

Best Practices across the EMERGE Alliance

On the values:

Inclusion

Resilience

Sustainability



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EMERGE (Empowering the Margins of Europe through Regional and Global Engagement) brings together nine universities, united by the conviction that by working together we can better serve our students, territories and communities. The priorities of the territories and communities we serve and the locations in which we operate define a clear and ambitious vision as a European University, closely aligned with European values.

EMERGE will empower our marginalised territories and communities to help build a more equitable, sustainable and prosperous Europe for all.

The nine universities within the EMERGE Alliance are:

- Universidade da Coruña, Spain
- Université Bretagne Sud, France
- Université Rennes 2, France
- University of Inland Norway, Norway
- Univerzita Mateja Bela v Banskej Bystrici, Slovakia
- Europa-Universität Flensburg, Germany
- Neapolis University Pafos, Cyprus
- Democritus University of Thrace, Greece
- University of Limerick, Ireland

This booklet highlights good practices across the EMERGE Alliance. The identification of these good practices builds on the core EMERGE values inclusion, resilience and sustainability. The work is a part of work package 8: Creating a Sustainable, Inclusive and Resilient Campus.

Inclusion: Minorities are frequently overlooked or underserved, particularly marginalised groups who often experience a lack of tailored engagement and personalised services. EMERGE provides equal access to opportunities and ensures that minority and disadvantaged groups receive the support they require. While we emphasise our strong dedication to these minorities, it is important to highlight that inclusivity, in our view, concerns everyone, not only those defined as minorities. EMERGE celebrates its strong links to local businesses and the industrial sector, with whom we contribute to providing a prosperous Europe for all.

Resilience: In an ever-evolving world where challenges are constant, we must adapt, persevere, and overcome obstacles to continue fulfilling our missions. Resilience is not only about withstanding adversity but also about thriving in the face of it. It empowers us to navigate budget constraints, global crises, and shifts in educational paradigms without compromising our commitment to community engagement, education and research. Moreover, it instils resilience in students, equipping them with the strength and adaptability needed to thrive in an ever-changing landscape.

Sustainability: We aim to serve as role models for responsible stewardship of resources, actively contribute to solving some of the most pressing global challenges whilst also supporting a socio-environmental transition of our universities. Embracing sustainability is our declaration of commitment to future generations, demonstrating that the pursuit of knowledge and progress must be in harmony with the well-being of our planet and all its inhabitants. It's a recognition that a sustainable world is not an option but an imperative and EMERGE will play a pivotal role in nurturing the values and skills necessary for creating a more sustainable and equitable future.

Inclusion

Democritus University of Thrace, Greece



Community Educational Empowerment: Social Tutoring Program:

A structured collaboration between the Democritus University of Thrace and local municipalities providing free tutoring and mentoring to vulnerable primary and secondary students through trained university volunteers.

Impact:

Reduces educational inequalities; strengthens academic resilience, self-regulation, and learner confidence; supports school transitions and exam preparation; fosters civic engagement and sustainable university–community collaboration.

Target Audience:

Vulnerable primary and secondary students (including refugee and migrant learners); senior undergraduate and graduate students serving as trained volunteer tutors.

How to Replicate:

Establish formal cooperation with municipalities; define eligibility criteria; appoint an academic coordinator; recruit and train volunteer tutors; deliver structured small-group tutoring (face-to-face or blended); monitor learning progress and psychosocial indicators; integrate into the university's civic engagement strategy.

What Was the Benefit?

Ensures equal access to quality support; offers experiential learning for student volunteers; strengthens social responsibility and pedagogical skills; delivers measurable, low-cost social impact.

What Has It Achieved?

Operating since 2012; over 300 learners supported; improved academic outcomes and successful entry into higher education; recognised as a flagship inclusion initiative.

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EMERGE Re-branding

Transferable and scalable across alliance regions. Indicative formats: *EMERGE Community Learning Support Network* or *EMERGE Educational Inclusion Hub*, aligned with EMERGE values of inclusion and resilience.

Intercultural & Diversity Day

A two-day campus- and city-wide celebration of cultural diversity through information booths, performances, food offerings, and student-led presentations. Easily adaptable to different local and cultural contexts.

Impact:

Strengthen intercultural competence; foster community cohesion; promotes visibility and recognition of diverse identities

Target Audience: International and domestic students; Academic and administrative staff; Local community members and partners; Student initiatives and cultural organizations.

How to replicate:

1. Establish a small organising team composed of students, university staff, and representatives of the city (Central Unit for Protection, Integration and Participation).
2. Select one central campus location and one city location for the two events. Venues should be able to accommodate several hundred participants and provide basic facilities such as restrooms and food services.
3. One year in advance (for the city): Invite student groups, initiatives, and partner organisations to host booths or activities. Hold coordination meetings throughout the year, increasing their frequency as the event dates approach.
4. Design a simple and engaging programme, including exhibitions, food stands, performances, face painting, talks, storytelling, and similar activities.
5. Promote the event through university and city communication channels as well as on social media.
6. Provide shared materials and basic infrastructure for all participants (e.g. tables, posters, signage).
7. Collect informal feedback from participants after the event to identify areas for improvement.

What was the benefit?

Low-threshold format with high visibility, encourages student engagement and ownership, strengthens the institution's diversity and inclusion profile, strengthens the relationship with community and city engagement

What has it achieved?

Increased interaction between student groups and the local community, greater awareness of cultural diversity on campus and the region, stronger sense of belonging among participants

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Visit our [website](#)



EMERGE re-branding:

Yes, it is possible. It could be called “**EMERGE Diversity Festival**” — shared posters, flags, stickers, social media stories and video, website, online flyers, emails signatures, storytelling corners, etc.

Human Rights Observatory

The Human Rights observatory provides a platform that links academic research and teaching with societal engagement on human rights. It operates as a bridge between the university and society, making scientific and academic discussions on issues of direct social relevance visible, accessible, and meaningful to wider audiences. The Observatory sits at the Research Institute at the Department Level Faculty and students conduct activities such as symposia and studies on social inclusion and human rights.

Impact: Promotes inclusion and human rights education and awareness in Cyprus

Target Audience: Academics, students, and wider society

How to replicate:

1. Formal establishment within an existing Research Institute, Faculty, or Department with a relevant focus/field of study, such as Law School and Political Sciences.
2. Appointment of an academic coordinator. It can also include a small academic advisory group.
3. Engagement of undergraduate/postgraduate/alumni students through research assistance, events, and thematic working groups. Students conduct independent research, plan events (formal or informal), seminars, human rights art exhibition.
4. Organisation of regular activities (public lectures, symposia, workshops, policy briefs, research, articles in newspapers to approach the public).
5. Creation of a dedicated webpage to ensure visibility, dissemination, and public outreach.

What was the benefit?

The Observatory promotes open-access dissemination of knowledge, ensuring that research outputs and resources are freely available to the public. Its events and activities are designed to address issues that are directly relevant to society, fostering dialogue beyond academia. It strengthens interdisciplinary collaboration, promotes student participation in research-based activities, and enhances the university's social impact and public profile in relation to fundamental rights.

What has it achieved?

1. Six open-access thematic research studies, addressing core human rights issues of direct societal relevance
2. Five public media interventions and opinion articles published in national and specialised outlets, contributing to public debate.
3. Three public events and awareness actions with strong societal engagement.
4. Systematic student engagement, with undergraduate and postgraduate students actively involved in research production, public events, and dissemination activities.

Contact information: Eleni Gavriil, Director of Human Rights Observatory

Visit our [website](#)

Visit our [Facebook](#)

Visit our [Instagram](#)

EMERGE re-branding: Possible to some extent by building on the Observatory's existing work.

- Comparative case studies between EMEGE partners, particularly through cross-institutional comparison of national legal and policy frameworks.
- English-language dissemination materials, including summaries and selected outputs, acknowledging that not all existing publications have been translated to date.
- Development of case studies and research publications that address issues directly relevant to EMERGE priorities, including sustainability, resilience, and the protection of marginalised communities.

General framework of Special Study Arrangements

The Special Study Arrangements aims to promote the success of all students, regardless of the obstacles they face, by offering appropriate educational and administrative adjustments.

Impact:

For the student helper:

- Official recognition of an invisible role.
- Reduced risk of dropouts due to possible adjustments (timetable, attendance, assessment methods).
- Improved mental health and well-being: feeling understood, supported and less isolated.
- Better balance between studies, personal life and caregiving role.
- Enhancement of transferable skills (organisation, responsibility, empathy), which can potentially be used in training or professional integration.

Impacts for the university:

- Strengthening of equal opportunities and inclusion in student pathways.
- Preventing dropouts and academic failure, with targeted support.
- Improved understanding of student populations and their social realities.
- Consistency with the university's social responsibility and health prevention policies.
- Promotes an attentive, innovative and committed institution, particularly on issues of solidarity and public health.

Societal impacts

- Social recognition of the role of carers, from an early age.
- Contribution to a culture of care and solidarity, in line with the challenges of health and ageing in the population.
- Stronger links between education and social services.

Target Audience:

Students with disabilities or debilitating illnesses; students who are in employment (minimum of 10 hours/week on average), student entrepreneurs; students with special responsibilities in university or student life; students with family responsibilities; students enrolled in multiple programmes; students engaged as civic service volunteers; high-level artists and athletes; students subject to measures depriving them of their liberty; pregnant women; students engaged in one of the activities mentioned in Article L611-11 of the Education Code; students who are family carers.

How to replicate:

1. *Identify the need through several complementary channels:* The university's social services; the academic services; self-declaration by the student, encouraged by clear communication about the existence of the scheme.
2. *The social services department assesses the individual situation by offering an interview with the student to analyse:* The nature of the assistance to be provided; the time commitment required; the impact on the student's academic career.
3. *Recognising the status of student assistants:* Once identified, students may be referred to official recognition of their status under the RSE, in accordance with the study regulations.
4. *Implementing adjustments:* Educational and administrative accommodations are defined in conjunction with the social services department, the student and the educational programme, in accordance with the regulatory framework and based on the student's specific needs.

5. *Ensuring coordination between stakeholders:* Close collaboration between departments (academic, student life, university health, social services) ensures appropriate follow-up and a consistent response to the situations encountered.
6. *Ensure follow-up:* Regular reassessment of the situation and continuous coordination between the parties involved.

What was the benefit?

- Institutional recognition of an invisible but fundamental commitment.
- A strengthened sense of legitimacy for student helpers.
- Use of an existing regulatory framework, facilitating implementation.
- Improved academic perseverance and success.
- Development of a more inclusive and caring university culture.
- Better coordination between prevention, social support and student success.
- Recognition of student commitment as a "family carer" through Outreach Activities entitling them to an academic bonus of 0.1 to 0.5 points.

What has it achieved?

- Students are more inclined to come forward and ask for help.
- Better anticipation of risk situations (absenteeism, dropping out).
- Better acceptance of accommodation because they are part of a recognised framework.
- Direct contribution to the UBS's overall student quality of life policy.

Contact information:

[Contact Vannes](#)

[Contact Lorient](#)

[Institutional page – Special Study Programmes](#)

EMERGE re-branding:

Yes, provided it is based on existing mechanisms and does not replace them.

- A name + a visual identity (logo, colours, slogan) "EMERGE Care & Study".
- Highlighting testimonials from students who: provide support or benefit from support.
- Emphasis on invisible vulnerabilities (caregiving, health, family responsibilities).

and/or

EMERGE FlexiSuccess: image symbolising flexible success

- Rollout of an EMERGE FlexiSuccess charter.
- Promotion of CSR as a lever for success for all.
- Integration into institutional communications.

E-learning Course: Universal Design for Digital Accessibility

This comprehensive e-learning course equips educators with practical skills to meet legal requirements for the Universal Design of ICT solutions. The course provides ten practical steps focusing on accessible teaching material, covering essentials like contrast, clear language, correct use of headings, and video captioning. It helps institutions ensure equal access to higher education for all students, regardless of their functional ability.

Impact:

Ensures that employees gain the necessary competence to universally design ICT solutions. The course provides concrete tools for creating your teaching material. In this way, the institution promotes equal access to higher education for all students, in accordance with legal requirements for higher education institutions in Europe (WAD).

Target Audience:

Employees at universities and university colleges.

How to replicate:

Translate the course.

What was the benefit?

1. We ensure high and standardized quality in the teaching material.
2. We strengthen the compliance the legal requirements have and the institution's inclusive practices.
3. The course contributes to a culture of reflection and continuous competence development within inclusion and pedagogical use of ICT.

What has it achieved?

The course is a valuable, nationally recognized model that has already been adopted by universities and colleges across Norway. We received the prestigious Universal Award 2019 for this initiative, recognizing its commitment to inclusion and diversity.

Contact information:

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EMERGE rebranding:

Translating the course and contact Randi Hagen to discuss how to rebrand.

Service-learning in correctional facilities

Students from several faculties deliver educational and support activities for people serving prison sentences – legal awareness, digital skills, language education, psychoeducation, or environmental topics. The activity supports social inclusion of one of the most marginalized groups.

Impact:

Support the social reintegration of incarcerated individuals through learning opportunities. Reduce social exclusion by strengthening personal skills, knowledge, and confidence. Build bridges between the university and community institutions (prisons, NGOs, courts, social services).

Target Audience:

Teacher trainees, inmates in correctional centres.

How to replicate:

Partner universities can consider initiating new partnerships with institutions working with specific marginalized target groups like, in this case, the convicts, or other, similar groups. They can try to prepare a simple educational offer for these target groups.

What was the benefit?

The main objective is to increase the digital literacy of inmates in correctional centres, respond to their educational needs, help them gain confidence in working with computers, mutual assistance, and cooperation between inmates. By acquiring these skills inmates can create applications and resumes. Students (teacher trainees) learn to assess the inmates learning results and adapt the difficulty level of activities accordingly. For students this work increases their communication skills and ability to work with diverse groups of people (young people, women, men), adopt individual approaches, overcome prejudices, and gain greater social awareness. They also learn patience and gain courage to work in such specific facilities.

What has it achieved?

This training has been provided for 3 years. In 2024/2025, students attended twice a week in the autumn and once a week in the spring semester. During this period inmates strengthened their IT and communication skills.

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EMERGE rebranding:

Education that reconnects, Second Chance Classroom.

Shared Space Programme: autonomy and employability for people with intellectual disabilities

The Shared Space Programme is a pioneering programme for young people with cognitive disabilities who, due to structural educational barriers, cannot access mainstream university routes. The Shared Space Programme is fully integrated into university life. It involves a wide range of services and encourages the active engagement of students, academic staff and administrative staff, ensuring that participants become part of the campus community in a real and visible way.

Impact:

The initiative reflects a strong commitment to social responsibility and educational justice, expanding the university space to groups historically excluded and supporting students in building a positive self-image and an autonomous life project.

Target Audience:

People with intellectual disability and/or autism spectrum disorder between 18 and 30 years of age with a degree of disability equal to or greater than 33%.

How to replicate:

1. Set up an interdisciplinary team of professionals specialised in inclusive education and collaborating teachers at your institution.
2. Develop the programme towards the needs of the target group in your local environment.
3. Set up collaboration with local actors, companies and other potential employers.

What was the benefit?

The main objective of this training is to promote social and personal skills, providing basic skills for employability and promoting the university and socio-occupational inclusion of people with intellectual disorder and/or autism spectrum disorder. The training is structured in a way that starts with an initial level before moving on to an advanced level. The initial level is oriented to personal and social development, with an approach to the work environment. It includes theoretical training, specialized workshops and internships in UDC services. The advanced level focuses on skills and competencies specific to the work environment. It includes two specialization blocks: Store and Warehouse Assistant, and Administration and Services Assistant. Internships are carried out in ordinary companies.

What has it achieved?

Through carefully designed training in personal, social and pre-employment skills, the programme strengthens autonomy and opens meaningful opportunities for participation.

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Visit our [website](#)

Université Rennes 2, France



EQUALITY TUESDAYS

Equality Tuesdays are a monthly seminar series hosted by the Equality Mission and the Cultural Office. They were first launched in 2016 and continue to be an important part of the university's efforts to promote equality and fight discrimination.

Impact: These events provide a space for reflection, debate, and awareness-raising on various issues linked to equality, such as gender equality, discrimination based on sexuality, racism, social inequality, disability, and other forms of social injustice.

Target Audience: All members of the university community: students, professors, staff

How to replicate:

Define the equality issues you want to highlight, anchor the series within an equality office and a cultural or student-life department, schedule a predictable monthly session, and build a varied programme mixing talks, workshops, testimonies, and collaborations with students, staff, and external partners; then communicate consistently with a recognisable visual identity, involve the community through calls for proposals, and adjust the programme based on feedback so the series becomes a long-term, visible commitment to inclusion and anti-discrimination.

What was the benefit?

Over the past ten years, the value of *Equality Tuesdays* has become unmistakable, every month the hall fills with around 300 participants, a sign that the community sees the series as a meaningful space for learning, dialogue, and collective awareness. Its strength lies in the diversity of topics addressed—each session tackles a different dimension of equality or discrimination—allowing the programme to stay relevant, responsive, and intellectually stimulating. This regularity builds trust and visibility, while the variety keeps the audience engaged.

What has it achieved?

The long-term success of the initiative demonstrates its ability not only to raise awareness but also to create a shared culture of inclusion across the university, making it a flagship event that shapes attitudes, strengthens community bonds, and supports institutional commitments to equality.

Contact information:

Visit our [website](#)

EMERGE re-branding: The rebrand here means shifting from “our local initiatives” to “reproducible, modular, and measurable European formats. Possible other names:

- EMERGE Voices
- EMERGE Equality Talks
- EMERGE Open Forum
- EMERGE Inclusion Series
- EMERGE Dialogue Days

Key to success: produce “EMERGE kits”. Each action should include:

- PDF guide
- Communication templates
- Standard budget
- Impact indicators
- Implementation checklist
- Feedback and lessons learned
- “Low-cost” version

Equality Self Assessments

EDI assessment process (Athena Swan) is a systematic way to develop equality & inclusion action plans, monitor their progress and submit for peer evaluation on progress. The cycle runs at dept & institution level over a 5-year cycle and supports intersectional equality efforts. A self-assessment team is established with diverse representation to review the available data to identify EDI actions that would be implemented to improve the institution or dept for the benefit of its staff and students. The resulting actions are progressed and assessed against defined success measures which can include quantitative or qualitative indicators.

Impact:

In addition to supporting the development of Horizon Europe Equality enhancement plans, it has ensured that key equality indicators are tracked and addressed. It also ensures that equality issues are elevated to the appropriate level within the institution so they can be addressed and tracked against institutional action plans for gender and race equality.

Target Audience:

Equality, Diversity, Inclusion EDI practitioners or stakeholders interested in having a systematic method to develop, progress and monitor equality action plans.

How to replicate:

[Yellow window](#) has developed an assessment tool that could be used to create a snapshot for each institution and indicators of the areas in need of consideration & next steps to aim for.

What was the benefit?

A structured approach to equality assessment ensures that the workload associated with progressing equality can be valued, rewarded and incorporated into career progression opportunities.

What has it achieved?

10 years of involvement has resulted in capacity building to assess, address and report on equality issues and resulted in the development and valorisation of equality work within the institution.

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EMERGE re-branding:

The existing EDI assessment process may not be practical for Emerge branding within the timeframe. The yellow window assessment tool could provide a method to benchmark each institution across 12 impact drivers within the piloting phase outlined in the project. The specific branding conditions may need to be discussed with yellow window to ensure appropriate referencing but the benchmarking activity may be possible.

Resilience

Democritus University of Thrace, Greece



Resilient Learning Strategies: Student Self-Regulation & Adaptability

A structured undergraduate course developed at the Democritus University of Thrace to strengthen academic and emotional resilience through self-regulation, metacognitive strategies, and adaptive coping practices.

Impact

Strengthens learning persistence, adaptability, and academic autonomy; reduces cognitive overload and ineffective study habits; enhances emotional regulation, stress management, and performance confidence; supports retention and student well-being across all years of study.

Target Audience

Undergraduate students across disciplines and years of study, particularly those experiencing transition stress, performance anxiety, or academic fatigue; academic advisors and teaching staff involved in student support.

How to Replicate

Embed short resilience-focused modules within curricula or student-support services; train facilitators in metacognitive and emotional-regulation approaches; deliver in flexible formats (face-to-face, blended, or online) and monitor outcomes for local adaptation.

What Was the Benefit?

Prevents burnout and disengagement; improves study effectiveness and learner confidence; aligns academic performance with student well-being; scalable, low-cost intervention fostering a shared culture of resilience.

What Has It Achieved?

Improved student adaptability and learning autonomy; reduced performance anxiety and cognitive overload; positive impact on engagement, retention, and academic confidence; strengthened institutional capacity for systematic student support.

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EMERGE Re-branding

Fully transferable and modular. Indicative formats: *EMERGE Resilient Learning Toolkit*, *EMERGE Adaptive Learner Module*, or *EMERGE Student Resilience Badge*, aligned with EU frameworks and EMERGE priorities in resilience and student success.

Europa-Universität Flensburg, Germany



Model United Nations

Student-led diplomatic simulations that develop negotiation, teamwork, and conflict-resolution skills. Can be implemented as a student initiative, extracurricular activity, or integrated into academic modules.

Impact:

Strengthen democratic resilience; develop public speaking, leadership, and negotiation skills; promote global citizenship and multilateral thinking

Target Audience:

Undergraduate and graduate students; Students interested in international relations, politics, law, and diplomacy; International and domestically oriented students; students of the EMERGE Alliance.

How to replicate:

1. Establish a student-led organising committee with faculty support or under the umbrella of a student association. Administrative support may be required for logistics, finances, and official communication.
2. Define the simulation format, such as a full conference, a short workshop, or a course-related academic event, including duration and learning objectives.
3. Select the conference theme, committees (e.g. General Assembly, Security Council, ECOSOC), and the countries or roles to be represented.
4. Develop the academic framework, including background guides, position papers, and clear rules of procedure.
5. Provide introductory training sessions for participants, covering rules of procedure, diplomatic writing, negotiation techniques, and public speaking.
6. Organise the event, including room allocation, technical equipment, scheduling, moderation/chairing, and registration management.
7. Recruit and train chairs, moderators, and support staff, ensuring academic quality.
8. Promote participation across faculties and institutions, through official MUN channels, partner universities, and the EMERGE alliance, as well as via social media and student networks.
9. Ensure inclusion and accessibility, including language support, clear codes of conduct, and awareness of diverse participant backgrounds.
10. Conduct evaluation and reflection after the event, gathering feedback from participants and organisers to assess learning outcomes and improve future conferences.

What was the benefit?

Experiential learning in a low-risk, practice-oriented setting, strengthens transferable skills relevant for academic and professional careers, encourages student initiative and responsibility.

What has it achieved?

Increased student engagement in international and democratic topics, enhanced intercultural dialogue and cooperation, development of a sustainable student-led learning format.

Contact information:

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Visit our [website](#) and Visit our Instagram: @munflensburg

EMERGE re-branding:

Possibly not. If members of the alliance re-brand it, it could be called “**EMERGE Diplomacy Lab**” or “**Inter-alliance MUN events**” — shared logos, posters, stories, websites, and social media.

Neapolis University Pafos, Cyprus



Counselling Centre for Psychological Support and Evaluation (SKEPSIS) – Supporting Student Wellbeing

Impact:

The Counselling Centre provides psychological support, assessment, and wellbeing services to students and, where applicable, the wider community. It promotes mental health, inclusion, and resilience within the university environment.

Target Audience:

Students, academic community and the wider community.

How to replicate:

Establish a university-based counselling unit staffed by qualified psychologists, integrate it within student services, and promote confidential, accessible support. Collaborate with academic departments and student bodies to raise awareness.

What was the benefit?

Improved student wellbeing, academic performance, and retention while fostering an inclusive and supportive campus culture.

What has it achieved?

Enhanced psychological resilience, reduced stigma around mental health, and strengthened institutional support structures.

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Visit our [website](#)

EMERGE re-branding:

Can be positioned under EMERGE WP8 as a resilience and inclusion action supporting student wellbeing across partner institutions.

Basic University Pedagogy course

The mandatory Basic University Pedagogy course (10 ECTS) is developed and provided by the Section for Higher Education Pedagogy and Quality. The course provides educators with a fundamental pedagogical understanding. Participants learn how to design effective course plans and how to plan their teaching. They also gain knowledge about assessment and supervision techniques. It also prepares academic staff to teach increasingly diverse student groups and emphasizes universal design and inclusion. Other core elements include the effective use of digital tools, reflections on AI, and multimedia learning. The course consists of 11 days of sessions over one year. It includes several assignments, such as a pedagogical credo, peer mentoring, and an ICT project.

Impact:

We ensure that all academic staff achieve the necessary and mandatory pedagogical qualifications. We create a learning community where we share best practices in teaching, assessment, and supervision. Additionally, we promote student-active learning, the pedagogical use of ICT, and the reflected use of AI. We also emphasize inclusion, universal design, ethics, and sustainability.

Target Audience:

Academic staff

How to replicate:

1. Secure support from university management. It is vital that the course is mandatory for all academic staff at your university.
2. Establish a dedicated section of experts in higher education pedagogy.
3. Create a structure that combines theory with practical work. Design student activities and assignments that the participants find relevant to their daily work. The course itself should span a full year with regular sessions. We use six two-day sessions spread across two semesters.
4. Facilitate collaboration between colleagues, by allowing time for discussion and model various student-active teaching methods. Aim for a balance between lectures and practical exercises. Participants observe each other and provide feedback. Use a digital platform to share resources.
4. The course curriculum should be based on both national and international literature from the field of higher education pedagogy.
5. The course concludes with a group development project and an oral exam where the project is presented in groups of approximately 8–10 participants.

What is the benefit?

1. The course enhances the pedagogical competence of our staff and improves the overall quality of our study programs. It also gives all educators a common platform for their teaching practice.
2. We prepare our educators to manage challenges involving digitalization, change, and inclusion. These skills make our organization more robust and adaptable.
3. The program builds a culture of continuous development and reflection. Staff members evaluate and improve their teaching practices together within the academic community.

What has it achieved?

The course consistently receives excellent evaluations. Additionally, they build strong professional relationships with colleagues across all seven of our campuses.

Contact information:

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EMERGE re-branding:

Presentation of best pedagogical practices from course participants.

Stop Violence Initiative

The programme is based on an integrated strategy for the prevention, reporting and handling of violence, discrimination, harassment and sexist behaviour for all staff and students. The Stop Violence Unit is independent and is not attached to any department within the University of South Brittany.

Impact:

- **Securing the living environment:** Creation of a "safe, respectful and caring" study and work environment.
- **Cultural change:** Development of a common culture of respect and equality through ongoing training.
- **Protection of individuals:** Possibility of temporarily removing an alleged perpetrator through protective measures to protect victims and the integrity of services and students.

Target Audience: students and staff.

How to replicate:

- **Establishment of the Platform:** Create a tool that allows for named or anonymous reporting.
- **Setting up the units:** Listening, information, guidance, support: Recruit professionals (social workers) and trained volunteers.
- **Processing:** Bring together the departments (HR, Legal, Services).
- **Definition of the processing procedure:** Receipt of the report → Referral to the listening unit within three working days, appointment of a social worker and a volunteer agent. Proposal for a face-to-face or Teams interview, then production of a report sent to the processing unit if necessary.
- **Following the listening unit's report, qualification of the facts:** Administrative investigation.
- **Report to the Presidency:** Decision on sanctions or referral to the public prosecutor.

What was the benefit?

- **Confidentiality and neutrality:** Provides a safe space where people can speak without judgement.
- **Multidisciplinary expertise:** The joint involvement of social services, HR and legal departments ensures rigorous handling.

What has it achieved?

- **Structure of the system:** Transition from the email address of the staff social services assistant to a system with a dedicated platform and units. (Sexist, homophobic and transphobic sexual violence). In 2025, opening up to "STOP VIOLENCE".
- **Institutional commitment:** Integration of the initiative into the objectives contract (2024-2026) and the student life master plan.
- **Transparency:** Production of an annual activity report by the listening unit, presented to the relevant bodies (Social Administration Committee/Specialised Training in Health, Safety and Working Conditions).

Contact information:

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Visit our [website](#)

EMERGE re-branding:

Could be rebranded as Emerge Stop Violence

Human Rights Clinic

This activity strengthens legal awareness among children and young people, promoting their ability to respond to social and legal challenges, thus contributing to community resilience. One of the main objectives of the course is to raise awareness of human rights and the possibilities of protection within the community of young adolescents. The Faculty of Law supports the activities of the Human Rights Centre, which, through our students, increased the number of educational activities in that year.

Impact:

The main benefit for the community is raising awareness on human rights through educational presentations from students. This further leads to the promotion of tolerance, the prevention of discrimination, and the overall strengthening of civil society. Community partners also have the opportunity to work with the university and the Slovak National Centre for Human Rights, which provides space for further joint activities with concrete positive impacts on community life. Students presented the topic of anti-discrimination at 14 secondary schools and 8 primary schools.

The main benefit for the university, the faculty, and the students is their strengthening of professional knowledge and practical skills in the field of human rights protection, thus increasing the quality and relevance of their education, and their competitiveness in the labour market. The link between theoretical knowledge and real-life practice is strengthened through cooperation with an expert from the Slovak National Centre for Human Rights. Through active participation in seminars and their independent presentations in communities, students develop their critical thinking, communication skills, and civic engagement, becoming responsible and socially conscious graduates.

Target Audience: Students of Law degree programs.

How to replicate: Partner universities can organise similar activity or liaise with UMB to share expertise directly.

What was the benefit? As part of the human rights clinic, a subject in the Law 1 degree program, students complete training on a selected topic for the given semester (e.g., anti-discrimination) under the guidance of a lawyer from the Slovak National Centre for Human Rights over a period of 6–8 weeks. During the remainder of the semester, they are required to prepare a presentation on the topic and teach selected human rights issues to primary and secondary school students.

What has it achieved? One of the main objectives of the course is to raise awareness of human rights and ways of protecting them among young adolescents. The Faculty of Law at Matej Bel University supports the activities of the Human Rights Centre, which has increased the number of educational activities this year through our students. Human rights education is one of the centre's mandates under the law establishing it (Act No. 308/1994 Coll. as amended). The aim is also to consolidate the theoretical knowledge of UMB Faculty of Law students on specific issues, strengthen their verbal skills, independent work, work with the lay community, and the ability to explain more complex issues. The aim is also to deepen students' theoretical knowledge in the field of human rights, with particular emphasis on the activities and significance of the Slovak National Centre for Human Rights.

Contact information:

Email: lubica.saktorova@umb.sk

Visit our [website](#)

EMERGE re-branding:

Where justice becomes practice

The Diversity Support Unit

The unit has a well-established track record in ensuring accessibility, guidance and support for students with diverse needs, and it also incorporates the LGTBIQ+ dimension. It has procedures, adaptation protocols, awareness campaigns, training activities and resources that can be clearly explained and readily adapted to other universities. In addition, its functioning represents an institutional structure that guarantees inclusion, well-being and support.

Impact:

Its main task is to facilitate the full inclusion and equity of students and teachers who, for physical, sensory, gender identity, affective-sexual, gender expression, psychological or sociocultural reasons, experience difficulties or external barriers to equitable, equal and participatory access to university life.

Target Audience:

All participants in higher studies: students, teachers and technical, management and administrative and service personnel.

How to replicate:

The units' procedures, adaptation protocols, awareness campaigns, training activities and resources are clearly explained and can be readily adapted to other universities.

What was the benefit?

To bring closer those social realities that are less visible and that suffer from greater social vulnerability. By sharing knowledge and information about social groups with diverse needs and invisible disabilities, we form a basis for eradicating any form of discrimination, harassment and violence.

What has it achieved?

- Advice and awareness: of the entire university community about the rights, experiences and needs of people with disabilities, specific study support needs (NEAE), the LGTBIQ+ collective, or any collective or group that may be subject to discrimination or minoritization.
- Individualized attention: accompaniment, provision of technical assistance and establishment of networks for the exchange of information and mutual support both with individuals and with the associative fabric or relevant organizations in these fields.
- Progressive Removal of Barriers: elimination of architectural, bureaucratic and communication barriers or barriers on all campuses.
- Promotion of Community Rights: of the university community, with special interest in collectives or groups that suffer from greater discrimination and vulnerability.
- Establishment of collaborative networks: in the attention to diversity through agreements with universities, governmental and non-governmental organizations.
- Training in diversity: in topics related to diversity, inclusion and equity in the university.
- Elimination of violence: Actions that promote the elimination of all types of violence and discrimination in the university.

Contact information:

Visit our [website](#)

EMERGE re-branding:

It is possible by establishing a similar diversity support unit. Contact the unit to replicate their procedures and more and adapt to your local needs.



SOLIDARITY GROCERY STORE

L'Épicerie Gratuite is a student-led solidarity initiative that operates a free grocery store on campus. It was created in January 2019 by students and local partner associations to respond to food insecurity and waste, issues that many students face. The initiative grew from collaborations between student volunteers and associations such as Cœurs résistants, responding to growing needs among students struggling to afford regular meals.

Impact:

The main goals are to combat food waste by redistributing edible products that would otherwise be thrown away, and to support students facing food insecurity by providing access to groceries free of charge and without any conditions.

Target Audience:

Students from Campus des Solidarités

How to replicate:

To replicate this initiative, start by forming a small student-led team and partnering with local associations experienced in food redistribution or social support. The first step is to identify the two core issues the project addresses—food insecurity among students and food waste in the community—and build your concept around them. Next, secure a space on campus where groceries can be stored and distributed safely; even a small room is enough to begin. Establish partnerships with supermarkets, bakeries, markets, and food banks willing to donate unsold but still edible products. Recruit volunteers to handle collection, sorting, and distribution, and set up simple operating rules: free access, no conditions, and a respectful, stigma-free environment. Communication is essential—use student networks, social media, and campus channels to inform students about opening hours and donation needs. Finally, track basic indicators such as number of beneficiaries, volume of food redistributed, and partnerships created. This helps demonstrate impact, secure long-term support from the university, and adapt the model as demand grows.

What was the benefit?

Since 2019, the solidarity grocery store has created significant value by directly reducing food insecurity among students while simultaneously cutting down on food waste on and around campus. Since its launch, it has provided thousands of students with free access to essential groceries, helping them maintain a healthier, more stable daily life despite financial constraints.

What has it achieved?

Beyond the material support, it has also fostered a strong sense of community and mutual aid, empowering students to take collective action and support one another. The initiative has strengthened partnerships between the university and local associations, raised awareness about food waste, and normalised conversations around student precarity. In doing so, it has become both a practical safety net and a symbol of solidarity, dignity, and student engagement.

Contact information:

Visit our [website](#)

EMERGE re-branding:

Adaptable “EMERGE kit” with guides, templates, and a low-cost version so the whole programme looks scalable, measurable, and ready to travel across campuses.

University of Limerick, Ireland



1st Seven Weeks (F7W)

Is a transition program designed to help students adjust to university life during the critical first weeks. Through targeted activities, workshops, and supports, F7W@UL addresses the common challenges students may face such as navigating university services and resources, adapting to new teaching styles, and developing independent learning skills. The programme themes of Belong@UL, Be Well @ UL & Do Well @ UL promote wellbeing and academic confidence.

Impact:

Improved early student experience and transition contribute to improved retention, progression and academic performance. This was achieved through support from across the University and facilitated an increased sense of student belonging

Target Audience:

Students transitioning to university for the first time. It started with first year years and has since expanded to all incoming students including mobility students, distance learning, part-time students or students with caring responsibilities.

How to replicate:

It is possible to replicate First Seven Weeks @UL model across EMERGE institutions.

- Establish a shared emerge framework.
- Strengthen early student integration
- Use low-cost delivery methods
- Address diverse learner needs
- Share insights across institutions
- Build a resilient community of practice

What was the benefit?

The programme delivered targeted supports—for example, dedicated resources and spaces for commuter students, plus tailored guidance for international, mature, access, and distance learners.

What has it achieved?

For Institutions: flexible and evidence-based model, reduced duplication, stronger partnerships, improved capacity to manage change with low-cost delivery.

For Students: early belonging and wellbeing support for diverse student cohort, improved adaptability, confidence, and transition success

Contact information:

Email: Pam.Wall Student Engagement and Success Lead

Visit our [website](#)

EMERGE re-branding:

The team can provide more details to those interested in replicating the initiative and discuss the opportunities to re-brand.

Sustainability

Democritus University of Thrace, Greece



Mythotopia: Revitalizing Mythology in Eastern Macedonia & Thrace

Mythotopia revitalizes the mythological heritage of Eastern Macedonia and Thrace by documenting, mapping, and reactivating local myths through education, digital tools, and sustainable cultural tourism.

Impact

Preserves and promotes intangible cultural heritage; strengthens regional identity and community participation; integrates education, digital innovation, and sustainable tourism; enhances regional visibility; offers a transferable model for sustainable local development.

Target Audience

Students and researchers in humanities, archaeology, education, tourism, and digital humanities; teachers and learners across educational levels; cultural professionals, local authorities, tourism stakeholders, and local communities.

How to Replicate

Document and map regional myths through interdisciplinary research; connect them with contemporary cultural and natural sites; develop a digital platform/app with accessible cultural routes; integrate educational content; engage local communities and ensure collaboration between academia, digital experts, and cultural institutions.

What Was the Benefit?

Long-term digital preservation of regional mythology; strengthened cultural identity and local pride; high-quality educational and tourism resources; sustainable synergy between research, education, and regional development; engagement of young researchers.

What Has It Achieved?

Comprehensive documentation of regional myths; translation and pedagogical reuse of key historical sources; creation of a digital platform (2,500+ cultural points) and mobile application; personalized cultural routes; interdisciplinary collaboration and wide dissemination.

Contact Information

Email: inteligi@hs.duth.gr; chmichal@hs.duth.gr; or amastroq@hs.duth.gr

Visit our [website](#)

Visit our [educational platform](#)

EMERGE Re-branding

Fully scalable and transferable across alliance regions. Indicative formats: *EMERGE Living Cultural Heritage* or *EMERGE Cultural Routes*, supporting sustainable tourism, digital heritage, and stackable micro-credentials aligned with EMERGE sustainability priorities.

BikeLab – Weekly Bicycle Repair Workshops

A low-threshold, student-run bicycle repair workshop offering hands-on maintenance support and basic repair skills. Requires only a suitable room, or space (indoor or outdoor) and basic tools. Strengthens sustainable mobility and a peer-learning culture on campus.

Impact:

Promotes climate-friendly mobility; build student empowerment and practical skills; Reduces carbon footprint related to daily commuting; creates visible, community-based sustainability action.

Target Audience:

- Students using bicycles as their primary mode of transport
- International and domestic students
- Sustainability-oriented student initiatives
- Staff members interested in sustainable mobility

How to replicate:

1. Identify a small, accessible space on campus.
2. Acquire basic bicycle repair tools and consumables.
3. Recruit and train student volunteers with basic technical skills.
4. Establish fixed weekly opening hours.
5. Promote the workshop via campus channels and sustainability networks.
6. Provide informal peer-to-peer guidance rather than professional repair services.
7. Collect simple usage data and feedback to adapt the offer.

What was the benefit/value?

Very low financial and organizational threshold; Immediate practical benefit for students; Encourages sustainable behavior through hands-on experience; Strengthens peer learning and student ownership.

What has it achieved?

- Increased bicycle use on campus
- Reduced repair-related costs for students
- Greater visibility of sustainability initiatives
- Strengthened sense of community and mutual support

Contact information:

Visit our [website](#)

EMERGE re-branding:

No, rebranding is not possible at our institution EUF

If members of the alliance re-brand it in their universities, it could be called “**EMERGE on Wheels**” — green mobility campaign; stickers, bike tags, repair days across the alliance.

Neapolis University Pafos, Cyprus



Earth Hour

Organized by the Student Union and in collaboration with the Department of Architecture and Earth & Environmental Sciences, this event is part of the global Earth Hour campaign.

Impact:

Sends a strong message in favor of planetary protection and sustainability through inclusive community action.

Target Audience:

General public, students, civic community.

How to replicate: Partner with the Student Union and relevant departments, align with the global Earth Hour campaign, organize a symbolic lights-off event, and promote it widely to students and the local community. Low-cost and easily adaptable.

What was the benefit?

Raised environmental awareness, strengthened student–faculty collaboration, and reinforced the university’s sustainability profile.

What has it achieved?

Engaged the campus and community in collective climate action and enhanced the institution’s visible commitment to sustainability.

Contact information:

Student Union of Neapolis University Pafos.
School of Architecture, Engineering & Environmental Sciences
Email: m.katafygiotou@nup.ac.cy

EMERGE re-branding:

Yes, this best practice can be a common event among all EMERGE partners with live streaming.

The Future Classroom Lab

The Future Classroom Lab is one of several Future Classroom Labs (FCL) in Norway and around the world. The FCL concept was developed by European Schoolnet, which aims to promote innovation in teaching and learning. The Future Classroom Lab at INN, is a flexible and technology-rich meeting place and inspiring learning environment for co-creation and exploration of technology.

Impact:

At the Future Classroom Lab visitors are invited to reflect on learning, technology, and classroom design, and where the purpose is experimentation, training, and stimulating innovative practices in schools.

Target Audience:

Teachers, students, schools and kindergartens and local businesses and workplaces

How to replicate:

1. Adopt the Pedagogical Mindset (Before Buying Technology): Replication is more about pedagogy than technology.
2. Implement the 6 Learning Zones: divide the area into zones designed for specific activities.
3. Equip the Space (Cost-Effective & Scalable): You do not need to buy all equipment at once. Start with modular, reconfigurable, and affordable options.
4. Utilize the Future Classroom Toolkit: The official FCL website provides free resources to guide the design process.
5. Start Small: The "Mini-Lab" Approach - If you cannot renovate an entire room:
 - ✓ Create Zones within a Traditional Classroom: Define a small "creation corner" and a "presentation area" within your current room.
 - ✓ Use Mobile Furniture: Replace desks with wheels to make your current classroom more flexible.
 - ✓ Focus on One Zone

What was the benefit?

The use of different technological methods to work with sustainability.

What has it achieved?

The use of different technological methods to work with sustainability, such as:

- the computer game Skabma which focuses on the indigenous perspective of the Sami people (resulted in workshops under Sami Language week, an annually occurring conference),
- VR simulation on parent-teacher conversations in schools (an area proven to be difficult for newly graduated teacher students) and
- a variety of games for sustainability that encourage action for sustainability and strengthens sustainability competencies in young people.
- Additionally, they hold workshops and courses on the interdisciplinary themes from the Norwegian curricula (Sustainability; Democracy and Citizenship; Public Health and Lifeskills) which include games to increase sustainability competences in young people.

Contact information:

Visit our [website](#)

EMERGE re-branding:

Yes, by highlighting the different games and VR-simulations that INN has available. Potential to translate these to other languages and make them country specific. Show how they work together with students, teachers, school classes and competence development.

Université Bretagne Sud, France



The Transition Agreement

A participatory initiative, launched in November 2024, committed to ecological and societal transition. This process aims to develop a master plan for sustainable development and social and environmental responsibility for 2035.

Impact:

The Transition Agreement is based on five main pillars:

- 1. Strategy and governance:** Strengthening decision-making structures to integrate transition issues.
- 2. Education and training:** Integrate environmental transitions and sustainable development into educational programmes.
- 3. Research and innovation:** Promote research projects focused on environmental and societal transition.
- 4. Reducing environmental impact:** Implementing concrete decarbonisation measures.
- 5. Social policy and quality of life at work:** Improve working conditions and promote social responsibility (job insecurity, inclusiveness, cooperation).

Target audience:

Students, employees at the university and people living in the local environment to the university.

How to replicate:

This is a training course based on an iterative "Head – Heart – Body" process consisting of six one-day sessions. Each day includes a morning of lectures on ecological and societal transition and an afternoon of practical workshops to jointly develop a roadmap consisting of a goal, redirection levers and actions.

What was the benefit?

The Transition Convention provided an opportunity to experiment with collective intelligence and systemic thinking within the workshops.

What were the results?

More than 100 actions were proposed by the participants of the transition convention. These actions were put to a vote and then incorporated into the DDRS Master Plan.

Contact information:

Visit our [YouTube](#)

Visit our [website](#)

EMERGE rebranding:

Yes, the Transition Convention is a process of participatory democracy and collective intelligence for the benefit of the TES.

Senior Volunteering in the University Library

The Senior Volunteering Programme at the University Library engages active older adults in structured volunteer roles that support educational, cultural, and community activities. Seniors contribute their experience and time to library services, public events, reading programmes, and knowledge sharing initiatives, strengthening intergenerational dialogue and community cohesion.

Impact:

- Promotes active ageing and social inclusion of older adults.
- Strengthens intergenerational learning and knowledge transfer.
- Enhances community engagement within the university environment.
- Contributes to social sustainability by reducing isolation and supporting civic participation among seniors.

Target Audience:

- Active seniors and retired professionals
- University students and academic staff
- Library users and members of the local community
- Community organisations focused on ageing and lifelong learning

How to replicate:

1. Establish a structured volunteer programme within the university library or cultural unit.
2. Define clear volunteer roles (reading support, event assistance, mentoring, archival support).
3. Provide basic orientation and training for senior volunteers.
4. Create opportunities for intergenerational interaction (reading clubs, discussion forums, cultural events).
5. Recognise volunteer contributions through certificates, public appreciation, or social events.
6. Monitor social impact and participation satisfaction.

What was the benefit?

- Supports sustainable community participation across generations.
- Utilises existing community resources (knowledge, experience, time) without high financial costs.
- Strengthening the universities social responsibility mission.
- Build long-term relationships between the university and local residents.
- Enhances well-being and sense of purpose among older adults.

What has it achieved?

- Active involvement of senior volunteers in university library programmes.
- Increased intergenerational interaction within academic and public events.
- Strengthening ties between the university and the local community.
- Contribution to a more inclusive and socially sustainable campus environment.

Contact information:

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EMERGE re-branding:

EMERGE Intergenerational Knowledge Bridge.

GREEN CAMPUS PROGRAMME

The Green Campus Programme is an established initiative on environmental commitment. Launched in 2014, it introduces a structured methodology across participating faculties based on active environmental committees, regular eco-audits, action plans, and continuous evaluation.

Impact:

Green Campus is a new program that brings together the philosophy, methodology and experience of Eco schools, adapted to the needs and specific problems of the university environment. In Europe, more than 40 universities, including the University of Cork and Trinity College Dublin in Ireland and the Higher School of Health Technology in Lisbon, have been participating in the programme since 2007. Several centres have already obtained the Green Campus Green Flag, recognising the quality and continuity of their environmental work.

Target Audience:

Students, academic staff and administrative staff.

How to replicate:

The creation of an Environmental Committee, the performance of eco-audits, the elaboration of an Action Plan and a declaration of environmental commitment, together with advice, information, communication and continuous evaluation, are the key elements of the GreenCampus methodology.

What was the benefit?

A key strength of the programme is that it goes beyond technical environmental management: it actively involves students, academic staff and administrative staff, fostering a consolidated culture of sustainability on campus.

What has it achieved?

Its actions span ten strategic areas, including energy and water efficiency, waste reduction, sustainable mobility, responsible consumption, biodiversity, health and well-being, climate action, participation and environmental volunteering.

Contact information:

Visit our [website](#)

EMERGE re-branding:

For further inquiry about re-branding email: administracion.educacion@udc.es

Université Rennes 2, France



ESS CARGO & CIE

A non-profit association and third-place community hub located on the Villejean campus. The name “ESS Cargo” reflects its roots in the Social and Solidarity Economy (Économie Sociale et Solidaire, ESS) and its role as a space for exchange and collaboration. ESS Cargo is supported by local authorities: Rennes Métropole (city council), Brittany Region, etc.

Impact:

Its core mission is to build community, support social innovation, and foster cooperation, solidarity, and ecological awareness among students, local residents, associations, and project leaders in the Villejean district. Through organising discussions, workshops to raise awareness of environmental and social issues, and project support, ESS Cargo & Cie aim to create links between the University and its neighbourhood: Villejean. It manages and runs ESS Cargo, which includes freely accessible work and relaxation areas, as well as a meeting room and a teaching kitchen available upon reservation for meetings, workshops, events, etc.

Target Audience: Mostly students and inhabitants of the neighbourhood

How to replicate:

Start by securing a physical space that can host both informal gatherings and structured activities. Build a partnership between students, local residents, associations, and social-economy actors to ensure the space reflects real community needs. Develop a programme that mixes open access areas (coworking, relaxation, meeting rooms) with regular workshops, discussions, and project-support sessions focused on social innovation and ecological awareness. The key is to create a flexible, welcoming environment run by a non-profit structure, where volunteers and partners co-design activities and where the university and neighbourhood interact naturally.

What was the benefit?

The value of ESS Cargo lies in its ability to strengthen social ties, reduce isolation, and create a shared sense of belonging between students and the local community. It offers a physical and symbolic bridge between the university and its surrounding neighbourhood, making collaboration easier and more natural. By promoting solidarity, ecological awareness, and collective creativity, it provides a supportive environment where people can meet, learn, and experiment.

What has it achieved?

ESS Cargo has become a lively, evolving hub that brings together students, residents, associations, and local project leaders. It has hosted numerous workshops, discussions, and awareness-raising events, helping participants engage with social and environmental issues while developing new skills and connections.

Contact information:

Visit our [website](#)

EMERGE re-branding:

Transforming a hybrid space into a modular student engagement ecosystem.

Rebranding the activity Clarify in three exportable pillars.

Pillar 1 – Student projects, micro-financing, mentoring European pitches

Pillar 2 – Circular economy, recycling centre, repair cafés, student bartering

Pillar 3 – Social innovation, hackathons, inter-campus challenges, joint projects, EMERGE

standardisation, shared digital platform, shared micro-grant budget, student badge / certification

European Impact Week.

Healthy UL 2.0

Healthy UL aims to move beyond focusing solely on individual behaviour change to also influencing the built and natural environments and embedding health, well-being, and sustainability in the University's culture, operations, and policies. The framework adopts a whole-of-campus and whole-of-system approach, aligning with national and international health-promoting campus networks.

Impact:

Since its launch in 2019, Healthy UL 1.0 established a strong foundation for creating an environment that enables positive health behaviours for staff, students, and the wider community—enhancing wellbeing, academic success, and campus vibrancy.

By shaping built and natural environments and utilising supportive policy approaches, the initiative helped make “*the healthier choice the easier choice*.” Supported by the national Healthy Campus Charter and Framework, Healthy UL is a member of the national Healthy Campus Network a network of Healthy Campus Coordinators and has aligned UL with global best practice in health-promoting universities.

Target Audience:

Environmental/Health/Wellbeing committees within Emerge Alliance partners

How to replicate:

The Healthy UL 2.0 Framework—offers a roadmap for other higher education institutions seeking to embed wellbeing and sustainability in institutional culture and practice. It provides adaptable principles and tools that enable campuses to identify, plan, and evaluate effective health-promoting actions.

What was the benefit?

Building on the foundations established through Healthy UL 1.0, Healthy UL 2.0 represents a dynamic evolution of UL's whole-of-campus approach to health, wellbeing, and sustainability. Through collaboration, innovation, and shared learning, Healthy UL 2.0 has strengthened UL's national and international leadership in the health-promoting universities movement.

What has it achieved?

UL played a central role in advancing the *Healthy Campus Ireland* initiative, partnering with higher education institutions nationwide to co-develop the **Healthy Campus Open Course**—a professional learning resource supporting staff in embedding health promotion principles across campus activities. As one of the participating higher education institutions on the Healthy Campus Evaluation Tool research team, UL contributed to the design and testing of a nationally aligned tool that enables campuses to assess their progress, impact, and sustainability in advancing health promotion.

Contact information:

Email: Sarah.Kennedy@ul.ie Healthy UL Manager

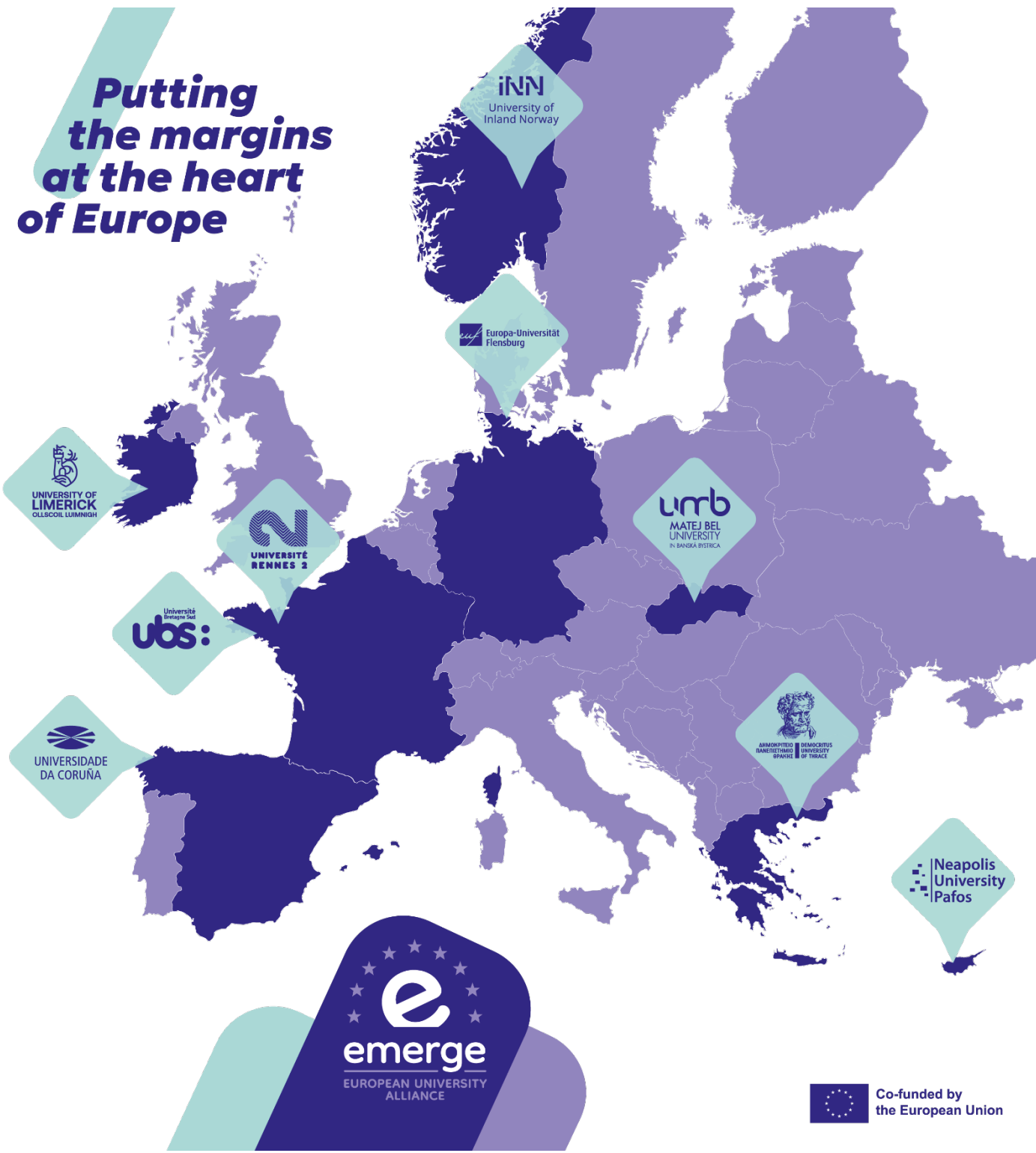
Visit our [website](#)

Visit our [healthy environment](#)

EMERGE re-branding:

Healthy UL 2.0 and its outputs (Food Philosophy, CycUL) may be initiatives that could be rebranded with appropriate credit to Healthy UL for its assets & IP.

Putting the margins at the heart of Europe



 Co-funded by the European Union

