



Ca' Foscari  
University  
of Venice



sustainable  
Ca' Foscari

# Sustainability Report 2016

## Rector's Introduction

This sustainability report describes Ca' Foscari, its mission, its aims, and its structure through figures representing our University – its staff, students, facilities – and our activities in teaching, research and public engagement.

It describes Ca' Foscari and its social responsibilities with regard to the local community and the various stakeholders involved.

The drawing up of this report also represents an occasion to take stock of the activities and aims that we have set ourselves, to embark upon reflections and a dialogue with others.

Each of the macro-areas making up this document describes an aspect of our identity, our values and our mission, and allows us to check whether we have attained the goals that we have set ourselves.

Sustainability is a commitment set forth in our statute and we will continue to pursue it at every level of our activities.

### Michele Bugliesi

Rector of Ca' Foscari University of Venice



## Summary

<b>Ca' Foscari</b>	<b>4</b>
Ca' Foscari at a glance / Mission / Context / Organization / Values / Stakeholders	
<b>Value</b>	<b>12</b>
Value attracted / Distributed value / Supply chain and GPP	
<b>Environment</b>	<b>16</b>
Consumption / Buildings / Building works / Emissions / Mobility	
<b>Staff &amp; Faculty</b>	<b>22</b>
Composition / Family & work / Training	
<b>Students</b>	<b>28</b>
Composition / Financial aid / Disability / Placement	
<b>Learning</b>	<b>34</b>
Degree programmes on sustainability / Innovative course offer / Extra-curricular activities	
<b>Discovering</b>	<b>40</b>
Spin-off / Research teams / Fundings for sustainability research / HRS4R	
<b>Engaging</b>	<b>44</b>
Communication / Initiatives / RUS / Ca' Foscari for the world	
<b>GRI - Global Reporting Initiative</b>	<b>48</b>
<b>KPI</b>	<b>50</b>

### How to interpret this sustainability report

The sustainability report is a tool for transparency that allows the University to account for the economic, social and environmental impact of its activities to its stakeholders.

All data refers to the calendar year 2016 and to the academic year 2015/16, and was taken from official documents approved by the university authorities – 2016 University General Report and 2016 Financial Report – or provided by the relevant offices.

This document is intended to consolidate links with the University's other means of communication and reporting, and provides cross-references to the University General Report and official website for readers wishing to examine a particular theme in greater depth.

The report was drawn up in accordance with GRI-G4 guidelines (Global Reporting Initiative), internationally recognized social reporting principles; the relevant indicators are listed at the end of the report.

In line with the previous report, the 2016 sustainability report is also divided into eight macro-areas, each with a set of key performance indicators (KPI) and corresponding performance trends over the past three-year period. These indicators are listed in a table in the annex at the end of this document for easier consultation and comparison.

The text contains the following symbols:

 GRI4 indicator

 reference page in 2016 University General Report

 link to the University web site

This document is available for consultation by anyone interested in the Sustainable Ca' Foscari website.

Degree programmes	a.y. 2015/2016
Bachelor's Degree Programmes (first cycle)	16
Master's Degree Programmes (second cycle)	28
1st level Professional Master's Programmes	25
2nd level Professional Master's Programmes	9
PhD Programmes	12

Student Body	2016	variation on 2015
Enrolled	21,772	+3.21%
International	1,127	-0.87%
Incoming	483	+35.29%
Outgoing	808	+16.93%
Part-time	759	-2.57%
Graduates	4,798	+2.87%

Staff & Faculty	2016	variation on 2015
Professors	353	-0.28%
External faculty members	141	-8.44%
Researchers	135	-7.53%
Visiting professor	82	-18.81%
Technical administrative staff	575	+3.05%
Temporary workers	56	+7.69%
Language teaching assistants	74	-5.13%
Research grant holder	184	-9.36%

Like its home town, Ca' Foscari University of Venice is a melting pot of cultures, research areas, ideas and creativity. Established in 1868 as a business school, it is now a medium-sized state university based in the historic centre of Venice with two mainland campuses in Mestre and Treviso.

According to the QS world university ranking by subject, Ca' Foscari is one of the top 200 universities when it comes to Economics/ Econometrics and Modern Languages. It is also one of the top five Italian universities in four other scientific areas corresponding to distinctive areas of teaching and research: History and Archeology, Accounting and Finance, Development Studies, and Environmental Sciences. These disciplines reflect Ca' Foscari's academic tradition as a business school as well as representing a trend that must be further consolidated to allow the university to place itself as a recognized leader at international level.

## Mission

In its pursuit of excellence in various fields of study, the University promotes, guarantees and coordinates the **free research activity** of its faculty staff, providing the necessary tools and using appropriate incentives.

The **University's Strategic Plan** published in 2016 defines Ca' Foscari's mission through three main areas of intervention:

- 1. Promote scientific advances** by undertaking the highest quality research, addressing global questions and deliver acknowledged impact across various disciplines;
- 2. Encourage a transformative learning experience** based on dedicated academic tutoring, a research-inspired, demand-led curriculum and an engaging student life;
- 3. Act as an accountable and responsible institution**, capitalizing on culture and academic excellence to promote civic innovation and economic growth.

☰ Presentazione di Ca' Foscari, Missione, p. 9

## Context

**Venice** is an extraordinary city: universally considered to be one of the most beautiful cities in the world, it is also a UNESCO World Heritage site. This prestigious setting facilitates its contacts with other cultural and economic contexts, both at home and abroad. At the same time, Venice is also a very difficult city, especially for the high living costs that students and their families must meet. Moreover, the unique nature of this urban site means that Ca' Foscari is spread across a number of sites, some quite distant from each other, in historic buildings. Carrying out maintenance and conservation works on the university's building stock is costly and complicated due to the constraints of listed building regulations, although this may also act as an incentive to carry out **sustainable energy and building intervention**.

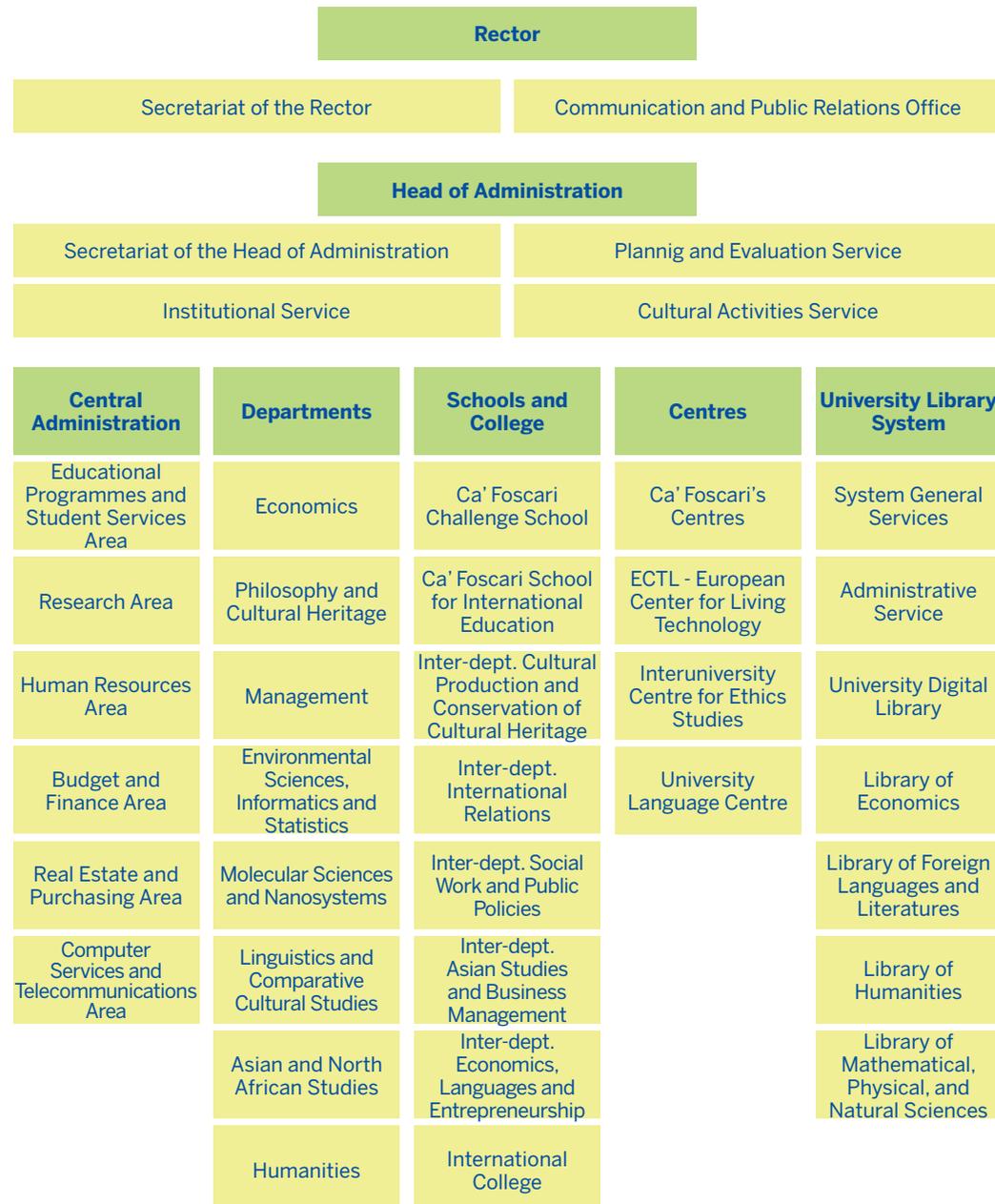
Over the past 5 years the number of students has **grown steadily**, going from 5,213 students enrolled in the 2010/2011 academic year to **6,970 students** enrolled in the 2015 /2016 academic year, an **increase of 33%** in just five years. The breakdown of the student community shows that 70% come from the Veneto region, 20% from other Italian regions while 5% are international.

As far as research is concerned, Ca' Foscari has a recognized academic position in the key disciplines of its tradition: **economics** and **foreign languages**, oriental languages, in particular. In recent years the University has invested in creating **interdisciplinary research groups** that represent an important opportunity to increase access to competitions for funding.

## Organization

Ca' Foscari comprises a **Central Administration, eight Departments, three Schools**, four inter-departmental Schools (closed in 2017), various Centres and a **University Library System**.

☰ Presentazione di Ca' Foscari, L'organizzazione, p. 12



Organizational chart at December 31, 2016

## Social and environmental responsibility

Sustainable development means satisfying the needs of the present without compromising the capacity of future generations to satisfy their own needs. To attain this we must balance three key elements: **economic growth, social inclusion** and **environmental protection**. True sustainability can only be achieved when all three conditions are met.

Since 2010 Ca' Foscari University has taken over this concept of sustainability, identifying it as the process that will help it to minimise its impact upon the environment and natural resources and to promote the wellbeing of the community, social equity and economic development. At the same time it is aware of its **responsibilities in educating students** whose future behaviour and decisions will be influenced by their experiences during their time at university.

The University promotes the adoption of the perspective of sustainability in its main activities and missions: it incentivizes **excellent teaching** and **innovative research** increasing knowledge of global phenomena and proposing new solutions, favouring their **direct application in society** with the aim of becoming a **driver that will promote innovation and wellbeing** in the city, the surrounding area and entire planet.

This is why Ca' Foscari undertakes to carry out **engagement projects** on behalf of stakeholders and the wider community, involving local, national and international entities so as to promote the diffusion of a sustainable development model by exchanging best practices and combining different scientific and executive competences.

The University belongs to numerous national and international networks concerned with social responsibility and sustainable development:



PRME



☰ La policy di sostenibilità di Ca' Foscari, L'evoluzione di Ca' Foscari sostenibile, p. 212

## Values, principles and codes

Over the years Ca' Foscari has acquired tools, codes and policies to support the principles underpinning its actions and guaranteeing its community **equal opportunities in research, in their studies, and work.**

### University Statute

The current Ca' Foscari statute entered into force on 2 October 2011 and implements the university reform introduced by MIUR (the Italian Ministry of Education, University and Research). The Statute illustrates the fundamental principles of the University and defines the organs and structures performing the actions of Ca' Foscari.

[Ateneo / Chi siamo / Statuto, norme e regolamenti / Statuto](#)

### Code of Ethical Conduct

On 21 October 2014 the University promulgated its new Code of Ethical Conduct (Decree of the Rector No. 795), setting forth the fundamental values and commitments undertaken by the University with the aim of reinforcing the ethical, social and environmental dimension in institutional activities and defining the behaviour of those working within, with and on behalf of the University so that they may exercise their functions and activities in a culture of responsibility.

[Ateneo / Chi siamo / Statuto, norme e regolamenti / Codici / Codice etico](#)

### Code of Conduct

The Ca' Foscari University code of conduct integrates and expands on the national code of conduct. It applies to all staff (both temporary and permanent), technical administrative staff, temporary workers and language assistants, technicians and managers.

[Ateneo / Chi siamo / Statuto, norme e regolamenti / Codici / Codice di comportamento](#)

### Sustainability Commitments Charter

The University has adopted a Sustainability Commitments Charter in which it defines objectives aimed at minimizing its impact upon the environment and upon natural resources, increasing social cohesion and reducing inequalities within the university, while favouring the cultural development and sustainable economic growth of the local area.

Since 2015, sustainability commitments have been included in the three-year performance plan, becoming an integral part of University planning.

[Ateneo / Chi siamo / Piani, valutazione e trasparenza / Carta degli impegni di sostenibilità](#)

### Code of conduct for public employees

This code lays down the minimum duties and obligations of diligence, loyalty, impartiality and good behaviour that public employees are required to observe. Introduced in 2013, its provisions have been integrated and expanded by codes of conduct adopted by the single administrations.

[Ateneo / Chi siamo / Statuto, norme e regolamenti / Codici / Codice di condotta dei dipendenti pubblici](#)

### Rights and duties of students

Under Heading VII of the Student Career Regulation, in the framework of the principles underpinning the University's Statute and Code of Ethics, and inspired by principles of transparency and responsibility, the University adopted a Charter of the Rights and Duties of Students enrolled in its degree programmes. The University also adopts various publication processes and instruments to keep students informed of procedures and decisions relative to their careers, while encouraging their participation in such procedures.

[Ateneo / Chi siamo / Statuto, norme e regolamenti / Regolamenti / Studenti / Carta dei diritti e doveri dello studente](#)

### Code of Conduct for the prevention of mobbing

This Code of Conduct, which is intended to combat and prevent mobbing, draws upon the University's Code of Ethical Conduct in its rejection of every form of conduct involving discrimination, sexual harassment or mobbing, in order to create a work and study environment based on wellbeing and promoting dialogue and proper interpersonal relationships. The aim is to prevent all forms of moral or psychological abuse in the workplace by either employer or employees to the detriment of other staff, whether of equal, lower or higher rank.

[Ateneo / Chi siamo / Statuto, norme e regolamenti / Codici / Codice antimobbing](#)

### Code of Conduct for the prevention of sexual harassment

The Code of Conduct for the prevention of sexual harassment is intended to prevent all forms of sexual harassment and safeguard the dignity of all employees and students at Ca' Foscari University. It aims to affirm the dignity of the individual and prevent forms of behaviour that could be considered sexual harassment in places of work or study, and to promote the favourable outcome of any disputes that may ensue.

[Ateneo / Chi siamo / Statuto, norme e regolamenti / Codici / Codice di condotta contro le molestie sessuali](#)

### Three-year plan for transparency and prevention of corruption (PTPCT)

The plan brings together in a single document the three-year plan for the prevention of corruption and the three-year programme for transparency and integrity, which were previously separate. It is a regulatory requirement that will increase the accessibility of information concerning the organization and activities of Ca' Foscari and that will map any processes at risk of corruption, laying down appropriate countermeasures. The response actions will be monitored on a regular basis to check their organizational impact and effectiveness.

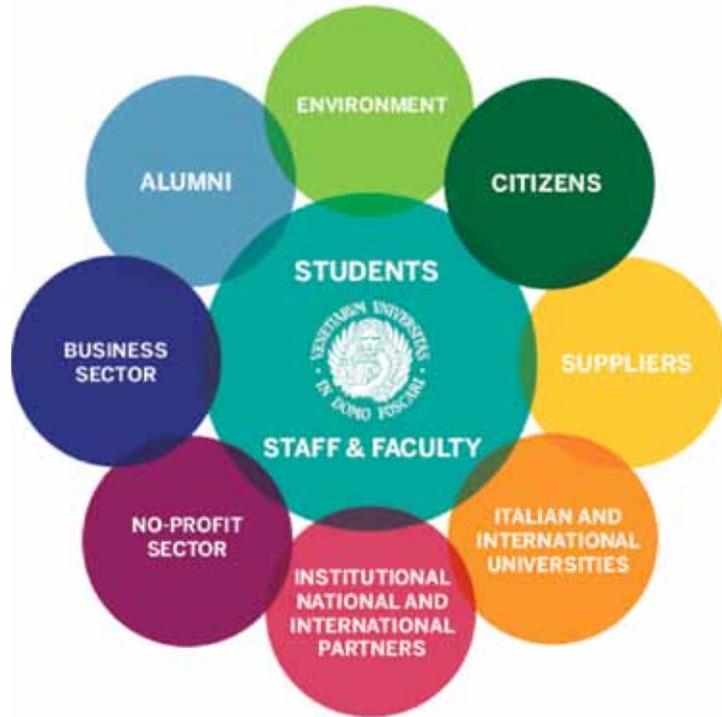
[Ateneo / Chi siamo / Piani, valutazione e trasparenza / Piano triennale per la prevenzione della corruzione e della trasparenza](#)

### Whistleblowing policy

Italian Law 190/2012 introduced into Italian legislation a specific regulation intended to safeguard public employees reporting unlawful behaviour in the workplace and to favour the disclosure of cases of wrongdoing, known as 'whistleblowing' in Anglo-Saxon countries. Ca' Foscari implemented this legal instrument in 2016, extending its use to its temporary workers, students and anyone intending to report illicit behaviour or facts.

[Amministrazione trasparente / Altri contenuti / Whistleblowing - segnalazione](#)

## University's stakeholders



### Students and Postgraduates

Ca' Foscari aims to offer all its undergraduates and postgraduates an education without discrimination, including the development of cross competencies in order to prepare them for the world of work and research. It also aims to provide them with the tools they need in order to make the most of their time at university, to feel part of a community and to fit into city life. Special care is taken over international students, resulting in stronger partnerships with foreign universities and ample provision of courses given in English.

### Staff and Faculty

Staff and Faculty (teaching, technical and administrative staff) are other important internal stakeholders. Despite various contingent difficulties, the University strives to create numerous occasions on which staff have the opportunity to express their concerns and needs so that it can address these by means of organisational responses and services, and all suitably accounted for. Ca' Foscari aims to enhance each individual's skills, by providing adequate training, working and researching conditions, not to mention a working environment that favours personal wellbeing.

### Alumni

The "Ca' Foscari Alumni" community was set up in 2012. This brings together former students united by a shared learning experience as well as the identity, uniqueness and values that Ca' Foscari embodies. The University provides a forum where they can exchange ideas and experiences with the world of university, nurture professional exchanges and share these experience.

### Suppliers

Some of our most important external stakeholders are our suppliers. Ca' Foscari often becomes involved in developing trials with these, such as in the case of Green Public Procurement.

### Other universities

Ca' Foscari is also in close contact with other Italian and foreign universities, through both study and research exchange agreements and projects allowing for the sharing of organisational models and best practices. So, it participates in various Italian and international networks whose purpose is to encourage growth.

### Citizens

Ca' Foscari engages local citizens and communities by means of cultural initiatives and events open that bring its research into the public domain, often involving external experts and leading names in each field. It also helps revitalise the urban fabric, being widely involved in projects throughout the city of Venice and promoting the visibility of the local area both nationally and internationally.

### Businesses

The University conducts research and provides advisory and training services for third parties, holds conventions and enters into collaboration agreements in the fields of science, education and research. Ca' Foscari also organises dedicated study days and workshops to bring students and local businesses together.

### Partners

Ca' Foscari collaborates with many institutions, organisations and enterprises, which often become its partners in research or training projects, thus contributing to cultural growth and innovative development of the local area and the academic world. This results in new forms of synergy and even the economic sustainability of many projects.

### Non-profit sector

Fully aware of its social role, over the years Ca' Foscari has entered into various agreements with public bodies and non-profit organisations in order to develop common policies and measures in the fields of welfare, ecology, promotion of culture and social innovation.

### Environment

Ca' Foscari is committed to promoting and spreading a culture of care and environmental protection among all its stakeholders. This includes supporting scientific research into environmental protection and especially the lagoon ecosystem, studying global climate changes and potential mitigating strategies, and developing a sustainable system of tourism. It is also committed to improving the environmental performance of its own buildings, by adopting cutting-edge maintenance and building techniques.

# Value

## Value composition in 2016

Economic value attracted	€ (millions of)	% of total
Student contribution	39.88	26.6%
State contribution	81.16	54.1%
Regional contribution	11.11	7.4%
EU contribution	7.33	4.9%
Contributions from other subjects	5.46	3.6%
Income from commercial sales	1.46	1%
Other revenues	3.66	2.4%
<b>TOTAL</b>	<b>150.06</b>	<b>100%</b>

## Directly distributed economic value (millions of €)



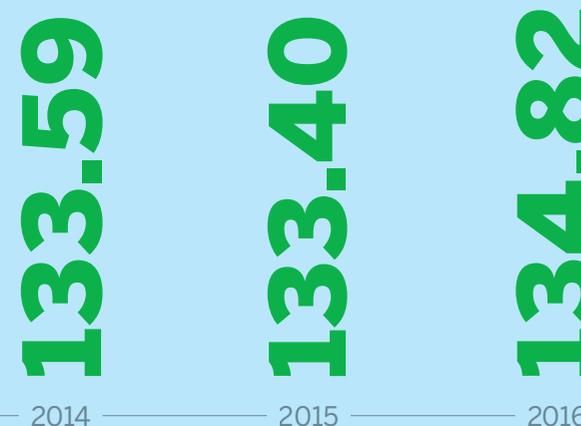
- 77.41 Human resources
- 27.04 Students support
- 4.98 Financial transfers to partners
- 23.04 Suppliers
- 1.17 Loan capital
- 1.18 Public Administration
- 134.82 TOTAL**

The University is an organization with an important impact upon stakeholders and upon the local, national and global economic system. In fact, not only do universities produce goods and services intended for collective consumption, such as research, teaching and diffusion of know-how, they also redistribute resources and wealth.

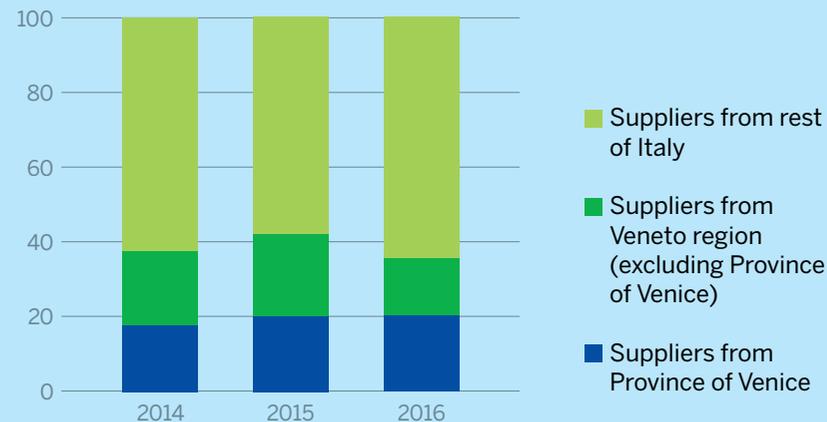
## Value attracted (millions of €)



## Directly distributed value (millions of €)



## Origin of suppliers (% of total)



## Economic value

The 2016 Financial Report reveals a **positive operating result of € 6,754,396** which means greater resources to support future equilibrium, bearing in mind the commitments that the University has already undertaken to carry out in the future and which are mainly represented by investments in construction projects that are already underway and other legal obligations assumed, as well as the programme for the 2017-2019 three-year period in terms of economic equilibrium.

[Ateneo](#) / [Chi siamo](#) / [Piani, valutazione e trasparenza](#) / [Amministrazione trasparente](#) / [Bilanci](#)

### Economic value attracted

The economic value attracted resulting from the Public Administration is **€ 92,262,463** (contributions received from the State and the Veneto Region), while value from international bodies is **€ 7,327,585**. The detailed breakdown is shown on page 12.

### Directly distributed value

The University distributes its wealth, in other words, the economic value attracted, both directly and indirectly.

The value attracted is redistributed directly by the University through the remuneration of factors of production, specifically:

- staff, that is, employees (lecturers, researchers and technical administrative staff) and temporary workers;
- pre- and post-graduate recipients of scholarships (i.e. students as well as PhD students and research grant holders);
- suppliers, through the purchase of goods and services, use of third-parties assets and other operating expenses;
- loan capital through interests due for loans;
- Public Administration through the payment of direct and indirect taxes.

Direct distribution of value	€ (millions of)	% of total
<b>Human resources</b>	<b>77.41</b>	<b>57.4</b>
Teaching and research staff	51.59	
Management and technical administrative staff	23.09	
Temporary workers	0.56	
Other staff costs	2.17	
<b>Students support</b>	<b>27.04</b>	<b>20.1</b>
<b>Financial transfers to partners</b>	<b>4.98</b>	<b>3.7</b>
<b>Suppliers</b>	<b>23.04</b>	<b>17.1</b>
<b>Loan capital</b>	<b>1.17</b>	<b>0.8</b>
<b>Public Administration</b>	<b>1.18</b>	<b>0.9</b>
<b>TOTAL</b>	<b>134.82</b>	<b>100</b>

## Supply chain and GPP

Like all public administrations, Ca' Foscari University makes most of its purchases through **Consip** (Authority for Public IT) and **MePA** (Italian Public Administration e-Marketplace) the procurement platform managed by Consip.

Consip is a joint-stock company set up by the Italian Ministry of Economy and Finance as a Central Purchasing Body, which develops innovative purchase procedures and tools (agreements, e-Marketplace, framework agreements) for administrations and companies. Under a series of specific agreements, it provides the single administrations with support throughout the procurement process.

The Italian Public Administration e-Marketplace, or MePA, guarantees Public Administrations **transparency** and **traceability** in every step of the procurement process, allowing them to compare products offered by suppliers throughout Italy and giving PAs the opportunity to make requests for quotations.

### University Projects dedicated to Green Public Procurement

Given the growing regulatory focus on green purchases and in particular on Green Public Procurement, in 2015 and 2016 the University implemented its own project for "**Green Public Procurement. Limits and opportunities for enterprises and public administrations**" in collaboration with Fondazione Ca' Foscari and thanks to funding provided by the Venezia Rovigo Delta Lagunare Chamber of Commerce.

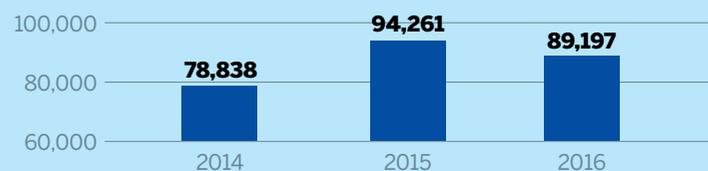
The aim of the project was to analyse the **diffusion of a culture of corporate social responsibility**, both in Public Administrations and local enterprises, with particular attention to the procurement sector.

The survey was followed by a day of encounters with representatives from Public Administrations and enterprises who exchanged best practices in order to develop various solutions to address critical areas affecting both suppliers and PA purchasers. The University also organized a **training event on GPP** and on the new legislation concerning this sector intended for all technical administrative staff working at the University, in particular those responsible for procurement.

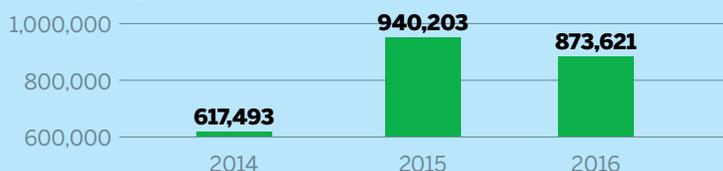
### Comfort in classrooms, laboratories and study areas (from 1 to 4)



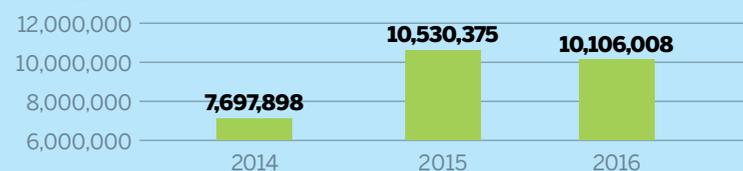
### Water consumption (in m<sup>3</sup>)



### Gas consumption (in Sm<sup>3</sup>)



### Energy consumption (in kWh)



In recent years Ca' Foscari has been engaged in renewing its building stock through improvements that have radically transformed buildings and created new spaces. There are plans to construct new buildings and complexes needed to provide adequate spaces for the growing numbers of students and to guarantee the conditions necessary to carry out excellent research safely and using more instruments. The University's building projects focus on the high potential urban areas in Venice and on the nearby mainland, and aim to contribute to a process of renewal and redevelopment that will take into account the fragile Venetian ecosystem.

## The University sites

Ca' Foscari University carries out its activities on **29 sites** in the City of Venice and Treviso, which differ considerably in terms of structure, intended use and architectural and landscape constraints. The majority are old buildings dating to different periods that have been adapted over the years to meet the needs of university life in compliance with the art historical constraints and building restrictions in force in the historic centre of Venice. In addition, there is a Scientific Campus in Via Torino, Mestre, that has recently been expanded with new buildings, as well as the Treviso campus.

### Value of real estate at 31/12/2016

€ (millions of )

Land and buildings	<b>61.25</b>
Equipment and plants	<b>3.52</b>
Scientific equipment	<b>2.24</b>
Fixtures and furnishings	<b>3.83</b>

## Building works

### Science Gallery Venice

2016 marked the launch of a major building project to convert Magazzino 4, a former warehouse in San Basilio. The Venetian Port Authority granted the use of the building to Ca' Foscari to carry out the institutional and cultural activities of university and to house the planned **Science Gallery Venice**. The building is currently in a state of abandonment and will require a full renovation to participate in the current process of **urban regeneration**. The Science Gallery Venice, developed by the University together with the **Venetian District for Research and Innovation** (Distretto Veneziano per la Ricerca e l'Innovazione), will bring together science and technology, art and design, inspiring new ways of thinking and generating innovation.

It will host various open laboratories that will give rise to new forms of **collaboration between creatives and scientists**, developing innovative forms of teaching and promoting excellence in research carried out by other Venetian universities and scientific institutions in all fields of knowledge.

Thanks to this project Ca' Foscari University of Venice will attract young people and the Venetian community to an environment designed to host talent at international level. Science Gallery Venice will create and host shows and events.

### Student accommodation

In order to promote environmental, social and economic sustainability, the University has planned and approved the development of **3 student residences** with a total of **1000 bed spaces** in order to improve student accommodation facilities in the Venetian area. The residences aim to improve **the integration of the student community with the urban fabric**, to regenerate and enhance high-potential areas of the city and improve student mobility, giving Ca' Foscari an active role in the city's growth and social commitment.

In 2016 progress was made in the administrative procedures relative to allocation of works:

- **Santa Marta**: after reaching an agreement with MIUR for the joint funding of the construction of the residence, the final project phase of lot 2 that will begin at the end of July 2017.
- **San Giobbe**: the Board of Governors has approved the executive project, which has also been approved by MIUR, for a commitment to expenditure for works of **€ 27,784,499.22**, €4,978,673.22 of which to be paid by the University.

### Garden of Ca' Bembo

In 2016 the Veneto Region approved the Ca' Bembo garden remediation project, for an estimated cost of approximately **€ 500,000**. The risk analysis approved by the Veneto Region and carried out on the ground and water table revealed that the topsoil (the first 30 cm of soil) poses an unacceptable risk due to the presence of dioxins (in case of ingestion or skin contact). However, the launch of the remediation project was unable to take place in safe conditions and mediation is currently underway with representatives of a student group occupying the ground-floor apartment.

## Energy consumption

During 2016 ordinary maintenance was carried out in various University sites through the **Integrated Multiservice Maintenance contract (MIM)**.

At the end of 2016 the Board of Governors approved the decision to undersign a contract for Integrated Energy Management Services with CONSIP, the Italian central purchasing body, (**SIE Lotto 3 - Servizio Integrato Energia**), that will be in force from 2017 to 2023. The contract provides for the ordinary maintenance of electrical and mechanical plants as well as the supply of electricity and methane gas, services that will be integrated with energy efficiency tools under the provisions laid down by the Italian Legislative Decree 115/2008.

Thanks to more efficient management of plants following remediation and maintenance projects, **overall consumption was lower** in 2016 compared to the previous year.

Heating and cooling control systems were monitored and fine-tuned to reduce consumption also by adjusting usage to the effective occupation of spaces. Thermostatic radiator valves were fitted in any buildings lacking TRVs.

Consumption	2016	variation on 2015
Water	89,197 m <sup>3</sup>	<b>-5.37%</b>
Gas	873,621 Sm <sup>3</sup>	<b>-7.08%</b>
Electricity	10,106,008 kWh	<b>-4.03%</b>

Almost **80%** of the University's energy consumption is produced by the 4 main university sites: Via Torino, San Giobbe, Malcanton Marcorà and Ca' Foscari (Main Building).

Consumption	2016	variation on 2015
Via Torino scientific campus (Mestre)	45.11%	<b>+28.89%</b>
San Giobbe economic campus	18.84%	<b>-5.80%</b>
Malcanton Marcorà	10.32%	<b>+3.20%</b>
Ca' Foscari - Main Building	5.41%	<b>-9.83%</b>

### Managing carbon emissions

Following the conclusion in 2014 of the Carbon Management Programme carried out by the University in collaboration with the Italian Ministry of the Environment and Protection of the Land and Sea (MATTM), Ca' Foscari launched a **review of the now obsolete sources** used together with an analysis to identify a **new calculation method** suited to the university's needs.

The University's carbon footprint in 2016 was calculated thanks to the collaboration of **GreenDecision, one of Ca' Foscari's spin-offs**, which will support the University during the next three years.

The performance goals laid down for the 2017-2019 three-year period include **defining and implementing a carbon emission mitigation plan** for the University.

GHG Emissions	2016 (in tCO <sub>2</sub> eq)
<b>Scope 1</b>	<b>1,786</b>
Natural gas consumption	1,650
Refrigerant loss	128
Petrol consumption – vehicles owned by CF	8
<b>Scope 2</b>	<b>3,891</b>
Electricity consumption	3,891
<b>Scope 3</b>	<b>10,446</b>
T&D losses	58
Fugitive natural gas emissions	240
Missions	1,244
Staff mobility	490
Student mobility	6,872
International students	1,542
<b>TOTALE</b>	<b>16,123</b>

## Mobility

### Sharing mobility survey

In 2016 the University took part in a car sharing survey carried out by the working group on mobility of the **University Network for Sustainable Development** to which Ca' Foscari belongs. As well as collecting information on car sharing, the main topic of the survey, this questionnaire also provided important information on the travel habits of the University's staff and students. Below are some of the results concerning transport and travel at Ca' Foscari. The questionnaire was distributed to the **entire University population** and had a response rate of **5%**.

The analysis shows that the main motivations for sharing mobility were the opportunity to **cut transport costs** and **environmental benefits**, while negative aspects were the lack of vehicles and availability and the fact that these services are not adequate to transport needs. When asked how they travelled to the University, **45.5%** of survey respondents said that they used the **train** while **29.6%** used **buses** and **water-buses**, and **18.6%** **walked**. No major seasonal differences emerged from the responses to the Venice survey (unlike the rest of Italy where different forms of transport were used in autumn/winter and spring/summer). Only **0.2%** of Ca' Foscari students use sharing mobility as their main means of transport compared to 0.6% of respondents at national level. However, **80.9%** of respondents were familiar with the sharing mobility service.

### Bike sharing

In September 2016 a new **bike sharing station** was inaugurated at the Scientific Campus, Mestre. The station, which is part of the City of Venice urban mobility service, has room for **16 bicycles** and the first 50 Ca' Foscari students to sign up paid no subscription fee. The bike share scheme is intended for use by everyone: students, teachers and locals.

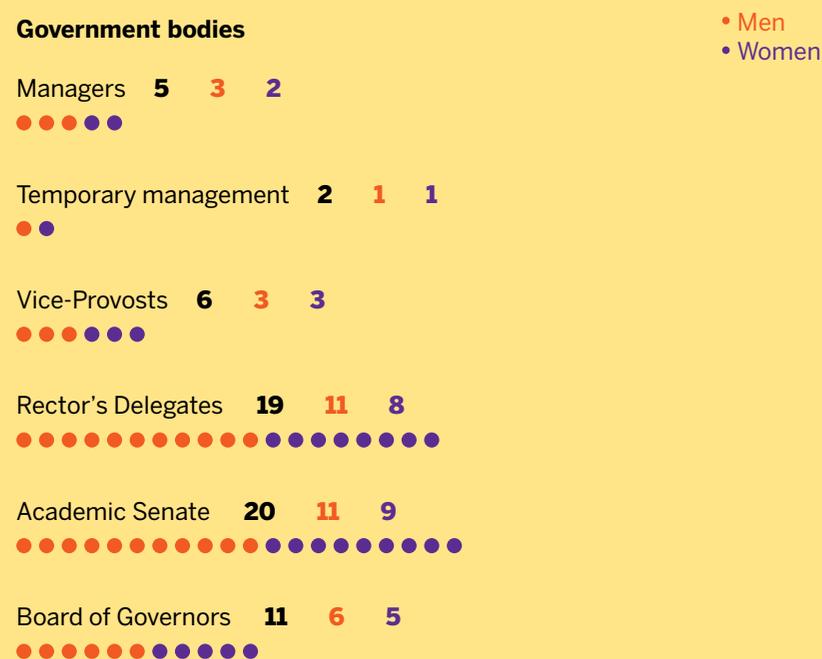
# Staff & Faculty

## Breakdown by gender



Ca' Foscari strives to boost the potential of its faculty members and technical administrative staff by providing training activities and courses that support their professional growth and help develop their competency in various fields and interrelations. The University is committed to ensuring its career development and recruiting processes promote individual merit. It is also concerned with supporting those with family and parenting commitments, promoting the adoption of flexible employment schemes to allow employers to achieve a good family and work balance.

## Government bodies



## Staff training (in hours)



Staff	2014	2015	2016
staff hired	13	22	7
staff leaving	5	15	20

## Staff protection bodies

### Equal opportunities, employees' well-being and anti-discrimination Committee

The Committee promotes various initiatives intended to ensure equal opportunities, puts into place safeguards to prevent discrimination on the basis of gender and/or sexual orientation, and provides support for victims of abuse. It also strives to prevent mobbing taking place in the University.

[About / Who we are / Governance](#)

### Confidential counsellor

In 2010, a Confidential Counsellor was appointed to help prevent all forms of abuse. The Counsellor supplies free advice and support to members of the Ca' Foscari community who have experienced discrimination, abuse, injury to their dignity or mobbing.

[Ateneo / Chi siamo / Organi ed elezioni](#)

### Ethics Committee

The Ethics Committee provides consultancy as well as carrying out research and studies. It is responsible for promoting and diffusing the Code of Ethical Conduct.

[About / Who we are / Governance](#)

## Balancing family and work

### Family&Work Audit Certification

In December 2016 the University was granted **Family&Work certification** by the **Veneto Region**. The first stage involved an internal audit to find out to what extent Ca' Foscari's policies promote the work-life balance while the second stage involved the drafting of a three-year action plan to enhance the balance between family and work among technical administrative staff. The actions and measures contained in the three-year plan were considered to be consistent with the standards required by the certification process and on 29 December 2016 Ca' Foscari was granted this certification, which represents an **incentive** and **official commitment** to pursuing actions favouring the wellbeing of staff.

For the first three-year period, Ca' Foscari defined **13 objectives** and **54 actions** in the following areas: working hours; work organization and processes; the workplace; information and communication policies; managerial competence; staff training, salaries and additional components; and family services. The more innovative measures will involve trials of flexible forms of work such as **smart working** and **co-working**, the extension of **agreements to temporary workers** and the introduction of new approaches to **balancing work, health and workloads** such as **Banca della Solidarietà** (Bank of Solidarity).

At the end of the three-year period, the University will decide whether to undergo another audit as part of an ongoing improvement process and to consolidate the measures tried out so far.

### Development of teleworking

The University has amended one of its regulations in order to improve the wellbeing of technical administrative staff by giving them the opportunity to opt for **teleworking**. The aim was to allow staff to carry out some of their duties from home by teleworking from one to three days per week.

In 2016, **62** staff (**51 women** and **11 men**) opted to use this work arrangement. This corresponds to **10.9%** of current employees delivering a total of **45,173 work hours** through teleworking. **54.8%** of requests to telework were motivated by the **need to look after children** aged under 12, while **32.3%** of requests were due to **health reasons** or the need to care for non self-sufficient family members.

 La policy di sostenibilità di Ca' Foscari, Personale, p. 221

### Special agreements

Ca' Foscari University has put into place a series of special agreements intended to contribute to staff wellbeing outside the workplace. These schemes focus on supporting the family and parenting, travel to and from work, funding for training, promotion of wellbeing, health and sports.

In 2016, the following agreements were available to staff:

- **3 preschool facilities and 4 summer activity centres** in the local area, with discounts and reserved places;
- **annual public transport passes** for travel to and from work, at a discounted rate paid for in advance by the University that you pay back monthly from your salary;
- reserved area in the **Bici Park Mestre** (Mestre bicycle station) next to the railway station and discounts on bike repairs and maintenance.
- **6 medical centres** in the local area offering discounted services;
- **free advice** from a private health clinic (Associazione Italiana Educazione Demografica - Consultorio Familiare Privato) and the Iside Social Cooperative providing support for victims of violence and abuse;
- **reduced rates** for courses offered by the University Sports Centre (CUS);
- subsidies as well as **free participation in some of the study and language courses** provided by Ca' Foscari University.

[Ateneo](#) / [Lavora con noi](#) / [Informazioni per lo staff](#) / [Convenzioni](#)

### Staff training

In 2016, **59% of technical administrative staff** took part in training and refresher courses.

43% of training courses are external courses delivered by specialist providers.

In-house training courses held over the year included two **Personal Development Lab** courses focusing on emotional and social skills (one for executives and one for middle managers) and a course on University **Codes of Ethical Conduct** and **Disciplinary Processes** that was open to all staff.

Staff training	2016	variation on 2015
Hours of training	17,433.5	<b>+25.86%</b>
Number of trainees	340	<b>-9.57%</b>
Hours of training per employee	51.28	<b>+39.17%</b>
User satisfaction	3.43 out of 4	<b>-0.29%</b>
Budget for training activities	€ 106,145	<b>+1.24%</b>

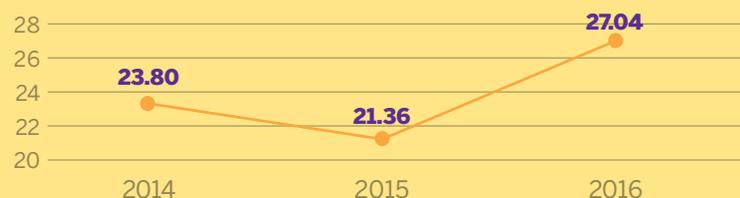
### Other training opportunities

Ca' Foscari staff can also participate in other training activities thanks to further training opportunities developed by the Human Resources Area:

- 10 free places reserved in **Professional Master's Programmes (1st and 2nd level)** offered by the University;
- **Erasmus Plus Staff training** (the number of available scholarships varies from year to year);
- 15 places offered for **International Overseas Mobility** in 2016 (the number of available scholarships varies from year to year);
- 9 scholarships available for **ICM International Mobility**;
- Co-funding for participation in **summer seminars** offered by SIE (School for International Education);
- Free enrolment in places remaining on **language courses** offered by CLA (the University Language Centre);
- Training as part of the **INPS - Valore P.A. project** organized by the Italian Pensions and Security Institution;
- **e-learning courses** on safety for eligible staff as laid down by the Health and Safety Manual;
- **Post-graduate initiatives** organized by the Challenge School (case-by-case assessment based on relevance, feasibility and costs);
- **Access to University MOOC** (Massive Open Openline Courses) provided they are relevant and compatible with professional skills of staff concerned;
- **Participation in single courses** offered by University that are particularly relevant to technical administrative area concerned.

 [Relazione sulla Performance dell'Amministrazione, La formazione del personale, p. 154](#)

### Scholarships and other forms of support for studies (millions of €)



### Student satisfaction with University services (from 1 to 4)



### Tutorships contracts for students with disabilities and SpLDs (Specific Learning Disabilities)



Student community by gender	M	F
Enrolled	7,266	13,295
Graduated	1,557	3,243
PhD students	172	201
Students enrolled on Professional Master's Programmes	331	506
Research grant holders	86	96

Breakdown by scientific area	M	F
Humanities	1,164	2,816
Languages	1,661	6,429
Sciences	997	525
Economics	3,444	3,525

## Financial aid for students

The University has introduced various initiatives to facilitate access to education, providing students with various forms of support, including funding, to allow them to pursue their studies.

☰ I servizi agli studenti, Diritto allo studio, p. 61

### Regional scholarships

A form of financial aid intended to contribute to students' living costs, regional scholarships are awarded to students meeting the income and merit requirements laid down by the call for applications. In the 2015/16 academic year, scholarships were awarded to all eligible applicants for a total of € 5,755,901.

### Reduction of tuition fees

There are 8 different levels of tuition fee reduction, calculated by combining students' household income (documented by means of ISEE certification) with merit requirements. In the 2015/16 academic year a total of €8,131,417 was disbursed in the form of exemptions, scholarships and other forms of aid.

### Student collaboration (150 hours paid internships)

In 2016 Ca' Foscari offered a total of 233 non-specific student internships (150 hours) for a total amount of approximately € 260,000 and 133 specific internships for a total amount of approximately € 158,000.

In order to be eligible for a specific internship, students must meet the merit requirements laid down by the call of applications; in the case of students with equal merit, preference will be given to students with a lower income (documented by means of ISEE certification). The shortlist of successful applicants is decided after an interview as part of the selection process.

### Student loans

Student loans are a form of funding granted to all students under particularly favourable conditions. They allow students to take responsibility, offering them an additional opportunity to meet the costs of a university education, even at post-graduate level (master's and PhD programmes).

### Scholarships for international students and subsidies for refugees

In the 2015/16 academic year 14 international students qualified for exemption from tuition fees. This support meant that international students meeting the merit requirements who had completed the assessment procedure to formalize their matriculation were exempted from paying the second instalment of their tuition fees.

The University also awarded international students classed as refugees and/or entitled to international protection financial aid for enrolment on degree programmes that took the form of exemption from payment of university tuition fees.

In the 2015/16 academic year, in agreement with the Italian Ministry of Foreign Affairs and International Cooperation, 5 scholarships were disbursed to allow foreign citizens (and Italians resident abroad) to participate in a period of study, research or specialization in Italy. A total of €22,350 was set aside for these scholarships.

### Scholarships and awards managed by Central Administration

These scholarships are designed to foster excellence in various fields of study and help capable and deserving students access a university education.

In the 2015/16 academic year 1 mobility scholarship was awarded to a student from other Italian regions selected as part of a nationwide call for applications and enrolling on one of the University degree programmes.

A total of €5,425 was set aside for this scholarship.

### Funding of student-run training activities

In 2016 the University opened a call for applications for funding to be disbursed to student-run training activities held that year. There were two disbursement sessions and a total of € 42,747 was allocated in funding. Applicants were official student associations and groups of at least 20 university students established in compliance with the relevant university regulations. A Committee was set up to evaluate requests for funding for student-run training activities, giving precedence to initiatives in line with the purposes laid down by the University regulations and policies.

### Part-time students

Students unable to study full-time due to work, ill-health, the need to care for non self-sufficient family members, involvement in sports at national or international level or commitments to ongoing voluntary work may request part-time status when enrolling at Ca' Foscari (provided part-time study is available for their chosen course). In the 2015/16 academic year 759 students were enrolled with a part-time status.

In 2016 a tutoring service was set up to help part-time students get the most out of their university studies despite their part time attendance and other commitments.

### Tutoring service

The Tutoring Service is designed to support students throughout their entire university career, meeting their needs for guidance, information, support, and active participation in university initiatives. The aim is to improve the quality of their learning, thus reducing the drop-out rate, the average duration of studies and the number of students not graduating on time. The tutoring service deals with two main areas: information and specialist services. The specialist service, which is staffed by second-level graduates and PhD students, offers course-specific, additional, preparatory as well as remedial tutorships, guidance in choosing courses as well as initiatives specifically for international students.

In 2016 a new free online tool was made available via the new E-Orienta platform to help students develop key skills. A series of meetings were organized as part of the “#studiare@venezia” project with the aim of helping freshers settle in in Venice.

## Services for students with disabilities

### Service for students with disabilities and SpLDs (Disability Service)

The Disability Service was introduced under Italian Law 17/1999 (integrating and amending Framework Law 104/1992), which requires universities to appoint a Rector's Delegate for Students with Disabilities and to set up a service to provide students with disabilities with support in their studies and in university life. The service is also intended for students with Specific Learning Disabilities under Italian Law 170/2010, which recognizes dyslexia, dysgraphia, dysorthography, and dyscalculia as SpLDs. The Disability Representative is responsible for coordinating, monitoring and providing support for all initiatives ensuring the full participation of students with disabilities in university activities. The Disability Service organizes and supervises services for all students with disabilities and SpLDs enrolled at the University, depending on resources available. These initiatives are carried out to foster the independence of students with disabilities and ensure their full participation in university life. In 2016 the University introduced a newsletter service on these topics and the Academic Senate approved a Service Charter for students with disabilities and SpLDs enrolled in Ca' Foscari's Bachelor's Degree, Master's Degree and PhD programmes.

Over the year, the service organized individual and personalized tutoring activities, providing specific tools and software, LIS (Italian sign language) interpreting services and accessible teaching material. The service responded to 144 requests, setting up 42 specific tutoring contracts

☰ | servizi agli studenti, Il Servizio Disabilità e DSA, p. 73

### Initiatives for students with disabilities

Numerous initiatives were carried out throughout the course of the year to help improve the university experience of students with disabilities and support their integration and inclusion.

### Round Table on “Art, Sports, Theatre and Placements for the integration of people with disabilities: successful experiences.”

The meeting organized in February 2016 was attended by the contact persons for the University's project on disability and SpLDs. Speakers included Prof. Alessandro Casellato, lecturer at Ca' Foscari University and coordinator of “In Memoriam: Aktion T4 - Ca' Foscari per la Giornata della Memoria” (recalling the mass murder of the disabled by the Nazis).

### “Eroi in corso” art therapy workshop

Five art therapy sessions (March–April 2016) open to students with disabilities and their tutors and focussing on the theme “Percorso dell'Eroe e dell'Eroina” (Path of Hero and Heroine). Under the guidance of workshop leader, students took part “Viaggio dell'Eroe” (Hero's Journey) that started out from the idea that we are all heroes in tackling our day-to-day life and university experience.

### Study day on “Specific learning differences: inclusive accessibility”

The event, which was held on June 2016 with the sponsorship of the Veneto Education Office, was intended for upper secondary school teachers as well as students, PhD students and lecturers at Ca Foscari or other universities, in particular students with SpLDs and students from upper secondary schools in the Veneto and their families.

### Servizio Civile Nazionale and Disability

In 2016, as part of the "Training and inclusion: a possible challenge" project held at the Disability and SpLDs, two volunteers from the alternative civil service made an active contribution to supporting students with disabilities and SpLDs and to improving the service offered to them. The University has confirmed its commitment in this area by presenting a project titled "UniversAbile" for the next call for applications, which, if funded, will give other young people the opportunity to share this experience.

## Bringing together the University and world of work

### Placement Service

The Placement Service is intended to provide graduating students and recent graduates with support in their search for employment in Italy and abroad. It supplies them with strategies that will allow them to attain their personal and professional goals and helps them to analyse their skills, motivations and competences in order to draw up a professional project in line with their studies and with developments in the professional world.

The Placement service also organizes a wide range of workshops and seminars providing careers guidance and covering various topics, as well as events and projects intended to bring together the University and the world of work. As far as employment is concerned, the latest AlmaLaurea survey shows that the Ca' Foscari employment rate is 7 points higher than the average employment rate of other universities, both in the short and medium term. The quality of teaching, the key skills and Placement Service initiatives (both during and after their studies) gives Ca' Foscari graduates the opportunity to work in professional contexts worldwide.

☰ I servizi agli studenti, Il Servizio Placement, p. 77

AlmaLaurea survey	2014		2015		2016	
	% UCF	% Universities	% UCF	% Universities	% UCF	% Universities
<b>All graduates (one year later)</b>						
Working	<b>50.8</b>	44.1	<b>49.3</b>	42.7	<b>50.3</b>	42.9
Not working and not actively seeking	<b>28.9</b>	27	<b>30.3</b>	31.5	<b>33.1</b>	33.5
Not working but actively seeking	<b>20.3</b>	28.9	<b>20.3</b>	25.7	<b>16.6</b>	23.6
Not working or seeking work, but attending a university course or traineeship	<b>23.1</b>	22.4	<b>24.3</b>	25.8	<b>25.9</b>	26.8

### Employment rate of graduates

The 29th AlmaLaurea survey into the employment rate of graduates once again found that Ca' Foscari students fared better than the national average.

The 2016 survey considered almost 7,500 Ca' Foscari graduates – approximately 3,000 from the first cycle and over 4,000 from the second cycle – who had graduated in 2015, 2013 and 2011, who were interviewed one, three and five years after graduation.

### In work 1 year after graduating with a Bachelor's degree

42.1% of Ca' Foscari BA graduates of 2015 were in work. Though this is higher than the national average (38.2%), it should be borne in mind that the majority of first-cycle graduates continued their studies, with only 26.5% beginning to seek work immediately. 15.7% opted to continue their studies while working and 8.3% stated that they were jobseekers, not currently in work or full-time education.

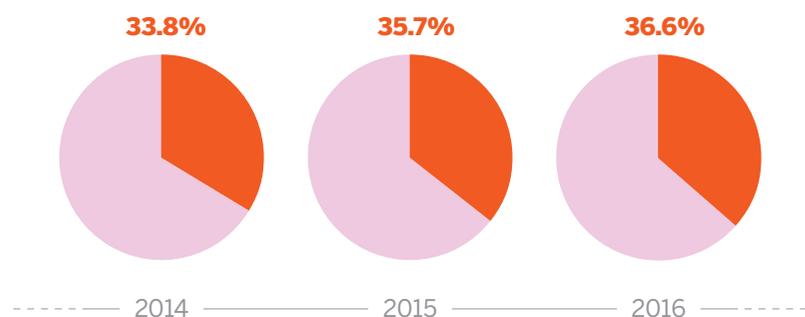
### In work 1 year after graduating with a Master's degree

Employment prospects improve for MA students one year after graduation: 64.9% of Ca' Foscari MA graduates of 2015 were in work (the national average is 55.1%). 65% had fixed-term contracts while 34.4% had a permanent job.

### In work 3 and 5 years after graduating with a Master's degree

79.3% of Ca' Foscari MA graduates of 2013 were in paid work three years after graduating (national average: 72%).

9.3% were not in work and not actively seeking employment, 4.3% were studying at university or involved in a traineeship (below the national average) while 11.4% were jobseekers (national average: 15.7%). These figures improve five years after graduation: 85.6% were in work (approximately 7% more than the national average) while only 8.2% were not in work and not actively seeking employment (below the national average of 9.2%).

**Student satisfaction with courses** (from 1 to 4)**ECTs for sustainability-related contents** (% of total ECTs)**Graduates who have gain "Sustainable Competencies"****Degree programmes on sustainability – a.y. 2015/16****Bachelor's degree programmes**

- Sustainable Chemistry and Technology
- Environmental Sciences
- Sciences of Society and Social Service

**Master's degree programmes**

- Governance of public organizations
- Language Sciences
- Sustainable Chemistry and Technology
- Environmental Sciences
- Science and Technology of Bio and Nanomaterials
- Work, Social Citizenship, Interculturality

**1st level Professional Master's programme**

- Food and Wine Culture for Enhancing and Promoting Oenogastronomic Resources
- Strategic Social Innovation Management
- Education and psychopedagogy for students with sensory disabilities
- Environmental and Land Law
- Science and Techniques of Prevention and Safety
- Global economics and social affairs
- Immigration: Migratory phenomena and social change
- Crossing the Mediterranean: towards investment and integration

**2nd level Professional Master's programme**

- Characterisation and Remediation of Contaminated Sites
- Public Administration

**PhD programmes**

- Science and management of climate change
- Environmental Sciences
- Modern Languages, Cultures and Societies and Linguistics

**Joint Degree**

- Environment, sustainable chemistry and technologies
- Creating Sustainable Innovative Competitive Advantages in International Business for EU-Australia
- Sustainable development

## Innovative course offer

### Blended learning: Moodle

Delivery of blended learning contents continued in the 2015/16 academic year. This method combines face-to-face classroom practices with computer-mediated activities carried out online on the moodle.unive.it platform.

Over the year **27 courses** were delivered to **1,680 students** using web-enhanced instruction.

### Online learning: MOOCs

The University continued the project for the development of online learning activities based on **MOOCs (Massive Online Open Courses)** launched in 2014.

Activities last 4-5 weeks and involve 3 hours and 45 minutes of video lessons accompanied by learning materials, self-learning tests, quiz, and collaborative forums. Access is free of charge and available to all users who will receive a participation certificate.

Using the experience acquired during the project, the University launched an experimental online teaching project involving five courses (6 ECTS each) that will be delivered entirely online from the 2016/17 academic year onwards.

In 2016 Ca' Foscari developed **12 new MOOC courses** (in addition to the 14 activated in 2015) as well as launching the **EduOpen platform** (set up by a Consortium joined by Ca' Foscari last year) to deliver the following courses:

1. Cunei-Lab: Cuneiform script of the Ancient Near East (Prof. Paola Corò)
2. Language and Gender: where nature meets culture (Prof. Giuliana Giusti)
3. Anglo-American Literature in prose from its beginnings (Prof. Pia Masiero)

At the end of every course users will be awarded an **Open Badge**, a form of digital micro-certificate in Open Source format that validates the competencies acquired in this lifelong & lifewide learning context. Ca' Foscari University plays a key role in the Consortium, investigating intellectual property rights and defining the framework for rights relating to materials and videos published online, with reference to creative commons licenses ([www.creativecommons.it/](http://www.creativecommons.it/)).

[Study / Online learning / MOOC - Massive Open Online Courses](#)

## Extra-curricular activities on sustainability

Sustainable development is also promoted through a range of **extra-curricular learning activities** covering a wide range of topics and using interactive methods. Participants play an active role in developing these projects, which bring together diverse groups of people from different areas of university study, helping them to develop **cross-disciplinary competencies** and discover new applications in their own fields. The projects also involve researchers and lecturers from different disciplinary areas, giving them the opportunity to enhance their research and share it with students. They often involve a **public output** giving students the chance to present their work and transforming them into sustainability promoters within the community and among their peers.

### Sustainability competencies

**Sustainability competencies** is a project launched by Sustainable Ca' Foscari in **2012** that aims to include sustainability as a subject in its own right in the various study paths undertaken by Ca' Foscari students.

The project, developed in collaboration with the various Departments and Schools of the University, provides for **voluntary activities** to be included in students' study plans. These activities are assessed by the referent professor and allow students to acquire **1 extracurricular ECT**. The activities offered can be suggested by students or by their professors and may vary in nature: from bibliographic to field research to participation in seminars and workshops or involvement in practical creative activities.

In 2016 **112** students acquired sustainability competencies (an **increase of 24.4%** on 2015); **74** were BA students and **38** MA students.

[www.unive.it/sustainability / Projects / Sustainability competencies](http://www.unive.it/sustainability/Projects/Sustainability%20competencies)

### ALL - Active Learning Lab

**Active Learning Labs** are innovative workshops organized by the Fondazione Ca' Foscari together with Sustainable Ca' Foscari. They are designed for talented young MA students who work in teams under the guidance of lecturers, mentors and guest speakers to **solve real challenges** proposed by partner companies (the innovators) using innovative methods such as Design Thinking, Lean Startup and Business Model Canvas.

In 2016 there were **two ALLs** involving **80 students** and **6 companies**. The first ALL, which started in September 2016, was entirely dedicated to **sustainability** and involved leading local companies (Stevanato Group, Favini, Argenta) whose real challenges were immediately tackled by the students participating. The topics proposed were social innovation projects and creative re-use of materials.

[Study / Bachelor's and Master's Degrees / Discover our Active Learning Center](#)

### Art&Sustainability: Fifteenpercent. Dialogue on disability in the world

Since 2013, Ca' Foscari has promoted the theme of **Art&Sustainability** by developing projects involving students and underlining the links between sustainability and art, a sphere of activity with extremely close ties to both the City of Venice and to some of the University's main areas of study and research.

In **2016**, under the umbrella of Art&Sustainability, the University hosted '**Fifteenpercent: Dialogue on Disability in the World**' in collaboration with artist Christian Tasso and the cultural association Equality. The project took place from October 2016 to January 2017 and was designed to raise public awareness about the **rights of people with disabilities**, transmitting the importance of the concept of inclusion as a driver for sustainable development in society.

The project included an exhibition showcasing a selection of photographs and videos from **Christian Tasso's** 'Fifteenpercent' series on the lives of people with disabilities in various parts of the world. **37 students** took part in the project, flanking the curator, **Diego Mantoan**, during every stage and working with him to select the works and develop the **exhibition design** and **catalogue**. The students also organized and carried out **guided visits** for local groups and schools as well as developing audio files for QR codes. Another group of students carried out **thematic research**, which was presented during the finissage. The project included **three public seminars** examining topics related to disability with contributions by 15 internal and external speakers and a public of 100 participants.

All of the seminars were held in Italian and **Italian Sign Language (LIS)**. The table below contains a list of all the projects organized from 2013 to 2016 and highlights student involvement:

Period	Project	Description	Student involvement
June - December 2013	<b>The Garbage Patch State</b>	Installation by artist Maria Cristina Finucci on the phenomenon of islands made of plastic garbage floating in oceans. The installation took the shape of a pavilion like those belonging to the States participating in the Venice Art Biennale.	<b>23 participating students.</b> The students created the semantic context of the garbage patch state population. Their texts were published on the installation's web portal.
May - November 2015	<b>Dancing Solar Flowers</b>	Installation by artist Alexandre Dang on the potential of solar energy. The work consisted of a garden made up of reused pallets with 400 artificial flowers moving thanks to the energy produced by small photovoltaic cells.	<b>22 participating students.</b> The students helped to set up the installation as well as developing materials on topics raised by the work such as solar energy, photovoltaic cells and the link between art and sustainability.
December 2016 - January 2017	<b>Fifteenpercent: dialogue on disability in the world</b>	Photography exhibition with works by Christian Tasso belonging to his "Fifteenpercent" project depicting people with disabilities in various countries of the world. The project also involved three seminars on topics linked to disability.	<b>37 participating students.</b> The students flanked curator Diego Mantoan during every stage of the exhibition and worked with him to select the works and develop the exhibition design and catalogue. The students also organized and carried out guided visits for local groups and schools as well as developing audio files for QR codes. Another group of students carried out thematic research, which was presented during the finissage

### Orto in Campus (Vegetable garden on campus)

In October 2016, the **Orto in Campus** project was launched in the garden of the Scientific Campus in Via Torino, Mestre. Ca' Foscari's first experiment involving a **synergistic vegetable garden** based on **biodiversity** was carried out with the practical collaboration of the administrative area responsible for managing the University's green spaces - Real Estate and Purchasing Area -, and the Department of Environmental Sciences, Informatics and Statistics (DAIS). The project comprised two areas: a garden for biodiversity planted with native plants that are either rare or at risk of extinction, and a synergistic vegetable garden using organic gardening methods. It is in part a **research tool contributing to the diffusion of scientific knowledge** – thanks to the involvement of researchers from the DAIS Plant Ecology group – and in part an activity involving students who were selected from 33 submissions to the call for applications.

Students are **directly responsible for all of the activities** relating to the management of the garden as well as for the organization of meetings to raise awareness and diffuse knowledge about synergistical horticulture and sustainable agriculture, building relations with local associations and groups involved in urban horticulture and synergistical agriculture.

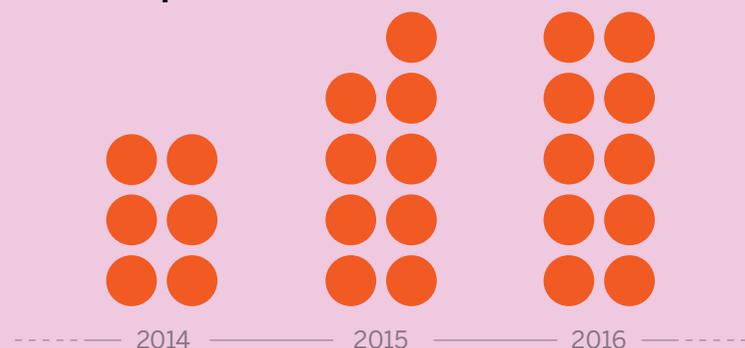
[www.unive.it/ortoincampus](http://www.unive.it/ortoincampus)

### Feedback from students

In 2015 a sustainability section was added to the annual questionnaire submitted to all students in order to get structured feedback on the various activities organized by Ca' Foscari in the field of sustainability.

In 2016 **46.1%** of respondents claimed to be **aware of the University's sustainability projects** and **77.4%** of students who had participated in initiatives related to sustainability held that these had been **valuable experiences** while **41.8%** felt that these activities had had a **positive impact** on their own habits and behaviour.

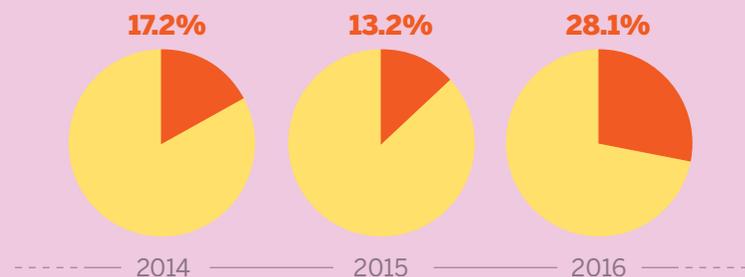
### Number of spin-off active



### Publications on sustainability topics



### Funding for sustainability research (% of total)



Ca' Foscari promotes research destined to have an impact on social and environmental issues and supports it by attracting investments, enhancing existing competencies, drawing on the results of previous University research, and attracting the best talent on the international scene.

Directing this research towards such cross-disciplinary themes is a commitment that Ca' Foscari will also pursue by increasing the number of dedicated research projects and setting up research groups to investigate the pressing issues of our time. By tackling the main challenges facing ours and future generations Ca' Foscari seeks to encourage growth that will be environmentally, socially and economically sustainable.

## Research projects on the themes of Agenda 2030

On 1 January 2016, the **17 Sustainable Development Goals (SDGs)** adopted by the world leaders of the United Nations officially came into force.

Ca' Foscari has decided to take on these commitments through its actions.

In 2017 Ca' Foscari mapped the research projects pursuing one or more goals of Agenda 2030 and discovered that **66.7%** of the ongoing projects were tackling themes related to the UN's Sustainable Development Goals.

## Research for global challenges

Ca' Foscari aims to make the University the ideal place for planning and conducting innovative research, tackling the complex challenges of our time from a cross-disciplinary perspective and through new collaborative projects with the world's leading international research centres. In 2015 Ca' Foscari identified **six areas of research** dealing with issues known as **Global Challenges**, i.e. **strategic cross-disciplinary matters**. These topics will be investigated by interdisciplinary research teams conducting cutting-edge research in order to tackle the global challenges of today and the future and so ensure sustainable development of technology and know-how.

The six areas are:

- science of complex economic, human and natural systems
- cross-cultural and area studies
- public governance, welfare and social innovation
- creative arts, cultural heritage and digital humanities
- environmental technology and green economy
- economics and management of innovation and entrepreneurship

[Research / Research at Ca' Foscari / research for global challenges](#)

### Science of complex economic, human and natural systems

The interdisciplinary study of complex systems offers innovative solutions to scientific questions and social challenges, creating models that can be applied in a range of fields ranging from climate projections to risk management and mitigation strategies or the understanding of behaviour in socio-economic and natural systems.

Specialists working in this field include mathematicians, computer and data scientists, linguists, historians, sociologists and researchers in the humanities, economists, ecologists and climatologists.

### Cross-cultural and area studies

This area provides the theoretical foundations to tackle some of the most important challenges facing us at the beginning of the 21st century, such as radicalization, migration and integration in increasingly multicultural and multilingual societies both within and outside of the European Union. The cross-fertilization of languages and cultural studies with economics can lead to innovative solutions for today's social and political challenges rooted in a greater understanding of intercultural relationships.

### Public governance, welfare and social innovation

Addressing social exclusion, discrimination and various forms of inequality is a crucial challenge for the future of Europe and its citizens. Understanding our rapidly changing societies requires a cross-disciplinary approach ranging from the social sciences and the humanities to law and ICT, to address issues such as gender equity, access to education, accessibility and disability, rights, health and social welfare, labour markets, active aging, demographic change, protection of families and children, consumer protection and sustainable company law.

### Creative arts, cultural heritage and digital humanities

When humanities, languages and technology meet they create new fields of research for the development and preservation of our cultural heritage and the digital humanities. These innovative approaches can change the way in which cultural heritage and goods are studied, preserved, restored, managed, disseminated or even created. The creative industries are emerging as one of the main drivers of economic growth, in which user-driven innovation plays a key role.

### Environmental technology and green economy

One of the main challenges facing our society is how to understand climate information and make it available for decision-making processes in order to find resilient and efficient alternatives to our fossil-fuel based economy. This can only be done by adopting a holistic approach bringing together environmental sciences with geopolitical and economic studies in order to analyse current environmental challenges and develop mitigation and adaptation strategies for climate change.

### Economics and management of innovation and entrepreneurship

The global financial crisis gave rise to the need to analyse and develop new economic frameworks and tools, like a circular, resistant economy, systemic and interactive innovation, bio-based products, and multi-actor approaches. Similarly, a more competitive economy and a resilient society require digital innovation and the adoption of new business models based on creative thinking and deeper understanding of the growing volumes of data and information available.

## Spin-off

The term “spin-off” is used to describe the creation of an independent legal entity drawing on the resources of an existing company or other enterprises. Within universities, the launch of research spin-offs is seen both as a means of turning the university’s acquired knowledge to account and as a way to transfer new know-how in economics, science and technology to the production system. The main aim of any spin-off is to favour contacts between university research bodies, the world of manufacturing and local institutions in order to support research and spread new technologies that will have a positive fall-out on industry and social wellbeing for the local community.

In 2016, the Department of Environmental Sciences, Informatics and Statistics at Ca’ Foscari established **Head Up**, a spin-off supplying services in the sector of science and **prevention** and **safety** techniques in the interaction between humans, equipment and work environment. The University also participated in the share capital through the Fondazione Ca’ Foscari.

## HRS4R - Human Resources Strategy For Researchers

The University has been accredited by **Human Resources Strategy For Researchers (HRS4R)** and was awarded top marks by the evaluation committee. Ca’ Foscari is now an **HR Recognized Institution** along with a further **10 Italian Universities** and **2 research institutes**.

The University is committed to:

- improve working conditions for researchers, with a focus on young researchers
- increase the ability to attract young foreign researchers
- increase international visibility

HRS4R is a group of initiatives intended to implement the **European Charter for Researchers and the Code of Conduct for the recruitment of researchers (C&C)** illustrating the general principles laying down the role, responsibilities and rights of researchers and the institutions hiring and/or funding their activities, as well as the regulations and procedures that should be put into place by employers and/or funding institutions when appointing or hiring researchers.

## Communicating research

In 2016 the University continued to improve its communication of research results, both within the Ca’ Foscari community and to public audiences, especially local and national citizens. It also laid the foundations to reach international audiences in a more structured way by translating numerous items of research news into English and by using the *Alphagalileo.org* portal to guarantee dissemination.

In order to increase the visibility of its research, Ca’ Foscari continued to **publish interviews and in-depth studies** on research topics and results in the “Focus” column in the *Infoscari* online magazine (later “Focus ricerca” in the new *cafoscari NEWS* webzine).

In 2016, as in previous years, the University organized **training courses for the press together with the Veneto Association of Journalists**. Two noteworthy events were the International Day of Water in collaboration with *Veritas* (the local water, energy and waste company) and an event held in Milan and Venice on the economic assessment of the impact of large-scale events.

Aware of its social role as University, Ca' Foscari is committed not only to spreading a culture of sustainability among its students and faculty but also in the community at large, both locally and internationally.

The University intends to promote the sustainable development of its community by organizing seminars, conferences and projects – some of which artistic in nature – with the aim of raising awareness, spreading sustainable behaviour and disseminating scientific research into themes of sustainability carried out in the University.

On several occasions stakeholders have been actively involved in order to develop synergical relationship with the local area, also through the creation of co-participation projects designed to improve University spaces and structures as well as their urban settings.

	2015	2016
Events on sustainability themes	118	108
Subscriptions to CFSostenibile newsletter	224	369
Students involved in social innovation and cultural development training projects	63	75
Students applications to participate in the University of Voluntary Work	9	8
Ca' Foscari lecturers participating in the University of Voluntary Work	7	11

## Sustainability communication

Throughout the year the University carries out various activities to engage citizens in themes related to sustainability, which are communicated via a dedicated website ([www.unive.it/sustainability](http://www.unive.it/sustainability)), via accounts on social networks such as Facebook and Twitter and a monthly newsletter.

In 2016, **369** people signed up to the newsletter, an increase of **61.6%** compared to 2015. On 31/12/2016 the Ca' Foscari sostenibile facebook page had **880** followers, an increase of **61.46%** compared to 2015; in 2016 it had **549** Twitter followers, an increase of **11.58%** compared to 2015.

In September 2016, the Sustainable Ca' Foscari portal migrated to the new TYPO3 CMS.

## Dissemination initiatives

In 2016 the University (administration, departments, schools and centres) organized 108 events comprising seminars, conventions and workshops dealing with themes of sustainability.

### Short&Sostenibilità video competition

The Short&Sostenibilità video competition is being held for the fourth year running, on the occasion of the sixth edition of the Ca' Foscari Short Film Festival.

The competition, which is the result of the collaboration between Sustainable Ca' Foscari and the Ca' Foscari Short Film Festival, is open to the under-35s who are asked to create a short lasting no more than 5 minutes on the theme of sustainability and taking into account one or more of its dimensions – environmental, economic and social – using any technology available and a creative, fresh approach. The winning video was WHAT WEEE ARE - WEEE Cutter Ants by Alessio De Marchi and Alessandra Turcato.

### M'illumino di meno (I use less light)

For some years now Ca' Foscari has marked this energy-saving day by turning off the lights in all of its sites from 6 to 7:30 pm and lighting up the facade of the main building using LED lights. Lecturers were invited to participate by turning off the lights for a quarter of an hour. Students and staff took photos of their sustainable behaviour for a photographic competition that was won by the students carrying out civil service at the SBA (the University library system).

### C-ARTE Kids Creative Lab

In April Ca' Foscari hosted the final exhibition of the C-ARTE Kids Creative Lab, an educational project for primary schools born out of the collaboration between the Peggy Guggenheim collection and OVS (an Italian clothing company). The exhibition showcased pop-up books created by 1 million children. At the end of the exhibition, the books were recycled and sent to the Puntì Luce children's centres run by Save The Children to be used for educational and entertainment activities with the children attending the centres.

### **Sustainability paths – a journey to discover environments, cultures and peoples**

Between March and June the Treviso Campus organized a film festival on themes of sustainability and respect for the earth, environment, culture and people, with 8 free screenings open to all.

### **Fairtrade coffee break**

During the “World Fairtrade Challenge” event on Thursday 5 May, a fair trade coffee break was held in the Alfa building on the Scientific Campus, Via Torino, Mestre. Organized in collaboration with Fairtrade, the coffee break was intended to raise the awareness of the Ca' Foscari community about the the social movement known as fair trade.

### **Università del Volontariato**

The second edition of Università del Volontariato (University of Voluntary Work) was held in June 2016. The project, which was the result of a collaboration between CSV Treviso, the Coordinatin Body of the Voluntary Association of the province, the Ca' Foscari University of Venice, and the network of Università del Volontariato, is a free training programme helping volunteers acquire new human, technical, sectoral and cross-disciplinary competencies. In the 2015/16 academic year, 29 participants made up of aspiring volunteers, students and local citizens took part in the scheme. The third edition of the project was launched in September 2016.

### **AVIS blood donation association**

In 2016, further activities were organized to promote blood donation among Ca' Foscari students, staff and graduates who were given the opportunity to have a screening and give a small sample to check whether they would be able to become an AVIS blood donor. 40 people took part.

### **Sustainability Tour**

To mark the European Week for Waste Reduction (EWWR), Ca' Foscari Tour worked together with Sustainable Ca' Foscari to create the Sustainability Tours. As well as exploring the history of the historic Ca' Foscari palace, the University's main site since 1868, the tours also take a look at the best practices for environmental, economic and social sustainability that allowed the building to obtain LEED certification.

## **University Network for Sustainable Development (RUS)**

The **University Network for Sustainable Development (RUS)** was founded in July 2016 with the endorsement of the Conference of Italian University Rectors (CRUI), and represents the country's first shared project for the promotion of environmental sustainability and social responsibility jointly coordinated by the Italian universities committed to these themes. The main goal of RUS is to spread a culture of sustainability along with good practices, both within and outside Universities, creating a shared pool of competencies and experiences. Not only will this enhance the positive fall-out in environmental, ethical, social and economic terms of the actions undertaken by the single universities, it will also increase the visibility and value of the Italian experience at international level.

RUS also aspires to be a model of **good practice that can be applied in other sectors of the Public Administration**, education and local government in general, incentivizing the development of collaborative projects between universities and cities, diffusing social innovation at grass-roots level and cultural stimuli nationwide. The ultimate aim is to promote new national policies favouring sustainability and sustainable growth that will favour a dialogue with economic actors.

Ca' Foscari University, which is one of the promoters and founders of the network, was chosen to host the organizational office for the first three years of the Network. The **Organizational Office** is run by the Special Projects Office - Strategic Planning and Programming Area which has appointed a member of staff to carry out these responsibilities. Prof. **Fabio Pranovi**, the Rector's Delegate for Sustainability, has been appointed as chair of the coordination committee.

Three **working groups** – on Mobility, Energy and Waste – have been set up within the Network to help the universities to exchange best practices and develop new solutions for priority issues that will support RUS in attaining its institutional aims.

## **“Ca' Foscari for the world”**

In 2016 the University launched a new project called “**Ca' Foscari for the world**” offering internships with scholarships in the sector of international **cooperation** and development. The project is open to students in all disciplinary areas and offers internships with NGOs and NPOs all over the world. The first students will set off in 2017.

Ca' Foscari has drawn up **9 agreements** with the following host bodies to launch **23 internships** from January-February 2017: Asociatia Serviciul Apel (Romania), Centro Ecuménico Poriajhú (Argentine Republic), CEFA, the European Committee for Training and Agriculture (Morocco), Fondazione Luce Universale / Centro Bakhita (Kenya), Fundatia Parada Romania (Romania), Heels NGO India (India), Kulima (Mozambique) and Incontro fra i Popoli (Sri Lanka, Camerun, Chad, Congo).

## GRI4 - Global Reporting Initiative

The table below contains a list of the indicators contained in the GRI-G4 guidelines and reported by Ca' Foscari University of Venice. 34 out of a total of 92 indicators were held to be relevant and applicable to the University. Alongside each GRI indicator you will find the relative page reference in this document. For more information on the Global Reporting Initiative see [www.globalreporting.org](http://www.globalreporting.org).

<b>Strategy &amp; Analysis</b>		<b>Page</b>
<b>G4 - 1</b>	Provide a statement from the most senior decision-maker of the organization (such as CEO, chair, or equivalent senior position) about the relevance of sustainability to the organization and the organization's strategy for addressing sustainability	inside cover
<b>Organizational Profile</b>		
<b>G4 - 3</b>	Report the name of the organization	p. 4
<b>G4 - 4</b>	Report the primary brands, products and services	p. 4
<b>G4 - 5</b>	Report the location of the organization's headquarters	p. 4
<b>G4 - 6</b>	Report the number of countries where the organization operates, and names of countries where either the organization has significant operations or that are specifically relevant to the sustainability topics covered in the report	p. 4
<b>G4 - 7</b>	Report the nature of ownership and legal form	p. 4
<b>G4 - 8</b>	Report the markets served	pp. 28, 34, 40
<b>G4 - 9</b>	Report the scale of the organization, including: number of employees, number of operations, net revenues (for public sector organizations), quantity of products or services provided	p. 4
<b>G4 - 10</b>	Report the total number of employees (permanent, total workforce) by employment contract and gender; whether a substantial portion of the organization's work is performed by workers who are legally recognized as self-employed, or by individuals other than employees or supervised workers, including employees and supervised employees of contractors; any significant variations in employment numbers.	p. 22
<b>G4 - 12</b>	Describe the organization's supply chain.	p. 15
<b>G4 - 15</b>	List externally developed economic, environmental and social charters, principles, or other initiatives to which the organization subscribes or which it endorses	p. 7
<b>Stakeholder engagement</b>		
<b>G4 - 24</b>	Provide a list of stakeholder groups engaged by the organization	p. 10
<b>G4 - 26</b>	Report the organization's approach to stakeholder engagement, including frequency of engagement by type and by stakeholder group, and an indication of whether any of the engagement was undertaken specifically as part of the report preparation process	p. 44
<b>Report profile</b>		
<b>G4 - 28</b>	Reporting period (such as fiscal or calendar year) for information provided	p. 3
<b>G4 - 29</b>	Date of most recent previous report (if any)	30/09/2016
<b>G4 - 30</b>	Reporting cycle (such as annual, biennial)	annual
<b>G4 - 31</b>	Provide the contact point for questions regarding the report or its contents	back cover

## Governance

<b>G4 - 34</b>	Report the governance structure of the organization, including committees of the highest governance body. Identify any committees responsible for decision-making on economic, environmental and social impacts	p. 6
<b>G4 - 38</b>	Report the composition of the highest governance body and its committees	p. 23

## Ethics and integrity

<b>G4 - 56</b>	Describe the organization's values, principles, standards and norms of behavior such as codes of conduct and codes of ethics	pp. 7-8
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## Specific Disclosures Standard Economic

<b>G4 - EC1</b>	Direct economic value generated and distributed, including revenues, operating costs, employee compensation, donations and other community investments, retained earnings, and payments to capital providers and governments	p. 12, 14
<b>G4 - EC4</b>	Report the total monetary value of financial assistance received by the organization from governments during the reporting period	p. 12
<b>G4 - EC7</b>	Report the extent of development of significant infrastructure investments and services supported	p. 17
<b>G4 - EC9</b>	Report the percentage of the procurement budget used for significant locations of operation spent on suppliers local to that operation	p. 13

## Environment

<b>G4 - EN3</b>	Energy consumption within the organization. Report in joules, watt-hours or multiples, the total: Electricity consumption, Heating consumption, Cooling consumption, Steam consumption	p. 16
<b>G4 - EN6</b>	Reduction of energy consumption	p. 16, 19
<b>G4 - EN15</b>	Direct greenhouse gas (GHG) emissions (scope 1)	p. 20
<b>G4 - EN16</b>	Energy indirect greenhouse gas (GHG) emissions (scope 2)	p. 20
<b>G4 - EN17</b>	Other indirect greenhouse gas (GHG) emissions (scope 3)	p. 20

## Social

<b>G4 - LA1</b>	Report the total number and rate of new employee hires and turnover during the reporting period, by age group, gender and region	p. 23
<b>G4 - LA2</b>	Report the benefits which are standard for full-time employees of the organization but are not provided to temporary or part-time employees, by significant locations of operation.	p. 25-26
<b>G4 - LA9</b>	Report the average hours of training that the organization's employees have undertaken during the reporting period, by gender and employee category.	p. 23, 26
<b>G4 - LA12</b>	Composition of governance bodies and breakdown of employees per employee category according to gender, age group, minority group membership, and other indicators of diversity.	p. 23
<b>G4 - PR5</b>	Results of surveys measuring customer satisfaction.	p. 16, 26, 28, 34

## KPI

Value	2016	variation on 2015
economic value attracted (millions of €)	<b>150.06</b>	+0.23%
funds from Italian Public Administration (millions of €)	<b>92.26</b>	+3.87%
funds from EU and international bodies (millions of €)	<b>7.33</b>	-32.77%
economic value distributed (millions of €)	<b>134.82</b>	+1.1%
% suppliers from the Veneto Region (Province of Venice included)	<b>35.61%</b>	-32.23%
<b>Environment</b>		
students' satisfaction with comfort of classrooms, laboratories and study areas	<b>2.86/4</b>	+0.35%
water consumption (m3)	<b>89,197</b>	-5.37%
gas consumption (Sm3)	<b>873,621</b>	-7.08%
energy consumption (kWh)	<b>10,106,008</b>	-4.03%
carbon emission (tCO2eq)	<b>16,123</b>	--
<b>Staff &amp; Faculty</b>		
training hours	<b>17,433.50</b>	+25.86%
staff hired	<b>7</b>	-68.18%
staff leaving	<b>20</b>	+33.33%
<b>Students</b>		
scholarships and other forms of support for studies (millions of €)	<b>27.04</b>	+26.61%
recipients of scholarships and student loans (% of eligible applicants)	<b>100%</b>	=
students' satisfaction with University services	<b>2.93/4</b>	+0.34%
tutorship contracts set up for students with disabilities	<b>47</b>	+11.9%
<b>Learning</b>		
% ECTs for sustainable contents out of total	<b>36.62%</b>	+2.69%
graduates who gained sustainable competencies	<b>64</b>	+28%
students' satisfaction with teaching	<b>3.14/4</b>	-0.63%
<b>Discovering</b>		
funds dedicated to research on sustainability (% out of total)	<b>28.13%</b>	+112.46%
publications on sustainability topics	<b>351</b>	+35.52%
spin-offs active in calendar year	<b>10</b>	+11.11%
<b>Engaging</b>		
events organized related to sustainability	<b>108</b>	-8.47%
subscriptions to CFSostenibile newsletter	<b>369</b>	+64.73%
students involved in sustainable projects	<b>76</b>	+19.05%



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