EUROPEAN DUAL STUDIES UNIVERSITY EU4DUAL

SUSTAINABILITY REPORT 2023

EU4Dual
The European Dual Studies University

STUDENTS JOURNEY

ONLINE LEARNING

MOBILITY

STUDY
Study at various partner universities

WORK PLACEMENT

CONTENT

EU4Dual

FOREWORD

DR. ROSWITHA WIEDENHOFER-BORNEMANN

Shaping the future of higher education, the EU4Dual Alliance consistently strives for excellence in all its endeavors. This *Triple Bottom Line Report for 2023* underscores our commitment to pioneering sustainability and innovation, aligning with the European Commission's ambitious vision for European University Alliances. These alliances play a vital role in advancing Europe's goals of fostering a robust knowledge economy, addressing global challenges, and embedding sustainability across all sectors. By enabling mobility, enhancing knowledge sharing, and promoting green and digital transitions, the Commission provides the foundation for transformative initiatives like ours.

Our report is the first of its kind among European alliances, integrating the principles of the Corporate Sustainability Reporting Directive (CSRD) with the triple bottom line framework. This approach addresses environmental, social, and financial sustainability, reflecting our dual focus on advancing education and contributing to Europe's broader priorities of inclusive growth and resilience.

What makes this report unique is the innovative context in which it was developed. EU4Dual is not a single institution but a networked alliance of nine higher education institutions across Europe, united by a shared mission to integrate dual education into the heart of higher education. Together, we explored how sustainability intersects with our business model as a project-based organization, with the transformative *Student Journey Map* at its core. This unique model fosters a bridge between theoretical learning and practical work experiences, embedding sustainability into education, research, and governance from the beginning.

An interactive element within the online version of the *Student Journey Map* provides readers with access to inspiring good practices from the alliance's nine partner institutions, highlighting how projects have brought innovation and sustainability to life.

The preparation of this report has been a collaborative effort involving representatives from all partner universities, reflecting our dedication to inclusivity and shared responsibility. It illustrates how EU4Dual addresses the Grand Challenges of the *Future of Work*, the *Green Economy*, and *Healthy Living*, not only through our academic programmes but also through our commitment to sustainable operations and long-term viability.

This report marks the beginning of our journey in sustainability reporting. We are proud to lead the way with a methodology that highlights achievements, tells compelling stories of good practices, and identifies opportunities for growth. Through transparency and innovation, we aim to inspire others and contribute to a sustainable future in higher education and beyond.

On behalf of the EU4Dual team, I invite you to explore this report and join us in shaping a resilient, inclusive, and sustainable European higher education ecosystem.

Warm regards,
Dr. Roswitha Wiedenhofer-Bornemann
Head of Quality Management &
Impact Monitoring | EU4Dual

INTERVIEW

PROF. DR. JON ALTUNA | CHAIRMAN AT EU4DUAL

What is the first thing that comes to mind when you think of EU4Dual in the context of sustainability?

The first thing that comes to mind is the long-term sustainability and viability of the Alliance, both academically and financially.
When discussing the long-term sustainability and viability of the Alliance, we must consider these three elements. The future university we seek to create must be robust in terms of the financial sustainability of the academic offer we develop together and the services we provide to internal and external stakeholders. It must also be coherent in its societal impact, including environmental sustainability. Our second Grand Challenge, for example, focuses on the green economy, underlining our commitment to sustainability.

What role does sustainability play in the operation of EU4Dual?

From the outset, sustainability has been embedded in the manage-

ment of the Alliance. We have a dedicated work package focused on sustainability processes and procedures. Environmental sustainability is at the heart of our activities, as evidenced by the first two joint Masters programmes we are developing, which include "Digital and Sustainable Manufacturing" and "Green Economy and Sustainable Future". These programmes reflect our commitment to integrating sustainability into our academic core.

We have established best practice sharing groups and a team of experts focused on embedding and measuring sustainability in our processes and procedures.

Our specific work package on the Grand Challenges, in particular the second Grand Challenge on the green economy, creates interdisciplinary forums for knowledge sharing. The Alliance works in several areas such as mobility, lifelong learning, academic offer, research and dual higher education, all of which have sustainability as a cross-cutting theme. By focusing

our activities on these Grand Challenges, we are working towards sustainability by nature.

However, we recognise the need for better integration and collaboration between different groups within the Alliance, we have established Grand Challenge Forums, a perfect arena for embedding sustainability at the heart of everything we do.

How can EU4Dual contribute to tackling the challenges of climate change?

First of all, we need to be a benchmark as a sustainable higher education institution. The whole idea of alliances is to test new models of governance and new ways of impacting on society, particularly in terms of environmental impact. Higher education institutions have a great opportunity to test and pilot new initiatives.

For example, not all of the nine Alliance partners have yet adopted a sustainability strategy. The establishment of a sustainability working

group and the production of a sustainability report have raised awareness among the nine institutions and encouraged them to develop individual sustainability strategies and work together towards a sustainable future for the university and climate change mitigation.

Creating this kind of awareness and testing new methods and models is one of the greatest contributions that the European University Alliance can make. Furthermore, the three Grand Challenges we have chosen are directly related to our environmental footprint. We want to raise awareness of the importance of sustainability and tackling climate change among internal and external stakeholders from the outset.

What support do the partners need to better integrate sustainability?

The support they need is twofold. Firstly, managers need to be convinced that sustainability is a key strategy that they should embrace. Pioneering institutions with estab-

lished sustainability strategies can serve as examples.

Secondly, operational support is essential. Our teams are already sharing knowledge, tools and methods related to sustainability. We need to create forums for the exchange of knowledge and methods to ensure that all partners can effectively integrate.

OVERVIEW AND STRUCTURE

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This sustainability report focuses on the ongoing EU4Dual project, a collaborative initiative involving nine European partner universities. The report is divided into two main sections:

1. EU4Dual project overview and framework for the University Alliance

The first section provides a detailed overview of the EU4Dual project, including the conceptual framework that guides the creation of the proposed University Alliance. Central to this initiative are nine partner universities, each playing a key role in shaping and developing the Alliance throughout the project duration. These institutions will contribute essential elements such as academic courses, content, and organisational structures.

2. Sustainability reporting

This chapter provides an overview of EU4Dual's biannual triple bottom line report, which aligns with the principles of balancing economic prosperity, social responsibility, and environmental stewardship. As sustainability reporting becomes more important, particularly with the Corporate Sustainability Reporting Directive (CSRD)[1] and the European Sustainability Reporting Standards (ESRS)[2], several partner universities are already adapting their practices to meet these requirements. As a European University Alliance with strong business links, we strive to lead by example in sustainability reporting. While our current reporting does not yet fully align with ESRS guidelines, we are actively working to enhance our monitoring and reporting systems. This section, beginning on page 16, outlines our sustainability statements.

1) https://finance.ec.europa.eu/capital-markets-union-and-financial-markets/company-reporting-and-auditing/company-reporting/corporate-sustainability-reporting_en

2) https://www.efrag.org/en/sustainability-reporting/esrs/sector-agnostic/first-set-of-draft-esrs

2024 ANNUAL CONFERENCE
10 - 11 April

SHAPING THE FUTURE OF
EUROPEAN DUAL HIGHER EDUCATION

ABOUT
EU4DUAL

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EU4DUAL

THE EUROPEAN DUAL STUDIES UNIVERSITY

The European Union's University Alliance initiative aims to strengthen the higher education area by forming close-knit inter-university networks among higher education institutions and creating new educational opportunities for students. These alliances also promote cooperation in research and teaching, thereby strengthening the European identity.

With EU4Dual, nine European higher education institutions have come together for a special alliance: the foundation of a **European Dual Studies University.** This European University Alliance is formed by
→ Duale Hochschule Baden-Württemberg (Germany),
→ Mondragon Unibertsitatea (Spain),
→ FH JOANNEUM University of Applied Sciences (Austria),
→ Savonia University of Applied Sciences (Finland),
→ ESTIA Institute of Technology (France),
→ Neumann János Egyetem (Hungary),
→ PAR University of Applied Sciences (Croatia),

→ Malta College of Arts, Science and Technology (Malta), and
→ Koszalin University of Technology (Poland).

These institutions are professional higher education institutions strongly engaged with their regional business environments. All participating universities have developed their own cooperative or dual education models, in which students combine periods of practical internships in companies and organisations with periods of academic learning.

Our mission is to make dual education the future of higher education. Dual study programmes integrate academic learning with extensive, practical industry experience, preparing students for real-world challenges. To achieve this dual education, strong industry partnerships combine academic rigour with practical experience. Industry partners therefore form the second pillar of EU4Dual.

At the same time we want to address emerging economic, envi-

ronmental, and social challenges. Therefore, EU4Dual addresses future challenges in the areas of the future of work, the green economy and healthy living. These three Grand Challenges are central to the mission of our European University Alliance and integral to our course offerings, research initiatives, and the organisation of the Alliance. Beginning on page 13, we highlight these Grand Challenges, the impacts we aim to achieve, and the opportunities they present for all EU4Dual stakeholders.

Finally, there is a very strong focus on regional development: EU4Dual aims to be closely aligned with regional labour market needs by emphasising relevant skills, qualifications and graduate employability. This institution is committed to fostering strong integration between academia, industry and regional needs.

In this way, EU4Dual will create the largest integrated, multi-campus, multi-disciplinary dual education institution in the world.

By 2025, our collaboration will

→ establish a sustainable cooperation mechanism that will lay the foundation for the European Dual Studies University, ensuring its long-term functionality and financial stability.

→ We will establish a Centre of Excellence for Dual Education, dedicated to promoting research, facilitating knowledge exchange, enhancing capacity building, and advancing sector development.

→ We will implement new learning pathways for dual education, where most programmes include research, teaching, or internship elements from at least two members of the institution.

→ We will launch new joint master programmes, a joint dual doctorate programme, and a joint micro-credential portal, offering continuing career development and new skills created by us and our industry partners.

→ We will create an ecosystem of joint research projects at micro-, meso-, and macro-levels to support our Grand Challenges.

→ We will establish an unparalleled transnational work-based learning scheme, strongly supported by international businesses.

→ We will provide mobility experiences for at least 50 % of our staff and students.

Our core values, presented on page 12, guide our daily decisions and actions. They help us create a dynamic, resilient, and inclusive University Alliance that will endure in the present and future. Together, we shape a sustainable and successful future for our students, staff, and society, uniquely strengthened by our commitment to dual education and strong industry partnerships. In doing so, we uphold the core European values of inclusion, tolerance, justice, solidarity, and non-discrimination.

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THE ALLIANCE

SAVONIA
University of Applied Sciences
Savonia University of Applied Sciences

DHBW
Baden-Wuerttemberg Cooperative State University
Baden-Wuerttemberg Cooperative State University (DHBW)

Koszalin University of Technology

PAR UNIVERSITY OF APPLIED SCIENCES VELEUČILIŠTE
PAR University of Applied Sciences

FH | JOANNEUM University of Applied Sciences
FH JOANNEUM University of Applied Sciences

ESTIA INSTITUTE OF TECHNOLOGY | CCI BAYONNE PAYS BASQUE Euskal Herri
ESTIA Institute of Technology

NJE Neumann János Egyetem
John von Neumann University

Mondragon Unibertsitatea
Mondragon University

MCAST
Malta College of Arts, Science and Technology

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Mondragon University (MU) | 🇪🇸 Spain

Mondragon University (Mondragon Unibertsitatea) is a private, non-profit, cooperative university in the Basque Country, Spain. Its mission is to transform society through comprehensive education and knowledge transfer, promoting sustainable human development. The university is known for its close collaboration with local companies and stakeholders.

Founded in 1997, Mondragon University operates in ten locations across the Basque Country and specialises in fields such as engineering, business management, entrepreneurship, education, communication, and gastronomy.

FACULTIES	Engineering; Business Studies; Humanities and Education Sciences; Gastronomic Sciences
STUDENTS	6.800
STAFF MEMBERS	884

www.mondragon.edu

Savonia University of Applied Sciences (SAV) | ➕ Finland

Savonia University of Applied Sciences is dedicated to developing highly skilled professionals across seven diverse fields of study. With a vibrant community, Savonia emphasises hands-on education, fostering innovation, and real-world problem-solving.

Operating across three dynamic cities, Kuopio, Iisalmi, and Varkaus, Savonia is recognised for its forward-thinking approach. Through a rich array of programmes and research initiatives, the university is committed to shaping a sustainable future and driving positive societal impact both locally and globally.

FACULTIES	School of Business; Design; Engineering and Technology; Health Care and Social Services; Music and Dance; Natural Resources
STUDENTS	8.000
STAFF MEMBERS	596

www.savonia.fi

John von Neumann University (JvNU) | 🇭🇺 Hungary

John von Neumann University (Neuman János Egyetem) was established in 2016 through the merger of three institutions, with its legal predecessor being the Engineering College of Kecskemét, which dates back to 1964. The university has become one of the largest universities in Southern Hungary. The university specialises in various fields including engineering, information technology, economics and agricultural sciences.

FACULTIES	GAMF Faculty of Engineering and Computer Science; Economics and Business; Horticulture and Rural Development
STUDENTS	4.000
STAFF MEMBERS	486

www.nje.hu

ESTIA Institute of Technology (ESTIA) | 🇫🇷 France

ESTIA Institute of Technology, also known as École Supérieure des Technologies Industrielles Avancées, is an engineering and research graduate school located in Bidart, France. It was founded in 1985 and obtained the status of Commission des Titres d'Ingénieur in 1991.

The university specialises in training trilingual (French, English, Spanish), versatile engineers in fields such as digital design and innovation, electronics, automation and embedded systems, and industrial management and organisation.

FACULTIES	Digital design and innovation; Electronics, automation and embedded systems; Industrial management and organisation; AI & Big data and Circularity
STUDENTS	1.100
STAFF MEMBERS	155

www.estia.fr

© ESTIA Institute of Technology

Baden-Wuerttemberg Cooperative State University (DHBW) 🇩🇪 Germany

Baden-Wuerttemberg Cooperative State University (Duale Hochschule Baden-Württemberg) is Germany's first dual higher education institution, integrating academic studies with workplace training. Founded in 2009, DHBW continues the tradition of cooperative education from its predecessor, the Berufsakademie Baden-Wuerttemberg.

With around 9.000 dual partners and over 230.000 graduates, DHBW is the largest university in Baden-Wuerttemberg. It operates across nine locations and three campuses, leveraging close regional partnerships to support its educational mission.

FACULTIES	School of business; School of engineering; School of social work
STUDENTS	32.000
STAFF MEMBERS	2.551

www.dhbw.de

© Marcus Brandhuber

Koszalin University of Technology (KUT) | 🇵🇱 Poland

Politechnika Koszalińska, also known as Koszalin University of Technology, was established in 1968, originally as the Higher School of Engineering. It received its current name and status in 1996. Located in the picturesque town of Koszalin, Poland, with 3 campuses in Koszalin and additional branch in Szczecinek, the University has become a major educational institution in the region.

Koszalin University of Technology is known for its diverse range of faculties, each specialising in different fields of study. In addition, the university is active in international cooperation and participation in programmes that enhance the global perspective and opportunities for its students.

FACULTIES	Humanities; Architecture and Design; Mechanical and Energy Engineering; Economic Sciences; Electronics and Computer Science; Civil Engineering, Environmental and Geodetic Science
STUDENTS	3.200
STAFF MEMBERS	618

www.tu.koszalin.pl

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PAR University of Applied Sciences (PAR) | 🇭🇷 Croatia

Veleučilište PAR, also known as PAR University of Applied Sciences, was established in 2011 and is located in the vibrant city of Rijeka, in the Primorje-Gorski Kotar County of Croatia.

Committed to international cooperation, PAR has more than 90 inter-institutional agreements and 30 strategic partnerships.

The university actively participates in various international programmes, thus enhancing the global perspective and opportunities available to its students.

FACULTIES	Business Management; Gastronomy and Hospitality Management; Finance Management; Small and Medium Enterprises Management; Sports Management
STUDENTS	350
STAFF MEMBERS	19

www.par.hr

© PAR University of Applied Sciences

Malta College of Arts, Science and Technology (MCAST) 🇲🇹 Malta

The Malta College of Arts, Science and Technology, established in 2001, is a key institution for vocational and professional education in Malta. Known for its strong industry ties, MCAST ensures its programmes meet local economic and societal needs.
MCAST's main campus is in Paola, with additional campuses across Malta. It comprises several specialised institutes and centres, including the Centre for Agriculture, Centre for Maritime Studies, Aviation Maintenance Training Centre, and Centre for Learning and Employability. The Gozo Campus offers various courses to meet the educational needs of students on the island of Gozo.

FACULTIES	Institute of Applied Sciences; Institute for the Creative Arts; Institute of Engineering and Transport; Institute of Business Management and Commerce; Institute of Community Services; Institute of Information and Communication Technology
STUDENTS	11.000
STAFF MEMBERS	1.355

www.mcast.edu.mt

© Malta College of Arts, Science and Technology

FH JOANNEUM University of Applied Sciences (FHJ) 🇦🇹 Austria

FH JOANNEUM University of Applied Sciences is a leading institution located in Graz, Austria, with additional campuses in Kapfenberg and Bad Gleichenberg. It was established in 1995 and has grown to become one of the largest universities of applied sciences in Austria.

The university specialises in providing practical and research-oriented education across various fields, including applied computer sciences, engineering, health sciences, media and design, management and business, as well as building, environment, and society.

FACULTIES	Applied Computer Sciences; Building, Environment and Society; Engineering; Health Studies; Management and Business; Media and Design
STUDENTS	5.000
STAFF MEMBERS	794

www.fh-joanneum.at

© Marion Luttenberger

VALUE STATEMENT

7 CORE VALUES GUIDE OUR DAILY DECISIONS AND ACTIONS

Our University Alliance is committed to a shared vision of excellence and continuous improvement. Our mission is to foster a sustainable and outstanding landscape for education and research through collaboration and synergies. Our unique focus on dual education at the higher education level, seamlessly integrating work experience in collaboration with economic partners, distinguishes us. Our values form the foundation of our actions and guide us in achieving our mission.

Our Core Values

Internationalised
We value and promote the international dimension in all our activities. Through global partnerships and exchange programmes, we create an environment that integrates cultural diversity, inclusion, and worldwide perspectives, imparting global competence to our students and staff.

Regionally Anchored
Despite our international orientation, we are firmly rooted in our respective regions. We actively engage in local communities and contribute to regional development by recognising and fostering local needs and potentials, ensuring that our educational programmes and work placements align with regional economic and social landscapes. We promote justice and solidarity in our regional engagements, fostering environments where non-discrimination and tolerance are paramount.

Innovative
Innovation is at the core of our work. We support and encourage creative thinking and the development of new ideas committed to sustainability, leading to groundbreaking research projects and modern teaching methods. Our alliance strives to be at the forefront of technological and scientific advancements, particularly through the integration of practical industry experience within academic programmes.

Participatory and Dual
Our alliance thrives on the active participation of all stakeholders. We foster a culture of co-determination, where the voices of our students, staff, and partners are heard and included in decision-making processes. This participatory approach extends to our industry partners, ensuring that work placements are mutually beneficial and contribute to our educational excellence. Additionally, our commitment to dual education integrates academic learning with extensive, practical industry experience, preparing students for real-world challenges.

Sustainable
We are dedicated to promoting sustainability in all aspects of our operations. By integrating sustainable practices into our curricula, research, and campus management, we strive to make a positive impact on the environment and society. Our efforts focus on fostering responsible stewardship of resources and equipping our students with the knowledge and skills to drive sustainable development in their future careers.

Excellence-Oriented
Achieving the highest quality in teaching, research, and administration is our constant pursuit. We are continuously dedicated to improving our processes and outcomes to ensure excellent educational experiences and research results. This is achieved through clear objectives, regular evaluations, and the pursuit of best practices, particularly in the context of our dual education programmes that combine academic rigor with practical experience.

Future-Oriented
We think and act with a long-term focus, addressing future challenges and opportunities. Sustainability, digitalisation, and lifelong learning are central aspects of our strategic direction. Our alliance invests in forward-looking projects and educates the leaders of tomorrow who can thrive in a rapidly changing world, equipping them with both theoretical knowledge and practical skills through our integrated work placements.

EU4Dual

GRAND CHALLENGES

OUR THEMATIC FOCUS AREAS

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From global challenges to strategic focus

Our society is facing significant global challenges that demand not only innovative approaches but also robust collaboration across education, research, industry, and society. With EU4Dual, we see it as our mission to actively contribute to solving these challenges. Therefore, we are dedicated to creating a transformative and sustainable impact on society by addressing three Grand Challenges: Future of Work, Green Economy and Healthy Living. These core priorities shape the foundation of our mission to foster societal resilience and empower individuals through cutting-edge dual education, research, and strategic industry partnerships.

The Grand Challenges are thematic focus points of our future university. Our programmes, research initiatives and industrial collaborations are designed to address these issues holistically, creating value for our students, partners and society.

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Future of Work - creating sustainable working environments through digital transformation and sustainable industrial practices

Green Economy - promoting resource-efficient, socially inclusive and low-emission economic systems

Healthy Living - improving quality of life through innovation in health, prevention and working environments

As industries undergo profound transformation through digitalisation and sustainability, the Future of Work poses unique challenges and opportunities. EU4Dual's focus on topics such as twin transitions (digital and green), smart industry, human-centric manufacturing, and future skills development prepares our graduates to thrive in a rapidly changing labour market.

Our master programme in **Digital and Sustainable Manufacturing** starting in autumn 2025 is central to this approach, providing students with the tools to navigate and lead in evolving work environments.

Additionally, our focus on digitalisation demonstrates how technological advancements in the Future of Work can drive progress toward environmental goals.

The transition to a low-carbon, resource-efficient, and socially inclusive economy is a critical global priority. By integrating relevant topics such as green data, the circular economy, and sustainable energy engineering into our programmes, we empower students and stakeholders to create lasting environmental and societal benefits.

Our master programmes in **Green Economy and Sustainable Future** (launching 2026) will play an essential role in this effort, equipping students with the knowledge and skills to lead in areas such as resource-efficient practices, sustainable industrial processes, and low-emission technologies.

Health and well-being are essential to societal progress. At EU4Dual, we harness innovation, research, and social outreach to improve quality of life, extend lifespans, and promote happiness. Our approach focuses on four pillars: health promotion and healthcare, personalised nutrition, health technology (e.g., health apps), and workplace design.

Our master programme in **Healthy Living and Well-being** planned for 2027 will equip students with the skills to drive advancements in these areas, promoting well-being and sustainable health practices.

© DHBW

IMPACT OF OUR PROGRAMMES & ACTIVITIES

On students
The programmes within our thematic areas equip students with future-oriented skills through dual education that combines academic excellence with practical experience. Programmes aligned with industry needs ensure graduates are prepared for rapidly evolving labour markets, fostering their adaptability, cultural competence, and technical expertise. Students emerge as innovators and change-makers, directly contributing to sustainable and societal advancements.

On regions
By fostering collaboration between academia, industry, and local stakeholders, we strengthen regional economies through innovation and workforce development. Initiatives such as sustainable energy engineering and smart industry drive economic growth while enhancing local competitiveness and resilience.

On local development
Our activities and programmes promote sustainable practices, health innovation, and inclusive growth. By addressing environmental priorities, advancing workplace well-being, and integrating green and digital technologies, they contribute to long-term ecological, social, and economic progress, solidifying regions as models for sustainable transformation.

It is with these challenges in mind that we develop our strategic approaches, which help us not only to respond to acute problems, but also to shape forward-looking solutions. The next section of the report describes how EU4Dual is integrating these Grand Challenges into its value chain and strategic planning, with a focus on developing a sustainable and excellent education and research system to meet the challenges of the present and the future.
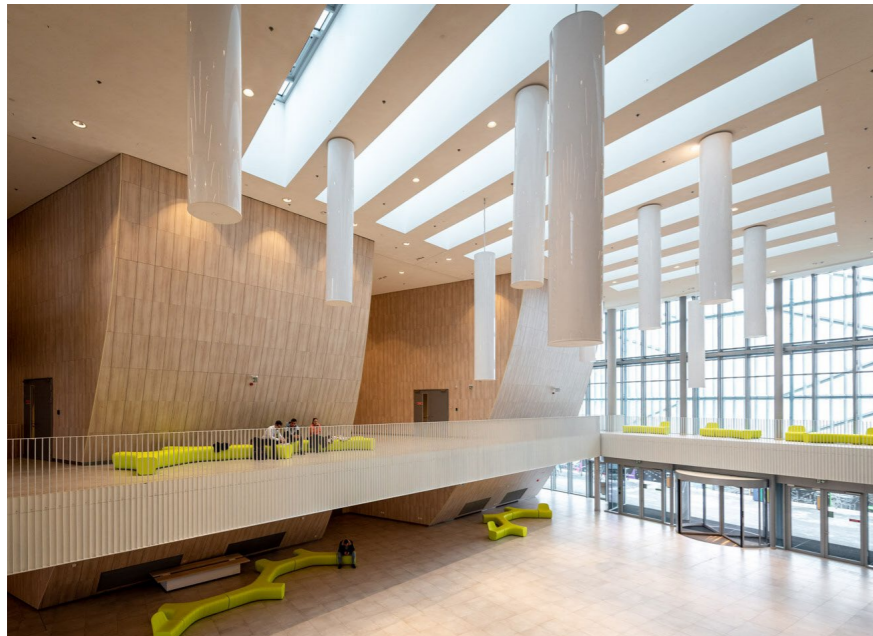
SUSTAINABILITY STATEMENTS 2023

GENERAL BASIS

FOR DEVELOPING THE SUSTAINABILITY STATEMENTS

© John von Neumann University

This second part of the document analyses the environmental, social and governance-related impacts of our ongoing project activities. Our goal is to ensure that these impacts are both visible and transparent, and systematically reduce any negative consequences associated with our work. We achieve this through continuously monitoring and integrating our findings into the biannual triple bottom line report. The report also emphasises our long-term objective. From the outset, we are incorporating sustainability principles into the project, ensuring that these values are embedded in the university's foundation. This proactive approach guarantees that sustainability will remain a core principle as the university evolves.

EU4Dual has decided to publish a biannual Triple Bottom Line[3] report to align our mission with the principles of the Triple Bottom Line-balancing economic prosperity (Prosperity), social responsibility (People), and environmental stewardship (Planet). A balanced approach to sustainable development is also becoming increasingly important in business. In the future, companies will face growing demands to enhance their sustainability reporting. This is especially critical in light of the Corporate Sustainability Reporting Directive (CSRD) and the European Sustainability Reporting Standards (ESRS). Several EU4Dual partner universities are already taking proactive steps to align their reporting practices with the ESRS requirements. As a European University Alliance with strong connections to business enterprises, we aim to set a positive example in sustainability reporting and have decided to orient ourselves toward ESRS. As we prepare for the implementation of the CSRD, we fully support Europe's strategies for sustainable development and the need for a transparent reporting framework.

This section of the document presents the sustainability statements for the year 2023. At this stage, however, our reporting practices are not fully aligned with ESRS due to the early phase of the project. Given this is both the first year of our project and its initial phase of development, the content available for reporting is naturally limited, with many aspects still under development. Our initial efforts concentrate on establishing a foundational structure and comprehending the ESRS standards' specific requirements and implications. Nevertheless, we are committed to aligning our reporting with these standards as closely as possible and improving our practices in the years ahead.

While the report is not formally audited, we actively engage both internal and independent external experts to review its content and provide feedback. This process ensures that we receive valuable guidance for the ongoing development of our sustainability initiatives and maintain transparency and accountability in our reporting.

All partners of this University Alliance have very different starting points, different capabilities and different approaches to implementing and documenting sustainability aspects. In developing the sustainability report for EU4Dual, it is therefore important to take these individual situations into account. At the same time, participation in the sustainability reporting process presents an opportunity to further strengthen and advance the sustainability practices of all partners.

This statement focuses on the project configuration for the year 2023. The various quantitative data provided by the partner universities for the reporting period of 2023 were not consolidated. The current report is subject to certain limitations in accuracy due to several factors related to our developmental stage. The data utilised in this report are sourced from partner universities, placing the responsibility for data accuracy on these institutions. At present, not all data, such as travel records, are systematically documented.

Looking ahead, we plan to standardise data collection processes to enhance the reliability and uniformity of the data across all contributing entities. This will significantly improve the accuracy of future reports. Sustainability reporting is an ongoing process, and we are dedicated to refining our approach as the project progresses.

3) Miller (2020): The Triple Bottom Line: What It Is & Why It's Important https://online.hbs.edu/blog/post/what-is-the-triple-bottom-line?citation-Marker=43dcd9a7-70db-4a1f-b0ae-981daa162054

INDICATORS
WITH SUSTAINABILITY IMPACT

Among the objectives outlined in the EU4Dual project grant agreement, several sustainability-related indicators were defined from the outset.

Academic Coordination of Grand Challenges

Ranges (min:max)	2023	2024	2025
No of academics (ac.), students (st.) and companies (co.) involved in the specific 3 Grand Challenges through (MC, research or mobility)	20-50 (ac.) 500-800 (st.) 50-100 (co.)	50-75 (ac.) 2000-2500 (st.) 100-150 (co.)	100-150 (ac.) 5000-5500 (st.) 150-200 (co.)

Enabling Seamless Mobility

Ranges (min:max)	2023	2024	2025
% of graduates with mobility experience	25%-27%	28%-32%	32%-36%
% with physical exchange studies	19%	20-21%	21-22%
% with physical exchange apprenticeship or internship or entrepreneurship	5%	5-6%	6-7%
% virtual international experience	1-3%	3-5%	5-7%
student mobilities per year…			
% general	14-16%	14-16%	16-18%
% within the consortium including associated partners	0,5-1%	0,5-1%	1,5-2,5%
% exchange studies	11-12%	11-12%	11,5-12,5%
% apprenticeship or internship or entrepreneurship	3-3,5%	3-3,5%	3,5-4%
% virtual	0-0,5%	0-0,5%	1-1,5%
No of physical staff mobilities per year (general/within consortium)	350-355/ 5-10	360-370/ 10-15	370-380/ 15-20

Quality Management & Impact Monitoring

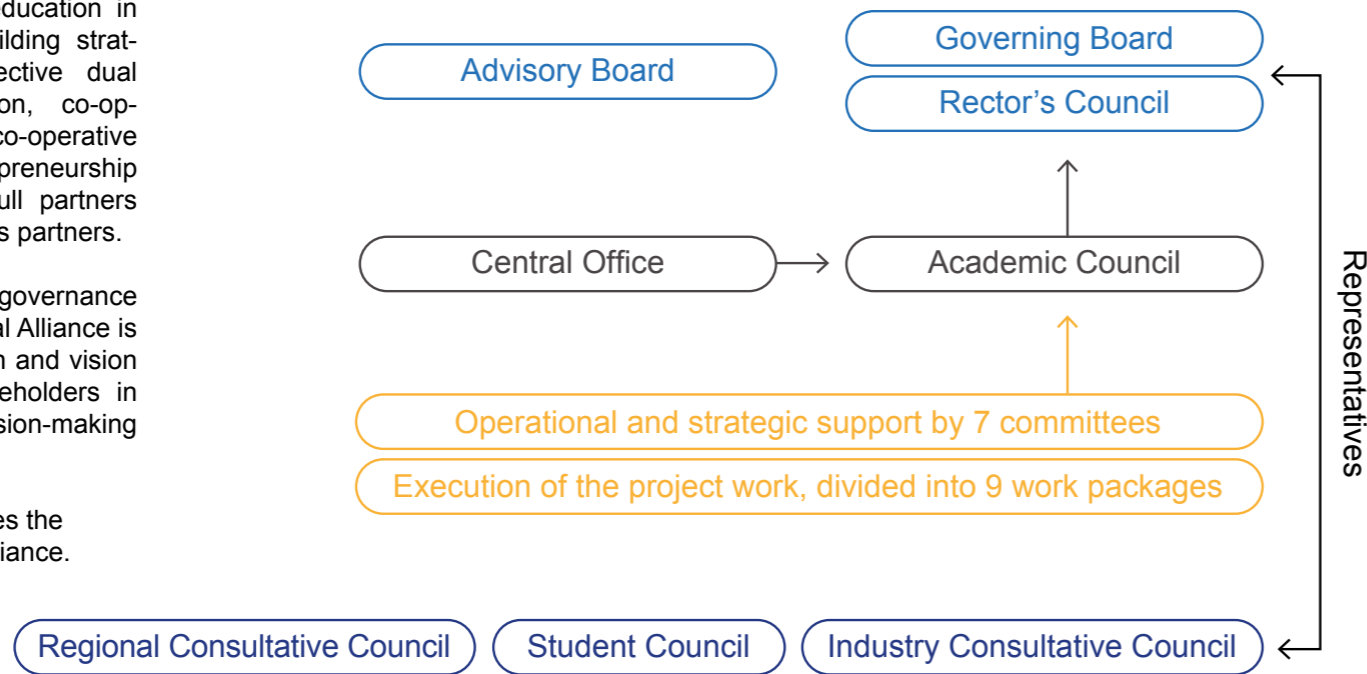| Ranges (min:max)	2023	2024	2025
No of institutions with sustainability assessment	no specifications	1-2	4-6

Source: Grant agreement

AIMING FOR A SUSTAINABLE GOVERNANCE STRUCTURE

EU4Dual's approach is to develop sustainable governance structures which will support the long-term development of dual education in Europe as well as building strategies to support effective dual (co-operative) education, co-operative research and co-operative innovation and entrepreneurship frameworks between full partners and associated business partners.

The design of the governance structure of the EU4Dual Alliance is aligned with the mission and vision and involves key stakeholders in the most relevant decision-making bodies.

The diagram summarises the organigramme of the Alliance.

Advisory Board

Governing Board

Rector's Council

Central Office → Academic Council

Representatives

Operational and strategic support by 7 committees

Execution of the project work, divided into 9 work packages

Regional Consultative Council   Student Council   Industry Consultative Council

Governing Board
The highest decision-making body, responsible for approving the mission, vision, and strategy of the Alliance. It includes legal representatives from each partner institution, business stakeholders, regional organisations, and student representatives. This body will also be responsible for approving sustainability strategies. The board was not established in 2023.

Rector's Council:
The executive board of the EU4Dual Alliance, defining the strategic plan and approving the annual work plan and budget. It consists of the rectors of each institution. This body will also be responsible for approving sustainability strategies during the project phase. **Members: 5 ♀ | 4 ♂**

Advisory Board
Provides consultation on institutional development and strategy, consisting of qualified experts in relevant areas. The board was not established in 2023.

Academic Council
The Academic Council shall integrate sustainability principles into all academic policies and curricula, establish procedures to recognise and reward sustainability achievements within the Alliance, and oversee the development and implementation of sustainability strategies across various transversal boards, including quality, student engagement, internationalization, and business outreach. It includes academic representatives from each partner institution and other relevant members. **Members: 5 ♀ | 5 ♂**

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Central Office

Coordinates all operations of the Alliance and will continue to play a pivotal role in monitoring sustainable goals in the future. This office, with locations in Mondragon and Stuttgart, will be responsible for ensuring that sustainability targets are met and that the necessary measures are implemented. Additionally, the Central Office will oversee the tracking and reporting of sustainability metrics, facilitate communication and collaboration among various departments to promote sustainable practices, and ensure compliance with sustainability standards and regulations. By providing strategic guidance and support, the Central Office will help integrate sustainability into all aspects of the Alliance's operations, driving continuous improvement and innovation in sustainability initiatives. **Members: 3 ♀ | 7 ♂**

Work Packages

The project organisation has planned nine work packages for the development of the University Alliance, covering the following areas: University Governance and Management, Centre of Excellence on Dual Education, Academic Coordination of Grand Innovation, Promotion of New Learning Pathways, Dual Research for Social Impact, Enabling Seamless Mobility, Stakeholder Engagement, EU4Dual Exchange Platform, and Quality Management and Impact Monitoring. Each work package has a lead and a co-lead and addresses specific tasks outlined in the proposal to ensure EU4Dual becomes a sustainable institution.

Currently, during the project phase, the responsibility for developing the sustainability report falls under Work Package 9 (WP9) - Quality Management and Impact Monitoring. The central office will be responsible for implementing sustainability measures and ensuring that sustainability goals are achieved.

Stakeholder Management

Our approach to stakeholder engagement is robust and inclusive, involving key groups that significantly influence our operations and strategic direction and are represented in the following councils.

Regional Government Council

This council will advise the university on how to better contribute to regional development, with a strong emphasis on sustainable practices. It will ensure that the university's initiatives align with regional sustainability goals, fostering economic, social, and environmental benefits for the community. The Council was not established yet.

Student Council

Representing the interests of the student body, the Student Council will advocate for the integration of sustainability into all aspects of university life. They will work closely with the Governing Board to ensure that student perspectives on sustainability are considered in decision-making processes, promoting a culture of environmental responsibility among students. The Council was not established yet.

Industry Consultative Council

This body will inform the university about the main trends and requirements of the industry, particularly focusing on sustainability. They will provide insights into sustainable practices and innovations within the industry, helping the university to align its academic and research activities with the evolving needs of the market, and ensuring that graduates are well-prepared to contribute to sustainable development in their professional careers. The Council was not established yet.

By actively engaging with these essential stakeholders, we ensure that our strategies and initiatives are aligned with both local needs and industry-specific objectives, enhancing our overall sustainability and impact.

EU4Dual

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Workforce of EU4Dual 41♀ 31♂
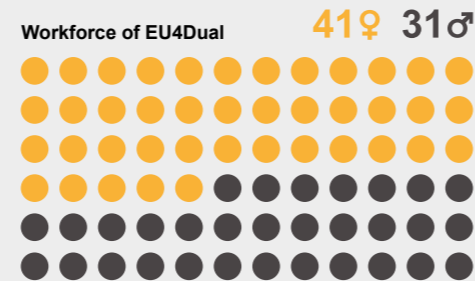
Workforce of EU4Dual

In 2023, as EU4Dual is still in its establishment phase, the Alliance does not yet have its own dedicated workforce. Instead, it relies on staff members from the nine partner universities, who remain employed by their respective institutions. Each of the nine university partners has its own administrative, management, and supervisory bodies, including representation of employees and other workers.

To represent the gender distribution within our alliance, we have analysed the composition of our Councils, Project Management Committee (PMC), Central Office and Work Package (WP) leaders, as they were already established in 2023, and calculated the proportion of male and female members accordingly. This calculation was conducted on a per-person basis rather than role-specific, as several individuals fulfil multiple functions within the alliance. This approach ensures an accurate representation of the gender balance across our community.

Currently, our governance, management, and supervisory bodies do not have incentive systems that are specifically linked to sustainability aspects. However, the deliverables of our project do include content focused on sustainability, such as the development of this triple bottom line report. We are actively exploring ways to more effectively integrate sustainability into leadership responsibilities and align them with long-term sustainable goals.

EU4Dual fosters a shared culture between its internal and external stakeholders, across its multiple campuses throughout Europe, that is characterised by a tight integration between research, teaching and industry experience. All activities of the university generate or apply research for use in specific contexts, all teaching involves industry experience, and industry experiences are wound tightly into our learning and teaching offer. Students, teachers, researchers and industry representatives (the so-called strategic square) are equal stakeholders within our structures.
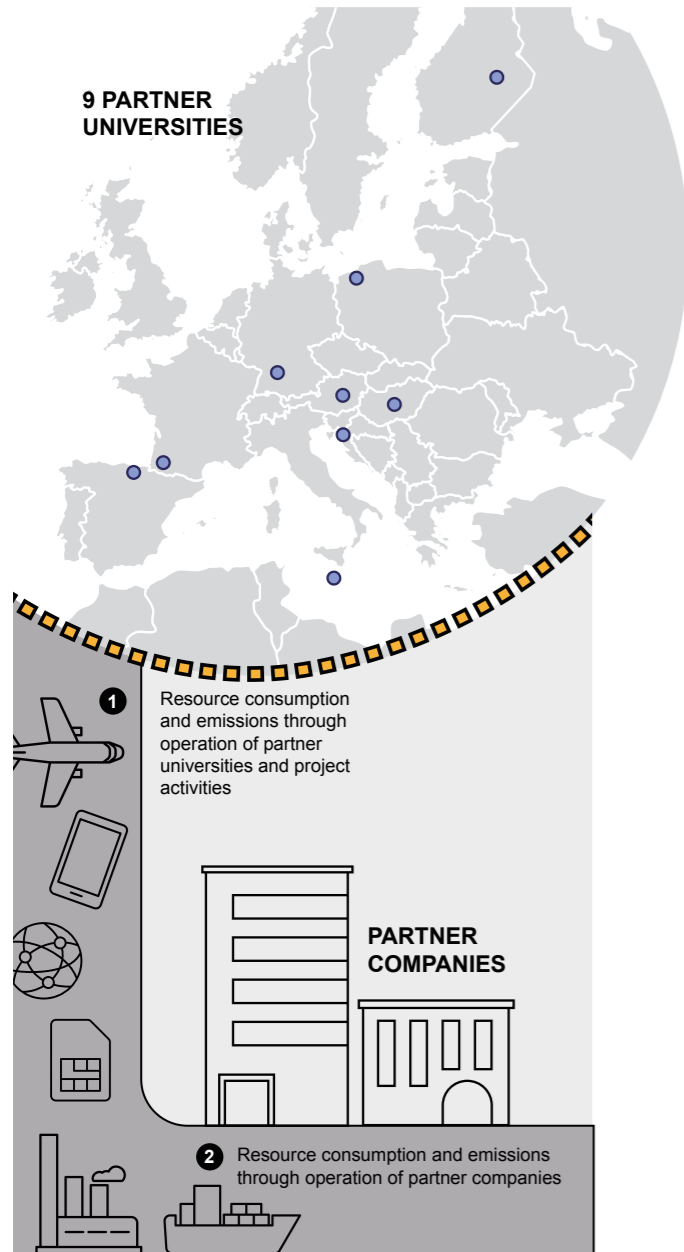
During the first year of our project, the implementation of sustainability policies and the execution of related measures have not been feasible. As we progress beyond this initial phase, we are committed to developing and implementing comprehensive sustainability policies and measures that will guide our alliance towards achieving its long-term sustainability goals.
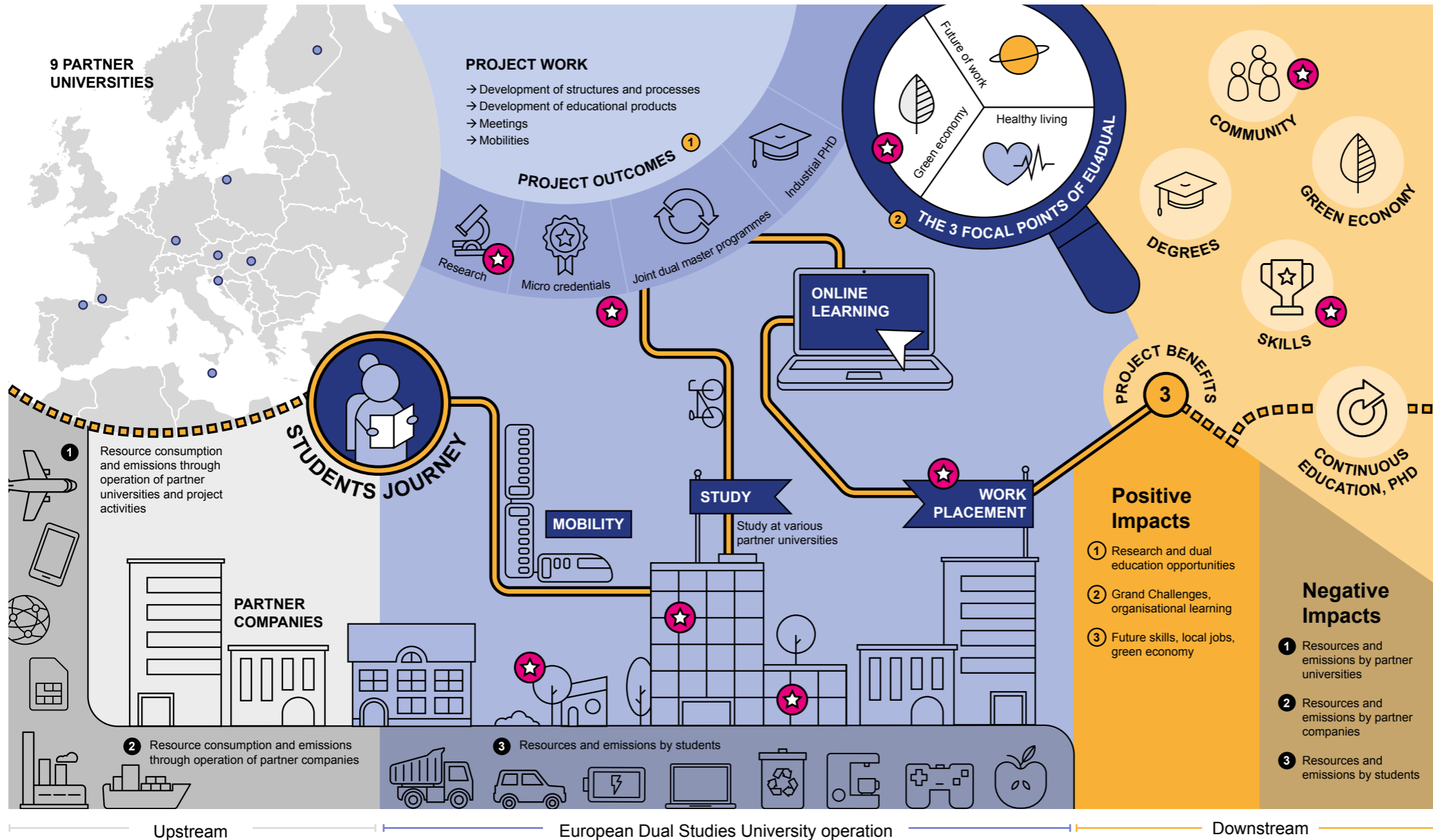
VALUE CHAIN OF DUAL EDUCATION

Click on the pink icons to find out more about the sustainability activities of each partner university.

9 PARTNER UNIVERSITIES

PROJECT WORK
→ Development of structures and processes
→ Development of educational products
→ Meetings
→ Mobilities

PROJECT OUTCOMES

Research
Micro credentials
Joint dual master programmes
Industrial PHD

THE 3 FOCAL POINTS OF EU4DUAL
Future of work
Green economy
Healthy living

COMMUNITY
GREEN ECONOMY
DEGREES
SKILLS
CONTINUOUS EDUCATION, PHD

ONLINE LEARNING

STUDENTS JOURNEY

MOBILITY

STUDY
Study at various partner universities

WORK PLACEMENT

PROJECT BENEFITS

Positive Impacts
1 Research and dual education opportunities
2 Grand Challenges, organisational learning
3 Future skills, local jobs, green economy

Negative Impacts
1 Resources and emissions by partner universities
2 Resources and emissions by partner companies
3 Resources and emissions by students

1 Resource consumption and emissions through operation of partner universities and project activities

PARTNER COMPANIES

2 Resource consumption and emissions through operation of partner companies

3 Resources and emissions by students

Upstream   European Dual Studies University operation   Downstream

9 PARTNER UNIVERSITIES

① Resource consumption and emissions through operation of partner universities and project activities

PARTNER COMPANIES

② Resource consumption and emissions through operation of partner companies

UPSTREAM
INPUTS AND RESOURCE CONSUMPTION

Partner Universities: The nine international partner universities contribute their expertise, infrastructure, and educational resources to develop joint master programmes, micro credentials, research activities, and other educational offerings.

Partner Companies: Companies are integrated into the Alliance as dual partners, offering practical learning opportunities for students (e.g., internships, research projects).
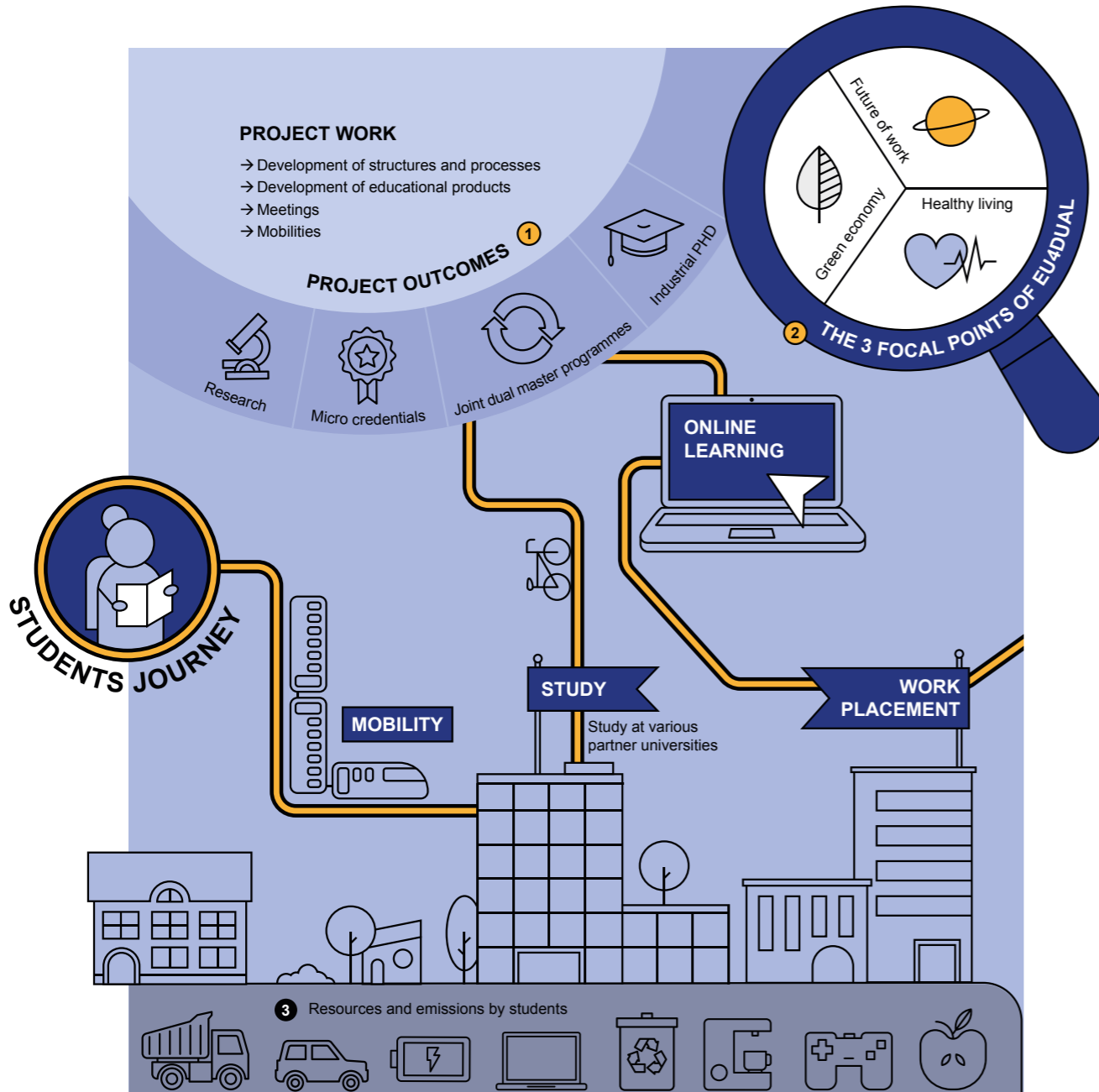
Resource Consumption and Emissions: In the upstream phase, the operation of universities and companies generates environmental impacts, such as energy consumption and mobility-related emissions.

Description of the value chain

The illustrated value chain depicts the key processes, stakeholders, and impacts of the EU4Dual project. It emphasizes the interactions between partner universities, industry partners, and students, while highlighting the project's broader influence on the environment, society, and education. Special attention is given to the themes Future of Work, Green Economy, and Healthy Living, underlining their integral role in shaping the project's objectives and outcomes.

The project's value chain is designed to foster education and qualification as a continuous process within the three core themes of Future of Work, Green Economy and Healthy Living. Students and participants are not merely actors within the education system but also bring their competencies back to society and the economy.

The visualisation of the "Students Journey" and its diverse outcomes reflects the project's vision to create an international, sustainable educational platform that addresses both ecological and social impacts.

PROJECT WORK
→ Development of structures and processes
→ Development of educational products
→ Meetings
→ Mobilities

PROJECT OUTCOMES

Research

Micro credentials

Joint dual master programmes

Industrial PHD

THE 3 FOCAL POINTS OF EU4DUAL

Future of work

Green economy

Healthy living

ONLINE LEARNING

STUDENTS JOURNEY

MOBILITY

STUDY
Study at various partner universities

WORK PLACEMENT

Resources and emissions by students

PROJECT WORK
INFRASTRUCTURE DEVELOPMENT AND OUTCOMES

Development of Structures and Processes: Establishing a shared management and educational model across the partner universities.

Educational Products: Creation of joint master programmes, industrial PhDs, micro credentials, and research activities.

Thematic Focus: All activities are centred around three key themes: *Future of Work, Green Economy* and *Healthy Living*. These topics address global challenges such as climate change, skills shortages, and health promotion.

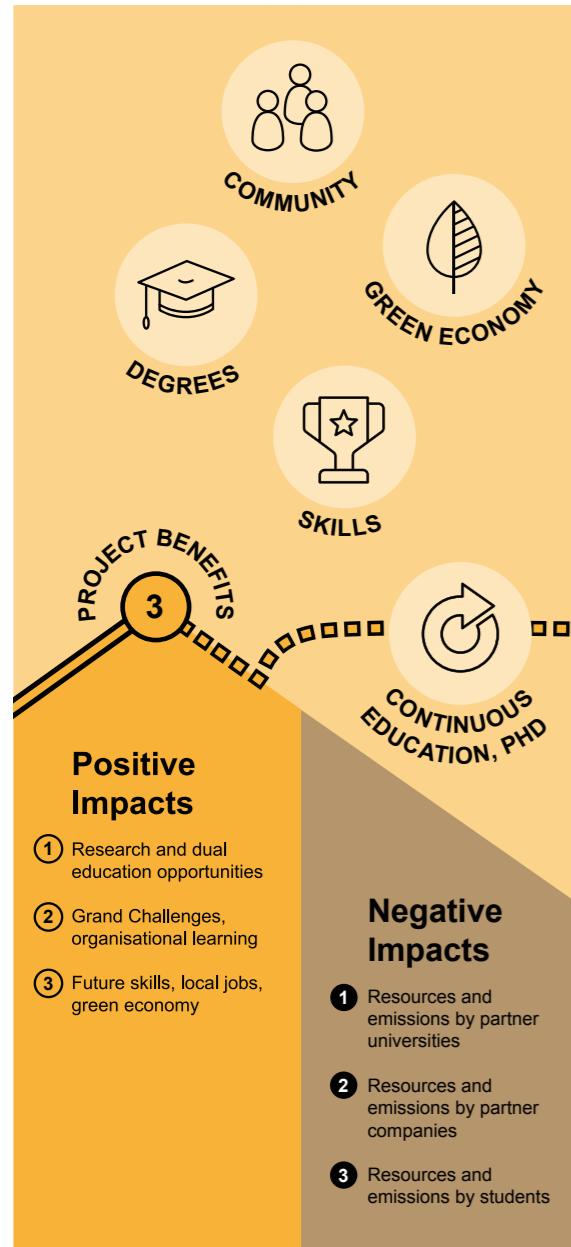# STUDENTS JOURNEY:
THE CORE EDUCATIONAL PROCESS

The "Students Journey" is the heart of the value chain and comprises three key elements:

Study Programmes: Students participate in a variety of educational offerings (joint dual master degrees, double degrees, industrial PhDs, micro credentials, blended intensive programmes), all designed around Future of Work, Green Economy, and Healthy Living.

Mobility: Students benefit from the ability to move physically and virtually between partner universities. This fosters intercultural competence and access to diverse centers of expertise but requires mobility (e.g., travel).

Workplace Integration: Through the dual education model and collaboration with companies, students gain practical learning opportunities that prepare them for future qualifications.

In parallel, **online learning opportunities** are leveraged to conserve resources and reduce emissions.

EU4Dual

Positive Impacts

1. Research and dual education opportunities
2. Grand Challenges, organisational learning
3. Future skills, local jobs, green economy

Negative Impacts

1. Resources and emissions by partner universities
2. Resources and emissions by partner companies
3. Resources and emissions by students

DOWNSTREAM
PROJECT BENEFITS AND LIFELONG LEARNING

In the downstream phase, the positive impacts on education, society, and the economy become apparent. These effects stem from the entire "Students Journey" and amplify the long-term value of the project:

Community: The project strengthens regions and international communities by fostering cultural and academic cooperation between partner universities and companies. Students carry their experiences back into their local societies.

Degrees: The offered study programmes lead to high-quality academic qualifications, distinguished by international recognition and a strong practical orientation.

Skills: By combining theory and practice, students acquire future-ready skills that align with the demands of a rapidly evolving job market (*Future of Work*).

Green Economy: The educational content promotes a transition to sustainable economies and business models by equipping students with knowledge and competencies in environmentally friendly and resource-efficient practices.

Continuous Learning and PhD: The "Student Journey" doesn't end; it evolves into a continuous cycle of lifelong learning. EU4Dual offerings such as micro credentials and industrial PhDs enable continuous education. Students can expand their knowledge, advance their careers, and actively contribute to sustainable development. This aligns with the principle of lifelong learning, closing the education cycle and supporting sustainable development in the long term.

OUR SUSTAINABILITY STRATEGY

Sustainability is a cornerstone of EU4Dual's operations, deeply embedded in every facet of our project work. We aim to minimise the environmental and social impacts of our activities, ensuring that sustainability is not just an add-on, but a fundamental aspect of how we execute our projects. This commitment also underpins our vision for the future of EU4Dual and is a central theme in our educational programmes and research initiatives.

Across all our endeavours, we strive to achieve sustainability from ecological, social, and financial perspectives. This approach guides our efforts toward a more responsible and resilient future. In alignment with the UN Sustainable Development Goals[4], we have defined a strategy that focuses on ecological, social, and financial sustainability, ensuring that our actions contribute positively to global sustainability objectives.

Aligned with the UN Sustainable Development Goals, we defined a strategy aiming for ecological, social, and financial sustainability.

4) https://sdgs.un.org/goals

SOCIAL
We aspire to become an inclusive organisation

ECOLOGICAL
EU4Dual is dedicated to achieving carbon neutrality

GOVERNANCE AND FINANCIAL
Integration of sustainability and integrity into our frameworks

5 GENDER EQUALITY

4 QUALITY EDUCATION

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

8 DECENT WORK AND ECONOMIC GROWTH

13 CLIMATE ACTION

ECOLOGICAL SUSTAINABILITY

**Our objective:
EU4Dual is dedicated to achieving carbon neutrality.**

We must consider the planet's boundaries and need to minimise our negative impact on the environment. Therefore, we aim to design and develop a European Dual Studies University that actively contributes to the European Union's goal of becoming a climate-neutral continent. Additionally, we are committed to achieving carbon neutrality ourselves. This is ambitious, given that mobility is going to be an inherent element of an international University Alliance. But we are aware of the scientific evidence regarding climate change and want to meet science-based targets to make the University Alliance future-proof. Within our consortium, we have the skills, expertise and ingenuity to develop the appropriate measures.

Our University Alliance is dedicated to achieving carbon neutrality. We are actively implementing sustainability measures across all aspects of our operations and are committed to continuous progress towards this goal. We are currently assessing our capabilities and resources to set a realistic timeline for becoming carbon neutral, and we will keep our community updated as we define our path forward.

Actions	Targets 2025
Development of a comprehensive calculation of the emissions caused by the operation of EU4Dual: We improve the system to annually calculate and monitor emissions caused by the operation of EU4Dual (more comprehensive view, harmonise definitions and methodology, improve documentation, clear responsibilities).	→ A more comprehensive set of datapoints is available by the end of 2025. → We calculate the project's GHG-emissions for 2024.
Development of a climate neutrality strategy: We define a roadmap for climate neutrality and adopt a sustainability strategy for the future operation of the European Dual Study University.	→ There is an agreed roadmap and strategy in place to achieve climate neutrality.
Support of low-emission mobility and reduction of emissions caused by EU4Dual staff: We develop and adopt a travel policy and guidance for green mobility for staff participating in EU4Dual (promote green mobility and reduce air travel, avoid short-haul flights). We reduce the number business trips (e.g. by fewer but longer meetings, promote professional online-meetings and hybrid meetings).	→ Best practices on travel policies have been discussed. A travel policy and guidance for green mobility for staff participating in EU4Dual is published. → Best practices for online conferences and meetings have been exchanged. → Goals for emissions resulting from mobility of EU4Dual staff have been defined.
Support of low-emission mobility and reduction of emissions caused by EU4Dual students: We develop and adopt a travel policy and guidance for green mobility for students participating in EU4Dual (promote green mobility and reduce air travel, avoid short-haul flights). We offer support green mobility.	→ A guidance for green mobility for students participating in EU4Dual is published. → Goals for emissions resulting from mobility of EU4Dual students have been defined. → Goals for the proportion of low-emission trips (based on distance) in total EU4Dual student trips have been defined. → We develop support and incentives to promote green mobility.
Promotion of climate-friendly events and meetings: We develop a policy for climate-friendly events and meetings (e.g. zero km food and plant-based food and catering, reduced waste, support of climate-friendly mobility).	→ A guidance for climate-friendly events and meetings is in place, all meetings are organised accordingly.

EU4Dual

SOCIAL SUSTAINABILITY

Our objective:
We aspire to become an inclusive organisation.

We aspire to become an inclusive organisation. Our teams are dedicated to supporting societal transformation in response to future challenges. To successfully navigate this demanding project, it is essential to foster a workplace that meets the needs of our employees and encourages their active engagement. Additionally, we aim to attract talented students globally and enhance the university's accessibility. Therefore, we are focusing on the following key areas:

Actions	Targets 2025
Evaluation of the well-being of our EU4Dual staff: We develop a common well-being questionnaire for the EU4Dual team and will then derive indicators and targets for the following years.	→ We have developed a well-being questionnaire for the EU4Dual team. We carry out and evaluate the annual survey and derive gradual improvement.
Evaluation of the well-being of our EU4Dual students: We develop a common well-being questionnaire for the EU4Dual students and will then derive indicators and targets for the following years.	→ We have developed a well-being questionnaire for the EU4Dual students. We carry out and evaluate the annual survey and derive gradual improvement.
Opportunities for staff from partner universities to get involved and shape the development of EU4Dual: We offer opportunities to join and contribute to the project on an ongoing basis.	→ Each partner university will provide opportunities for their staff to get involved in the project.
Opportunities for our stakeholders to provide feedback on the development and performance of EU4Dual: We develop opportunities for internal and external stakeholders to get involved and provide feedback on a regular basis.	→ Each partner university organises one activity.
Inclusivity and diversity: We actively develop and implement inclusivity and diversity policies, setting specific objectives to guide our efforts. By doing so, we commit to fostering a welcoming and diverse environment that respects and values the contributions of all individuals. We ensure that we uphold high standards of integrity and inclusivity, actively promoting the active participation and representation of our student body.	→ Inclusivity and diversity policies, ethical principles and guidelines as well as frameworks for student engagement and representation, are being developed for our institution.
Qualification of EU4Dual staff: We will ensure that EU4Dual staff are qualified in relation to sustainability issues.	→ We support our staff to develop skills for the European University sector.

4 QUALITY EDUCATION

5 GENDER EQUALITY

8 DECENT WORK AND ECONOMIC GROWTH

GOVERNANCE AND FINANCIAL SUSTAINABILITY

Our objective:
We integrate principles of sustainability and integrity into all financial and organisational frameworks, as well as the decision-making processes of our university.

This integration of sustainability influences our governance structures and decision-making processes, ensuring that every action we take is aligned with our long-term objectives. By doing so, we uphold our responsibility to promote sustainable practices, which not only enhances our operational efficiency but also solidifies our standing as a responsible and forward-thinking institution. We want to serve as a role model amongst all European University Alliances.

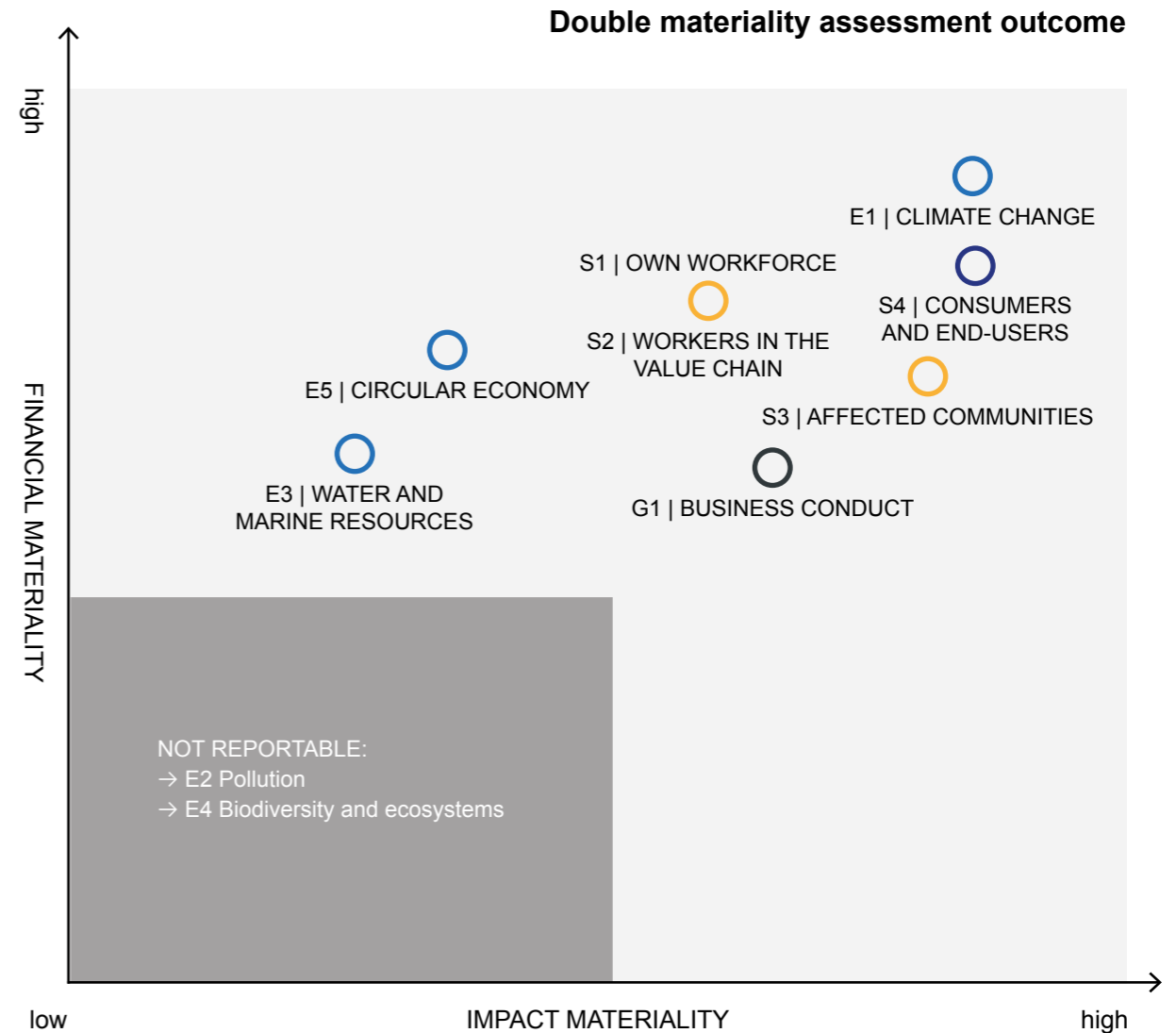| Actions	Targets 2025
Within EU4Dual we develop, communicate and follow the principles of responsible business conduct.	→ We develop and communicate a code of conduct. → We develop and communicate principles of sustainable development in our procurement. → Each partner university provides a whistle-blower system which also can be used for EU4Dual.
We anchor and strengthen the ESG-activities within the organisation of EU4Dual.	→ We define the relevant organisational structure and clear responsibilities for ESG-Management. → We provide appropriate resources for the implementation of the sustainability strategy. → We set up the required structures to collect data and monitor the development of indicators. → We are collecting data on an annual basis. → We are committed to transparency in our sustainability report and make use of regular feedback from external experts.

8 DECENT WORK AND ECONOMIC GROWTH
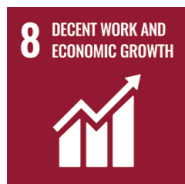
DOUBLE MATERIALITY ASSESSMENT

Approach

In accordance with the ESRS, we have initiated our sustainability reporting by conducting a double materiality assessment (DMA). This assessment was carried out by the task bundle reporting team in a series of discussion meetings. We identified material impacts, risks, and opportunities in three steps:

(1) Initially, we aimed to identify potential material topics based on the list of sustainability matters covered in the topical ESRS. Each topic, along with its sub-topics, was evaluated for relevance to the field of higher education and the EU4Dual project by our team, resulting in a consolidated list of 7 topics.

(2) Subsequently, we presented our assessment to our stakeholders through an online survey and requested their feedback to confirm our findings or provide alternative perspectives. The group of invited stakeholders included the management of EU4Dual and the partner universities, staff involved in the EU4Dual project, students involved in the EU4Dual project (students council), company partners as well as representatives from the regions. Feedback was gathered from 51 participants.

Double materiality assessment outcome

FINANCIAL MATERIALITY (vertical axis, low to high)

IMPACT MATERIALITY (horizontal axis, low to high)

E1 | CLIMATE CHANGE
S1 | OWN WORKFORCE
S4 | CONSUMERS AND END-USERS
S2 | WORKERS IN THE VALUE CHAIN
E5 | CIRCULAR ECONOMY
S3 | AFFECTED COMMUNITIES
E3 | WATER AND MARINE RESOURCES
G1 | BUSINESS CONDUCT

NOT REPORTABLE:
→ E2 Pollution
→ E4 Biodiversity and ecosystems

OVERVIEW ON THE OUTCOME OF THE MATERIALITY ASSESSMENT

The following table lists the identified material topics:

ENVIRONMENT

E1 | Climate change

Climate change mitigation

Reference to EU4Dual:	Through our work, research, and educational products, we contribute to environmental and social change. We also recognise that our activities produce emissions.
Positive Impacts:	→ Educational programmes that support the Green Economy, the Future of Work, and Healthy Living → Collaborative exchanges and research focused on these critical topics
Negative Impacts:	→ Emissions caused by our activities, particularly those related to mobility
Opportunities:	→ Demand for the range of studies offered by EU4Dual

Climate change adaptation

Reference to EU4Dual:	Climate change and its associated impacts could potentially affect the infrastructure and assets utilised in EU4Dual's teaching, research, and administrative activities. Additionally, these changes may limit mobility, posing further challenges to our operational effectiveness.
Risks:	→ Risk of extreme weather conditions affecting the infrastructure or the power supply of the partner universities or the partner companies → Risk of increased operating costs for our operational infrastructure and restrictions on mobility → Risk of higher costs with upstream and/or downstream partners to reduce footprint

Energy

Reference to EU4Dual:	Energy consumption for the operation of our infrastructure
Negative Impacts:	→ Energy consumption for our daily operations
Risks:	→ Risk of increased operating costs

E2 | Pollution: not applicable

ENVIRONMENT

E3 | Water and marine resources

Water

Reference to EU4Dual:	Daily water consumption in university facilities is high due to the large number of people using the facilities.
Negative Impacts:	→ Water consumption
Risks:	→ Risk of water scarcity → Risk of increased operating costs

E4 | Biodiversity and ecosystems: not applicable

E5 | Circular economy

Resource inflows, including resource use

Reference to EU4Dual:	Higher education institutions require resources to operate their infrastructure and support their teaching and research activities.
Negative Impacts:	→ Consumption of products (e.g. IT and room equipment, equipment for laboratories, office materials, cleaning and hygiene products, food)
Opportunities:	→ Savings due to shared infrastructure

Waste

Reference to EU4Dual:	The operation of a higher education institution produces waste.
Negative Impacts:	→ Waste generation

SOCIAL

S1 | Own workforce[5] & S2 | Workers in the value chain

Working conditions

Reference to EU4Dual:	Qualified and motivated staff are crucial for the development and operation of a higher education institution.
Positive Impacts:	→ We provide attractive and modern workplaces in the field of higher education.
Negative Impacts:	→ Excessive working hours for the project staff
Opportunities:	→ Becoming a highly reputable and attractive university institution

Equal treatment and opportunities for all

Reference to EU4Dual:	As an international alliance there are specific challenges in the inclusion of people with mobility impairments.
Negative Impacts:	→ Challenges from diverse infrastructure standards and accessibility practices across different countries
Opportunities:	→ As public higher education institutions we are role models for diversity and inclusion.

Other work-related rights

Reference to EU4Dual:	Ensuring data protection and privacy issues for a large number of project partners (universities, companies, students)
Opportunities:	→ Awareness and a high standard for data protection
Risks:	→ Breach of data protection → Loss of reputation and fines

5) The EU4Dual project does not have its own dedicated workforce; instead, it relies on staff from partner institutions. These staff members form the project team and can be considered as workers within the value chain.

SOCIAL

S3 | Affected communities

Communities' economic, social and cultural rights

Reference to EU4Dual: The project partners are regionally anchored and interact with the local communities.

Positive Impacts: → Creation of jobs
→ Educational opportunities
→ Knowledge-transfer and collaboration with local companies
→ Prioritising sourcing from local partners to support community businesses and reduce environmental impact

SOCIAL

S4 | Consumer and end-user

Information related impacts for consumers and/or end-users

Reference to EU4Dual: Students require easy access to clearly presented, understandable information about EU4Dual's offerings to fully engage with and benefit from our programmes.

Positive Impacts: → Accessible and transparent information

Risks: → Loss of reputation and fines

Personal safety of consumers and/or end-users

Reference to EU4Dual: Students must be provided with adequate conditions at universities and partner companies (e.g. access to resources, supportive learning environments, and opportunities for practical experience).

Risks: → Loss of reputation and fines

Social inclusion of consumers and/or end-users

Reference to EU4Dual: As an international alliance there are specific challenges in the inclusion of students with mobility impairments.

Positive Impacts: → Expanding opportunities for disadvantaged learners
→ Dual studies as an alternative for individuals who would not pursue traditional studies

Opportunities: → As public higher education institutions we are role models for diversity and inclusion.

GOVERNANCE

G1 | Business conduct

Corporate culture

Reference to EU4Dual: Identification with the idea of European University Alliances.

Positive Impacts: → Strong identification with the European University Alliance and the idea of
                          dual study programmes
                      → Internationalisation

Protection of whistle-blowers

Reference to EU4Dual: As a publicly funded institution, we are committed to being a role model for
                          transparency in all our operations and interactions.

Management of relationships with suppliers including payment practices

Reference to EU4Dual: Commitment to reliability as a partner.

Positive Impacts: → Ensuring transparent payment practices and professional management

Opportunities: → Strong partnerships

Corruption and bribery

Reference to EU4Dual: As a publicly funded institution, we are committed to being a role model for
                          transparency in all our operations and interactions.

Positive Impacts: → Ensure compliance with our Code of Conduct

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ENVIRONMENT

Climate change

To determine the greenhouse gas emissions linked to the EU4Dual project, an analysis of all business trips related to EU4Dual throughout 2023 was performed. This evaluation indicated that the project resulted in approximately 0,2 t of CO_2-equivalents due to mobility during its initial year.[6]

This calculation does not include greenhouse gas emissions from the regular operations at the partner universities, such as energy usage, heating, and commuting by students and staff. In the initial year, most emissions within the EU4Dual project were due to air travel. There is significant potential to reduce these emissions, particularly by avoiding short-haul flights. However, it is crucial to recognize that as the project grows, the demand for mobility is likely to increase, especially with the anticipated rise in student mobility. Consequently, it will be essential to develop targeted measures to effectively manage and mitigate the environmental impacts.

Water resources and circular economy

Within the DMA, we identified water (ESRS E3) and resource use (ESRS E5) as material topics. As universities, we are large organisations that host a significant number of individuals, not only during regular operations with students and staff but also through public events, conferences, and meetings. Therefore, we believe that monitoring water consumption and resource use is crucial. We aim to include this data in future reports to track developments and identify opportunities for improvement.

Additional insights into the environmental impacts of the operations at partner universities are provided in the tables on pages 36 and 37. Given that each university operates under distinct initial conditions and frameworks, the purpose of this table is not to compare the institutions against each other. Instead, its purpose is to enhance the monitoring and documentation of key data, thereby ensuring transparency within the supply chain and fostering ongoing self-improvement at each university.

2 % CAR

47 % FLIGHT LONG-DISTANCE

51 % FLIGHT SHORT-DISTANCE

OTHER MEANS OF TRANSPORT < 1 %
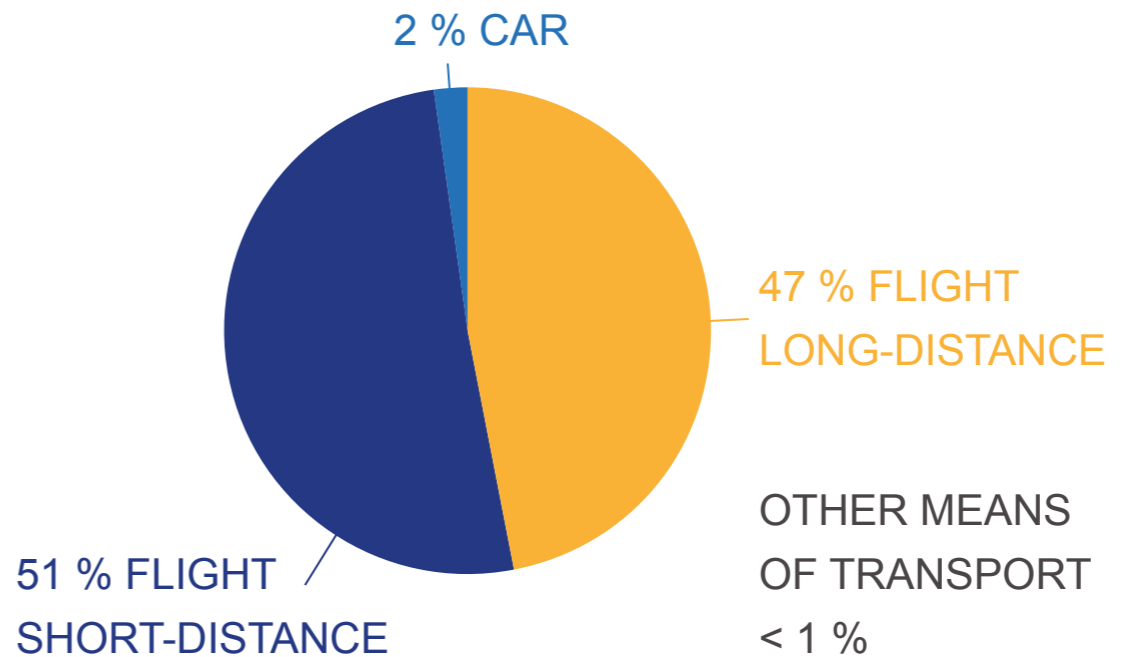
Means of transport	kg CO_2-equivalent
Car	4.929
E-Car	194
Bus	124
Train	139
Flight short-distance	89.542
Flight long-distance	103.801
Total sum	**198.729**

6) To calculate the emissions, the emission factors for Austria from 2021 were utilized. It should be noted that the partner universities currently employ varying definitions for what constitutes a short-haul flight, with the distance threshold ranging from 750 to 1,500 kilometres.

University	Unit	ESTIA	PAR	MU	KUT	DHBW	FHJ	JvNU	SAV	MCAST
General data										
Number of employees (2023) at each partner university	headcount	155	19	884	618	2.551	794	486	596	1.355
Number of employees fulltime equivalent (FTE) average for 2023 at each partner university	FTE	150	17	843	596	2.156	592	427	557	1.030
Number of working hours for EU4Dual in 2023 at each partner university	h	4.666	416	9.380	3.650	9.264	4.160	3.500	3.983	3.568[7]
GHG Emissions partner universities										
GHG emissions (CO_2-e) for each partner university	tons	3.347	2	2.423	4.290	not available	5.993	not available	2.707	1.282
Mobility in the context of EU4Dual										
Car	km	187	3.251	2.278	6.066	2.972	3.360	3.000	467	927
E-Car	km	0	0	0	0	240	0	1.800	0	0
Train	km	420	0	0	0	3.211	3.221	1.000	2.828	0
Long-distance bus	km	0	2.437	0	0	0	0	0	0	0
Short-haul flight	km	7.940	0	3.449	11.654	18.641	10.589	0	9.493	0
Long-haul flight	km	54.355[8]	10.567	45.595[9] 14.609[10]	5.752	13.424[11]	14.481	15.000	42.963	12.598

7) including paid & in-kind contributions

8) medium-haul flights 1.000 – 3.500 km

9) 1.500 – 4.000 km

10) 800 – 1.500 km

11) medium-haul flights 1.500 – 3.500 km

University		Unit	ESTIA	PAR	MU	KUT	DHBW	FHJ	JvNU	SAV	MCAST
GHG Emissions EU4Dual	Value related to EU4Dual (calculated based on the number of working hours)	tons	0,7	not available	0,3	1,2	not available	1,4	not available	0,7	1,5
	Value for EU4Dual based on business trips	kg	36,2	5,6	32,7	20,8	33,8	22,7	7,6	33,3	5,9
Resource inflows and waste	Waste for each partner university	tons	29,5	0,2	284,8	4,8	not available	113	80,5	not available	not available
	IT equipment (differentiated by notebooks, PCs, mobile phones, printers) purchased explicitly for the EU4Dual project in 2023	number	0	0	0	1 device	1 device	0	0	0	0
	Printed matter produced as part of the EU4Dual project	tons	0	0,004	0,001[12]	0,006[13]	0	0	0,005	0	0
Energy consumption	Energy consumption for each partner university	MWh	555	8.508	7.979[14]	2.272	not available	4.275[15]	7.320[16]	2.066	3.259
Water consumption	Water consumption for each partner university	liter	3.134.000	26.400	17.898.132	10.958.000	not available	7.646.000[17]	26.799.000	5.125.080	19.956.000

12) MU-GEP (Faculty of Engineering) only

13) 3 roll ups

14) including electricity, natural gas, diesel and self-consumption; all faculties

15) electricity

16) electricity 2.340 MWh, gas 4.980 MWh

17) Graz only

SOCIAL

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Promoting gender equality and work-life balance across EU4Dual partner institutions

All employees contributing to the EU4Dual project are employed by the participating universities and are subject to the national laws and institutional regulations of their respective institutions. These local regulations ensure compliance with principles of equality and equal pay for equal work. The universities adhere to national and EU-wide legislation, including labour laws, anti-discrimination laws, and collective agreements. Transparent and objective criteria are applied in recruitment, salary determination, and promotion, regardless of gender or other characteristics related to discrimination.

EU4Dual is committed to maintaining a highly skilled teaching and research workforce. In alignment with this commitment, each participating university has independently developed and implemented policies to enhance their appeal as employers. To name just two examples, "Hochschule und Familie" at FHJ, which supports work-life balance, and "Great Place to Work" at Savonia, which fosters a positive and inclusive workplace environment. These measures are integral to our strategy of attracting and retaining top talent, ensuring the sustainability and success of our educational programmes.

The partner universities have also implemented measures to promote gender equality, equal pay, and professional development for all genders, including legal frameworks, institutional regulations, and targeted training programmes. The institutions are dedicated to fostering an inclusive environment that adheres to national and EU legislation and their own policies, ensuring equitable and supportive conditions for all employees and students.

The Alliance develops an Inclusivity and Diversity Policy, which promotes diversity and inclusivity within the organisation, outlining principles for equal opportunities, fair treatment, and the celebration of differences. Additionally, the Alliance establishes Ethical Principles and Guidelines, setting

moral standards for individuals, and providing a framework for ethical decision-making and behaviour in alignment with integrity.

EU4Dual significantly contributes to social sustainability by addressing the Grand Challenges of the Future of Work, Green Economy, and Healthy Living. Together, these initiatives create a holistic approach to social sustainability, preparing students to be proactive contributors to a more equitable and resilient society. For a detailed description of Grand Challenges and their impact on students and regions, see pages 14 and 15.

EU4Dual aims to establish several policies to enhance the academic and professional development of students within an institution. The main objectives of these policies are:

- Student Engagement and Representation: To ensure that students have a voice in the decision-making processes of the institution, promoting democratic participation and governance.
- Validation of Prior Learning Policy: To acknowledge and credit previous learning experiences, thereby facilitating access to further education and reducing redundancy in learning.
- Internship and Apprenticeship Policy: To provide students with practical, real-world experience, bridging the gap between theoretical knowledge and professional practice.
- Procedures for Operation of Joint Master and Doctorate Programmes: To streamline and standardize the management of joint degree programmes, enhancing collaborative opportunities and academic exchanges.

These policies relate to social sustainability by promoting inclusivity, equal opportunities, and equitable access to education. They aim to foster a supportive and inclusive educational environment that values and utilizes diverse experiences and perspectives. This not only aids in personal development but also cultivates a socially responsible and community-oriented student body. By integrating these principles, the institution contributes to a more sustainable and socially responsible educational system.

	ESTIA	PAR	MU	KUT	DHBW	FHJ	JvNU	SAV	MCAST
Proportion of women in management positions at each partner university	25 %	100 %	33 %	43 %	36 %	37 %	36%	64 %	38 %
Proportion of women within the EU4Dual core project team	37 %	78 %	85 % (MU-MUE)[18]	60 %	60 %	67 %	55 %	53 %	64 %
Information on equal pay for equal work at each partner university	All partner universities strictly adhere to relevant legal regulations, including labour laws, collective agreements, public service salary laws, gender equality legislation, and anti-discrimination laws. They apply objective recruitment criteria for each position and ensure equal opportunities for career advancement. Regular diversity and equality reports are provided, and potential salary gaps are closely monitored. Employment contracts, as well as internal procedures and policies, align with these principles. To further promote gender equality, the universities encourage equal enrolment of male and female students, with a particular focus on attracting more female students to fields where they are underrepresented. This will contribute to achieving gender balance in the future workforce of these professions.								
Temporary and permanent employment contracts (m/w) for each partner university	Temporary contracts: 38 (31 men, 7 women) Permanent contracts: 117 (72 men, 45 women)	Temporary contracts: 14 (9 men, 5 women) Permanent contracts: 5 (0 men, 5 women)	Temporary contracts: 182 (112 men, 70 women) Permanent contracts: 302 (192 men, 110 women)	Temporary contracts: 121 (56 men, 65 women) Permanent contracts: 521 (289 men, 232 women)	Temporary contracts: 734 (122 men, 245 women, 367 i) Permanent contracts: 4368 (1016 men, 1168 women, 2184 i)	Temporary contracts: 162 (62 men, 99 women, 1 diverse) Permanent contracts: 632 (265 men, 367 women)	Temporary contracts: 82 Permanent contracts: 404	Temporary contracts: 135 (51 men, 84 women) Permanent contracts: 461 (276 men, 185 women)	Temporary contracts: 501 (291 men, 209 women, 1 diverse) Permanent contracts: 854 (431 men, 422 women, 1 diverse)
Part-time and full-time positions (m/w) at each partner university	Full-time position: 49,9 ETP for 52 women 100,4 for 103 men	Part-time positions: 2 (0 men, 2 women) Full-time positions: 17 (9 men, 8 women)	Part-time positions: 53 (19 men, 34 women) Full-time positions: 598 (334 men, 264 women)	Part-time positions: 44 (23 men, 21 women) Full-time positions: 602 (288 men, 314 women)	Part-time positions: 1.874 (152 men, 785 women, 937 i) Full-time positions: 3.228 (986 men, 628 women, 1.614 i)	Part-time positions: 479 (150 men, 328 women, 1 diverse) Full-time positions: 315 (177 men, 138 women)	Part-time positions: 118 (76 men, 42 women) Full-time positions: 368 (183 men, 185 women)	Part-time positions: 88 (31 men, 57 women) Full-time positions: 508 (205 men, 303 women)	Part-time positions: 456 (259 men, 197 women) Full-time positions: 899 (434 men, 463 women, 2 diverse)

18) Faculty of Business Studies

	ESTIA	PAR	MU	KUT	DHBW	FHJ	JvNU	SAV	MCAST
Employment and integration of people with disabilities at each partner university	5 people with disabilities - 3.3 % of the total workforce	0	2 people at MU-GEP, 0,005 % at MU-MUE[19]	2,8 %	4,4 %	2,3 %	1 %	not available	not available[20]

Measures for the social dialogue for each of the partner universities	The partner universities employ a range of practices to foster social dialogue and inclusive governance. Here are a few examples of the various activities aimed at promoting these principles at partner universities: ESTIA engages in economic and social dialogue through its Economic and Social Committee and Administration Council, ensuring employee representation. PAR promotes social dialogue through initiatives like student incubators, Erasmus+ mobility programmes, and entrepreneurial camps, facilitating active participation and feedback from students and staff. MU-GEP's social bodies, including the General Assembly, Governing Board, and Student Council, play a key role in fostering communication and cooperation. At KUT, structured interactions between university administration, staff, students, and external stakeholders, such as unions and government bodies, help address concerns and ensure inclusive decision-making. DHBW maintains regular contact with its 9.000 dual partners, ensuring their representation in committees. FHJ facilitates social dialogue through regular employee surveys, information events, and social networking opportunities. SAV promotes dialogue through community development groups, executive forums, and informal meetings between managers and employee representatives. MCAST holds regular meetings with social partners, including workers' unions, political entities, industry partners and the student council, to ensure effective and collaborative industrial relations.
Measures taken by each partner university to facilitate flexible working and to reconcile working and family life	The partner universities have implemented a range of measures to support flexible working and work-life balance. The following list provides just a few examples that illustrate the various activities implemented by partner universities to support work-life balance and flexible working arrangements: ESTIA offers a teleworking charter, time-saving accounts, and activities for employee engagement. PAR promotes gender equality and work-life balance through initiatives such as gender equality training, flexible working conditions, maternity and parental support, and the right to suspend student obligations during pregnancy. MU provides flexible hours, extended leave, and a wide range of teleworking options. KUT offers work-life balance programmes, family-friendly events, flexible working hours and parental leave policies. DHBW supports teleworking through a service agreement. FHJ provides teleworking options, family-friendly infrastructure, and occupational health management services. JvNU offers part-time and flexible positions for employees returning from maternity leave. SAV promotes work-life balance through flexible working hours, discretionary days off, well-being services, and community-building initiatives. MCAST offers various family-friendly measures, including reduced working hours, remote work, career breaks, and special leave for family-related matters. These practices reflect a strong commitment to supporting employees in balancing their professional and personal lives.
Measures to support disadvantaged students	The partner universities have implemented various measures to support disadvantaged students. ESTIA provides mentoring for students with disabilities, prevention training, and social policies to address issues like sexual violence. PAR ensures accessibility for students with disabilities, offering alternative spaces and assistance when necessary. MU prioritizes transparency and confidentiality, supporting all students equitably. KUT offers social scholarships, financial aid grants, and free psychological support through its Health Support Center. DHBW provides reasonable accommodations for students with disabilities, personalised support, and promotes equal opportunities through its Diversity Charter. FHJ offers personalized assistance to students with disabilities, including peer advisors and accommodations. JvNU has an equal opportunity plan in place. SAV provides case-by-case support for students with learning disabilities, ADHD, and mental health challenges, including extra time for exams and assignments. MCAST offers personalised mentoring, tutoring, and a student fund to support students facing financial difficulties, along with counselling and career guidance services. These initiatives reflect a strong commitment to ensuring equal opportunities for all students. This list is not exhaustive but aims to illustrate some of the activities and initiatives implemented by the partner universities to support disadvantaged students.

19) During the 22/23 academic year, MU-GEP (Faculty of Engineering) had two staff members with functional diversity (one in 21/22). MU-GEP collaborates on a programme that supports the social and professional development of people with intellectual disabilities.
In line with human rights principles, MU-GEP does not tolerate discrimination based on functional diversity and ensures that an individual's ability to perform tasks is not influenced by gender, age, ethnicity, religion, or other characteristics.

20) MCAST does not have official records of the total number of people with disabilities, as some employees with some forms of disability are not officially registered as disabled.

GOVERNANCE

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In accordance with the provisions of the Grant Agreement, EU4Dual is committed to investigating business conduct incidents promptly, independently, and objectively. In 2023, there were no incidents reported in the following areas:

→ Convictions for violations of anti-corruption and anti-bribery laws
→ Fines for violations of anti-corruption and anti-bribery laws
→ Confirmed incidents in which employees were dismissed or disciplined for corruption or bribery-related offenses
→ Confirmed incidents in which contracts with business partners were terminated or not renewed due to violations related to corruption or bribery
→ Financial political contributions made
→ Internal and external lobbying expenses
→ Payments for membership in lobbying associations
→ In-kind political contributions made
→ Number of outstanding legal proceedings for late payments

This record underscores our ongoing commitment to maintaining robust sustainability governance and ethical business practices across all operations.

EU4Dual places a high priority on ensuring good governance across all our activities. We are fully committed to upholding the highest standards of data protection, compliance, and ethical conduct, both internally and externally. We will continue to strengthen our policies and practices to ensure compliance with all relevant regulations, fostering a culture of integrity and trust within our organization and with our stakeholders.

FINANCIAL STATEMENT
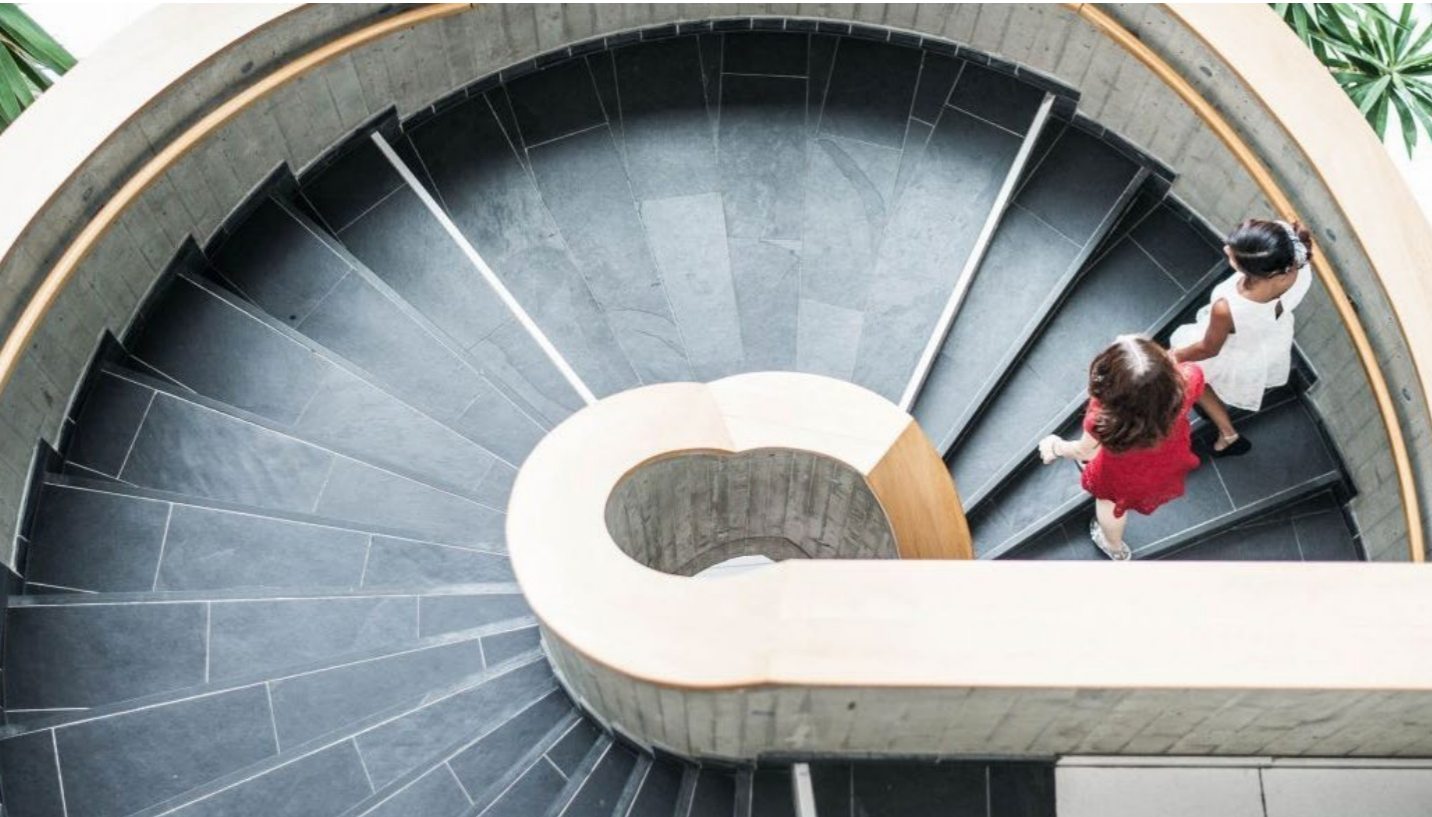
In line with the Triple Bottom Line principle of Planet, People, and Profit, we have included financial aspects in our sustainability report to address the holistic definition of sustainability. During the first year of the project, no specific financial resources were allocated to specific sustainability initiatives.

The 2023 financial report shows that the Alliance spent slightly less than budgeted and used fewer staff days than planned. This is mainly due to the delayed start of certain activities and work packages. For the coming years, higher expenditures and staff days are planned due to the accelerated activity level of the Alliance. As all activities and work packages are now up and running, we expect actual spend and number of staff days in 2024 to be in line with plan.

By closely monitoring the financial aspects of the project, we aim to ensure efficient resource allocation and align our investments with the broader sustainability objectives of the Alliance.

2023	PLAN	REAL
BUDGET (COSTS)	2.687.615 €	2.541.397 €
STAFF DAYS	9.301	7.370

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APPENDIX

As a virtual project organisation, EU4Dual faces inherent challenges in data collection and standardising sustainability reports. We acknowledge that our current compliance with the European Sustainability Reporting Standards (ESRS) is not yet fully comprehensive. However, we are committed to meeting the key disclosure requirements. While the ESRS is only partially addressed at this stage, the table below provides guidance on some of the key elements.

Mapping of information provided in our sustainability statements

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