

5.1 University of Tirana: Plan For Climate and Sustainable Development

Introduction

In our current era, humanity faces an unprecedented climate emergency and a multitude of environmental sustainability crises, all directly attributable to human behavior. The collective impact of our actions has profoundly altered the Earth's ecosystems, jeopardizing the very foundation of our existence.

This rapid transformation has pushed climate change and sustainability to the forefront of global concerns. In this framework, education emerges as a pivotal tool in confronting and mitigating these crises. Recognizing its significance, global initiatives such as the UN Framework Convention on Climate Change and the Paris Agreement emphasize the crucial role of education and training in climate change policies and actions. Various international agreements underscore the importance of educating and involving all stakeholders in addressing sustainability-related challenges.

In line with this recognition, UNESCO has developed a framework titled “Education for Sustainable Development: Towards Achieving the SDGs (ESD for 2030),” highlighting the critical role of education in advancing all 17 Sustainable Development Goals (SDGs), particularly those related to sustainability and climate change. This framework underscores the need to enhance the impact of education across various sectors, including policies, learning environments, educators, youth, and communities.¹⁰

In the context of the Western Balkans, there is a positive wave of initiatives that have brought climate change to the forefront, requiring educational institutions to contribute to efforts toward climate resilience. Recent assessments, such as the Multi-dimensional Review (MDR) of the Western Balkans, have emphasized the **importance of education**, social cohesion, and a green recovery in creating new opportunities and improving the quality of life in the region¹¹. In addition, the Green Agenda for the Western Balkans, aligned with the ambitions of the European Green

¹⁰ UNESCO. (2022). Greening Education Partnership: A partnership framework for coordinated action. <https://unesdoc.unesco.org/ark:/48223/pf0000370215.locale=en>

¹¹ OECD. (2022). Multi-dimensional Review of the Western Balkans - From Analysis to Action. Retrieved from <https://www.oecd.org/development/mdcr/countries/western-balkans/>

Deal, provides a blueprint for achieving climate neutrality and environmental sustainability by 2050 through regulatory reforms and significant investments¹².

Furthermore, as Albania is a candidate country for the EU, it should strive to align with EU requirements regarding mitigating climate change and enhancing sustainability. In pursuit of sustainability, the University of Tirana has prepared the strategy titled “Strategy of the University of Tirana for a Friendly University towards Environment 2022-2027”¹³. Initiated and led by the University of Tirana, this strategy underscores a determined commitment to sustainable practices. To advance the efforts of the University towards sustainability, the FEUT has prepared this climate and sustainability plan that is in full alignment with the UT mission and vision¹⁴. This action plan represents the commitment to addressing the urgent challenges posed by climate change and environmental degradation and reflects the dedication to fostering a sustainable and resilient future for all.

The “Plan for Climate Action and Sustainable Development” is prepared in the framework of 1FUTURE project “jOiNed For sUsTainability - bUilding climate REsilient communities in WB and EU – 101082815”. The plan is prepared by the working group of the 1FUTURE project at the Faculty of Economics, University of Tirana (FEUT) and has been reviewed by the members of the Dean’s Office of FEUT, other members of the faculty's academic staff who are not currently members of the working group, and other academic partners of the project in EU and WB countries.

Purpose

The plan aims to encourage Higher Education Institutions (HEIs) to face the challenges that climate risks bring to the education sector. The plan is drafted as a product of Work Package No.2 (WP2) of the project and is based on findings from previous project tasks, the results of the analysis of differences between climate and sustainability initiatives undertaken in Western Balkan HEIs and EU HEIs, and the knowledge gained during study visits to project partner institutions in the

¹² European Commission. (2023). Western Balkans Green Agenda. Retrieved from https://neighbourhood-enlargement.ec.europa.eu/document/download/75bf7bef-0ecc-40ba-893a-4d45d4ea6ddb_en?filename=factsheet_wb_green_agenda_en.pdf.

¹³ Retrieved from: <https://unitir.edu.al/wp-content/uploads/2020/04/strategjia-per-nje-universitet-2.pdf>.

¹⁴ Retrieved from: <https://unitir.edu.al/eng/vizioni-dhe-misioni/>.

EU. These activities highlighted differences in the integration of aspects related to sustainable development and climate in institutional frameworks, curricula, projects and research, as well as services and practices offered in the region compared to EU countries. Addressing these differences is expected to bring benefits to WB HEIs by promoting recognition for their commitment to sustainable development objectives in line with global standards. Embracing EU practices in this regard is expected to open new horizons for cooperation, joint projects, and research partnerships, giving WB HEIs access to broader networks and resources. The adoption of the “Plan for Climate Action and Sustainable Development” aims to bridge these differences by establishing a significant step in creating a climate action program at the Faculty of Economics, University of Tirana, positioning it as a contributor to national efforts for sustainable development and fostering positive impacts on education, research, and environmental protection.

Action plan structure

This Plan will be developed through the following areas of action. The areas have been conceived following the action priorities of higher education institutions.

- Environmental Sustainability in Academics: Learning, Teaching and Research
- Sustainability Values
- Climate Action
- Waste Reduction and Circular Economy
- Landscape and Natural Resources
- Commuting and Active Travel
- Food, Health, and Wellbeing

Monitoring and Reporting

The “Knowledge Hub for Climate and Sustainability” at the Faculty of Economics, University of Tirana, is tasked with monitoring of the implementation of the plan and producing the reports as outlined in this action plan.

No.	Areas	Goals	Activities	Target	Outcomes	Priority	Financial resources
1	Environmental Sustainability in Academics: Teaching, Learning and Research	1. Enhancing knowledge and capacity building on the sustainable development and climate	<ul style="list-style-type: none"> • Introduce students to environmental principles and foster awareness and understanding of environmental issues through engaging activities on specific topics including climate change, biodiversity conservation, resource sustainable management and waste reduction. • Organize open lectures with guest lectures with expertise in environmental fields to share their knowledge and experiences with students. • Collaborate with community organizations, local authorities, or environmental NGOs to identify project opportunities and provide support and guidance to student teams. • Participate in national environmental challenges or competitions that encourage students to develop innovative solutions to specific environmental problems. 	<ul style="list-style-type: none"> • Number of activities targeting students such as info days, workshops, focus groups: At least 4 activities per year • Number of students receiving environmental education: At least 200 per year • Number of workshops covering sustainability topics: At least 2 per year. • Number of guest speaker hosting sustainability events: At least 2 per year • Number of collaborative activities in collaboration with community organizations, local authorities, or environmental NGOs supporting sustainable development and climate action: At least 10 per year. • Participate in at least one competition per year supporting sustainable development. 	<ul style="list-style-type: none"> • Increased understanding and awareness of environmental principles among student communities. • Opportunities for students to engage with experts, exchange ideas, and learn from real-world experiences. • Empowering students to take action towards sustainability within their academic pursuits and beyond. • Facilitating connections and collaborations among students, faculty, and external stakeholders in the environmental field. 	High	<ul style="list-style-type: none"> • National/International Projects: Seek funding opportunities from government agencies, NGOs, or international organizations supporting environmental education initiatives. • Own Funds: Allocate budget from university funds for event organization, guest speakers, and materials. • Sponsorship: Seek sponsorship from local businesses, industries, or environmental organizations interested in supporting educational initiatives. • In kind contributions: Utilize volunteer assistance from faculty, staff, or students to minimize costs and maximize impact.

No.	Areas	Goals	Activities	Target	Outcomes	Priority	Financial resources
1	Environmental Sustainability in Academics: Teaching, Learning and Research	2. Mainstreaming climate and sustainable development concepts in the current curricula	<ul style="list-style-type: none"> Analyze curricula content to assess to staff engagement in teaching, research and activities on environmental, climate and sustainable development. Collect feedback from students through surveys and interviews, regarding their exposure to education for sustainable development practices within their programs Work to obtain recognition and any certification awards related to sustainable development. 	<ul style="list-style-type: none"> Number of Assessments/self-assessment through a survey or interviews of current curricula: At least once per year. Number of subjects actively integrating sustainability concepts into their courses: At least 20 modules. Number of partnerships (networks) with organizations focused on sustainability initiatives: At least 1 per year. Number of awards or certification on sustainable development: At least one in 5 years timeframe. Number of students' surveys to assess the impact of activities' quality and their importance supporting the sustainable development and climate action: At least one survey per year. 	<ul style="list-style-type: none"> Clear understanding of areas within study programs lacking environmental education. Comprehensive report outlining strategies to enhance environmental education integration. Implementation of revised curricula with enhanced environmental education components. Raised awareness among faculty and students about the importance of environmental education and sustainability 	High	<ul style="list-style-type: none"> National/International Projects: Identify financial opportunities from Government Agencies, NGOs or international organizations that support sustainable development education. Own Funds: Allocate funds for environmental education activities. In kind-support: Encourage faculty, staff, and students to volunteer their time and expertise, to minimize costs and maximize the impact.

No.	Areas	Goals	Activities	Target	Outcomes	Priority	Financial resources
1	Environmental Research Sustainability in Academics: Teaching, Learning and	3. Promoting research activities in sustainability and climate action involving fostering interdisciplinary collaborations, encouraging faculty and students to pursue projects addressing environmental challenges	<ul style="list-style-type: none"> Foster interdisciplinary research collaborations to address complex environmental challenges and sustainable development. Encourage faculty and students to pursue projects that advance understanding of environmental issues and contribute to sustainable solutions. Support research dissemination through publications, conferences, and other promotional activities. Support faculty and students in preparing research manuscripts for publication in peer-reviewed journals and presenting findings at national and international conferences. Organize public lectures, seminars, movie screening, and community outreach events to share research findings with broader audiences and engage stakeholders. 	<ul style="list-style-type: none"> Number of interdisciplinary research collaborations: At least 2 per year. Create at least one mechanism that can be used to promote and encourage collaboration with academia, business sector and government, like an online collaboration platform. Number of research designed: At least 10 per year. Number of research publications, conference presentations, and other engagement activities related to sustainable development: At least 10 per year. Number of public lectures, seminars, and outreach events to share research findings and engage stakeholders in discussions about sustainable development: At least 2 per year. 	<ul style="list-style-type: none"> Development of cutting-edge research that contributes to sustainable solutions and informs policy and practice. Advancement of knowledge in areas such as renewable energy, climate change adaptation, and sustainable development. Students' capacity building to provide valuable opportunities to develop critical thinking, problem-solving, and research skills, enhancing their academic and professional development. Establishing interdisciplinary research networks fosters long-term collaborations and partnerships, facilitating knowledge exchange and collaboration on future projects. 	High	<ul style="list-style-type: none"> Own funds: Support activities through the institution's budget. Funds from government agencies, institutions, and international organizations: Seek support for research projects, conferences, and dissemination activities. Industry Partnerships: Collaborate with industry partners on research projects and initiatives, leveraging financial resources and expertise to address mutual environmental challenges.

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2	Sustainability Values	1. Promoting environmental values at Institutional Level	<ul style="list-style-type: none"> Establish a dedicated research group responsible for overseeing environmental sustainability initiatives and promoting sustainability values within the university community. Organize business fairs and exhibitions within the faculty premises that promote sustainable entrepreneurship. Include participation of the faculty, departments and administrative units in implementing sustainability practices and integrating them into their operations. Develop and implement environmental education and awareness programs to educate the university community about sustainability issues, promote environmentally responsible behaviors, and foster a culture of sustainability citizenship. Establish mechanisms for monitoring and reporting on the university's environmental performance. 	<ul style="list-style-type: none"> Establish at least one research group comprising at least 10 of faculty members, who will be in charge for sustainable development action. <ul style="list-style-type: none"> Number of fairs or exhibitions: At least one per year. Number of sustainability-related research projects initiated, publications produced, and collaborations established by the research group within a 5-year timeframe: At least 10. Organize at least one day per year dedicated to the promotion of sustainable development values. Establish one student task force for promoting environmental and sustainability action in the Faculty. One Index developed to score and track the overall progress in environmental and sustainability initiatives at institutional level. Develop one comprehensive framework for monitoring and reporting on the faculty's environmental performance, including key performance indicators (KPIs) related to energy consumption, greenhouse gas emissions, waste generation, water usage, and biodiversity conservation. <ul style="list-style-type: none"> Develop one periodic non-financial report, titled Green FEUT. Establish a dedicated space (sustainability window) in the faculty webpage. 	<ul style="list-style-type: none"> Increased collaboration and interdisciplinary research focused on environmental sustainability. <ul style="list-style-type: none"> Reduction in resource consumption, waste generation, and environmental impact across faculty. Cultivation of a culture of sustainability consciousness and collective responsibility among faculty academic and non-academic staff, and students. Adoption of environmentally responsible behaviors and practices by students, academic and non-academic staff. Integration of sustainability concepts into academic curricula and extracurricular activities. 	High	<ul style="list-style-type: none"> Research Grants: Faculty members can apply for research grants from internal and external sources specifically designated for sustainable development research and initiatives. Third parties: Donations from alumni, philanthropic organizations, and corporate partners interested in supporting sustainability efforts can supplement existing financial resources. In-kind support: Implementing sustainability practices such as energy efficiency upgrades, waste reduction initiatives, and water conservation measures can result in cost savings over time. Partnerships with sustainability-focused foundations, NGOs, and research institutes: Seek access to additional financial resources and expertise.

No.	Areas	Goals	Activities	Target	Outcomes	Priority	Financial resources
3	Climate action	1. Reduce energy consumption levels at Faculty of Economics, University of Tirana by increasing energy efficiency measures and transitioning towards renewable energy sources, thereby contributing to climate action and sustainable development efforts.	<ul style="list-style-type: none"> Develop and install wallpaper for all classroom computers to remind users to turn off projectors. Provide information to users on the importance of turning off projectors to save energy. Regularly monitor projector usage and energy consumption patterns in classrooms. Develop campaign on energy efficiency importance through social media platforms (Facebook, LinkedIn, Instagram) to share informative posts, graphics, and videos. Maintain ongoing engagement with regular updates, reminders, and educational content shared via social media and faculty communication channels. 	<ul style="list-style-type: none"> Number of wallpapers installed on all hallways/classroom's computers across the institution: At least 40. Number of informative sessions developed: at least 2 annually. Number of students and staff members that regularly receive the information on the importance of turning off projectors to save energy: At least 1,000 annually. Number of posts shared (graphics and videos and other forms of information) emphasizing the importance of saving energy on social media platforms (Facebook, LinkedIn, Instagram): At least five times annually. 	<ul style="list-style-type: none"> Increase awareness to encourage users to turn off projectors after use, reducing energy waste. Encourage users to adopt energy-saving habits and contribute to overall energy conservation efforts. Decrease energy expenses associated with projector usage, leading to potential cost savings for the institution. Contribute to the institution's sustainability goals by reducing energy consumption and greenhouse gas emissions. Financial savings for the institution and individuals through reduced heating costs during the winter months. Enhanced sense of community involvement and responsibility for environmental sustainability among students, staff, and faculty. 	High	<ul style="list-style-type: none"> Own funds: Support activities through institution budget. Third parties: Seek donations/grants from government agencies, institutions, or international organizations that support energy efficiency projects. Industry partners: Reach out to local businesses, energy companies, or environmentally focused organizations for sponsorship or donations to support the energy efficiency initiatives. In-kind support: Secure donations of printing services, promotional items, or venue space from community partners to offset activities costs.

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3	Climate action	2. Positively impacting the sustainability performance of suppliers and the sustainability credentials of the goods and services purchased and used.	<ul style="list-style-type: none"> Implement green budgeting practices at institutional level Inform suppliers on green procurement requirements and encourage compliance. Implement monitoring to ensure ongoing adherence to sustainability criteria. 	<ul style="list-style-type: none"> Eco-Friendly Criteria Establishment: Defined sustainability standards for materials and services in procurement procedures. Number of suppliers informed on sustainability criteria: at least 10. Annual report on green budgeting: At least one annually. 	<ul style="list-style-type: none"> Improved sustainability performance throughout the supply chain, resulting in reduced environmental impact and enhanced social responsibility. Strengthened reputation for the institution as a leader in sustainable procurement practices. Mitigated risks associated with unsustainable practices in the supply chain. Increased availability of sustainable products and services, driving innovation and meeting the demands of stakeholders. 	Medium	<ul style="list-style-type: none"> Own Budget: Allocate funds specifically for staff training, supplier engagement activities, and monitoring mechanisms related to eco-friendly procurement practices. Third parties: Consider participating in sustainability certification programs or initiatives that offer financial incentives or grants to organizations implementing eco-friendly practices, potentially offsetting implementation costs.
3	Climate action	3. Increase awareness of administrative staff in charge of monitoring energy consumption at institutional level	<ul style="list-style-type: none"> Conduct procurement sustainability presentations at Administrative Assistants within the faculty. Provide training sessions for administrative staff within the faculty. 	<ul style="list-style-type: none"> Number of training sessions for administrative staff within the faculty: At least one annually. 	<ul style="list-style-type: none"> Increased awareness and understanding among administrative staff about the significance of sustainable procurement within the faculty setting. Integration of sustainable procurement practices into administrative operations, contributing to the institution's overall sustainability goals. Enhanced collaboration between administrative staff, suppliers and stakeholders. 	Medium	<ul style="list-style-type: none"> Third parties: Seek grants or funding opportunities specifically designated for sustainability initiatives within educational institutions.

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4	Waste Reduction and Circular Economy	<p>1. Reducing the negative impact of construction practices, restoration and utilization of FEUT buildings to ensure not only environmental protection, but also the well-being of users such as the student community, academic and non-academic staff.</p>	<ul style="list-style-type: none"> • Conduct a comprehensive evaluation of the building's environmental performance, including energy consumption, water usage, waste generation, indoor air quality, and overall sustainability practices. • Review existing legal documentation, such as building plans, utility bills, maintenance records, and environmental permits. • Utilize tools as e-programs of environmental assessment, carbon footprint, water usage, and other environmental metrics. • Prepare a comprehensive environmental evaluation report summarizing findings, recommendations, and action plans for improving environmental performance. • Use of kapot system for thermal insulation. • Installation of photovoltaic panels. 	<ul style="list-style-type: none"> • Comprehensive evaluation of building environmental performance developed annually. • Energy consumption, water usage and others measured annually. • Number of software purchased to measure environmental footprint: One software purchased and used for this purpose. • Kapot system implemented • Surface of photovoltaic panels installed: In compliance with the building renewable energy consumption. 	<ul style="list-style-type: none"> • Reduce energy consumption, water usage, waste generation, and environmental impact. • Reduced operating costs and long-term financial savings. • Improve indoor air quality thus contributing to a healthier, more comfortable indoor environment for building occupants. • Assuring the compliance with environmental regulations, standards, and certification requirements stipulated. • Renewable and sunlight generation thus reducing dependence on fossil fuels and mitigating greenhouse gas emissions. 	Medium	<ul style="list-style-type: none"> • Government and international Incentives: Seek financial incentives, grants, or rebates from central and local government agencies or utilities to support energy efficiency upgrades and other environmental improvements. • Third parties: Enter into energy performance contracts with third-party vendors to finance environmental improvements through guaranteed energy savings. • Sponsorship or funding support from international organizations such as the World Bank, United Nations Development Programme (UNDP), or regional development banks for solar PV projects: Seek from these organizations grants, or technical assistance to support renewable energy initiatives.

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4	Waste Reduction and Circular Economy	2. Prevention of environmental pollution through the implementation of the hierarchic principles of waste management (prevention, reduction, reuse, recycling and appropriate final treatment).	<ul style="list-style-type: none"> • Placement in the faculty's premises of the necessary infrastructure for the differentiated collection of waste. • Increase awareness of staff and students about the importance of waste management. • Sign Agreements with Recycling Companies. • Implement circular economy practices. • Increase Electronic Availability of Textbooks and modules' materials. 	<ul style="list-style-type: none"> • Number of differentiated waste collection bins across the faculty's premises installed: At least 7 within 5 years. • Reusable paper collection points in designated areas established: At least 8 within five years. • Monitor paper usage data to assess the reduction in paper consumption resulting from the implementation of double-sided printing, aiming for 20% decrease every year in comparison to the previous period • Measure the percentage of papers and assignments submitted electronically compared to printed copies, aiming for 50% of submissions to be electronic. • At least 70% of courses use online platforms or learning management systems to distribute course materials electronically to students. • Establish a policy where all papers and assignments can be submitted electronically, reducing the need for printed copies. • Provided technical support and guidance to staff and students on electronic submission methods and platforms. • At the beginning of each semester, the sale of used books is organized as a student activity as a contribution to reducing paper usage. • Establish at least one Bookcrossing area within the Faculty Premises. 	<ul style="list-style-type: none"> • Reduction in paper waste generated through the promotion of paper reuse. • Reduction in the environmental impact of waste disposal through proper recycling. • Contribution to a circular economy by maximizing the recovery and reuse of recyclable materials. • Reduction in paper consumption and waste generated through the implementation of double-sided printing. • Conservation of natural resources and reduction in environmental footprint associated with paper production. 	High	<ul style="list-style-type: none"> • Third parties: Seek grants or funding opportunities from government agencies, non-profit organizations, international organizations or businesses, that support waste management and environmental sustainability initiatives.

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5	Landscape and Natural Resources	1. Minimizing the negative impact on the ecosystem and contribution on preserving biodiversity in the premises of FEUT.	<ul style="list-style-type: none"> • Replace Paper Towel Dispensers with High-Efficiency Hand Dryers with high efficiency. • Using rainwater collection systems within the faculty's premises, following developed guidelines and standards. • Collaborate with environmental experts or conduct comprehensive biodiversity assessments. • Develop plans for adding green spaces, such as gardens, green roofs, or vegetated areas, incorporating native plants and biodiversity-friendly landscaping practices. • Involve students, faculty, and staff in the design and implementation of green space projects to foster a sense of ownership and engagement. 	<ul style="list-style-type: none"> • Install high-efficiency hand dryers in identified locations within, prioritizing areas with high foot traffic or frequent paper towel usage until the beginning of 2025. • Install rainwater collection systems in at least 10 locations within the faculty's premises until the beginning of 2026, following developed guidelines and standards. • Number of collaborations initiated with environmental experts for the assessment of EPI, ESI, Green GDP and other indicators: At least 10. • Measure the increase in green space coverage: At least 200m2 increase. • Involve at least 10% of students, academic and non-academic staff in the design and implementation of green space projects until 2026. • At the beginning of each semester, organize one sale of used books as a student activity as a contribution on preserving biodiversity. 	<ul style="list-style-type: none"> • Reduction in paper towel usage and waste generation. • Decreased environmental impact associated with paper production and disposal. • Adoption of sustainable behaviours among academic and non-academic staff, and students. • Creation of vibrant and biodiverse green spaces that enhance the campus environment. • Optimization of rainwater harvesting practices to maximize water conservation and efficiency. • Reduction in water consumption and associated costs within the faculty's premises. 	Medium	<ul style="list-style-type: none"> • Grants and Funding Opportunities from government agencies, NGOs and businesses for sustainable initiatives: Seek Sponsorships and partnerships with companies interested in sustainable development. • Public-Private Partnerships: Collaborate with governmental units and private partners to access funding for joint sustainability projects.

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5	Landscape and Natural Resources	2. Water conservation by increasing the efficiency of its use and reducing the pollution of used water.	<ul style="list-style-type: none"> • Collect and compile data on water usage, including total consumption, trends over time, and comparisons between different areas or buildings. • Install visible warning signs in these environments to remind users to save water, providing tips on reducing waste and promoting responsible water usage. • Educate the academic and non-academic staff and students about the importance of water conservation and the impact of wasteful practices on the environment through signage, educational materials, and awareness campaigns. 	<ul style="list-style-type: none"> • Include water usage data collection in the annual evaluation of the building. • Achieve coverage of all targeted environments with visible warning signs about water savings. • Develop and distribute periodically in the frame of other targeted activities, educational materials on water conservation, including signage, brochures, posters, and digital content. 	<ul style="list-style-type: none"> • Data-driven decision-making for implementing targeted water conservation measures. • Increased awareness among stakeholders about water usage trends and areas needing improvement. • Identification of specific opportunities for implementing water conservation measures. • Reduction in water wastage and increased efficiency in water use in targeted environments. • Raised awareness among users about the importance of water conservation. 	Medium	Grants and funding opportunities offered by governmental agencies, NGOS, and businesses for sustainable development initiatives: Seek sponsorship and partnerships with companies that have a vested interest in sustainable development.

No.	Areas	Goals	Activities	Target	Outcomes	Priority	Financial resources
6	Commuting and Active Travel	<p>1. Minimizing the environmental impact of the transport of staff and students for the purpose of teaching, learning, scientific research, by promoting healthy and environmentally friendly forms of mobility.</p>	<ul style="list-style-type: none"> • Conduct a feasibility study for staff and students to assess the viability of transitioning the car/vehicle fleet towards electric or hybrid ones within a specific timeframe. • Promote the use of bicycles as a sustainable mode of transport through awareness campaigns. • Provide training and support for staff and students on how to use videoconferencing tools effectively for virtual meetings, lectures, and collaborative projects. • Develop guidelines for organizing and conducting virtual meetings, including tips for optimizing technology, managing time zones, and fostering engagement. • Construction and maintenance of bicycle and other electronic vehicles parking stations. • Add electric vehicle charging stations. • Introducing a faculty day “Without cars” or “day of bicycles”. 	<ul style="list-style-type: none"> • One feasibility study conducted. • Increased percentage of staff and students using bicycles – at least 10% increase within 2026. • Increased number of virtual meetings with 10%. • Number of bike racks, scooter stands, and other infrastructure components at designated parking stations according to design specifications: At least 1 designated parking station. • Number of awareness campaigns about commuting and active travel: At least 5 annually. • One vvehicle charging station added in the faculty within 5 years. • Day “Without cars” campaign”: At least one per year. 	<ul style="list-style-type: none"> • Increase in the percentage of staff and students opting for bicycles as a sustainable mode of transport, leading to a reduction in carbon emissions from transportation. • Increase in the proficiency of staff and students in effectively using videoconferencing tools for virtual meetings, lectures, and collaborative projects, resulting in a higher frequency of virtual interactions and reduced travel-related emissions. 	Low	<ul style="list-style-type: none"> • Sponsorships: Partner with corporations or businesses interested in promoting sustainability and environmentally friendly transportation options.

No.	Areas	Goals	Activities	Target	Outcomes	Priority	Financial resources
7	Food, Health and Well-Being	1. Improving working, learning, and living conditions in the faculty environment.	<ul style="list-style-type: none"> Drafting and implementation of a regulation for cleaning and sanitizing environments, to maintain/improve air quality. Establish mechanisms for implementation and implement a system for monitoring and evaluating the effectiveness of the regulation. 	<ul style="list-style-type: none"> Established protocol for purchase of cleaning products and cleaning process. 	<ul style="list-style-type: none"> Improved air quality in indoor environments through effective cleaning and sanitizing practices. Reduced health risks associated with poor indoor air quality within the faculty premises. Enhanced safety and well-being of occupants, including staff, students and visitors. Increased awareness and compliance with regulations and standards for cleaning and sanitizing. 	Low	<ul style="list-style-type: none"> Grants and funding opportunities from external sources: Seek external funding sources to support research, education, and implementation efforts. Industry sponsorships: Obtain financial support from private sector such as cleaning product manufacturers or service providers.
7	Food, Health and Well-Being	2. Creation of green recreational areas in open environments.	<ul style="list-style-type: none"> Identify suitable locations for green recreational areas, considering accessibility, size, and existing infrastructure, including planting of native plants. 	<ul style="list-style-type: none"> Number of native plants, in the designated green recreational areas: At least 10. Number of green recreational areas added: At least 1. 	<ul style="list-style-type: none"> Improved Environmental Quality and well-being by promoting physical activity, reduces stress, and enhances mental well-being for students, and staff. Increase stakeholders' engagement by fostering social interaction and cultural exchange. 	Medium	<ul style="list-style-type: none"> Own budget: Allocate funds for planning, construction, maintenance of green recreational areas. Grants and Donations from external sources: Seek sponsorships and partnerships with companies interested for sustainable development. Public-Private Partnerships: Public-Private Partnerships: Collaborate with governmental units and private partners to access funding for joint sustainability projects and to utilize resources and expertise for green projects.

No.	Areas	Goals	Activities	Target	Outcomes	Priority	Financial resources
7	Food, Health and Well-Being	3. Increase access to healthy extracurricular activities	<ul style="list-style-type: none"> Expand the range of extracurricular activities available to students to include a variety of options promoting physical activity, wellness, and social engagement, such as sports teams, fitness classes, outdoor excursions, art clubs, and more. Develop marketing campaigns and outreach efforts to raise awareness about the available activities and their benefits. Forge partnerships with local organizations, businesses, and community groups to expand the range of available activities and leverage resources. Introducing a faculty day “Vegan Day”. 	<ul style="list-style-type: none"> Number of students participating in extracurricular activities: At least 50. Number of extracurricular activities available to students promoting physical activity, wellness, and social engagement: At least 2 per year. Number of new partnerships with local organizations, businesses, and stakeholders to expand the range of available extracurricular activities: At least 1 per year. Number of “Vegan Day” campaigns at the faculty: One every month. 	<ul style="list-style-type: none"> Promotes environmental awareness through outdoor activities. Encourages active transportation and social responsibility. Integrates sustainability education into curricula and policies. Motivates stakeholders and long-term impact beyond institution. 	High	<ul style="list-style-type: none"> Sponsorships and Donations: Seek financial support from local businesses, alumni, and philanthropic organizations interested in promoting student engagement and well-being. Grants from governmental agencies or private foundations: aiming at supporting students’ extracurricular activities.