

Our program

The world of work	1
Contribution	3
Study spaces and classrooms	4
Detached university sites	5
Right to education	6
Education and monitoring	8
Student citizenship	10
Health and Inclusion	13
Environment	15

The world of work

Although as "Unione degli Universitari" we strongly believe that university education should be thought out and built independently of any career paths, we are well aware that academia is not at all distant from the world of work and that students are - or will soon be - dealing with work experiences.

The first fact that comes up is the high level of precarity that at our age characterizes our work experiences and the related abuses we encounter in the workplace. As a student union, with a strong tradition of defending the rights of our own reference category, we cannot but get into the subject of labor, as complex as it is, and we cannot but pose in a confrontational manner wherever there are injustices and abuses, proposing changes and means of protection.

WORKING STUDENTS

Many students often find themselves in the economic condition of not being able to afford all the expenses of a university education, and therefore find themselves forced to work to afford their studies. The figure of the working student is an Italian-only figure, but in the past two years we have managed to work on it and obtain some easing measures, such as a rebate on fees modulated according to income, and we have also pushed on Smart Classrooms to equip teaching spaces with tools to record lectures. Regardless of the Covid emergency already experienced, in fact, the full recording of lectures would be an achievement for the very large number of student-workers who, out of necessity, do not have the choice of attending classes, as well as for the equally

large number of out-of-town students who will not be able to move because of the housing crisis that has hit our city.

A great number of working students or students beyond the regular degree time do not have the opportunity to complete their course of study as there are no exam sessions that can be reconciled with their path. We believe it is essential to include Extraordinary Exam Sessions for these students, thereby personalizing the course of study and meeting their needs.

INTERNSHIPS

Every year, tens of thousands of students face an amount of unpaid work necessary to complete their course of study. Given, in addition, the European Parliament resolution of October 8, 2019, in which unpaid internships, traineeships and apprenticeships are declared outlawed, we demand:

- Full reimbursement of transportation costs to be paid by the University of Padova for all the students who need to travel because of the training internship;
- That the post-graduate internship be paid. We will endeavor, working with the National Council of University Students, the Ministry of University and Research, and any professional orders, to allow full remuneration for the post-graduate internship, also considering its importance.
- That there be agreements to take advantage of discounted meals at internship sites.

In this regard, Udu - Studenti Per is already committed nationally and locally with the "Studenti Non Schiavi" campaign for the remuneration of internships, traineeships, and apprenticeships in the area of psychology. It is also necessary to strengthen the Internal Internship program, making it didactically more accurate so that it can be a truly formative tool for continuing education, given also the reform obtained at the national level of the qualifying degrees.

There is also a need for a more accurate evaluation tool, searchable by future trainees, to assess the training experience at these facilities. To enable this, we thought we should establish additional evaluation questionnaires, in addition to the existing ones. We believe it is important to possess, in addition to the final one, an intermediate questionnaire. It would, in fact, serve as a way for the University to monitor the conduct of the internship, with any notes of critical issues made directly by the intern. This way, while not being able to stop the actual internship, university institutions could point out to the tutor any issues for improvement as the internship progresses and allow the intern to acquire the skills the activity is intended to provide.

QUALIFYING DEGREES

The health emergency has seen the emergence of awareness of a severe shortage of medical and health personnel in hospital facilities; this has prompted the MUR (Ministry of University and Research) to finally accept our demands by making the degree in Medicine and Surgery, starting with the 19/20 curricula, habilitating. Regardless of the emergency condition, this solution was an admission of guilt regarding postgraduate habilitation, confirming how often, behind postgraduate internships, there is only a mere interest of the professional orders to exploit those who have just graduated, rather than a real training need. We put pressure on the Ministry, through the National Council of University Students and the University, making degrees in Pharmacy and Industrial Pharmacy, Veterinary Medicine, Dentistry and Prosthodontics, and Psychology also qualifying. The goal is to make the other degree programs habilitating as well and to ensure an educational process that is comprehensive for those who subsequently approach the world of work!

DOCTORATES

As for the paths to higher academic education, it is necessary to increase both the amount and the number of scholarships and places available. Many students remain excluded from the highest degrees of academic training, which should instead be inclusive and accessible.

Contribution

Student contribution at our university is high and strongly conditioned by the scarcity of state funding. This is not a good reason not to make improvement requests, within the limits of the resources available in this context, to our university as well: it must first of all comply with the limit of 20 % of contribution fees that can be demanded from the student community in relation to the FFO (Ordinary Finance Fund) received, a limit imposed by law. If it does not do so, through the vote of our representatives in the major bodies we will continue to reject out-of-law budgets: with the rights and income of the student community and their families we do not joke and the rules must be respected, they are not an option.

In the last two years we have managed to lower taxation up to 30,000 ISEE points without increasing it in the other tiers, but there is still much work to be done to make our university truly affordable. We are calling for a greater and more extensive revision of the ISEE tiers: the university must invest its available resources to revise the contribution system. After succeeding in raising the NoTaxArea to 25,000 ISEE points, we will continue to work to increase it to 30,000 ISEE points. The model we are proposing provides for a more equitable and, above all, fully progressive student contribution, without tiers but expanding continuously up to 70,000 ISEE points, beyond which the student pays full taxes. It is also necessary to create the figure of the independent student within the contribution call, thus paying special attention to all that part of the student community that is in fact totally financially independent from their family, but not yet considered a separate family unit.

Through our proposal to improve the university's right to study, we also ask that students who graduate by May be exempted from making the second payment, as is already the case for those who graduate by December with payment of the first tranche.

Finally, contribution increases for those students who are not getting their degree in the prescribed time should be removed: they are an excessively financially harassed category, given also that they do not frequently use the facilities and services of our university. We oppose this fake and instrumental rhetoric of merit, invented for the sole purpose of gaining easy resources on the basis of questionable criteria that do not take into account the material condition of the individual.

Study spaces and classrooms

The University is primarily a physical place, a space where different components come together to make it a forge of ideas and a space of knowledge. Not only conceptual but also physical.

First of all, it is necessary to increase the existing spaces, starting with the creation of new places to study and thus the number of study rooms. In order to find new spaces, cooperation between the University, the municipality and private individuals who own spaces is useful. With this in mind, we will work to open canteens at times when they are not used for cafeteria service, in which students will also be able to take coffee breaks at no additional cost to the institution.

Other types of spaces that should be implemented are laboratories. In particular, many courses of study suffer from a lack of adequate space so these courses have limits on laboratory participation through closed numbers. In addition to increasing spaces, there is a need to ensure that all study rooms remain open during evening hours and holidays, as we were able to do for many study rooms, e.g., the Pollaio during the Christmas holidays of 2021.

Instrumentation is also important in the places where we study. We need to have new scanners and printers to be able to better organize our materials, and blackboards to be able to review and do exercises much more easily, as well as an increase in the presence of outlets for both laptops and smartphones. To encourage the use of electronic devices, WI-FI networks need to be increased and improved on university sites and in the city.

Increasing the quality of the places we live in also comes through how these spaces are cared for. There is a need for daily monitoring of spaces and daily

maintenance to take place. In this regard we need the fixtures, lights, doors, ventilation, cooling and heating systems and bathrooms to become more efficient in order to prevent energy loss. In many locations, we still notice malfunctions in lighting, bathrooms and the systems that regulate temperature. We would also like to see green areas increased as well, to give the student community more pleasant spaces with less impact to live in. For example, these green spaces could be used to enjoy the time available during breaks between classes, or they could have bike racks, which still too often prove to be under-capacity.

The creation of new spaces should also take place for common rooms and spaces for group work and study. The first will be places to warm up lunch and eat while also spending time in each other's company, and the second to study with other students and also be able to speak aloud, where possible. Also, very interesting for these spaces would be to promote forms of student self-management of study rooms. The Study Room Pollaio is an excellent example of how open, horizontal and democratic self-management can actually improve the study environment and make it more functional. Self-management would make it possible to find new ways of using spaces and, above all, promote new methods of aggregation, cultural and artistic.

The planned new spaces include significant improvements to the courses that will find a new home. This relocation will result in the freeing up of spaces currently occupied by these courses, allowing other courses in shortage of space to be able to make use of them. New locations such as the Caserma Piave and the Engineering HUB aim to be the solution for many courses, but their completion still seems too far away. We will work to get these very important projects done as quickly as possible. At the same time, however, the planification must include a reorganization of study courses and classes so that they can allow people to better organize their day. Finally, we are committed to making every space accessible to all, removing all architectural and sensory barriers that create discomfort for too many students.

Detached university sites

The University of Padova has sites and facilities outside the city limits but often, if not always, these hubs do not guarantee the same services and opportunities as the sites in the municipality of Padova.

In order for the students of the detached sites to be able to benefit from all the services and participate in the initiatives organized at the University, free transportation must first be guaranteed, starting from the beginning of the day until late in the evening.

The critical issues we find are not only on ride schedules but also on the quality of the connection: the lack of good service, in fact, pushes those who do not live near their university campus to use the car. Therefore, extensively upgrading the transportation service and having more rides would allow the student community to have both greater autonomy and less impact on the environment.

Also with this in mind, we ask that bike lanes be improved, so as to ensure greater safety for the movement of bicycles, not only in the city of Padua, but also throughout the university, in order to ensure that anyone who wants to move by bike can move not only within the city but also, if they have the opportunity, from one city to another, as in the case of the Agripolis Campus.

Another serious deficiency of the university experience at a detached site concerns food service. To date, there are still hubs of Unipd where it is not possible to go to directly managed canteens or those affiliated with the University, denying both to eat a meal at an affordable price, but also to use the cafeteria for all people who would be entitled to it. In addition, it is essential to have new spaces provided, for example with a microwave oven or food warmer, where one can safely and quietly consume their own meal, but also common spaces to allow students to quietly meet their course companions, study together or simply read a book between classes.

We demand, where the university is not yet equipped, for every space in the university to be fully accessible to avoid discrimination based on disabilities.

In addition to breaking down physical barriers, we also need to break down cultural and aggregation barriers. In this regard, we will work for the establishment of counseling and support services that take care of students outside Padova. For example, we ask that the figure of the doctor for off-site students in our city also be for those studying in a city other than Padova.

Finally, we demand that sports services also reach out to detached sites, so as to create alternative solutions and give places of aggregation to the student community.

Right to education

The services of the regional right to study and a fair student contribution are the main tools for the implementation of this right, with the purpose of removing the economic barriers that otherwise would keep many people, like the ones lacking financial means, from affording a university education.

Since the very beginning UDU fights on a national level, along with CNSU, in order to encourage an increase of FFO (ordinary funding for universities), with the goals of reducing the student contribution, reaching progressively the gratuitousness and enlarging the funding intended for the right to education,

letting off the expense on the general taxation. Therefore, it is important to follow this path also on a local level, proposing policies of change to the university and to the regional company for the Right to University Education (ESU). This is what we want to change and how we want to act.

During 2018 we obtained the total coverage of the first allocation scholarships, but at the expense of the University. This year, due to the increase in the amounts of each scholarship and in the expansion of the beneficiaries (thanks to PNRR), Unipd considered that it could no longer fully cover the amount of money not guaranteed by the Veneto Region. This led to the revival of the “Eligible Non-Beneficiary Student” position. The coverage of the scholarships must be immediately guaranteed by the Veneto Region and subsidiarily by Unipd, as well as the provision must be guaranteed directly in the first allocation. The Region must respect the rules of law that entrust to it such tasks in a short timeframe, as well as the MUR (Ministry of University and Research) must do the same by distributing the FIS (State Supplementary Fund) in time. This way, the millions paid in advance and spent by the University each year can be invested in lowering university fees or improving other services related to the right to education.

Furthermore, it is essential to remove the limits imposed by the Veneto Region regarding access to the scholarship: just in our and a few other regions the ISPE threshold does not reach 50,000 points but stops at around 37,000. It's time to raise the threshold and widen the number of people who have access to scholarships, especially in a phase that appears to be critical both on an economic and social level.

The Region must unblock the hiring by the ESU immediately! This is the only way to avoid the privatization of canteen and residence services, which, with hiring blocked, would find themselves having fewer and fewer staff available year after year. At the same time, it is necessary to stop the drain of ESU investment funds, in order to allow the institution to invest in the recovery of the San Francesco canteen and in the provision of new canteens and residences: in a situation such as the housing emergency, we have experienced on our skin how fundamental it is to strongly increase services and make them more and more accessible, in order to guarantee a proper and dignified university life for the student community.

Thousands of scholarship students could not benefit from the canteen service due to the housing emergency or because they attended courses in detached offices. However, they could not recover even a part of the deduction for the service. From the imminent budget law, the Region must also fund rent contributions for the lowest incomes or promote a reduction of the rent throughout the regional territory!

Education and monitoring

Teaching is the aspect of the university closest and immediately perceptible by the student community: for this reason, the monitoring of its quality, its improvement and continuous adaptation to the needs of current events are without doubt the primary task of student representation. Most of the improvements in teaching are made by the representatives of the course or school councils, each school in fact presents its peculiarities: you can find, in fact, many particular suggestions to improve the didactics of your course in the specific proposals for each school. However, as a representative list that moves on every institutional level of representativeness in the university, we thought of formulating proposals to improve teaching at a general level, aware that coordinated work between the various representative bodies can be more effective.

In recent years, the health emergency has allowed us to discover, experience and use a very important tool, which has become fundamental for the life of many students: dual education. To ensure that everyone can benefit from lessons, it is important to implement a system that is able to approach all that part of the student community that, for whatever reason, can not afford to attend university in presence. For instance, for caregivers, working students and even those who did not find a home, having forms of auxiliary teaching would allow greater involvement in university life. At the same time, online learning, as the recordings of the lessons, should not be seen only as a mean of support to people who have difficulty in following in presence, as it would allow everyone to recover material that maybe was not fully understood in the classroom, to better review the contents, but also and especially to improve the study experience for people with specific learning disorders.

Likewise, we want the most important rights of students to be guaranteed, so we will continue our commitment to the effective implementation of the "Charter of Student Rights", as well as the increase from 5 to 7 ordinary exam calls for all courses. We are convinced, moreover, that it is necessary to include in the teaching regulations of the University two points relating to the timing of publication of the results and the time window for registration to the exam: these still change according to the individual teaching, causing no small inconvenience to the student community. It is essential that grades are published within a maximum of 14 days from the date of the examination, while the registration windows to the exam calls must remain open for much longer.

Master's degrees must not be a disqualified duplication of three-year degrees and we want to remove any barrier to access to them that is not a minimum requirement. In addition, there is a need to increase information tools on the possibilities of course change and credit recognition. Changes in courses or

universities often involve complications in the recognition of credits and almost always increases in tuition fees: it is necessary to inform about this more clearly and to rationalize the current system, which penalizes students unnecessarily.

Another very important point concerns textbooks, which constitute a major economic obstacle for the student community. In a phase of dematerialization and difficulties in finding hard copies, they are an even greater obstacle, hence our commitment to promote the adoption of more digital teaching tools and the implementation of facilitations on the purchase of textbooks, at least on those published by publishing houses affiliated with the university.

We ask the university for a strategic plan on open access, open educational resources and open data. These are different issues, but linked by a central thread of crucial importance and founding of our principles: free access to knowledge. With the emergence of new forms of teaching (blended, MOOC), which provide for the production of multimedia educational content, it is essential not to run into the same dynamics of scientific publications, putting the teaching resources that should be at the service of all students in the hands of third-party companies operating for profit. We cannot miss this opportunity: we reiterate the need to create a university archive for both traditional and multimedia educational resources, encouraging the release in free formats according to the open access philosophy, which must finally involve also the teaching. In this regard, it would be appropriate to build, in all areas, platforms with classes' registrations and other types of teaching material for all those who have to overcome an OFA or who believe they have gaps to fill.

The Moodle platform is a perfect example of how digital tools can be put in place for teaching that is not only innovative, but also offers support materials for those who need it. Because of this we believe it is fundamental not only a better training for teachers, but to encourage the use of the platform, making it more uniform and accessible.

MONITORING

Teaching and monitoring are two issues that we believe should be addressed in parallel, without one proceeding without the other. This is because, within the university, the ministerial choices relating to teaching are always accompanied by evaluation systems aimed at ensuring their quality, and adapted by appropriate internal evaluation bodies where student representatives are present.

For this reason, also at the level of monitoring we have thought of proposals that can apply to all the courses of the university and aimed at providing evaluation tools that reflect analytically the real problems of the courses and therefore put

decision-making bodies in the best possible conditions. Following this path, we ask forms of ongoing evaluation to be implemented, so as to allow ongoing educational improvements. A more complex topic is that of online assessment questionnaires at the end of the course, which must comply with ministerial guidelines. These guidelines are quite binding and limiting for effective and lasting action on the structure of the questionnaire. They could then be reformulated or complemented with a part related to the exam, implementing a differentiation for the various courses

ACCESS TO THE COURSES

Our association opposes limited access as provided for in Law 264/1999. The chronicle of our legal battles and the victory of our appeals against entry tests for nationwide courses is well known by now. Ours is an ideological and courageous claim: we demand that no one be precluded from pursuing their studies in the field they feel best suits their personal path, based on our founding principle: free access to knowledge.

Restricted and programmed numbers have been used as functional tools for a progressive contraction of funding to the university, and we have always opposed this, just as we have opposed the entrance test system, an instrument that is profoundly unsuitable for any kind of incoming selection of the student community and whose apparent legitimacy is progressively deteriorating.

As an association, we have been and will always be close to students taking the tests for admission to limited access degrees throughout Italy, distributing informational material on the proper conduct and possible irregularities, and waiting for students at the exit to immediately collect any reports of irregularities. We strongly urge at the national level that a ministerial table be convened for the definitive overcoming of limited access courses, especially in the healthcare area, since the healthcare emergency has incontrovertibly demonstrated staff shortages and the consequences of years of underfunding and privatization.

Another key issue is the entry requirements for master's degrees, which are often unfair and based on questionable value indicators, when not overly restrictive. We therefore ask the university for guidelines to achieve a meaningful revision.

Student citizenship

The university years are not just about studying, books, lectures and exams; they are much more than that. There is a world to discover throughout the city of Padova, which is culturally rich and also has much to offer intellectually. We believe that the university should be experienced at its best, alternating moments of study with other kinds of pastimes. Leisure moments allow you to enjoy more all of the years you will spend in Padua or in the branch campuses: there is always time to let off steam by playing sports or engage your mind with

a play, learning new skills and meeting new people. Students are not just numbers, they are a group of people who go through a period of life together, who meet in the cafeteria or on public transportation, who recognize each other on the street and who walk through the city and the university: they are, to all intents and purposes, citizens. There is a need for such important citizenship (in terms of numbers as well, as Padova now makes 70 thousand members) to be defended and cared for. That is why we consider it essential to care for our body and mind with sports, cultural activities and everything else.

HOUSING

We became particularly aware of this during the pandemic and once we were back to attendance: without houses, we cannot live the university experience in peace. Having a house is a right and, as such, must be guaranteed to every person who chooses to study at our university. Beyond the right-to-study measures we propose so that every student is guaranteed a roof, we believe the city can do a lot for us here as well. After the pandemic, we realized that this city may just not have enough houses for everyone, which is why we are calling for a collaboration between the University and the municipality to establish a research project that maps all the vacant properties in the city, which can then be returned to the citizens, also meeting the needs of the student community. We then believe that a Co-Housing project could be further helpful in increasing the number of available student housing and at the same time integrating students among the citizens. Precisely because the city of Padova alone is unlikely to be able to provide housing for all students, we want the Co-Housing contract to be extended to the entire province of Padova, where students have already begun to take up housing. This way, benefits would be guaranteed to the student category in general and not only to those who find housing in Padova.

SPORT

The existence of the University Sports Center makes competitive and non-competitive physical activity easier; in fact, the CUS provides space and facilities, as well as activates competitive courses and teams in multiple disciplines. Four years ago as UDU, we managed to convince the University to guarantee free membership for all of us at UniPD, but we believe that often the cost of access to certain facilities or membership in certain teams is still exorbitant. It is therefore necessary to lower the prices at CUS, but at the same time we will push the City of Padova to make it possible for anyone with a university badge to be able to access the city's sports facilities at a reduced cost. Unfortunately, many people are still unaware of what CUS Padova can offer. In parallel with improving the communication work, it may also be useful to create an online community (on the Unipd website or on the APP) where non-professional athletes, runners and occasional players can get to know each

other, write to each other, meet, organize games, having fun in what are undoubtedly among the best years!

CULTURE

But the city offers more than just sports entertainment. As of now, theaters and cinemas have fixed days for facilitated access to anyone with a university badge: we are asking to expand these days until we reach facilitated coverage on all days of the week. Not only fruition, however, as students often have the desire, time and passion to engage themselves in recreational activities of all kinds: from theater to dance, from debate competitions to stand-up comedy meetings. We therefore think it would be useful to create university spaces totally available to the student community, which can be booked free of charge, so that courses, lectures, exchange moments, initiatives and theatrical performances can be organized. Internal work within the university regarding the activation of free art workshops would also be beneficial.

We also believe it is necessary for the University to strengthen communication regarding agreements with clubs and other cultural activities in the area, as well as events of major interest.

Finally, in recent years, we have managed to obtain from the municipality free access to museums for the entire Christmas period for all students: it is time to extend this agreement to the entire calendar year, to make culture more and more accessible!

TRANSPORTATION

Padova is a university city and as such must be student-friendly.

The university sites, the various areas of the city, the station, and the neighboring municipalities must be connected by transportation so as to make life easier for everyone. Padova's public transportation is used by a large part of the student community, which through tickets, carnets or various subscriptions spends an amount of money every month that, when added to university fees, rent and other expenses, affects the economy of families or individuals too much.

Our fight for free transportation began 6 years ago. Since then we have never stopped, we have constantly dialogued with the municipality, university and transportation company to achieve this result. A first step was achieved with "night buses", now QuiBus: the transport service that allows people to move within Padova until late at night, especially on Wednesdays, Fridays and Saturdays. We therefore start with the need to increase these rides. QuiBuses are for everyone, not just the student population; they are also useful for those who work. Both the working and university worlds then move throughout the week and often at times even later than the QuiBuses: that is why we think it is important to postpone the time of the last run throughout the week, so that every night there is at least one transport running.

Beyond that, we believe that free public transportation in Padova remains a pursuable goal, continuing to organize discussion tables and institutional meetings. Just as we do not believe it is a dead end path to establish the single regional road-rail ticket; every day thousands of commuters spend a lot of money to switch from one transport service to another. We believe a single, subsidized ticket for anyone who has to change more than one means of transportation is a point of fundamental importance in the welfare of the entire student community. For detached locations, there is a need to greatly increase the number of rides both during the day and in the evening and night hours. Many students have to move, for example, between Padova and Legnaro to reach the class sites or to reach any extra-university activity. Finally, we also need to stimulate all those sharing mobility services that are already present in the city. With Mobike, Dott and Bit there has been a big step forward in improving zero-impact mobility. However, Padua is a city of 200,000 inhabitants, so it is essential to increase the number of bicycles and scooters available, as well as to implement agreements to reduce their price and make them more affordable. Finally, there remains the electric car sharing service, which is still very lacking. In this, too, we will request to increase the number of available vehicles.

Health and Inclusion

The university institution's aspiration for the universality of knowledge would be lacking if there was no careful reflection on making university education more accessible and inclusive and on putting students in the best conditions to live their university experience on a daily basis.

Therefore, as a student association, we propose and support an implementation and improvement of the effectiveness in the management of the Office of Disability and Inclusion within the University. Our program already starts with several efforts of the Association carried out in this area, but for the next biennium we will ask the University for further commitments.

INSTITUTIONS, DESKS AND SERVICES

Overcoming old preconceptions, being 800 years old and still learning: we ask the university to do this for real, keeping up with new sensitivities and challenges. Regarding this, an important and leading institution like Unipd must also put itself at the forefront of raising awareness and engaging the student community.

- Strengthen the CUG, the Single Committee for Assurance, by allocating more funds and working so that students are aware of the usefulness of this body and more in touch with the student representative who presides

over it. To make the CUG as widespread as possible, we also want it to be reachable in every location;

- We want every department to be provided with available listening and support desks for harassment and discrimination, whether racial, sexist, ableist, or homolebobitransphobic;
- Have accessible counseling at each location for students, in collaboration with UniPd's SAP (Psychological Assistance Service);
- Make curricular seminars or courses on sex education, affectivity, and consent, courses that are not heterocisnormal: Italy lacks legislation on this issue, and sex education is not mandatory in education courses. This is a huge flaw not only for us young students but for the whole country, making us the tail end in terms of awareness and education towards sexuality, differences and against prejudice;
- We want to improve the functioning of the free tampon dispensers in the sites, making sure that the tampons are made of environmentally sustainable materials, that there are information boards also about the stigma to overcome of menstruation;
- Get genderless bathrooms in every location, to make university spaces truly safe and for all;
- Demand for inclusive language to be used in official University communications and in the slides of all the lectures.

PSYCHOLOGICAL Health

Mental health is a fundamental issue for all people, and although the presence of some services dedicated to treatment and prevention such as SAP, we believe that the enhancement of reception facilities available free of charge is a fundamental step, to cope with the long waiting lines in the service.

First and foremost, we want the SAP to be upgraded, mainly by allocating more funds to hire more professionals who can individually follow students for adequate times and ways and drastically reduce the current months-long waiting lists;

We want to promote research on psychological health within the University, so as to structure proposals for improvement as appropriate as possible. We would like the research to be aimed not only at the student population but also at those who work in our University;

Expand the spaces for discussion among students to foster safe spaces for discussion and in specific cases have professionals guide the discussion.

Stigma work. Encourage groups led by experienced therapists to eliminate the stigma associated with certain conditions, which can cause negative emotions and feelings of helplessness.

DISABILITY

The university is still behind on protection and support for people with disabilities who attend it. Facilities and services should be more accessible and inclusive for all.

- Introduce the Student Services Office and the Inclusion and Disability Area Representative, providing necessary contacts;
- Introduce the Student Services Office during Instructional Improvement Week and at the same time talk about the Inclusion and Disability Area Representative and their respective contacts. Putting the two together in our opinion could break down further inclusion barriers as the presentation would be unique for all;
- Implement training courses on disabilities for faculty as well, so as to create an academic community aware of ways to make classroom spaces and moments, but not only, suitable for all the students;
- We want to create decompression spaces with trained staff at each location;
- Reserving class spaces for people with Specific Learning Disorders;
- Many university facilities are old buildings that are problematic for people with certain types of disabilities. This is why we call for the elimination of architectural barriers, which means not only ramps at entrances but also, for example, stair lifts, braille signs and signage.
- Propose open and free LIS language courses for the entire student community;
- To the extent possible, speed up the production of inclusive texts for students who request them: a delay of several months could lead to the loss of the possibility of graduating on time and/or giving an exam to stay within the canonical graduation time;
- Make University websites accessible for blind and visually impaired people through automatic text reading;
- Build a database of facilities that accept trainees by having them point out any barriers to inclusion (need to be self-driving, need to move on foot, need to read/write documents or do mathematical math, ...) and make the Services office aware of this so that it is possible to simplify the matching process between student and institution without there being too many obstacles to overcome.

Environment

Over the past few years, the world has been awakening and people have realized that time is running out. After the collective awakening, started by thousands of young students like us, mobilized massively against unstoppable climate change, environmental sustainability must now be a guide for all the next

decisions that the Athenaeum will make, It must be a necessary condition for every step that will be taken in the coming years.

The challenge to save the planet cannot remain in the background: incisive measures are needed even in a seemingly small dimension such as the university, and at the same time offer a wealth of knowledge such as to form new citizens, as aware as possible of the environmental impact that different lifestyles can have. The University, as a place of knowledge, must play a central role and take responsibility for this, towards both the student population but also all those who come into contact with the University.

ENERGY REQUALIFICATION OF UNIVERSITY BUILDINGS AND PLANTING

In recent years, thanks to our work as representatives, many steps have been taken by the university to cut down on emissions and reduce the use of plastics, but there is still much to be done, continuing with the work of energy upgrading of all university buildings, including libraries, study rooms, canteens, and university residences.

Regarding energy consumption, heating and cooling systems should be appropriately adjusted according to the actual outdoor temperature and not the season; as for electricity, it should be produced from sustainable energy sources, to make all university sites carbon-free and carbon-neutral.

Moreover, with the arrival of new hubs such as the Engineering HUB or the Caserma Piave, we also want the construction and design process of these new spaces to maintain the highest possible standards of environmental sustainability.

Hand in hand with this operation, it will be our duty to involve the university in a project of planting, care, and restoration of university green areas and the creation of new ones, to decrease the carbon dioxide produced by the university in one day (194 tons of CO₂, based on 2019 data). The usefulness of green areas has importance not only on an environmental level, but also on the level of the livability of the whole city.

FOOD WASTE, PLASTIC FREE, TRASH CANS AND WATER

Continuing to talk about our everyday life, it is important for students to be aware of how much does food impact the environment, and at the same time to lessen this environmental impact: showing the environmental impact of each dish in terms of CO₂ is the first step in making the student population aware of, first of all, the individual's decisions and then of the commitment that the University and ESU make in this regard.

We will commit to establishing a No Meat Day, a day on which there are meals only without meat, one of the foods with the widest environmental impact, as

well as significantly decreasing foods with meat and meat products. In addition, we propose to expand the offer for people with a vegan or vegetarian diet.

To fight food waste, in addition to food recovery from associations and institutions with which the University can collaborate, it is important to incentivize methods of taking home the meal that was not consumed in the cafeteria. In this sense, it is important to both provide methods for food reuse and concrete tools that can allow all students to take home their lunch, not using plastic containers.

In addition, in many places there is still no easy access to drinking water dispensers where you can fill your own water flask, and this increases the use of plastic bottles. To further incentivize the use of dispensers, in addition to installing new ones, reusable flasks need to be provided to every student. UniPd, before the pandemic period, had begun distributing water flasks to all freshmen. During the pandemic emergency, this did not happen and still is not happening: some students do not have a water bottle and we will ensure one for each.

In addition to plastics, more attention is needed toward the collection of all items. With this in mind, separate collection of waste is key to decreasing the environmental impact: we need recycling bins in all classrooms and common spaces of the university. The proper collection and disposal of materials also has to cover special waste. The University of Padua already partially collaborates on projects for the collection of special waste: we will work to spread and increase their effectiveness.

The Plastic Free and Zero Waste projects must be pursued immediately, both in canteens and inside the University. In fact, not all canteens have reusable cups, and it is essential to verify that all vending machines in university spaces do not use unnecessary packaging and plastic cups, thus introducing biodegradable ones.

TRANSPORT

Collaborative work between the University and local government remains fundamental to also spread new forms of mobility in urban travel, considering that 55 percent of the University of Padua's emissions are caused by the commuting of students and staff. Therefore, strengthening public transport remains a priority, increasing rides and lines and identifying methods that can incentivize the student population to use public transport, such as a free season ticket for all. Similarly, the city's sharing service should be strengthened, introducing new means of micro-mobility, increasing available bicycles, scooters, electric scooters and designing new bicycle routes, while also introducing bonuses for bicycles and sustainable mobility.

REUSE, NEW PROJECTS AND INITIATIVES

Protecting the environment, however, means not only bringing emissions to zero, but also embarking on a path of raising awareness of the students, passing through the community that revolves around the University.

We believe that the University of Padua should create new initiatives, enhance conferences and events and introduce workshops for the entire student community. In addition, it is of paramount importance that the University pursue new projects that address sustainability in student life in every aspect, such as combating food waste or introducing reuse practices, collaborations with fair-trade realities and making quality information.

When possible, it is our intention to locate, on university campuses or at the city-level, collection and exchange points for objects (clothing, furniture, furnishings) thus encouraging their reuse and spreading new ecological practices. These are far-reaching policy instances that the entire academic community must take charge of, in order to claim a new model of sustainability.

For example, we need more points and also new methods for reuse, especially of electronic equipment: it is well known that digital equipment requires very rare materials, and the cost and pollution are particularly high. For the student community to have easier access to digital tools and for them to have less impact, we want incentives for refurbished electronic tools.

Finally, we want to introduce containers for students' ideas related to projects on sustainability within the busiest university and city venues, in order to encourage discussion and circulation of ecological proposals, while maintaining a channel of communication between the university and the local area.

Energy saving, waste reduction and social reconversion of the unused are not just expedients to make us live better in our university microcosm: they are far-reaching political instances that the entire academic community must take charge of in order to claim a new model of sustainability. The University of Padua must become an ecological model, an example for all in the protection and conservation of environmental resources.