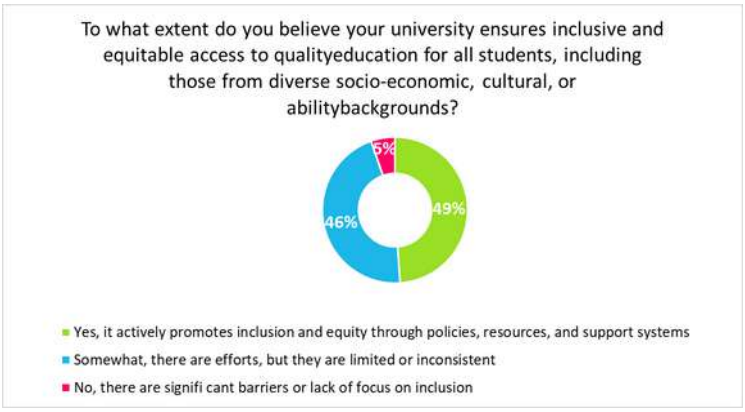


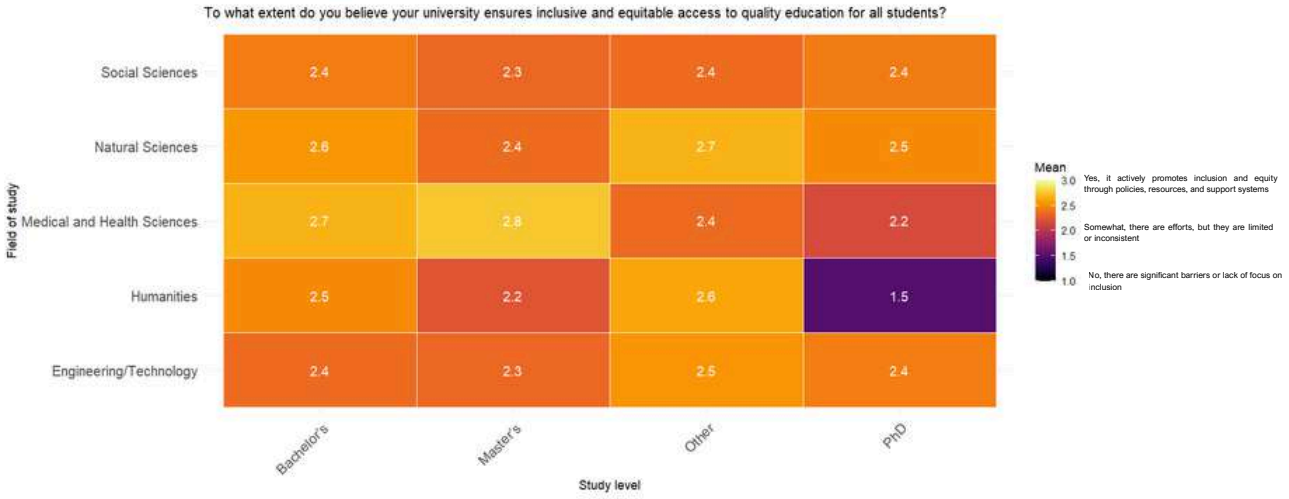


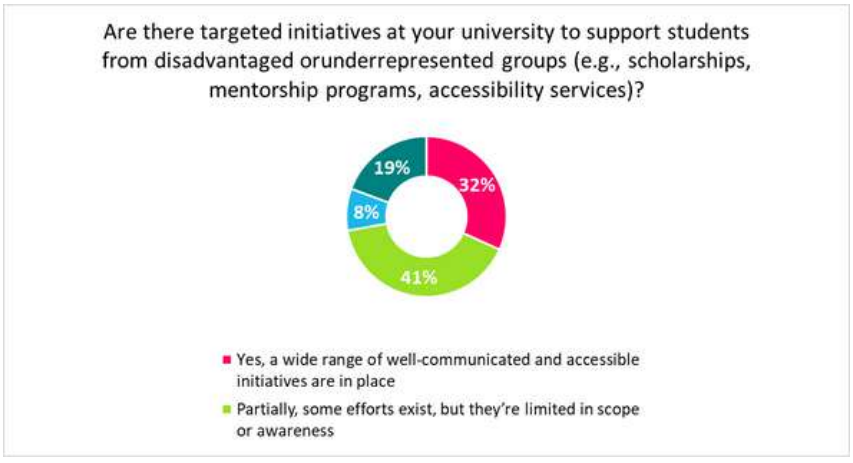
The results indicate notable challenges and behaviours related to students' physical and mental well-being, aligning closely with the objectives of SDG 3. Nearly half of respondents engage in physical activity only a few times per month, while 15% report rarely or never being active, suggesting that a significant proportion of students may not be meeting recommended activity levels. There is a reduction in sports or physical activity as the level of education increases. A line plot over time could illustrate this trend effectively. Academic stress emerges as a major concern: 34% experience negative effects on their mental well-being "very often," and an additional 46% report this occurring "sometimes," highlighting the pervasive impact of study-related pressures. Almost all groups agree that academic stress affects their mental well-being, at least sometimes, which could be related to the previous points. Furthermore, exam periods intensify these issues, with over one-third of students stating their rest and health habits are "often" affected, and another 29% reporting that this occurs "sometimes." Very few groups have used university health and wellness services, either due to lack of knowledge or not seeking them. This could be interesting to relate to exam-related stress and potential mitigation strategies. Unfortunately, exams negatively affect the health habits and rest of almost all students, often, with some groups, such as PhD students, reporting it always. Notably, there is a peak effect among PhD students following a decrease among master's students. These patterns underscore the need for enhanced strategies to support both preventive and responsive approaches to student well-being.

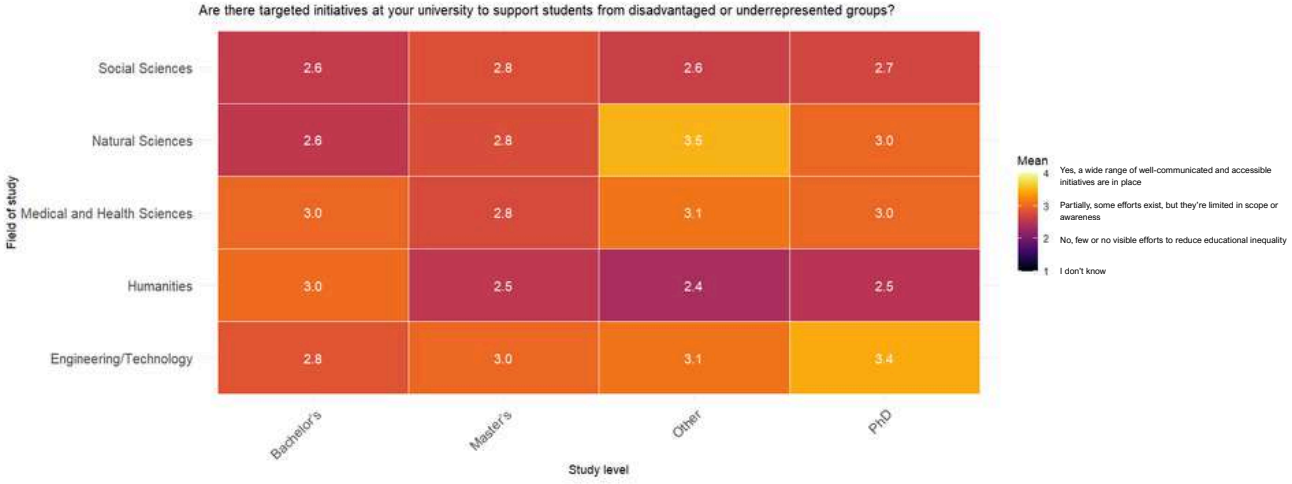
Regarding access to and awareness of university health and wellness services, the data reveal substantial gaps in utilisation and communication. Although 45% of students have used such services at least once, a considerable share either never used them (38%) or used them without fully engaging. Awareness remains uneven: while 43% feel partially informed, 26% were not aware of health services at all, and 17% explicitly stated they do not feel sufficiently informed. Very few bachelor's, master's, or doctoral students consider themselves fully informed about the university's health and well-being services. (Consider changing colors or markers in visualizations to emphasize this). This indicates that many students may not be accessing potentially beneficial resources simply because information is not reaching them effectively. Overall, the findings suggest that universities across the alliance would benefit from strengthening communication pathways, expanding preventive mental health support, and promoting active lifestyles to advance SDG 3 and improve overall student well-being.

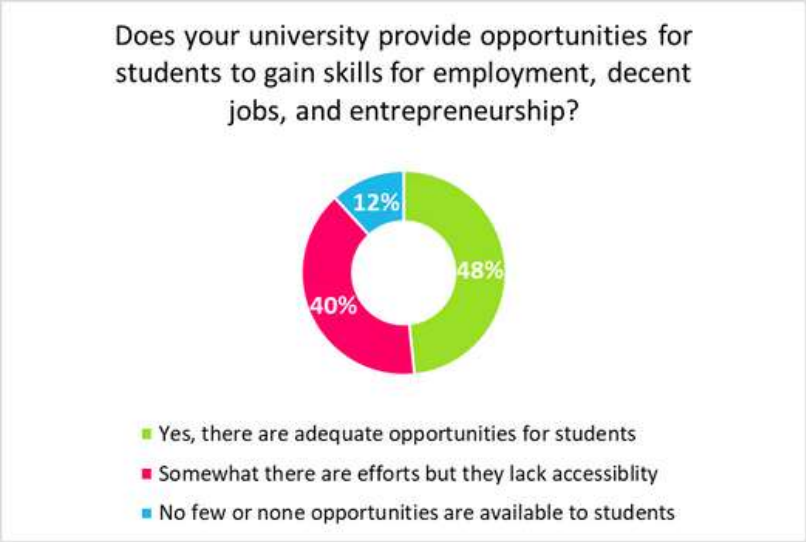
Section 3: SDG 4: Quality Education

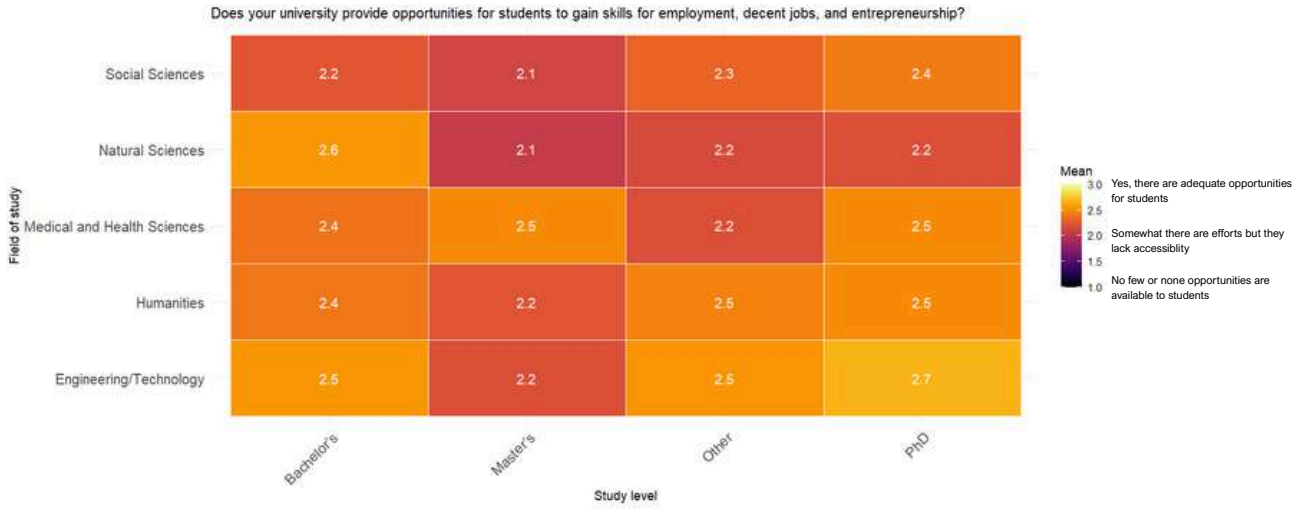








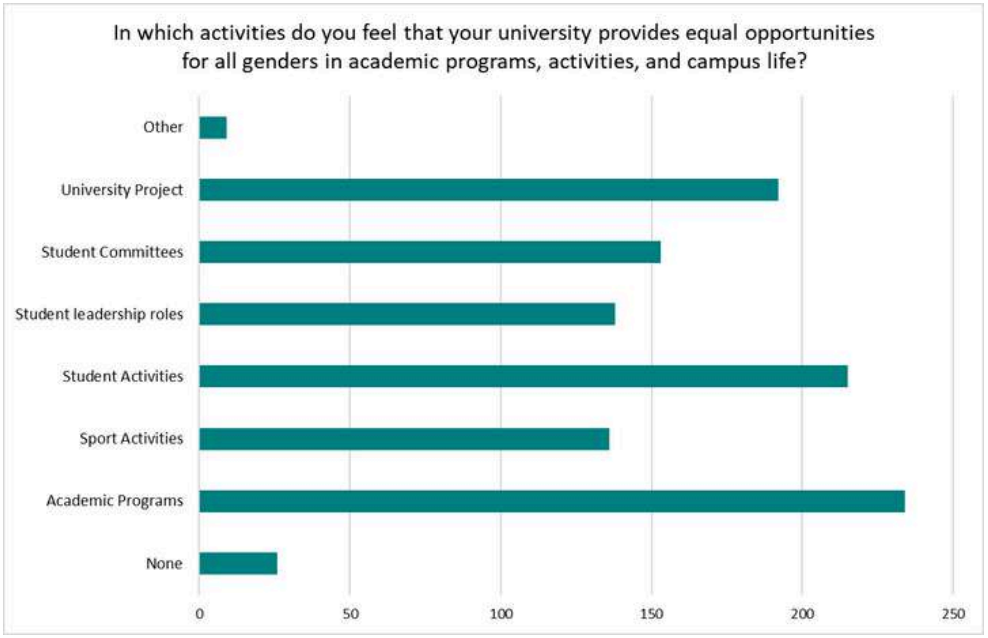


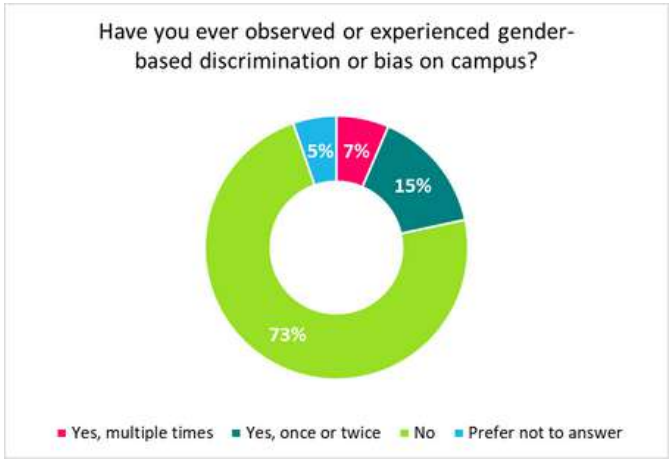


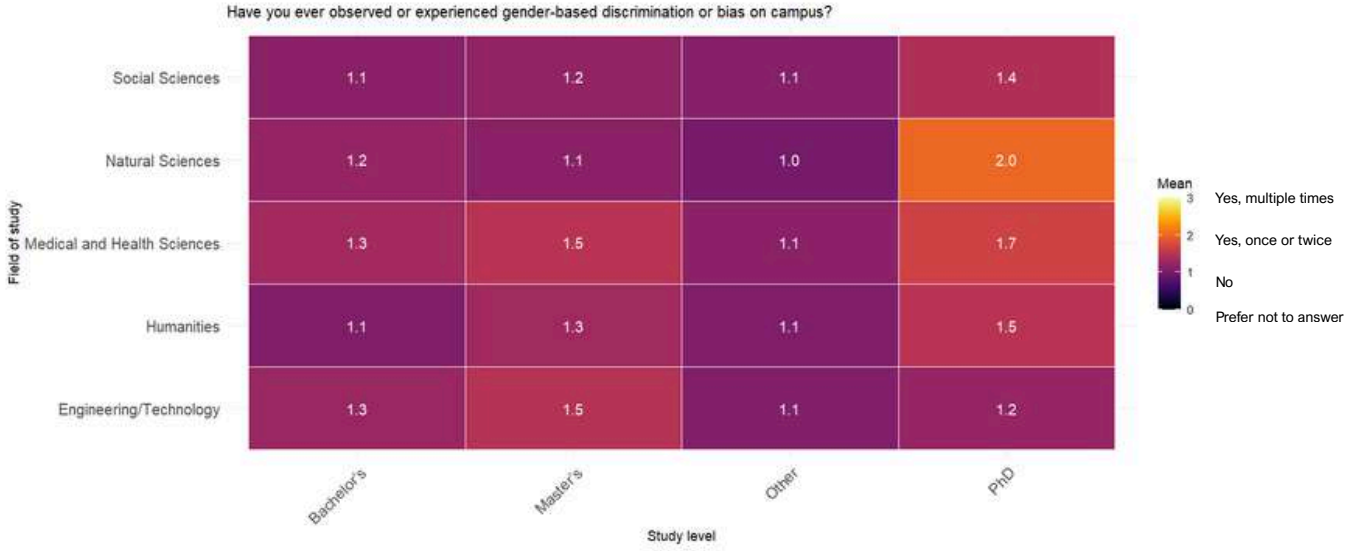
The results related to SDG 4 show that students recognise ongoing efforts toward inclusive and equitable education within INGENIUM universities, but also highlight areas where implementation and communication can be strengthened. While nearly half of respondents feel their institutions actively promote inclusion, an almost equal share report that initiatives exist but remain limited or inconsistently applied. The majority of students state that the university actively promotes inclusion and equity through policies, resources, and support systems, or at least does so somewhat, with Master's students being especially convinced of this. Similarly, although many students acknowledge targeted support for underrepresented groups, a significant proportion are either unaware of these measures or perceive them as insufficiently accessible. All groups that report being informed on the topic mention that there is full or partial support for disadvantaged or underrepresented students; therefore, emphasis should be placed on making these resources known to those who are unaware. This indicates the need for clearer communication, better visibility of resources, and more systematic outreach to ensure all students can benefit from existing support structures.

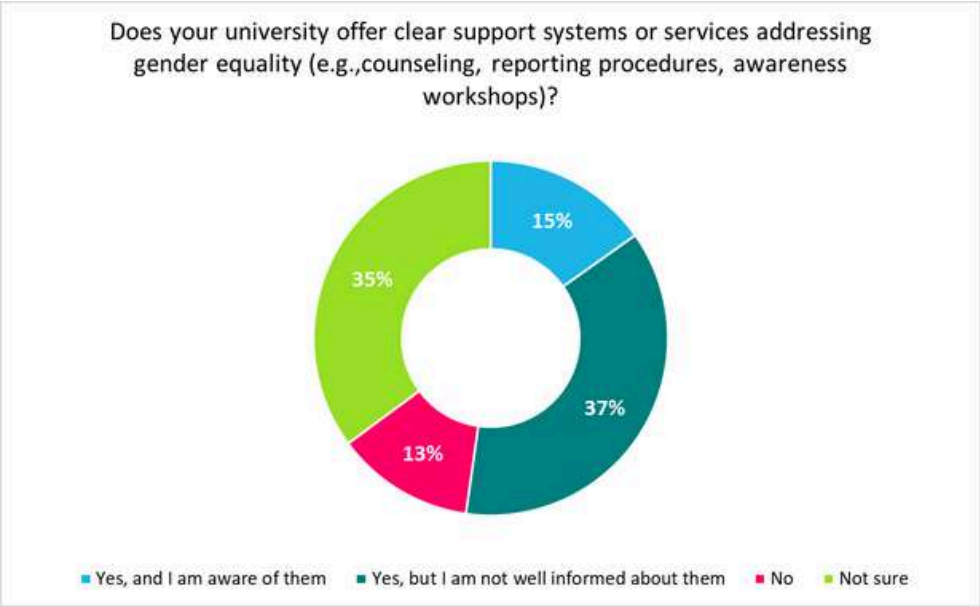
Regarding opportunities for developing employment and entrepreneurship skills, most students agree that such initiatives are available, yet many feel they are not fully accessible or widely promoted. Almost all groups believe there are opportunities to gain employment and entrepreneurship skills during their university studies, except for bachelor's students in Social Sciences. To address this, INGENIUM universities could enhance cross-campus information channels, broaden participation pathways, and ensure that skill-building programmes are inclusive, practical, and responsive to student needs. Strengthening coordination across the alliance, sharing best practices, and co-developing resources would further support progress toward SDG 4 by ensuring consistently high-quality educational opportunities for all students.

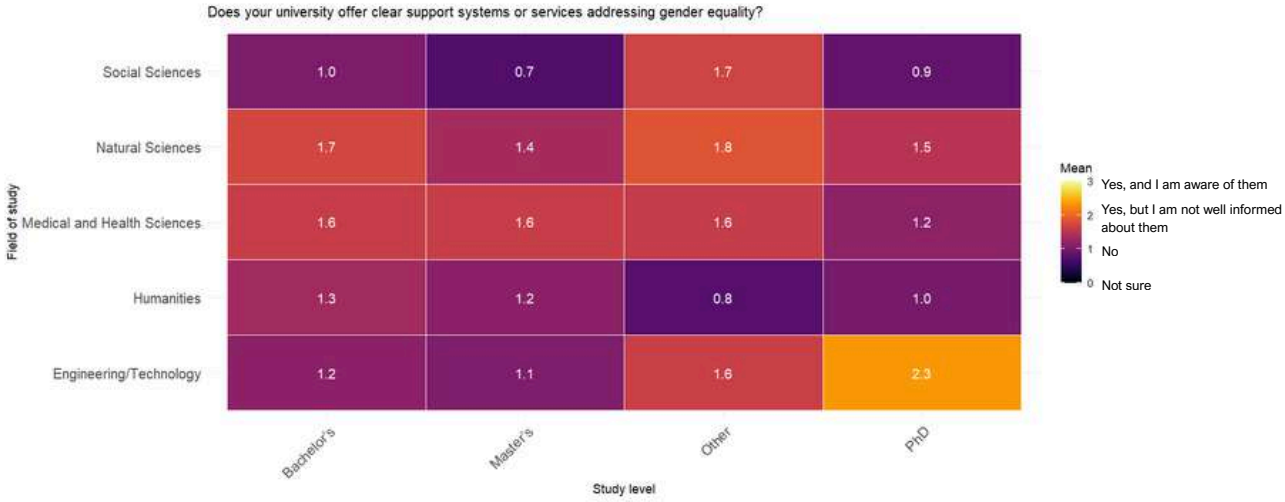
Section 4: SDG 5: Gender Equality





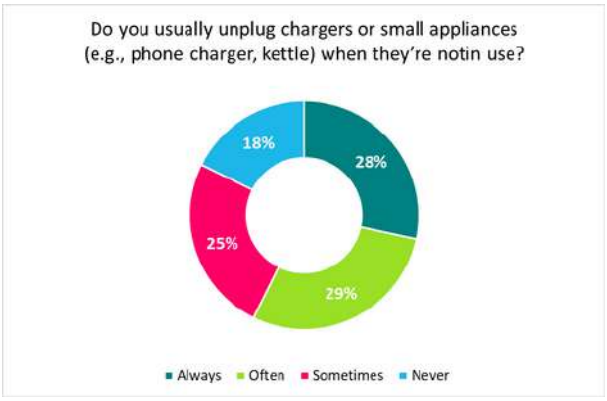


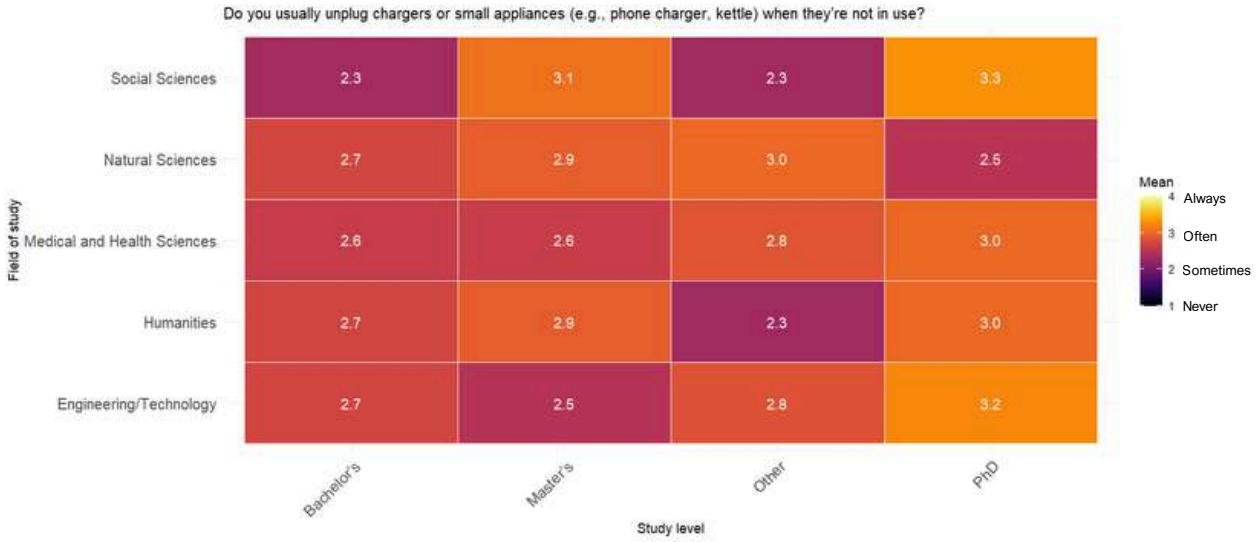


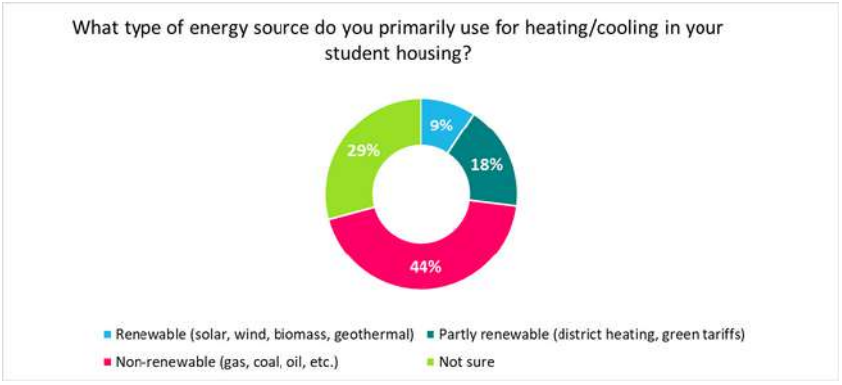


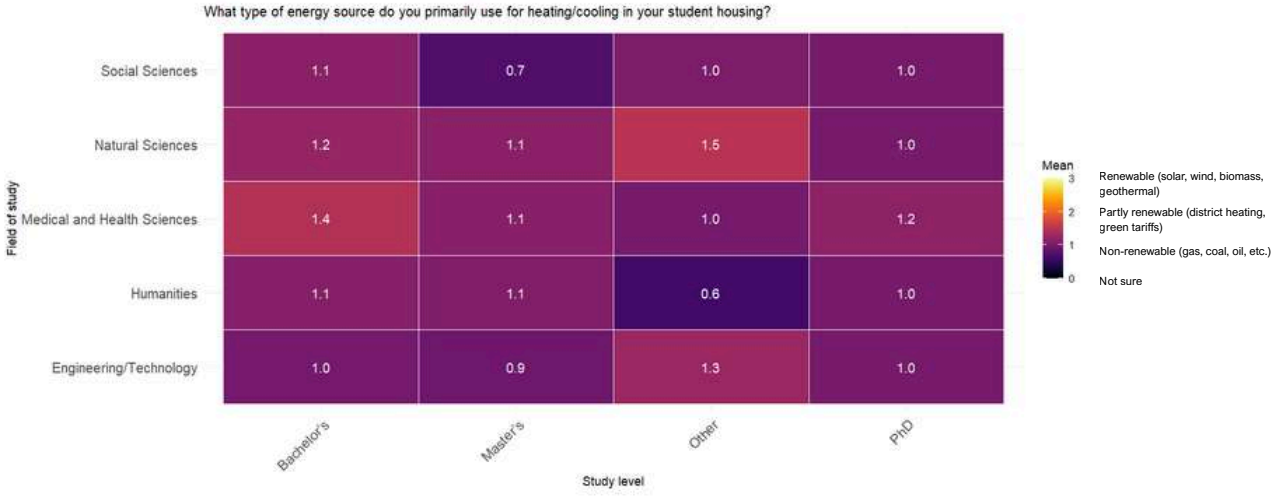
The findings related to SDG 5 suggest that students generally perceive their universities as providing equal opportunities across academic programmes, student activities, leadership roles, and committees; however, smaller yet relevant shares point to gaps in inclusion and awareness. Although most respondents (73%) reported no experience of gender-based discrimination, a notable minority indicated having witnessed or experienced bias, underscoring the need for stronger prevention and reporting mechanisms. Nevertheless, the results showed that the highest average observed gender-based discriminations have been seen by PhD students. Additionally, while over half of students acknowledge the existence of gender-equality support systems, many are either not well informed or uncertain about them. A large portion of students are either unaware of or not well-informed about the university's gender-equality systems. To advance SDG 5, INGENIUM universities can enhance visibility and accessibility of gender-equality services, strengthen awareness campaigns, ensure clear and confidential reporting procedures, and create more proactive training and prevention initiatives that reach the entire student community.

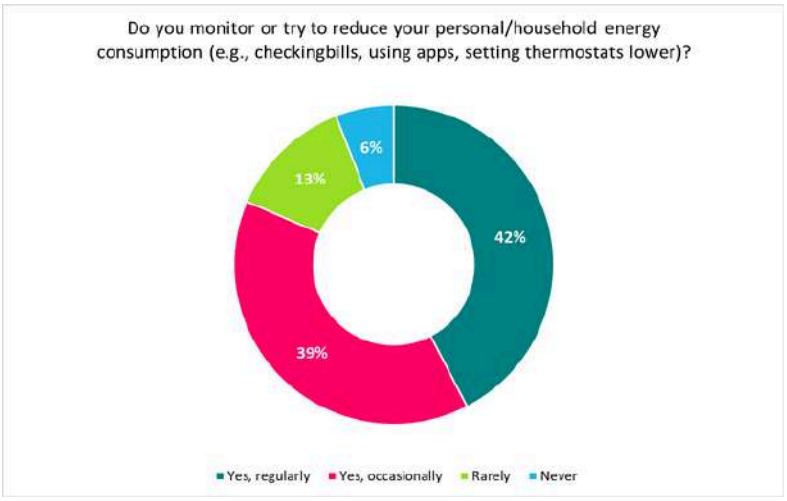
Section 5: SDG 7: Affordable and Clean Energy

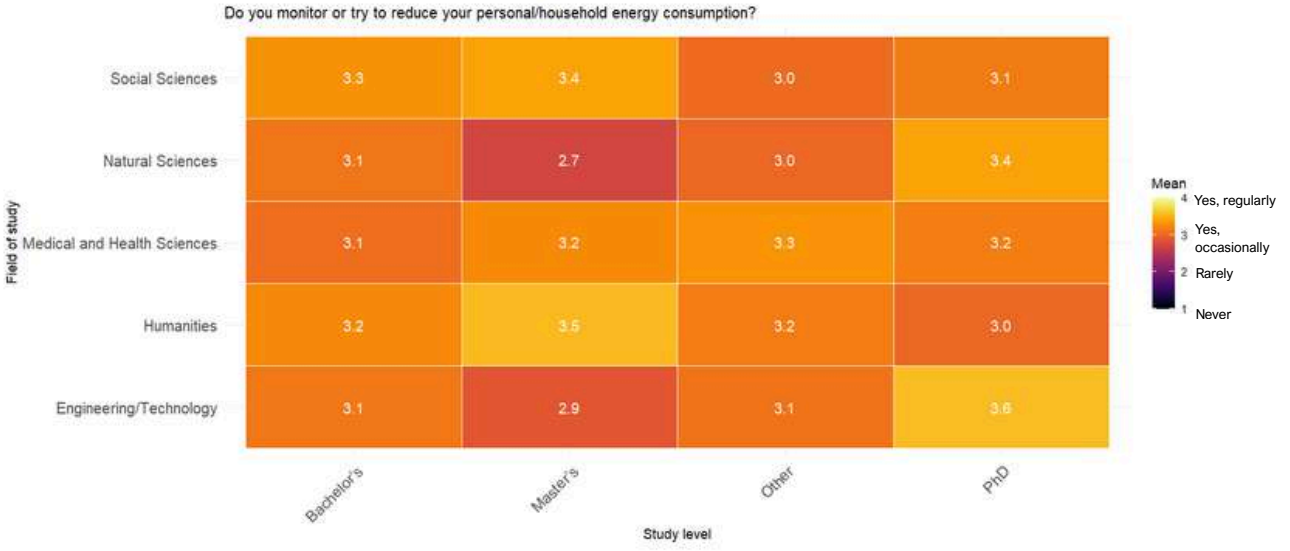






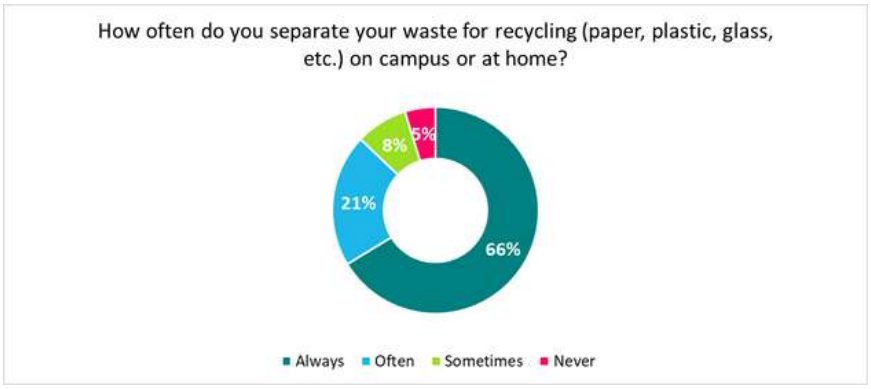


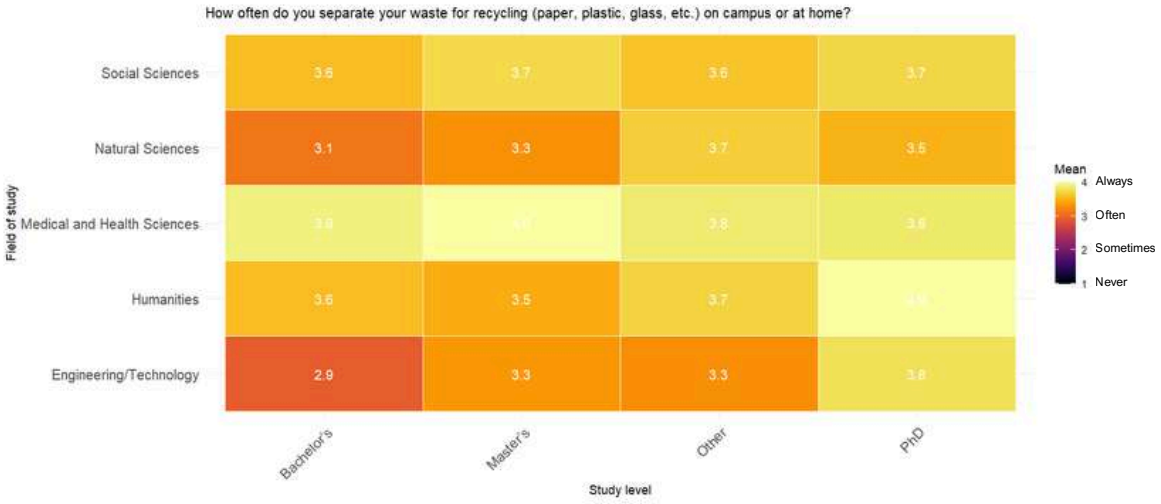


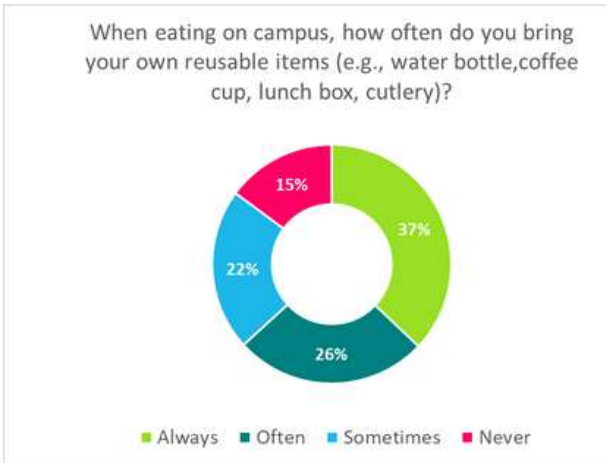


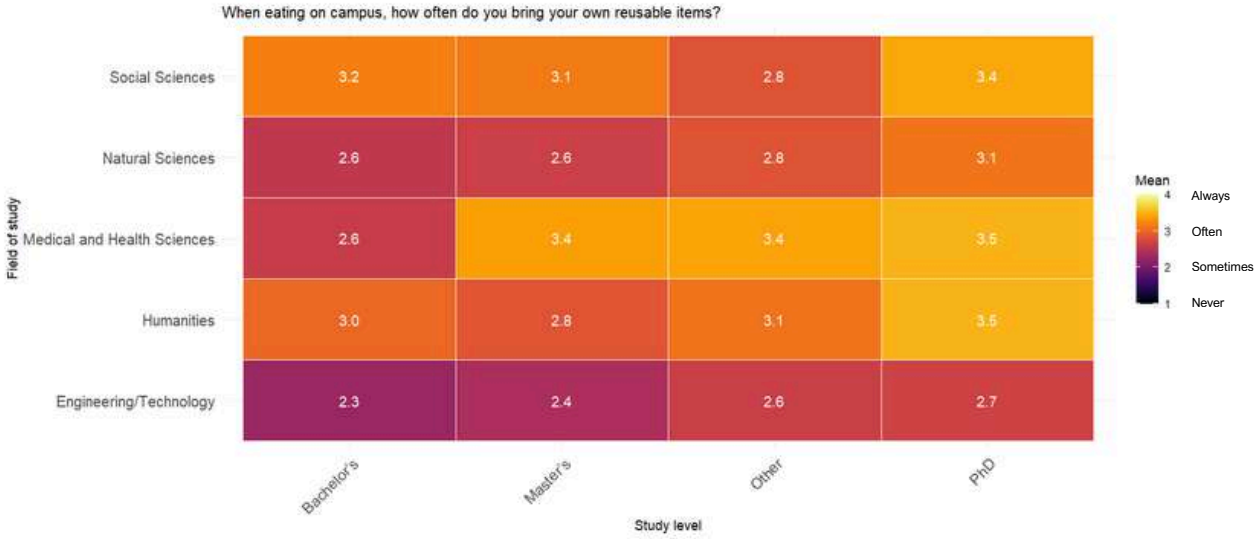
The findings linked to SDG 7 show that while many students engage in energy-saving behaviours, such as unplugging appliances (28% always, 29% often) and monitoring household consumption (42% regularly, 39% occasionally) and this behaviour gets even more noticeable while the study level increases. Nevertheless, there remains substantial room for improvement, especially among those who rarely or never adopt such practices. Energy sources used in student housing reflect broader structural and infrastructural realities rather than individual choices. Nearly half of respondents report living in housing powered mainly by non-renewable energy, and almost one-third are unsure of the source, which underscores the importance of clearer information and ongoing transitions aligned with EU directives promoting renewable and low-carbon energy. This highlights an opportunity for universities to raise awareness about energy systems, support students in understanding their housing context, and collaborate at institutional and municipal levels to advance the shift toward cleaner energy solutions. To advance SDG 7, INGENIUM universities can strengthen energy literacy initiatives, provide clearer information on energy use in student accommodations, and integrate practical guidance on energy efficiency into campus campaigns and student support services. They can also promote behavioural change through targeted awareness activities, sustainability challenges, and hands-on workshops that empower students to adopt more responsible and energy-efficient habits.

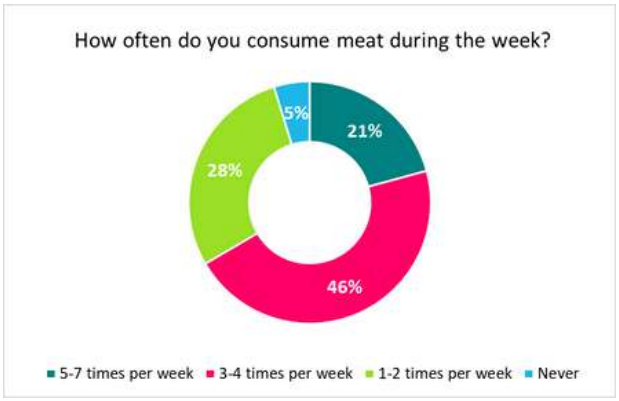
Section 6: SDG 12: Responsible Consumption and Production

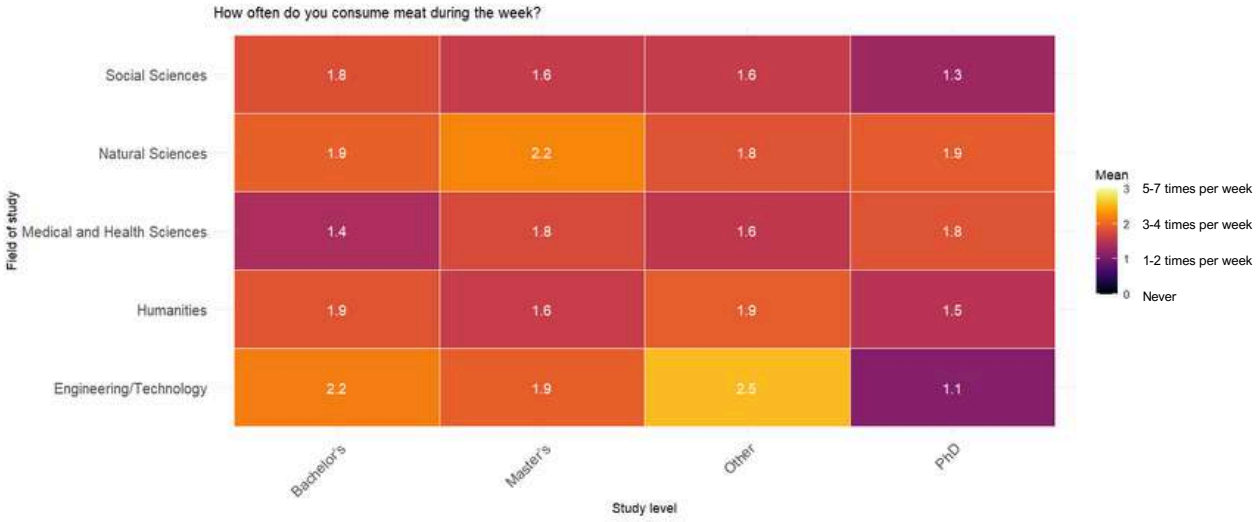


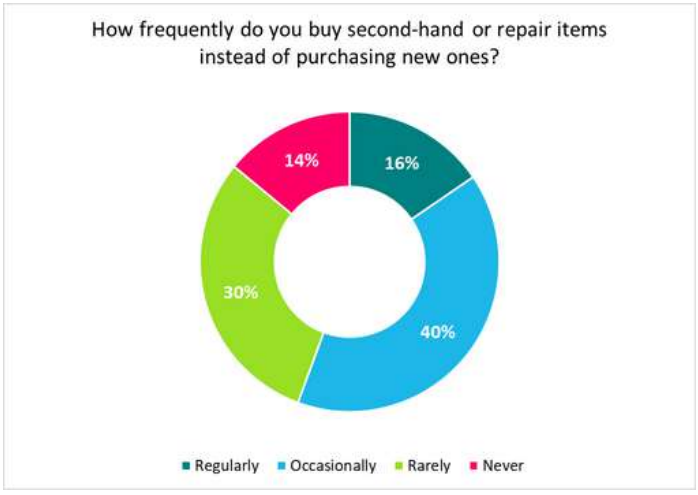


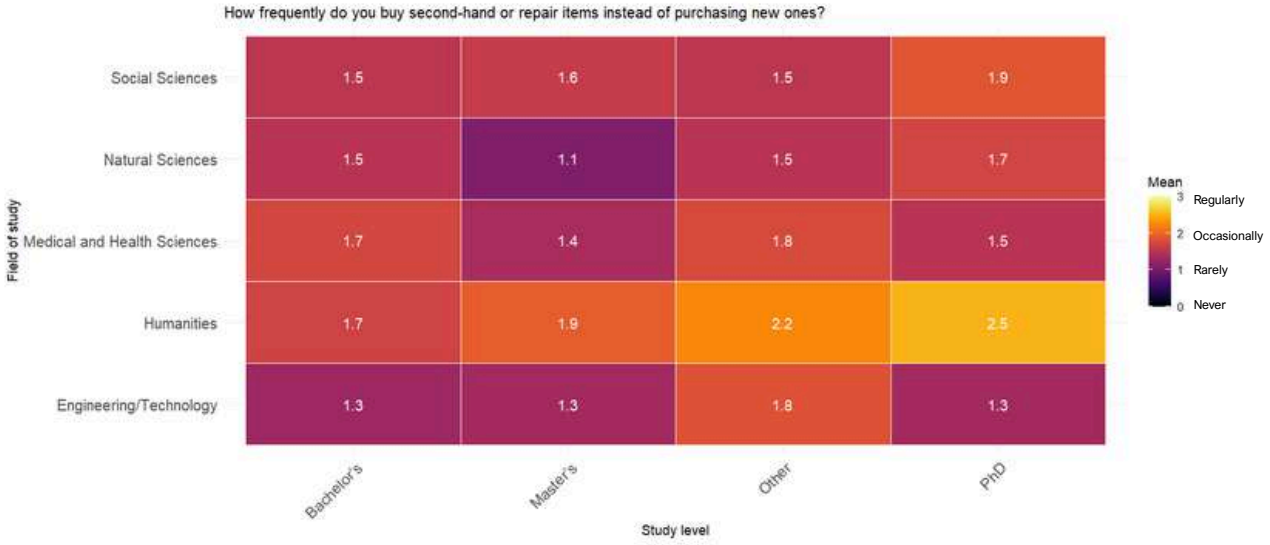





How often do you consume meat during the week?
21%
46%
28%
5%
5-7 times per week
3-4 times per week
1-2 times per week
Never


How often do you consume meat during the week?
Social Sciences
Natural Sciences
Medical and Health Sciences
Humanities
Engineering/Technology
Field of study
1.8
1.6
1.6
1.3
1.9
2.2
1.8
1.9
1.4
1.8
1.6
1.8
1.9
1.6
1.9
1.5
2.2
1.9
2.5
1.1
Bachelor's
Master's
Other
PhD
Study level
Mean
5-7 times per week
3-4 times per week
1-2 times per week
Never

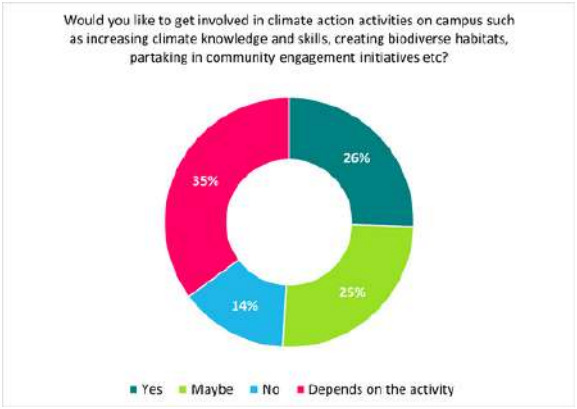

How frequently do you buy second-hand or repair items instead of purchasing new ones?
16%
40%
30%
14%
Regularly
Occasionally
Rarely
Never

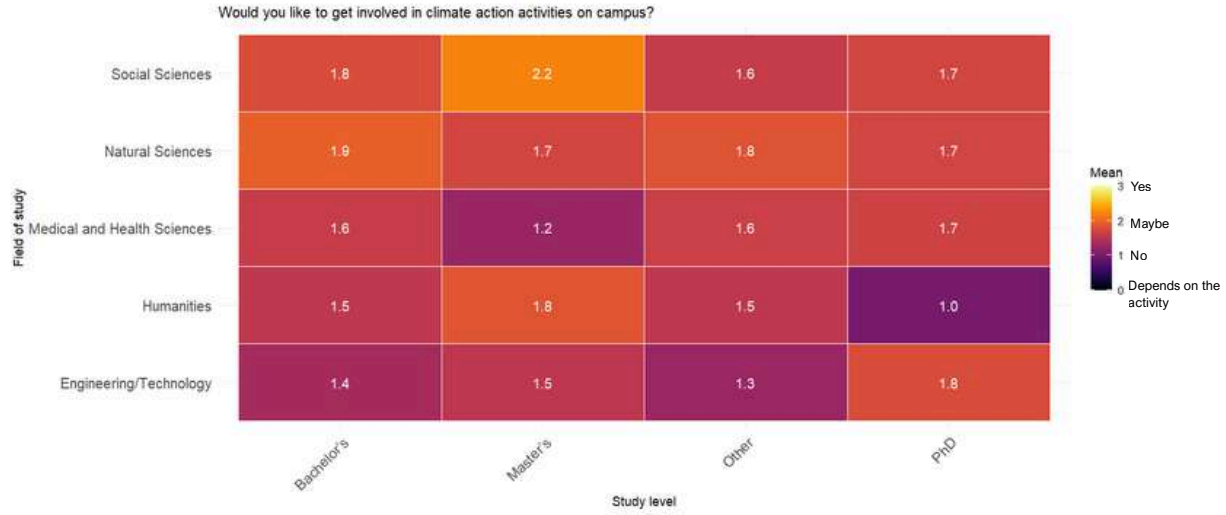

How frequently do you buy second-hand or repair items instead of purchasing new ones?
Social Sciences
Natural Sciences
Medical and Health Sciences
Humanities
Engineering/Technology
Field of study
1.5
1.6
1.5
1.9
1.5
1.1
1.5
1.7
1.7
1.4
1.8
1.5
1.7
1.9
2.2
2.5
1.3
1.3
1.8
1.3
Bachelor's
Master's
Other
PhD
Study level
Mean
Regularly
Occasionally
Rarely
Never

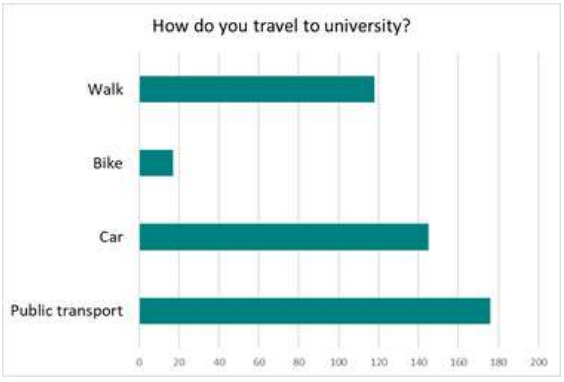
The results related to SDG 12 show that students across the INGENIUM Alliance already practice several forms of sustainable consumption, particularly regarding waste separation. Around two-thirds of respondents report consistently recycling, and the majority of students indicate that they always or often separate waste, with bachelor's students most frequently reporting this behaviour. In contrast, practices such as bringing reusable items to campus meals, reducing meat consumption, and choosing second-hand or repaired products vary considerably across education levels and fields of study, highlighting areas with potential for improvement. PhD students are more likely to use reusable utensils, possibly due to longer days on campus and the need to bring their own meals, whereas bachelor's students report much lower engagement in this practice. While some students regularly use reusable items and purchase second-hand goods, many do so only occasionally or rarely. Meat consumption patterns are relatively similar across groups, typically ranging from three to four times per week, although in some cases consumption reaches up to seven times weekly. Doctoral students also show a stronger tendency to buy second-hand items or repair belongings, while master's students report minimal engagement in these behaviours.

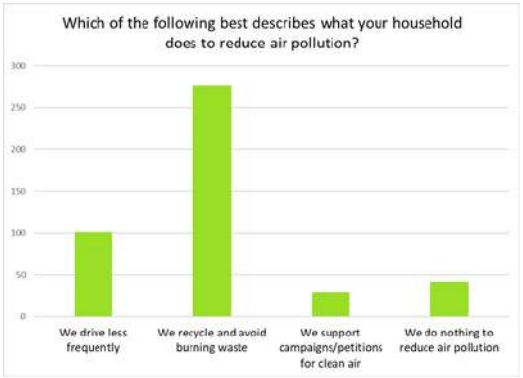
To further advance SDG 12, INGENIUM universities could enhance on-campus recycling and reusable infrastructure, expand the availability of low-impact food options in university canteens, and promote circular economy practices through repair workshops, swap events, and targeted awareness campaigns. Making sustainable choices easier, more visible, and socially supported can help foster more consistent responsible consumption patterns among students.

Section 7: SDG 13: Climate Action



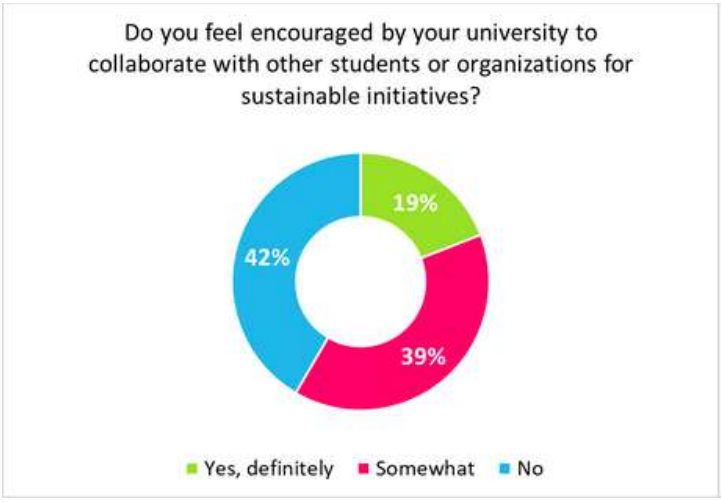


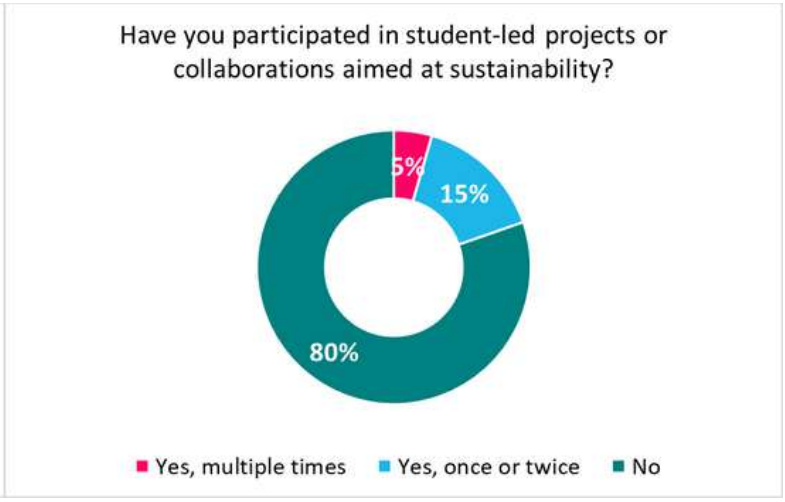


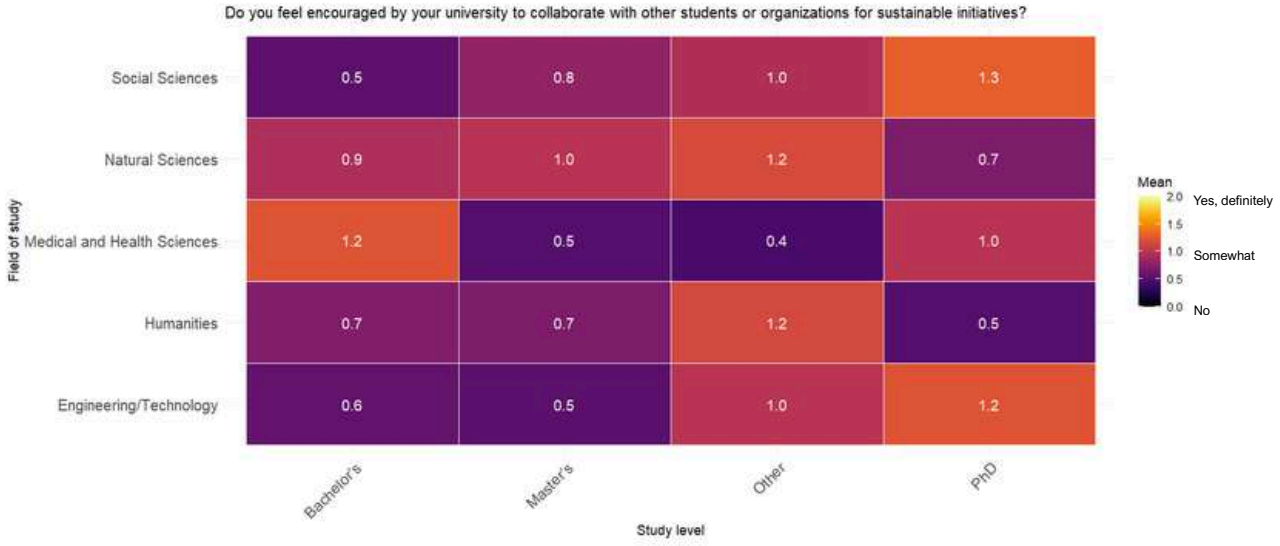


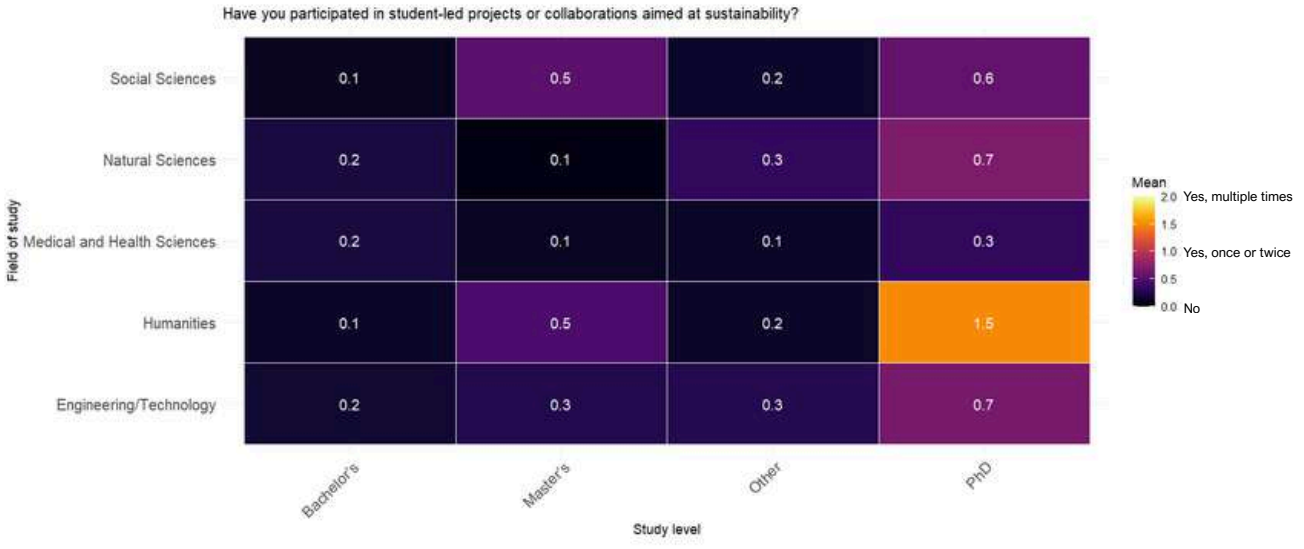
The results for SDG 13 show that students express a strong interest in climate action, with many willing to participate in campus initiatives depending on the activity, indicating a significant potential for engagement if opportunities are accessible, relevant, and well-communicated. Consistent with the inherent content of the Natural Sciences, students at all education levels report participating in activities aimed at mitigating climate change and conserving nature. Furthermore, nearly all groups agree that they could be interested in at least some sustainability activities. Travel patterns reveal that while a considerable number of students use public transport or walk, a large proportion still rely on cars, highlighting the need for sustainable mobility incentives across campuses. At the household level, most respondents report engaging in climate-positive behaviours, especially recycling and avoiding waste burning, yet fewer participate in advocacy or broader community actions. To strengthen climate action, INGENIUM universities can build on students' clear interest by expanding hands-on involvement opportunities and integrating more climate literacy and awareness activities into campus life. By organizing engaging projects, workshops, and community-focused initiatives, universities can help transform students' motivation into meaningful collective impact, reinforcing a positive culture of climate responsibility across the alliance.

Section 8: SDG 17 - Partnerships for the Goals





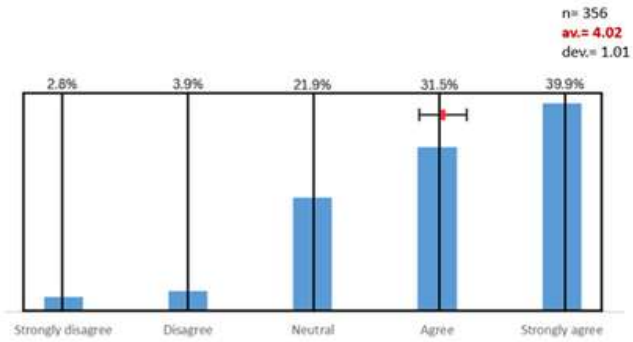




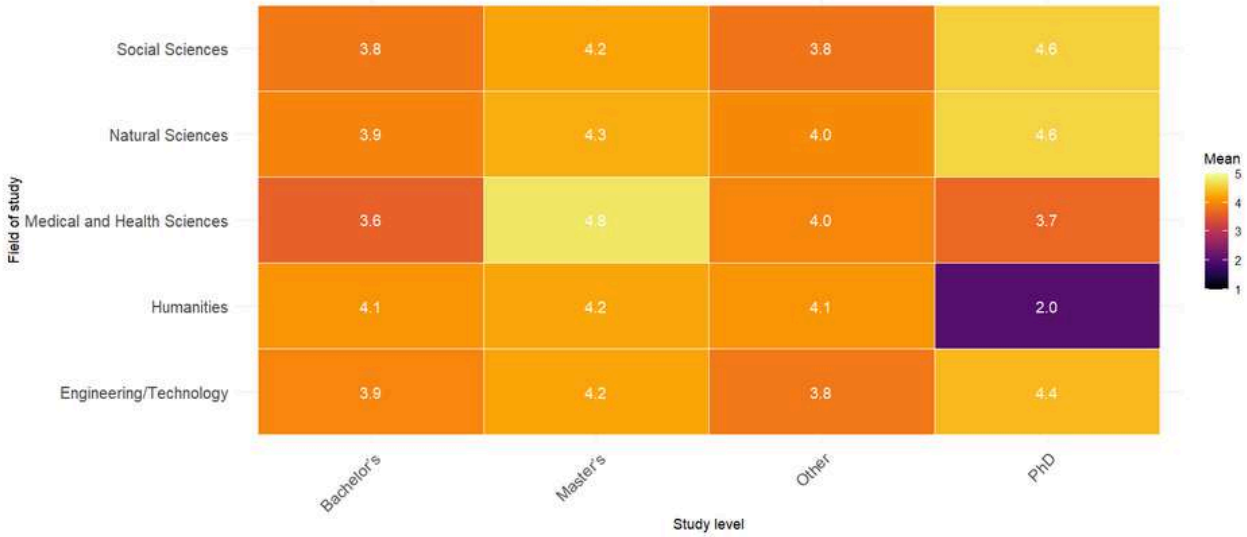
The results for SDG 17 reveal a notable gap between perceived encouragement and actual participation in sustainability collaborations. While most students report feeling at least somewhat supported by their university to engage in joint sustainability initiatives, almost all groups feel encouraged by their university to collaborate in sustainability efforts (except bachelor's students in Humanities and PhD students in Social Sciences). A substantial majority (80%) have not yet taken part in student-led projects or partnerships, with students from almost all fields admitting not having participated in sustainability-related projects (especially those in Humanities and Engineering). However, as the level of education increases, they report having participated at least once or twice. An interesting case is Health Sciences, where only bachelor's students report participation, which may indicate that opportunities for sustainability collaborations in health-related programs are being implemented only recently. This indicates an opportunity to make existing initiatives even more visible, accessible, and clearly structured for student participation. To support greater engagement, universities can make existing initiatives even more visible, ensure participation pathways are easy to navigate, and actively promote cross-institutional collaboration platforms. Enhancing these areas would enable students to move from feeling encouraged to confidently participating in joint sustainability initiatives across the alliance.

Section 9: Sustainable development related questions

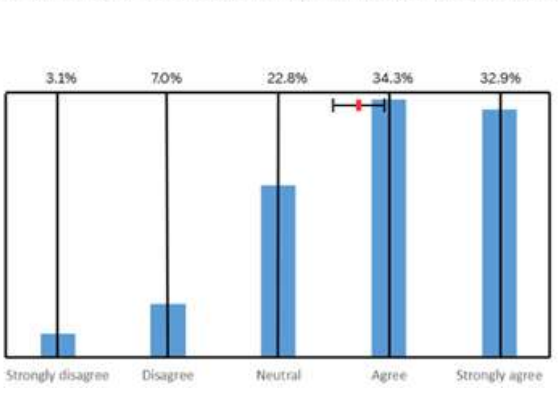
Higher education can contribute towards sustainable development



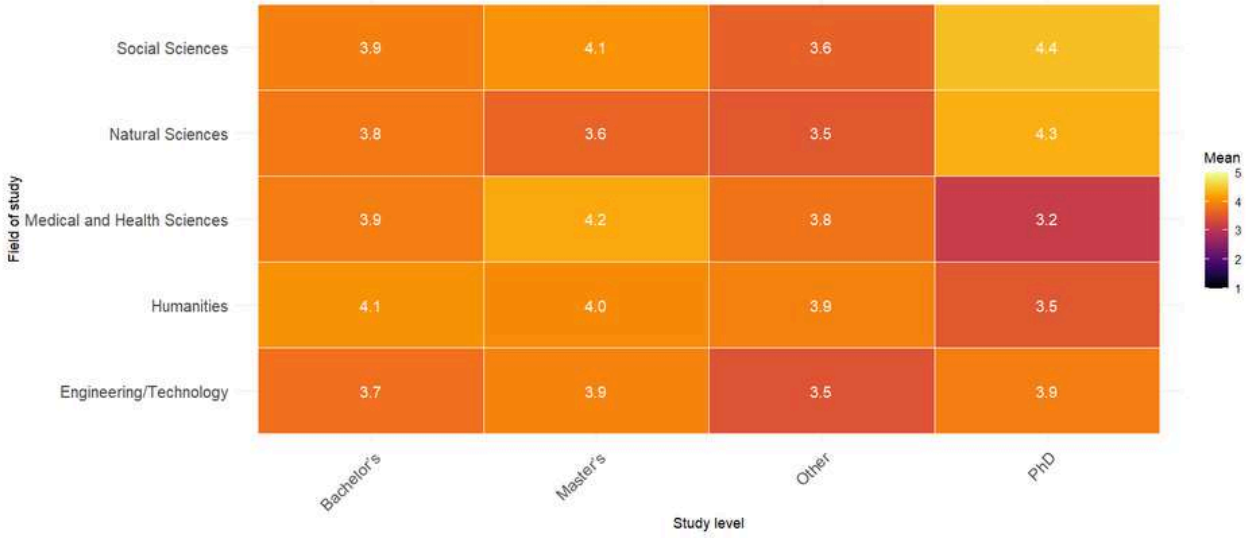
Higher Education can contribute towards sustainable development (1-Strongly Disagree, 5- Strongly Agree)

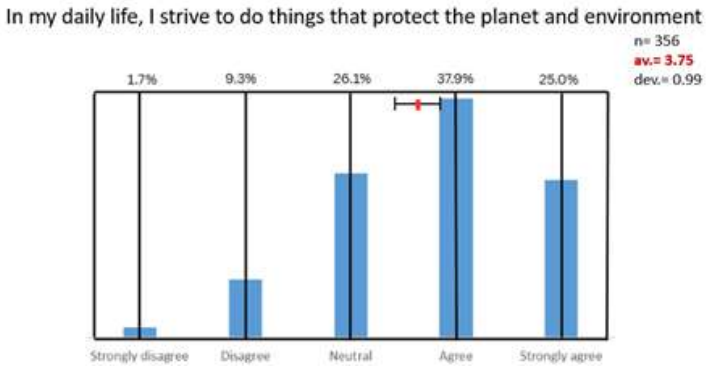


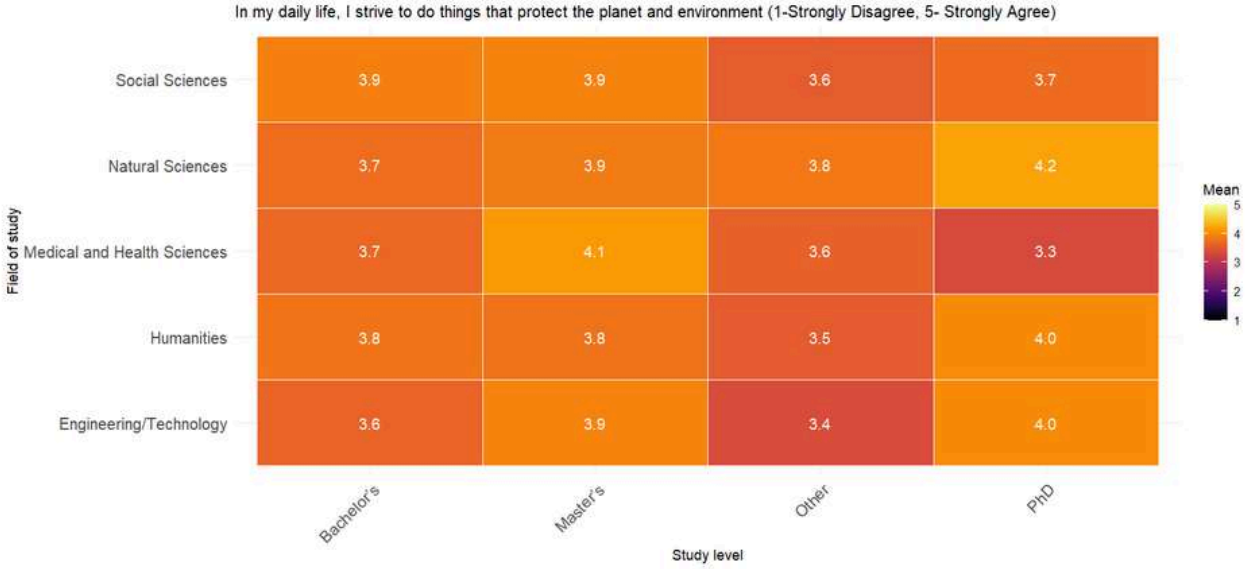
I would like to have the skills to advocate for human rights and sustainable development

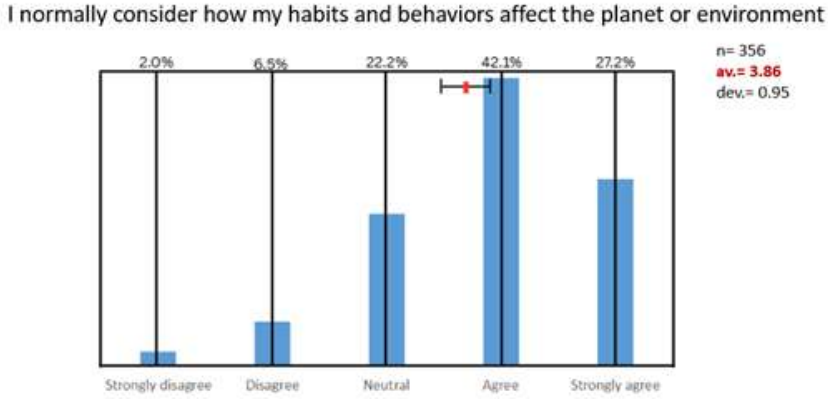


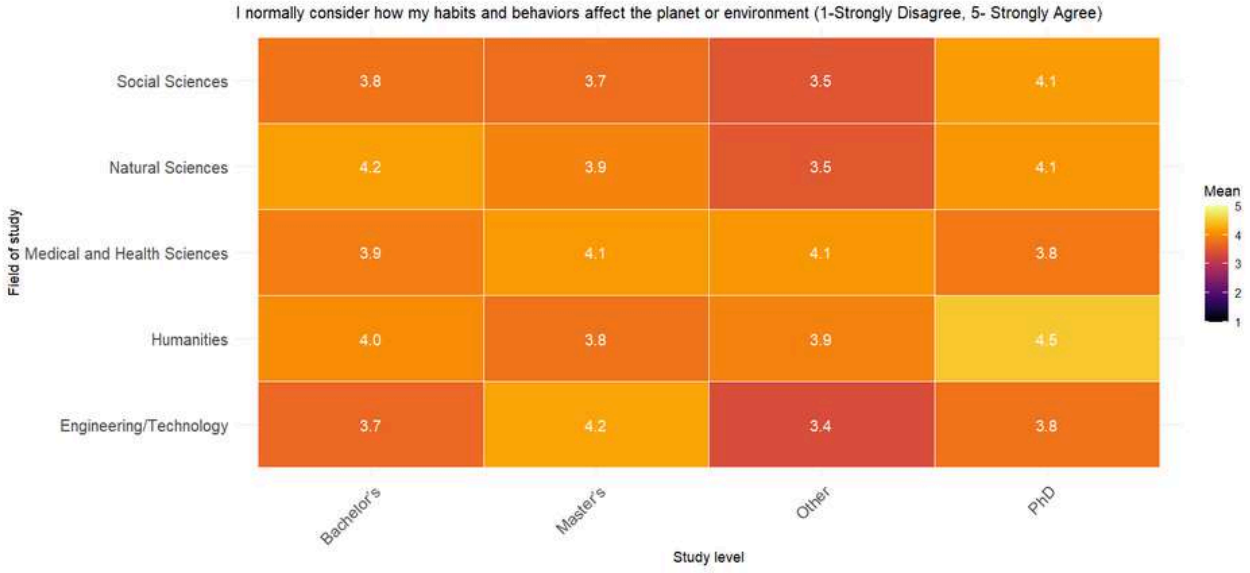
I would like to have the skills to advocate for human rights and sustainable development (1-Strongly Disagree, 5- Strongly Agree)

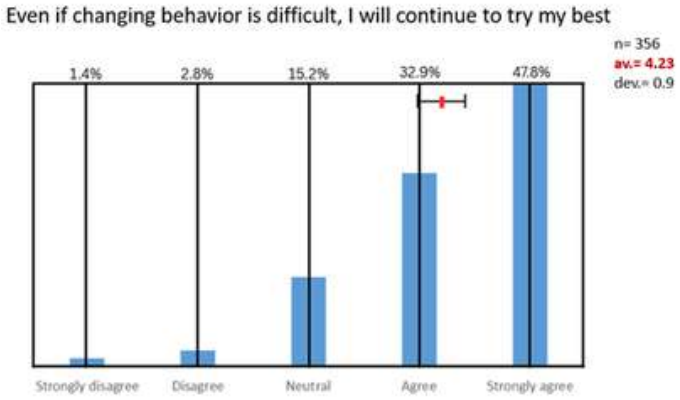


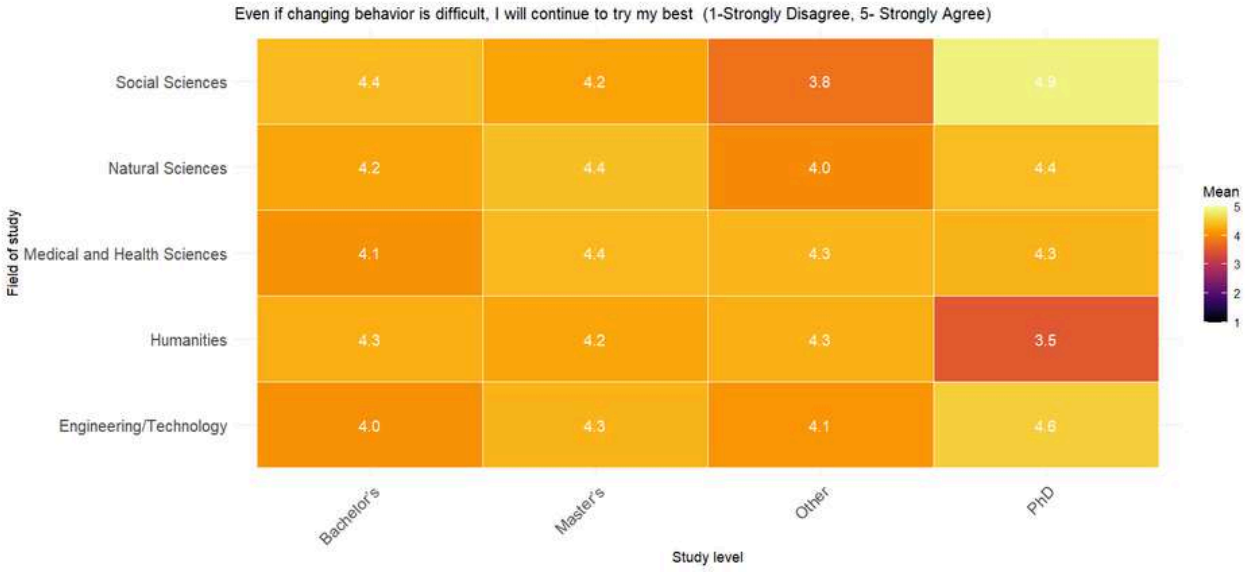

In my daily life, I strive to do things that protect the planet and environment
n= 356
av.= 3.75
dev.= 0.99
1.7%
9.3%
26.1%
37.9%
25.0%
Strongly disagree
Disagree
Neutral
Agree
Strongly agree

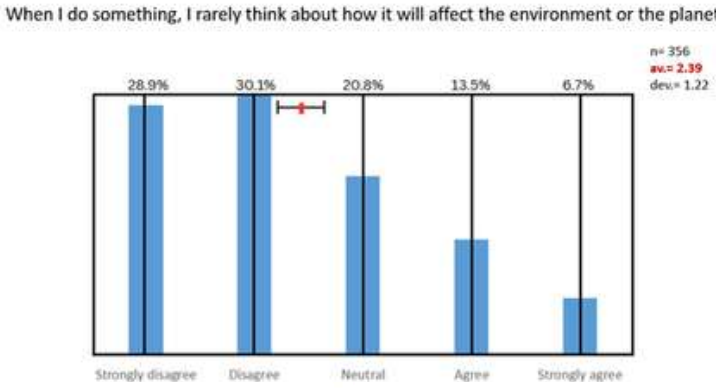

In my daily life, I strive to do things that protect the planet and environment (1-Strongly Disagree, 5- Strongly Agree)
Social Sciences
Natural Sciences
Medical and Health Sciences
Humanities
Engineering/Technology
Field of study
3.9
3.9
3.6
3.7
3.7
3.9
3.8
4.2
3.7
4.1
3.6
3.3
3.8
3.8
3.5
4.0
3.6
3.9
3.4
4.0
Bachelor's
Master's
Other
PhD
Study level
Mean
5
4
3
2
1

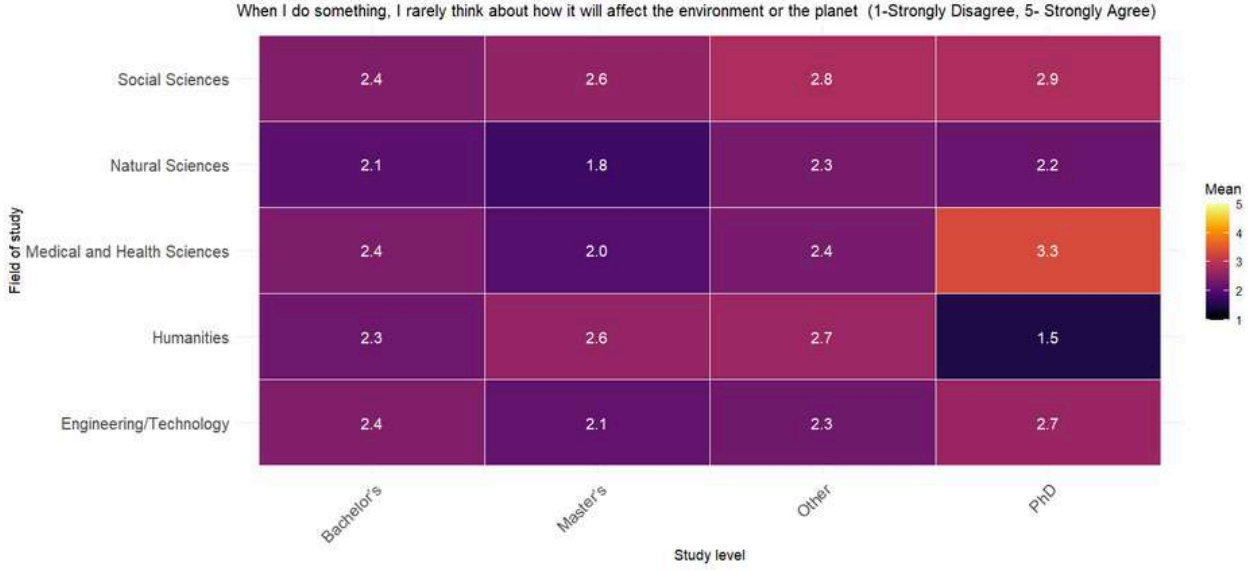

I normally consider how my habits and behaviors affect the planet or environment
n= 356
av.= 3.86
dev.= 0.95
2.0%
6.5%
22.2%
42.1%
27.2%
Strongly disagree
Disagree
Neutral
Agree
Strongly agree

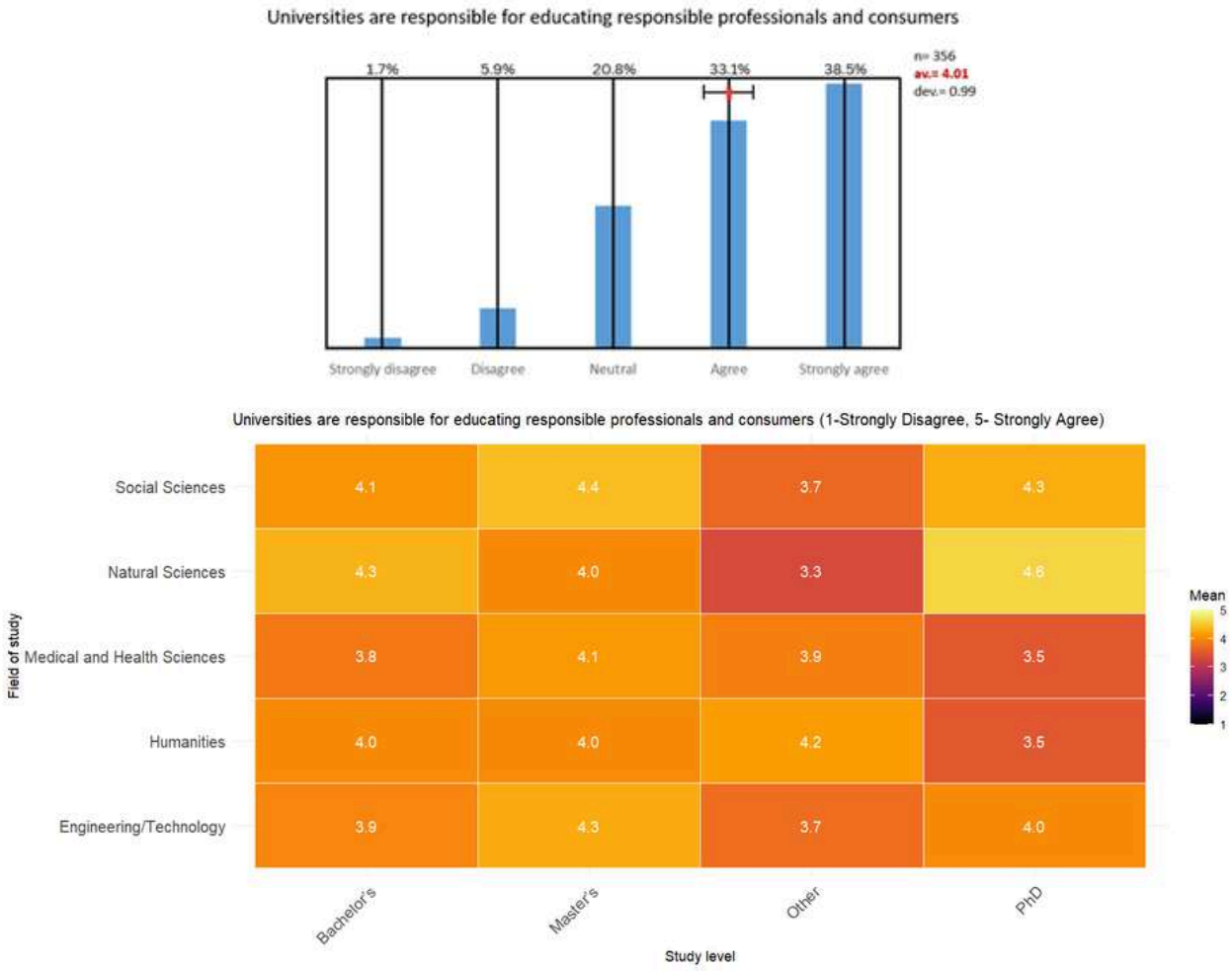

I normally consider how my habits and behaviors affect the planet or environment (1-Strongly Disagree, 5- Strongly Agree)
Social Sciences
Natural Sciences
Medical and Health Sciences
Humanities
Engineering/Technology
Field of study
3.8
3.7
3.5
4.1
4.2
3.9
3.5
4.1
3.9
4.1
4.1
3.8
4.0
3.8
3.9
4.5
3.7
4.2
3.4
3.8
Bachelor's
Master's
Other
PhD
Study level
Mean
5
4
3
2
1


Even if changing behavior is difficult, I will continue to try my best
n= 356
av.= 4.23
dev.= 0.9
1.4%
2.8%
15.2%
32.9%
47.8%
Strongly disagree
Disagree
Neutral
Agree
Strongly agree


Even if changing behavior is difficult, I will continue to try my best (1-Strongly Disagree, 5- Strongly Agree)
Field of study
Social Sciences
Natural Sciences
Medical and Health Sciences
Humanities
Engineering/Technology
4.4
4.2
3.8
4.2
4.4
4.0
4.4
4.4
4.3
4.3
4.2
4.3
3.5
4.0
4.3
4.1
4.6
Bachelor's
Master's
Other
PhD
Study level
Mean
5
4
3
2
1

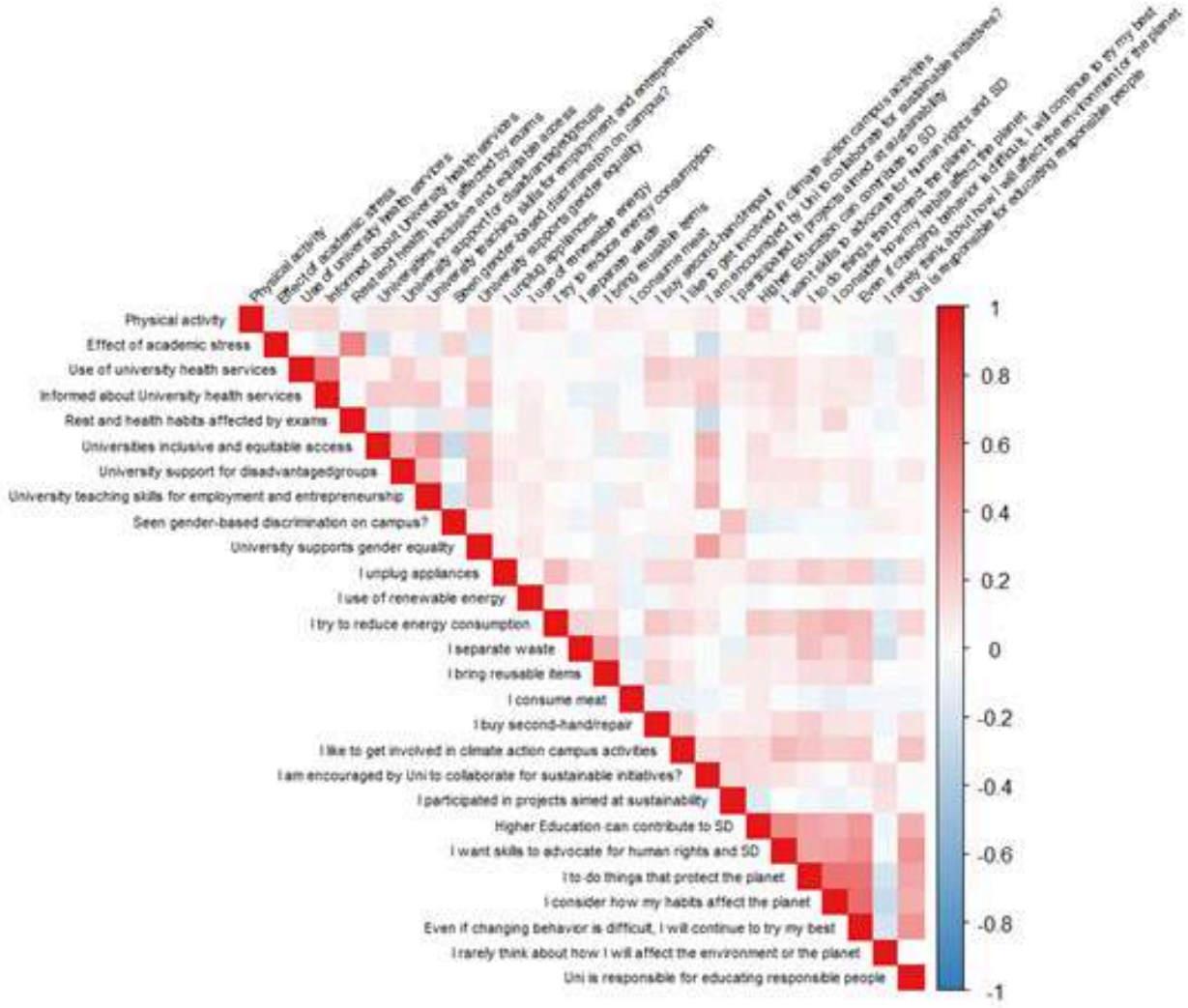

When I do something, I rarely think about how it will affect the environment or the planet
n= 356
av.= 2.39
dev.= 1.22
28.9%
30.1%
20.8%
13.5%
6.7%
Strongly disagree
Disagree
Neutral
Agree
Strongly agree


When I do something, I rarely think about how it will affect the environment or the planet (1-Strongly Disagree, 5- Strongly Agree)
Field of study
Social Sciences
Natural Sciences
Medical and Health Sciences
Humanities
Engineering/Technology
2.4
2.6
2.8
2.9
2.1
1.8
2.3
2.2
2.4
2.0
2.4
3.3
2.3
2.6
2.7
1.5
2.4
2.1
2.3
2.7
Bachelor's
Master's
Other
PhD
Study level
Mean
5
4
3
2
1



The results of this section demonstrate that students hold strong pro-sustainability attitudes and recognise the important role that higher education plays in advancing sustainable development. A large majority agree or strongly agree that universities can contribute to sustainable development and are responsible for educating responsible professionals and consumers. Bachelor's students believe that higher education can contribute to greater sustainable development; however, as the level of education increases, there is a trend toward disappointment or skepticism regarding this potential. Students also express a strong desire to develop the skills needed to advocate for human rights and sustainability, suggesting high motivation for further learning and engagement. There is a tendency for bachelor's and master's students to want to acquire the skills to advocate for human rights and sustainable development, whereas this interest appears reduced among doctoral students, particularly those in Humanities. In terms of personal behaviour, most respondents report striving to protect the environment, considering the impacts of their actions, and maintaining sustainable habits even when behaviour change is difficult. Interestingly, when asked whether they actively do things to protect the planet, the results are not fully consistent; for example, bachelor's and master's students in Social Sciences appear to think less about their habits than what they report doing to protect the planet. A striking case is that of students from other academic levels who claim not to think much about the impact of their habits but nevertheless report engaging in many actions to protect the planet. Conversely, groups such as bachelor's students in Natural Sciences, bachelor's students in Medical and Health fields, and students of other levels in Medical and Humanities fields think more about their environmental impact than the actions they actually take. Surveyed students show a medium-to-high level of consideration regarding how their habits affect the planet, especially students of all levels in Humanities, whereas students in Engineering across all study levels tend to view this as a neutral issue. It is also notable that bachelor's and master's students tend to strongly agree that they will try their best, even though changing behaviour is difficult; this tendency appears reduced among students of other levels and PhD students. Most bachelor's and master's students tend to take into account how their actions affect the planet, but this awareness seems to decline as the level of education increases, particularly among PhD students in Social Sciences. The surveyed population shows a tendency to strongly agree that universities are responsible for educating students responsibly—as consumers and as professionals—especially bachelor's and master's students, with particular emphasis on Social Sciences and Natural Sciences. However, some groups consider this less relevant, such as doctoral students in Humanities and Social Sciences. The consistently high averages across these items indicate a student population that is both aware of and committed to sustainability principles.

However, the data also highlight areas where universities can take stronger action. While students generally value sustainability and aspire to act responsibly, some responses reveal neutral or inconsistent behaviours; for instance, a notable share rarely reflects on environmental impacts or remains neutral regarding sustainable habits. This suggests room for universities to reinforce sustainability education through more practical, skill-building opportunities, experiential learning, and visible campus initiatives that translate positive attitudes into consistent daily practices. INGENIUM universities can build on this strong foundation by expanding interdisciplinary sustainability training, integrating sustainability competencies across curricula, and promoting student-led projects that empower learners to apply sustainable practices in real-world contexts.



The figure presents a correlation heatmap illustrating how different sustainability-related attitudes, behaviours, and perceptions reported by students relate to one another. Warmer colours (shades of red) indicate stronger positive correlations, while cooler colours (shades of blue) represent negative or weaker relationships. The diagonal line of deep red boxes reflects the perfect correlation of each item with itself. Beyond this diagonal, several clusters emerge, showing how certain behaviours tend to occur together. For example, practices such as separating waste, reducing energy consumption, and using reusable items show moderate positive associations, suggesting that students who adopt one sustainable behaviour are likely to adopt others as well. Similarly, pro-sustainability attitudes, such as wanting to advocate for human rights and SDG goals, believing universities should educate responsible professionals, or considering the environmental impact of one's habits, tend to correlate strongly with each other.

The heatmap also highlights relationships between personal sustainability actions and institutional perceptions. Students who feel encouraged by their university to participate in sustainability initiatives tend to report higher interest in climate action activities and stronger pro-sustainability values. Conversely, items such as meat consumption or the use of non-renewable energy sources show weaker or mixed correlations with other behaviours, indicating that these may be more influenced by external factors such as cultural habits or housing conditions rather than personal environmental awareness. Overall, the heatmap helps identify patterns across sustainability dimensions (behavioural, attitudinal, and institutional) offering valuable insights into where student engagement is strong and where additional support or targeted initiatives may be needed.

The future becomes more sustainable each time awareness turns into practice.

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