

The Udine G7 University Manifesto

The G7 has collectively suggested the following recommendations and actions:

1. To promote **global citizenship**, we propose that universities commit themselves to research and teaching on global citizenship as an interdisciplinary field in its own right. Core values that universities contribute to the formation of global citizenship are democracy, inclusion, and the use of scientific method to cope with social issues with no compromise with post-truth approaches.
In order to effectively and consistently advocate for global citizenship, universities need to address gender differences as well as the persistence of gender discrimination and stereotypes.
Universities would establish research units and chairs, and offer relevant courses to students from all degree programmes, from medicine to fine arts. Universities should implement gender-responsive budget initiatives and facilitate the access of girls to STEM higher education programmes.
2. Education is crucial to promote **economic, social and environmental sustainability**. In order to make it effective, we recommend promoting trans-disciplinary collaborations, also involving external stakeholders; to increase, in our programmes, the weight of a social perspective and of critical thinking, leveraging ICT and MOOCs as collaborative platforms for wider participation and inclusion.
A proposed specific action is to create a massive educational initiative on Sustainable Development for teachers and professors.
3. We believe that Tertiary Education is an essential ingredient to promote **democratic participation in social life and social mobility**. HE institutions should favour access, retention and success of a higher number of students, independently of their degree of performance. This entails offering degrees which take into account the particular characteristics of different target students in terms of age, gender, previous education, background and income. The concern for quality education should not be turned into an elitist obsession. Flexibility of curricula, a stronger commitment to public engagement, and openness to society at large, and dialogue with non-academic stakeholders could play a key role in this direction.
Hence, we suggest that international organisations and national governments encourage, fund and support universities' activities to establish partnerships with HE institutions in developing countries. Such partnerships may rely on innovative formats autonomously tailored on the specific needs of the partner universities within the framework of international cooperation initiatives.
4. To promote the role of HE in fostering future **social and economic development**, both the number and the quality of graduates matter. A large quantity of graduates is a necessary condition to maintain competitiveness; in turn, higher quality can be obtained by promoting international mobility, offering students, the ultimate stakeholder of the HE system, a larger set of opportunities.
Universities should support the expansion of Erasmus-like mobility experiences of students and faculty around the globe; Member States should advocate in favour of the competence and coordination of this field by the European Union.