

STG 2030

Florence School of Transnational Governance Activities and Strategic Plan 2025-30

February 2025



***A European Public Policy School
with Global Impact***

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Executive Summary

Part A: Our history and activities

Since 2017, the Florence School of Transnational Governance (STG) has grown into a vibrant and inclusive academic community driven by a sense of urgency to create new ways of addressing the most important transnational challenges of our time. Through its core activities of **education, research and dialogue**, the School acts as a hub at the intersection of transnationalism and governance, grounded in European values.

The STG's 300-strong community – including 150 students – come together around its **three pillars**: (i) the two-year **Master of Arts in Transnational Governance** (MTnG); (ii) Executive Education for Practitioners, including the two-year **Global Executive Master** (GEM); (iii) **fellowship programmes**, including the Policy Leaders Fellows. In parallel, the School hosts several large, **externally funded programmes** at the forefront of policy for the public good in areas such as climate change, disinformation, Artificial Intelligence and democracy.

The School is deeply rooted in the **drivers of the European project**, including fundamental values of democracy, solidarity, and sustainability. By adopting an **open, critical and reflexive approach to European integration** and Europe's place in the world, the School has been able to **foster dialogue** between public and private stakeholders.

The STG's **research-based approach** to transnational governance is informed by, and synergetic to, the activities of the European University Institute's departments (Economics, Law, Political and Social Sciences, History) and the Robert Schuman Centre. From its inception, the STG has aimed to **collaborate** beyond the walls of academia and actively incorporates social partners in its **policy innovation projects for the public good**: including EU institutions and several of its agencies, European governments and international organizations, philanthropies, NGOs and the private sector.

Part B: STG 2030

Looking ahead, neither the European Union, nor the STG, can continue 'business as usual'. Being a **pathfinder** from its inception, the STG aims to educate **new generations of European leaders** for an uncertain, but not necessarily unknowable, future based on the expertise and experience of our faculty and collaborators within and beyond the European University Institute (EUI).

As the European Union seeks to position itself within a changing geopolitical landscape, the School presents pathways on how to best **reaffirm the EU's relevance and capacity for transnational leadership**. Critical thinking, resilience and leadership are essential human capabilities in the leaders of tomorrow – all of which are fostered in the School's educational offering.

The STG's strategy for 2025-2030 centres on **three overarching priorities**:

(1) Future-proofed Education

The **innovative ecosystem for teaching and learning** created by the Master in Transnational Governance and the EUI Global Executive Master, will be leveraged to **develop new Master programmes**. We are especially committed to pioneering the creation of a **Joint European Degree**, as per the European Commission's blueprint, together with our CIVICA partners, and potential new partners. A likely focus of such a new programme is **European Comparative Public Policy**, building on the existing MTnG programme, underlining state-of-the-art data and analytical training.

Box 1: Learning differently – STG Pedagogy

The STG pedagogical approach developed around the following priorities:

- **Internal Quality Assurance**
- **A Learner-Centred Approach**
- **A Teaching and Learning Framework**
- **Rubrics and Assessment Criteria**
- **Pedagogical Support and Training**
- **Continuous Evaluation and Innovation of Programmes and Courses**
- **Case and Problem-Based Pedagogical Approach**
- **Inclusive Learner Experience**

(2) Responsible Leadership

By harnessing our **academic excellence**, we aim to consolidate a framework for training practitioners from all walks of public life. Our strategy includes: investing in **partnerships**, with tailored courses within the framework of projects and partnership agreements, alongside our open-call training courses; and an Executive Education offer, focused on research-based training, with the STG as a high-quality training centre, **translating research into practice**. We also aim to substantiate our commitment to responsible leadership through a dedicated **focus on mediation and negotiation**. We also propose diversifying our **fellowship programme**, to create a seamless web of expertise and practical knowledge that feeds in and enhances our activities.

Box 2: STG Fellowships

The enriched STG fellowship ecosystem would include:

- **Policy Leader Fellows** – aligned with research areas of STG faculty and programmes hosted at the School;
- **Resident Senior Fellows** – acting as mentors and educators to junior members of our community;
- **Cause-focused Fellows** – sponsored by private benefactors and foundations committed to specific topics;
- **Max Weber and Marie Curie Fellows** – strengthening research activities;
- **Regional Fellows** (Latin America, Asia) – building on the Young African Leaders Fellows programme.

(3) Innovation and Collaboration in Governance

Our ambition to **change public policy by focusing on the HOW of transnational governance** asks for innovative approaches to engage with policymaking. To complement the initiatives outlined above, we envisage the creation of dedicated **hubs** to welcome world-class academics, together with the senior management of institutions, and prominent civil society and business representatives in thematic workshops.

Box 3: STG Approach to Governance

At the STG, **leadership in transnational governance** is considered through **five dimensions**:

- **Reimagining institutions and governance**;
- **Innovating leadership and management models** to harness new narratives and mobilize people;
- **Adopting systems change, foresight and mission orientation** that can embrace complexity and imagine alternative futures to change public policy;
- **Building innovation capacity into the fabric of public organizations**, through strategy, processes, competencies, organization, experimentation, co-creation, management, evaluation and learning, and communication;
- **Leveraging digital and AI while avoiding emerging ethical pitfalls**, including on legal conduct when collecting personal data, on the rise of disinformation, and on the risks for cybersecurity.

Implementing STG 2030

By meeting the 50% matching funding requirement placed on it with respect to the Erasmus+ operating grant, **the STG has, as of 2024, exceeded the targets in its current business plan**. Its strategy for 2025-30 is thus based on a solid footing; it leverages strengths such as the steady increase in revenue from Master and Executive Education fees, and the unexpectedly strong role of external funding from projects, while working to capitalize on opportunities through diversification from potential new Master degrees and the GEM, the possibilities opening from the “pillar assessment” exercise, and the renewal of existing projects. The continuation of the **core Erasmus+ grant** remains the pre-condition for the STG’s continuity and future viability. On the expenditure side, rationalization will go hand-in-hand with a continued emphasis on our public service mission in terms of fellowships and supporting scholars.

STG 2030: A European Public Policy School with Global Impact

The STG has been, and will continue to be, a uniquely European School, with a transnational outlook. Its academic excellence and the commitment of its community, built upon the strong foundation of the EUI, will allow it to continue to innovate and develop its research-based educational offer in order to offer an informed, inclusive, inspiring, and indispensable part of European public (policy) life, aimed at ensuring the continued relevance of European governance leadership.

Part A. Our history and activities

A1. Who we are – the STG vision and identity

The Florence School of Transnational Governance was created out of a unique ambition and bold proposition: to bring together **transnational** perspectives, the study of **governance**, and the **European** ethos, in order to teach and train present and future generations of leaders on the global challenges of our time. These three elements function as the School's **anchors** and determine the specific programmes and projects we undertake.

The mission of the School has thus been defined as **becoming the global hub for research-based teaching and training in transnational governance**. Our purpose is to help improve governance learning in a context where institutional frameworks are often unfit for purpose and problems transcend national borders, becoming a laboratory for social and political experimentation at the cutting-edge of policy innovation for the public good. We do so by bringing together theory and practice, transnational and **interdisciplinary perspectives**. Borrowing from political scientist and economics Nobel laureate Elinor Ostrom, we believe that our School's goal, like public policy, is to bring out the best in people.

This positioning explains the School's **comparative advantage** and how it distinguishes itself from existing higher education offerings in public policy, public administration, and International Relations. While other approaches and programmes address different aspects of transnational governance, no comparable offering sets out to address the complexity of the contemporary processes of governing as the systematic object of study of its programming. As set out in the original 2016 Statement produced ahead of the School's creation: *“Existing training Schools for civil servants in Europe focus, by necessity and by design, on preparing future and current officials for the challenges of governance within individual countries... As a centre of learning, research and scholarship the focus [of the STG] will naturally be on medium- and long-term issues of European and transnational governance treated in a pluri-disciplinary and interdisciplinary manner – most governance issues involve politics, economics and law and do not lend themselves to traditional disciplinary divisions.”*

In terms of our **geographical and normative scope**, the creation of the Florence STG took as its point of departure a deep **attachment to our European roots and fundamental values**, such as democracy, inclusiveness, dignity, respect, diversity, solidarity, and sustainability. At the same time, we have recognised that over recent years these very values have become questioned by systemic global challenges, from the digital transformation and climate change to geopolitical shifts and migration. As war has returned to the European continent, a global rivalry between the US and China overshadows Europe's civilizational contribution and tests its normative limits. While Europe and the EU present the most advanced experiment of transnational governance and the EUI itself is a uniquely transnational institution, our work thus far has strived to eschew the pitfalls of a Euro-centric tunnel-vision. The School has therefore pursued a wide and deep outreach towards Africa, South and East Asia, and the Americas, aimed at co-developing new modalities of cooperation, mindful and reflective of an often painful past but determined to envision a more inclusive and sustainable future.

A1.1. A 7-year journey of experimentation and growth

A strategy for the future of the Florence School of Transnational Governance needs to be grounded in the **initial context, framework and goals set** when its creation was first discussed, with an assessment of the implementation of these goals during its first years of existence.

The initial plans behind the School predate its creation by several years. Its level of ambition was predicated on harnessing the excellence of the Institute's doctoral and post-doctoral training, as well as its world-class basic and applied research, to deliver **innovative, research-based, uniquely European education and training both at the Master level and for policy professionals**. The focus on transnational governance, understood as addressing processes of governing that go beyond the State as the main unit of analysis and policy action, was intended to capture the uniqueness of this proposition, of the added multi- and inter-disciplinary value of the EUI, its European ethos and the ambition to reach out systematically beyond Europe to other continents.

In 2017, plans came to fruition in the form of a **concrete pilot project**. The European Commission, at the highest level, granted initial funding through the Erasmus+ programme for the School, to be renewed annually after High Council deliberations for the subsequent three years. It also mandated a High-Level Group of personalities, chaired by former Italian Prime Minister Mario Monti, to draw up an initial feasibility report. Most of the ensuing developments followed scrupulously the indications of that report, as well as those of the EUI High Council and the European Commission. These inputs, as well as those of the 2016 Statement, were summarized in a factsheet produced by the European Commission and discussed at the level of EU Heads of State and Government in November 2017 (see Box 1).

Box 1. The creation of the Florence STG*

Europe currently lacks an internationally recognised teaching and research forum on European and transnational governance (akin to the Kennedy School of Government at Harvard).

The activities of the School will be gradually launched around five main pillars:

1. a joint master's programme for young professionals offered in close collaboration with other European universities;
2. a programme for promising young professionals in Europe and beyond interested in European governance;
3. a programme for executives from governments, national and international organisations, NGOs and the business community;
4. a forum where leaders from the economic, political and social worlds can exchange views on key policy issues;
5. research activities.

The School will not operate on its own, but will animate a network of institutions composed, for example, by the Ecole Nationale d' Administration, the Hertie School of Governance, or the College of Europe in Bruges, to ensure synergies and avoid overlaps with existing programmes.

The School should be able to rely on external funding from national administrations, businesses, NGOs and foundations interested in the training that it offers in addition to EU co-funding.

The School will become a European flagship institution on transnational governance.

The network of institutions will work together in a highly integrated manner with international teams of academics and researchers offering training programmes to different types of target audience.

* Excerpt from [The School of European and Transnational Governance](#), *Strengthening European Identity through Education and Culture*, Commission Contribution to the Leaders working lunch, Gothenburg, 17 November 2017.

Among the key criteria for determining the School's long-term viability was an expectation that the School would animate a **European network of institutions** (see section on Executive Education below) and a requirement that the EUI's core funding from Contracting States would not be devoted to the School, while the School would instead support and synergize with EUI core functions. Finally, it was expected that the core grant from the European Commission (from the initial €1.7 million in 2017 reaching a "steady-state" of €9.6m in 2024) would be matched by external revenues from fees and projects within seven years of the School's creation.

The School started operations in July 2017 with a small team focused on structuring the academic programme and the organizational set-up, while building extensively on the expertise of EUI Departments and of the Schuman centre and on the managerial experience of the EUI administration. The **fellowship programmes** were the first to start operations, with the Policy Leader Fellows (PLF) programme in 2017, later growing through the Young African Leaders Programme (YALP) in 2020, and to visiting and senior fellowship programmes; these cemented the reach and reputation of the School as a premier venue for cross-fertilization between the worlds of practice and academia.

The two-year, entry-level **Master programme in Transnational Governance** (MTnG) was approved by the EUI High Council in 2019; it started in the autumn of 2020 and welcomed in September 2024 its fifth cohort of 55 students. In parallel, the School developed its **Executive Education** programme, which has gradually honed its core remit to become what is today a cohesive offer of open courses repeated year-on-year and tailor-made programmes requested and funded by a variety of stakeholders that include international actors and organizations. The STG spearheaded a process of coordination of Executive Education throughout the Institute, which among other outcomes led to the creation of an EUI-wide **Global Executive Master** (GEM) launched in the autumn of 2024.

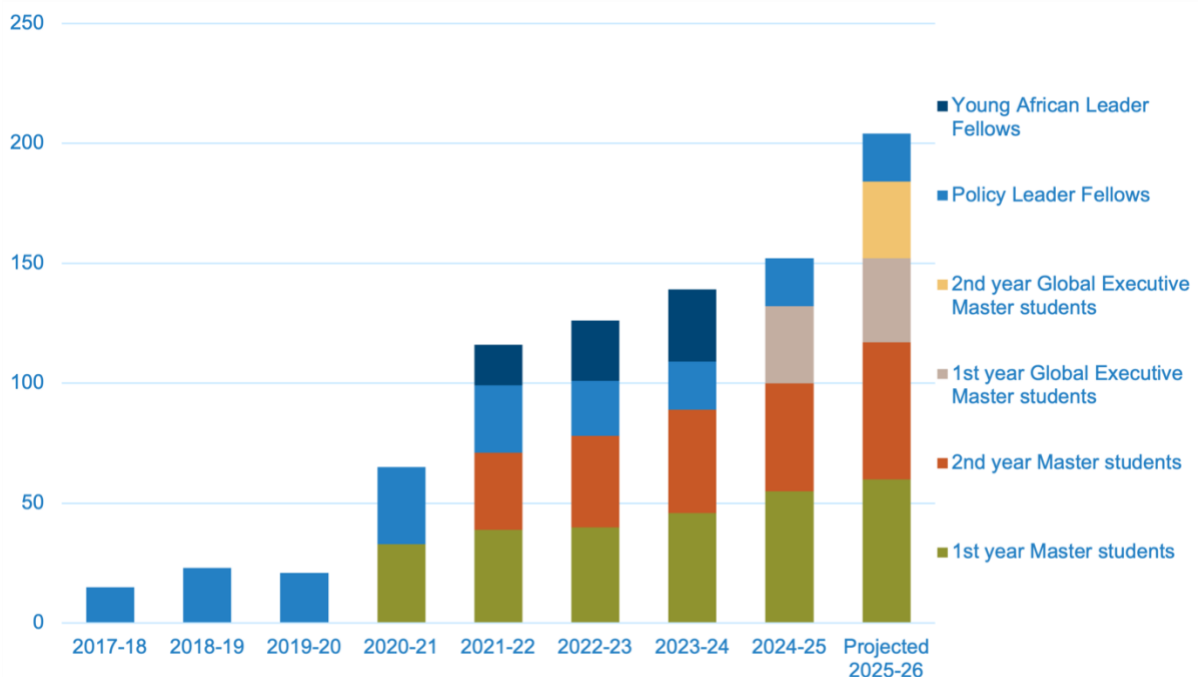
High-level policy dialogues, where practitioners and academics meet to discuss topical issues of policy, were initially convened around thematic clusters of relevance to the School and by gathering stakeholders, which helped considerably in testing the School's proposition, remit, and scope of its activities. Through the years, these have evolved, several of them coalescing into large, thematic, externally funded projects. We have today a half-dozen large **externally funded thematic projects** on the cutting-edge of policymaking for the public good. These programmes, ranging from climate policy and Artificial Intelligence to democracy and disinformation, display the involvement of a broad variety of **institutional and academic stakeholders** in Europe and beyond, benefiting from the support of both typical and atypical donors, bringing to the School over half of its total external revenue.

The School created an **External Advisory Board**, approved by the EUI High Council, integrating the members of the Monti High-Level Group with personalities from the world of academia, institutions, and business. After a first strategy exercise was carried out in 2020, there followed the adoption of a vision and mission statement, and the creation of thematic and operational teams for each of the pillars and horizontal support functions. In 2021, a milestone was reached with the move of the School to its **new headquarters**, the magnificent Palazzo Buontalenti in the centre of Florence, part of a large urban reconstruction project that will be finalised by 2030 to deliver the **largest public policy school campus in Europe**.

Despite the challenge faced by launching its key programmes and completing some of the main hirings during the COVID pandemic, the STG is **on target on all the main metrics of its original business plan**. The School largely reaches the original 50% matching revenue

requirements, although this is achieved through externally funded projects to a greater extent than was originally foreseen (see section on the budget below). The School was expected to enrol 100 students a year by the year 2024; it now hosts around 90, counting the entry-level Master programme and the Global Executive Master, while as of the 2025-26 Academic Year, a total of **200 learners** are expected to be enrolled (1st and 2nd year Master and Executive Master students and Policy Leader Fellows combined, see Figure 1). It has nearly completed hiring its full-time faculty (11 of the foreseen 12 professors). This track record and completion of the first seven years of the original business plan places us in an optimal position to evaluate our achievements, assess the challenges, and chart a path and a narrative for the future.

Figure 1. Evolution of learners at the Florence STG by academic year



A1.2. The ecosystem of the STG community

As can be expected from a new organization, the **Florence STG community** of faculty, staff, fellows and students has grown rapidly in the past seven years. From an initial nucleus of some 30-40 people in 2017-2019 (management, half a dozen part-time professors, as many programme associates and the first Policy Leader Fellows), the School grew to about 100-150 people in 2020-2022, with the arrival of our first full-time professors, specialized staff in communication, marketing, Executive Education, external relations and fundraising, project associates in our large thematic projects, as well as Young African Leaders Fellows and the first Master cohorts. From 2023 until now, the community has further grown to approach 300 people, comprising 11 full-time professors, 26 part-time professors, some 85 staff and project associates, 40-50 fellows at any given time, and around 130 master students (first and second years in the regular Master and first year in the Executive Master, which started in September 2024).

Today, the Florence STG is a relatively small and still new actor on the European higher education scene. It is still at an early stage of developing its educational offerings. Unlike other Schools in national universities, there is a structural constraint at the EUI: the STG is unlikely

to grow beyond a cohort of 12 full-time professors, as is the case of EUI Departments. This constraint can be partially addressed through part-time professorial appointments, but also, importantly, by drawing on the faculty of the rest of the Institute for both teaching and training. Accordingly, going forward **a balance needs to be found between a realistic approach and an aspirational one**, congruent with the initial objectives set but also our large STG campus.

In terms of **full-time faculty**, after the end of the pilot phase, the School launched three rounds of hirings. One in 2019 (three chairs, plus two to also serve as academic coordinators for the Master and Executive Education); one in 2021 (three chairs); and the last in 2023 (five chairs). We cast a wide net to identify academics in different disciplines and thematic specializations of transnational governance, particularly with a view to teach in the Master programme. After these three rounds of hirings, the full-time faculty is composed of political scientists (the majority), economists, and one lawyer, and it has an almost perfect gender balance (six men and five women), with members from different EU countries, the US, Australia, the UK and Nigeria.

The **evolution of the part-time faculty** is illustrative of the School's intellectual journey. The initial part-time professors during the School's first three years were hired to focus on issue-areas of relevance to transnational governance (climate policy, economic and digital governance, security, democracy), to test the viability of the School's proposition in policy dialogues and training. They also embodied the combination of academic knowledge and policy expertise that would later come to define the profile of the School's faculty. The composition has evolved in parallel to the establishment of a full-time faculty. Today we have 26 part-time professors, whose remit and tasks vary greatly. They are an integral part of the STG, bringing much needed expertise in specific areas, and allowing for a more diverse set of Master and Executive Education offerings.

In addition to the faculty, the Florence STG has managed to attract a number of talented individuals both from other parts of the Institute as well as through external hiring as **research and administrative staff**. These are experienced as well as more junior professionals; they work in horizontal support functions (administration, events, communications, and marketing), staffing the teams of the Master (admissions, careers, internships, pedagogy), the fellowship programmes, the Executive Education programme, and the Executive Master, including being involved in research and teaching or training functions. In addition, the various externally funded projects of the School have required the hiring of both research-focused and administrative staff who are now an important part of the STG ecosystem.

A1.3. Integrating the Florence STG in the EUI

Within the EUI, successive presidents identified the need for **expanding the remit of the Institute's work** to teaching and training of present and future leaders on a European and global scale, in continuity with a trajectory that, from the original four EUI departments, led to the creation of the Robert Schuman Centre for Advanced Studies (RSCAS), with a consistent vision to bring the Institute ever closer to the European public sphere. As a result, the Florence STG constitutes the **third pillar of the EUI**. The creation of the School has been accompanied by a comprehensive effort to integrate and contribute seamlessly and structurally to the EUI's vision and mission, harnessing the Institute's world-class research and reputation to leverage comparative advantages and identify complementarities.

From the beginning, the **involvement of the EUI Departments** was ensured through the creation of an internal Advisory Board set up for the development of the Master curriculum,

where senior faculty from all the departments and the RSCAS contributed to its shaping. The disciplines represented in the curriculum of our Master reflect the constitutive role of the departments. Over time, several professors from departments have been involved in Master modules and in Executive Education. Similarly, STG full-time and part-time professors have developed collaborations or taken up functions in fora and activities at the departments and in the Schuman centre; this includes animating EUI interdisciplinary clusters, committee participation, and, more recently, supervising PhD researchers.

Convergence between the Florence STG and the Schuman Centre is particularly important, because of the policy focus in the deliverables of both outfits. Institutional collaboration has proceeded in a spirit of interdependence in terms of issue areas, activity-types, stakeholders involved, and target groups. While each unit has its own centre of gravity, teaching and training for the STG and policy-relevant research for the RSCAS, contiguity has proven to be an asset. From the beginning, the RSCAS Migration Policy Centre has been entrusted with STG teaching and training on migration. Collaboration with the Florence School of Regulation involved teaching and training related to climate and energy through collaboration with the STG's Climate Chair and resulting i.a. in a major training and outreach initiative on Africa's energy transition in Ghana in July 2023. Collaboration with the Florence School of Banking and Finance has taken shape, i.a. in the landmark Central Banking and Banking Supervision Executive Education Programme delivered to the European Central Bank. The Schuman Centre's Global Governance Programme has also been involved in trade-related teaching and training at the School.

The STG also spearheaded a process of coordination and rationalization of **EUI-wide Executive Education**. Following a need identified in the mid-term review of the 2019-24 EUI Strategy for an integrated approach towards Executive Education activities, in 2021 the STG Director for Executive Education was tasked with coordinating Executive Education directors and coordinators across the EUI to develop a strategy for consolidating EUI Executive Education. Working groups with 40 professionals (administrative staff and professors) were assigned to address different aspects of harmonising EUI Executive Education: syllabi; digital infrastructure; communication and outreach; quality assurance and certification; and the creation of an Executive Master.

The resulting "Roadmap and Action plan for EUI Executive Education" was approved by the EUI High Council in December 2022 and is guiding the further development of Executive Education at the EUI. In December 2022 the EUI High Council also approved a proposal for the creation of an **EUI Global Executive Master's (GEM) degree**, conceived as a "whole of the EUI" project, with its design and delivery involving the STG (with overall administrative responsibility), different RSC Schools, as well as some EUI Departments. The first cohort of students started in September 2024.

From a managerial and financial perspective, the key premise behind the establishment of the STG has been that EUI Contracting States would not be asked to allocate additional financial resources to the EUI to finance the School. This request has been respected and in addition the School's creation has involved an upgrading or creation of a number of competences in some of the **EUI core administrative functions**, in areas such as external relations, fundraising, communications, real estate management, IT management, and the EUI library and Archives.

A1.4. Connecting with our peers and with our stakeholders

The STG has built up a comprehensive network of relations, taking as a point of departure the EUI's academic reputation and institutional status to develop a deep and broad range of meaningful collaborations. A constitutive element of our focus on transnational governance is to **break the silos and connect academia, international institutions and governments, private sector and non-governmental organizations**, as well as the media; in this respect, the School is not only a venue for teaching, learning, and researching transnational governance, but also a platform for putting transnational governance in practice through our activities.

Peer higher education and research institutions, both in Europe and globally, represent the natural and most like-minded counterparts of the activities we carry out. In a concentric circle, we start with universities and institutes in Europe and EUI contracting states (especially our partners in CIVICA and the European Transnational Governance Network – ETGN) and enlarge our horizon towards strategically placed organizations in Africa, the Americas, South and East Asia. Collaborations follow a variable geometry of options, from student exchanges, to include development of outreach events, joint teaching modules (leading prospectively to dual degrees), and training.

Discussing “peer institutions” can be both aspirational and grounded in realism at the same time. Our peer institutions are a vast array of schools, usually part of larger university establishments. These institutions are our **natural partners and collaborators** in a plethora of areas but also, in some cases, given the fee-paying nature of our educational programs, **de facto competitors**. In their majority they are designated as schools of public policy (with a focus on comparative politics, economics, ethics, law, leadership, public administration, public policy, and urban studies) or as schools of international affairs (grounded in development studies, international law, international political economy, international relations, global policy, and transnational administration). Given its focus on transnational governance, the STG spans these two distinctive branches. Moreover, the **European nature of the School** sets it apart from establishments where the national context is their point of departure.

Initial **benchmarking exercises** were conducted when establishing all our educational programmes to identify counterparts and adjust our offer (see Annex Table 1 for a summary comparison). The **core group** of peer institutions comprises like-minded European institutions of higher education, with whom the EUI and STG have developed strategic partnerships, notably within the CIVICA and ETGN networks (see Box 2). They include the College of Europe (Bruges, Natolin, prospectively Tirana), INPS (formerly ENA) and Sciences Po in Paris, the Central European University in Vienna, the LSE in London, Bocconi University in Milan, the Hertie School in Berlin. They all offer programmes comparable to ours in terms of length and/or target audience. Our collaboration here spans joint courses and training, student exchanges, an Executive Education certificate, and prospectively dual degrees.

Also in Europe are other **higher education institutions in key Contracting States** or close neighbours, often universities of origin or of individual collaborations of our professors and researchers. This includes the UCL in London, Blavatnik School at Oxford University, Copenhagen Business School, Instituto de Empresa Madrid, the Willy Brandt School of Public Policy, the Global Law School at the Catholic University in Lisbon, and LUISS University in Rome. They offer teaching programmes comparable to ours although the target group and remit tends to have a more pronounced national focus as opposed to our European focus. Our

collaborations with these institutions are more specific, ranging from joint research applications, to teaching modules and guest lectures, to joint seminars and conferences.

Finally, there is a broad range of **global universities**, including schools of public policy or international affairs. In some cases, their target groups and remit have a regional focus; in others, they have a more established reputation and brand recognition. These include the likes of the Harvard Kennedy School (explicitly evoked by the European Commission as the initial and ambitious benchmark for the STG), the Princeton School of Public and International Affairs, SIPA at Columbia University, the Munk School of Global Affairs at the University of Toronto, the Lee Kwan Yew School in Singapore, the ANU Crawford School of Public Policy in Australia, and the McCourt School of Public Policy at Georgetown University.

Box 2. The European and Transnational Governance Network (ETGN)

The European and Transnational Governance Network (ETGN) is a training and development partnership founded by the Florence STG with five leading European institutions: College of Europe in Bruges; College of Europe in Natolin; the Hertie School; Institut National du Service Public (INSP); and SDA Bocconi School of Management. Founded in 2018, ETGN is the only European community of HE institutes providing Executive Education for public policy professionals.

In the annual ETGN consortium meetings, faculty and staff of the institutes are invited to share knowledge and best practices, and discuss future trends in Executive Education. The network members have worked together to deliver joint Executive Education programmes which allowed the participants to learn from faculty members of multiple leading European universities. These are, for example, the annual [ETGN Summer School on Agile Governance](#), which had three successful editions, joint training programmes between [the Florence STG and the SDA Bocconi School of Management](#), and between [the Florence STG and the Hertie School](#).

Since 2022, the ETGN also provides participants with an opportunity to receive [the Executive Certificate in European and Transnational Governance](#). To receive the certificate participants need to complete three programmes of executive training across three different ETGN partner institutions within a maximum period of two consecutive years. Currently, 14 candidates are pursuing the certification.

Recently, consortium members initiated a discussion on micro credential recognition among the members, which would allow for exchanges of Executive Master participants between the ETGN institutions. The ETGN might grow to include other European Executive Education providers, for example CIVICA members that are not part of the ETGN as well as other institutes from parts of Europe that are not covered by the current consortium.

Developing this wider network is intrinsic to the **global ambition of the Florence STG**. In these cases, the School partly relies on pre-existing collaborations established by the EUI but has also spearheaded new partnerships for the EUI as a whole. We have established solid partnerships in Africa (University of Makerere and University of Ghana), in the Americas (University of Los Andes in Columbia and in a range of top-ranking US colleges and universities, sometimes through their Florence campuses (i.e. New York University, Stanford University, University of Wisconsin-Madison, Bard College, the University of Southern California), and in Asia (i.a. Guangdong University of Foreign Studies, BRAC University in Bangladesh, Kyoto University). In all these cases we aim to maximize the benefits of concrete forms of collaboration, whether through student exchanges or common research projects or teaching and training initiatives.

Our links to peer institutions across these three groups are well maintained through direct faculty involvement in bodies such as the International Public Policy Association (IPPA) and the OECD Network of Schools of Government, and soon an institutional membership of the Association of Professional Schools of International Affairs (APSIA).

The School and its academic partners do not operate in a vacuum and could not exist without collaborations across the broad spectrum of institutional and non-governmental stakeholders. Institutional stakeholders comprise, in the first instance, **national and international governmental organizations**. Also in this case, the ecosystem in which we operate starts from Europe, where we have availed ourselves of the formal and institutional ties established by the EUI to develop deep collaborations with all the main European institutions (the European Commission, Council, Parliament, European Investment Bank, European Central Bank, European Court of Auditors, European Court of Justice, European Bank of Reconstruction and Development), some of its specialized agencies (European Training Foundation, European Union Institute for Security Studies, the European Institute for Gender Equality – EIGE), and a number of governments of our Contracting States.

The nature of these partnerships ranges from the provision of **internships** for our students and the inclusion of **practitioners** from these institutions in our teaching offers, to our fellowship programmes, in which many present or former civil servants participate, the co-creation and execution of **training activities** and of high-level policy dialogues, to the development of large thematic **programmes** of policy research, anywhere from climate to disinformation to Africa. We have also developed relations with key international organizations of relevance to our work, from the OECD and the Organization of American States to the African Union and the United Nations.

Moreover, we have developed meaningful **collaborations with civil society, the private sector and the media** in Europe and, increasingly, globally. All our programmes become truly “beyond the State” through the systematic participation of non-governmental organizations active in specific thematic fields or geographical theatres, through foundations and businesses that bring hands-on expertise and often funding opportunities, and journalists and traditional or non-traditional media outlets, which enable us to connect with ever broader audiences as well with the topicality of the news cycle. A small sample of the private actors, non-governmental organizations, and media with which we collaborate include: Google, Breakthrough Energy, the Berggruen Institute, the World Economic Forum, the Open Society Foundations, European Alternatives, Grand Continent, and Politico Europe.

A2. The STG areas of concentration

The development and growth of the School’s activities have created the conditions for a highly **innovative ecosystem for research-based learning**. Our main operational **pillars** – the Master in Transnational Governance (MTnG); the Executive Education programme and new Global Executive Master (GEM); the fellowships – valorise immersive learning and mentoring experiences involving learners, fellows and faculty. Our externally funded **projects** use the broad spectrum of our academic research and institutional connections to complement our teaching and training by addressing transnational problems at the forefront of policy in key strategic areas for Europe and beyond. Taken together, our pillars and projects make up the School’s areas of concentration; the next sections explain how we have pursued them.

A2.1. A European Public Policy School with Global Impact

The two-year Master Programme is aimed at providing students with the intellectual abilities, analytical instruments and practical skills to understand and operate in professional environments shaped by transnational governance. Whilst many HE institutions enable students to operate in the reality of public policy or administration, this programme addresses policy areas by transcending the limits, interests, and perspectives of a single group, nation or group of nations, through transnational perspectives. **Transnational governance** involves institutions at sub-national, national, regional, and global levels, and also encompasses the study of collective action by non-state and private actors across borders, systemic levels, legal orders, cultures, and economies at different stages of development.

Any programme on governance needs to mobilize social and political sciences, economics, law and history, as well as public management. Moreover, as governance challenges do not necessarily “line up” within academic disciplines, the Master needs to be **interdisciplinary** in order to provide answers to real-world problems, in the tradition of policy-relevant research. Hence during the programme’s **first year**, students acquire a thorough understanding of the multi and inter-disciplinary fundamentals of transnational governance. In the **second year**, students consolidate their expertise by specialising in policy areas ranging from security and climate to digital governance, building on the work of our projects (see Graph 1 and Annex Table 2 for the degree structure).

One of the programme’s key elements lies in the **practical skills** that it teaches. A major point of distinction is that teaching at a Master level for practitioners requires forms of instruction that will be inherently skills- and case-oriented. The courses thus not only provide essential and complementary perspectives on transnational governance, but also tools to measure outcomes and manage collective action solutions. The courses teach the methods to analyse and evaluate policy research and the ways to implement it. Through its **internship programme** and **capstone projects**, the MTnG also sets out to teach innovative professional skills so as to reach the best fit in terms of employability.

Graph 1. Overview of the Master in Transnational Governance



The Master in Transnational Governance welcomed its first students in 2020. The two-year programme has seen the **successful graduation of three cohorts** and has welcomed its fifth to Florence. The degree's educational vision recognises that we face a complex world where the role of states is complemented by forces beyond and within national borders, and where multi-level contestation as well as fragmentation are features of the new environment. We empower our students to navigate this world by providing the skills and knowledge needed to address diverse multi-jurisdictional, transboundary, and intergenerational challenges.

To achieve this, we have been guided by two key objectives. The first is to deliver a **research- and practice-based degree** by i.a. a challenging and fulfilling degree programme, designed to deliver knowledge and skills, using new pedagogical approaches, with a full-time and part-time faculty active in research or experienced practitioners, and compliance with European standards and guidelines on quality assurance in higher education. The second is to provide a **tailored, whole-journey student support system** with strong inter- and intra-cohort relationships of a diverse and inclusive group and connections enhanced between other pillars of the School, tailored academic and personal support, opportunities for international experiences through cooperation with higher education partners, as well as career opportunities through internships, career pathways, and post-graduation support.

Underpinning these objectives is a target of growth in student numbers and financial sustainability by at least 10% every year. And an important part of securing the Master's longer-term viability and continuous adherence to the highest quality assurance standards is the **successful completion of the accreditation process** with the Accreditation Organisation of the Netherlands and Flanders ([NVAO](#)), which our Master programme underwent in the Fall of 2024. Annex Table 3 provides information on activities, achievements, and outlook under each objective, and Boxes 3 and 4 provide information on career support and employability.

Teaching in a high-quality public policy school needs to be research-based and **research activities** were identified by the European Commission as one of the prospective pillars for the Florence STG in the initial document launching the School in 2017 (see Box 1 above). Nevertheless, in its first years, and in order to delimit specialisations within the Institute and especially with the RSCAS, a distinction was established whereby the centre of gravity of the School's activities would be on (research-based) teaching and training.

While operationally this has been the case, the gradual building of a full-time faculty pursuing a research agenda before being appointed and then in conjunction with their appointment, has inevitably **broadened and enriched the research part of the School's activities** and the EUI more broadly. As the cohort of full-time professors expanded to 11 in AY 2023-24, so too has research activity and publications in the School. With the near completion of academic hirings, it has become quickly apparent that the critical mass of research outputs produced by the resident faculty, part-time faculty, management, research associates, and fellows acquired its rightful place among the key deliverables of the Florence STG.

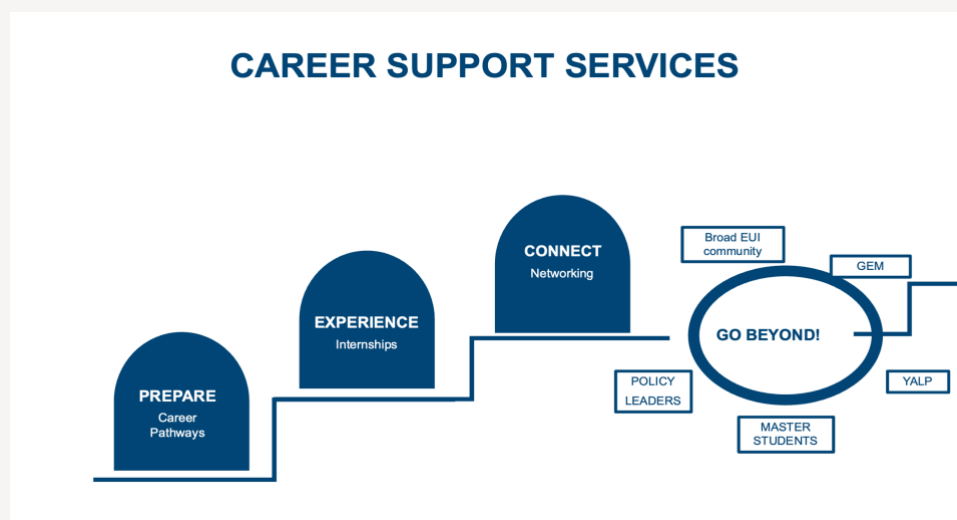
STG research covers the **full range of research modes, from action research to the gold standard of the ERC advanced projects**. STG professors are in several cases some of the most highly cited scholars in their respective fields of expertise, notably in political science, public administration, and international relations. Likewise, individual faculty contribute to EU work such as High-Level Expert Group reports. STG full-time and part-time professors are proactive in pursuing research grants, large and small, i.a. under the EU Horizon Europe scheme, CIVICA or foundations. The School has attracted competitive Marie-Curie Fellows

and started to fund and receive some Max Weber Fellows, the prestigious EUI post-doctoral training programme.

Box 3. Career support services for Master students

Career services for Master's students were introduced in December 2021, starting in the second year of the first edition of the master's programme. The services have expanded and are now designed around three pillars:

- **Learn/prepare:** Soft skills discovery and professional development workshops. This entails **career preparation workshops** (career orientation and self-awareness sessions, application submission, CV writing, interviewing skills, professional networking – some workshops conducted with the EUI HR and Academic Services); and a **knowledge hub** (online resources to assist students in navigating the job search process and individual guidance sessions).
- **Practice/experience:** This includes **curricular internships for all students** in the spring and summer months at the end of the first year, at EU Institutions, IOs, think tanks, NGOs, and UN agencies, as well as the private sector. It also involves **mock interviews** with Policy Leader Fellows and other networking activities with the more senior STG peers; **individual meetings** to support students in strategizing their job search and approach the professional market; and a **final CV booklet writing** in the final semester, putting the learning from the career pathways workshops into practice.
- **Network and connect:** This involves a **Linked-In Group MTnG Careers and Networking** open to students, faculty, and alumni to share entry-level professional opportunities, a series of informative sessions to provide students and alumni with insights into desirable professional destinations, led by HR specialists, held monthly in a hybrid format; an **STG Fellows Round Table discussion** leveraging on interactions with more senior profiles at the School; and an **STG Mentoring Programme** by the Master's and the fellowship team, to provide an additional career development support tool for students and fellows while laying the basis for life-long relationships and a professional network within the STG community.



Box 4. Employability of Master graduates

An exercise to assess the programme's impact on the professional careers of graduates was conducted by collecting information on graduates from 2022 and 2023 (with a response rate in both cases exceeding 70%). The exercise surveyed the situation of alumni, dividing them into those with a professional position (employed, post-graduate internship, self-employed), those furthering their education (studying for a PhD/MA/MSc, preparing for a competition), and those currently unemployed. Based on these responses, follow-up questions were asked to understand the pathways leading to their current professional positions, satisfaction levels, and gauge the perceived effectiveness of the programme in preparing graduates for their careers (follow-up questions only to those currently in a professional role). The main results are summarized below:

- **MTnG alumni employment after graduation.** Results show 94% of alumni, 12 months after graduation, are in a professional position (62%) or furthering their education.
- **MTnG job sector distribution 12 months after graduation.** IOs (23%), academia (21%), consultancy (21%), are the top 3 job sector destinations of a large majority of alumni, counting for 65% of those in a professional position 12 months after graduation.
- **Time and ways to secure first job after graduation.** For those employed (i.e. excluding those continuing education), 80% of graduates secure their first job within 3 months of graduation, primarily through personal networks established within the School and the wider EUI context.
- **Annual gross salary (in Euros).** Among alumni employed 12 months after graduation, more than half earn over 25,000 € per year (gross salary). Notably, there are three remarkable cases of alumni earning more than 60,000 € per year.
- **Contribution of the programme.** Over 80% of surveyed graduates believe the programme contributed to prepare them for their current job, with the percentage dropping somewhat regarding the role of their thesis and the curricular internship. Alumni reported feeling well-prepared particularly in competencies such as effective communication and analytical thinking, with room for improvement in gaining in-depth knowledge of specific fields.
- **Job satisfaction.** Overall, alumni expressed high levels of satisfaction with job prestige, intellectual challenges, and responsibility levels, while salary, job security, and work-life balance were areas of lesser satisfaction.

As a crude **numerical reference of productivity**, for the AY 2023-24, standard academic publications include four books single/co-authored, one co-edited book, five Special Issues of scientific journals, 27 peer reviewed papers and 17 book chapters. In addition, other forms of dissemination have taken diverse formats: *i.a.*, contributions to policy brief series and blogs; invitations to conferences as keynote and/or plenary speakers; organizers of conference panels and early career workshops.

The value of the STG's research extends beyond the productivity of our faculty. The STG now benefits from a Visiting Fellows scheme (see section below), which is proving attractive given the number of inquiries and applications. As a significant proportion of our graduating Master students seek and obtain doctoral grants, this has led us to incorporate a **research internship** with STG faculty into the Master from next academic year. Regarding research service to the disciplines, STG professors give extensive services as reviewers for journals and research granting bodies, supervise and/or examine doctoral students, serve on the editorial boards of journals or advisory boards of research consortia, think tanks, and scholarly associations.

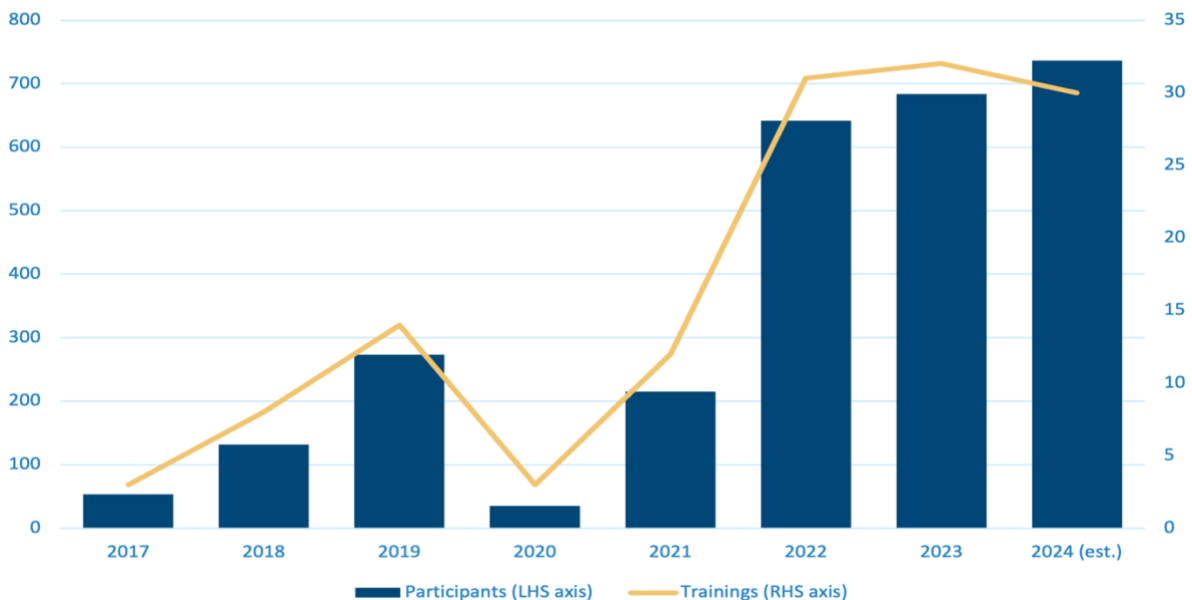
A2.3. Training professionals

As a public policy school, the mission of the Florence STG includes the **training of professionals and executives** working in national administrations and international organisations, at the intersection of private business and public government, in the public affairs sectors of private companies, and in media and NGOs, dealing with issues that require approaches beyond the state. Our training activities benefit from the knowledge and expertise of a research-based faculty that combines academic rigour with policy experience, but also from external experts and policy practitioners, in an environment that encourages peer-exchange and drawing from real-life policy experiences.

Such professional training has become more important in a context where policymakers are increasingly faced with recurrent crises across many policy areas, with contestation of traditional expertise and lack of legitimacy at different levels. As a result, they increasingly need to act as **agents of change**, going beyond technical sector- and issue-based solutions, but also becoming involved in processes of co-creation that prioritize policy innovation, the use of new tools and technologies for the public good, enhancing democratic accountability and participation.

The STG Executive Education programme began in earnest in the 2020-21 academic year. Prior to that, several courses had been offered on an ad hoc basis and in a format that resembled more policy dialogues than executive training. Overall, since it started operating, the Florence STG has trained close to **2,800 professionals** and has organised over **130 Executive Education courses and training activities** (see Figure 2 for the evolution). STG executive training is part of the broader EUI Executive Education portfolio and often designed or delivered in collaboration with other parts of the Institute.

Figure 2. STG Executive Education: Numbers of participants and training activities



Executive education at the Florence STG is offered through the [Executive Education team](#), which manages and organises a number of training activities a year with varying levels of complexity and duration: open-call, tailored courses, and training programmes within larger projects and partnerships. The team also supports training offered through other programmes or projects within the STG: the [EDMO project](#), which offers short online training sessions on

disinformation and media to different audiences, throughout the year; the [Climate team](#), which offers ad hoc training based on requests, and has developed a free MOOC; the [YALP programme](#), which has organised training courses in Africa on key topics, for YALP alumni and other regional participants; and the [O2H programme](#), which targeted health professionals in the global south.

The Florence STG offers courses that cater to a variety of audiences and their different needs. The training **formats** include fully residential programmes (in Florence or elsewhere), online programmes (with synchronous and asynchronous teaching), blended courses (offering a mixture of learning modes to the participants), and to a lesser extent, hybrid courses (with some participants online and others present). The **topics** and areas covered include: governance (EU and transnational governance, economic governance, security and diplomacy, health governance, migration governance, gender policies); quality of regulation; climate policy; media and disinformation; and enabling skills (negotiations, leadership, gender mainstreaming, policy communications). See Box 5 for highlights.

Box 5. STG executive training open courses and tailored projects

Among the repeat **open-call courses** of the STG, there are:

- [Unboxing the Commission: How to Understand and Engage with the EU Executive](#)
- [Making Sanctions Work: Political, Legal & Economic Challenges of EU Restrictive Measures](#)
- [High Quality Regulation: Tools and Practice](#)
- [ETGN Summer School on Agile Governance: AI, Leadership and Strategic Foresight](#)
- [Executive Certificate in Policy Communications](#)
- [Effective Migration Management](#) and [Migration Communication Strategies](#) (with the EU Migration Policy Centre).
- [Responsible Negotiations Across Nations](#)
- Among the **tailored programmes and projects**, there are:
 - [Capacity building programme for Western Balkan diplomats](#) (2022, 2023, 2024)
 - [Responsible negotiation training for senior humanitarian leaders](#) (2023-2024)
 - [Including a gender dimension into the EU budget](#) - for EU officials (2022-2024)
 - [EDMO Training on EU Policy to Tackle Disinformation](#) (EDMO)
 - [AI & Biases: the Road to Algorithmic Fairness](#) (AI & Democracy Chair)
 - [Enhancing crisis communication: theory meets practice](#) - for officials of the European Stability Mechanism (2024).

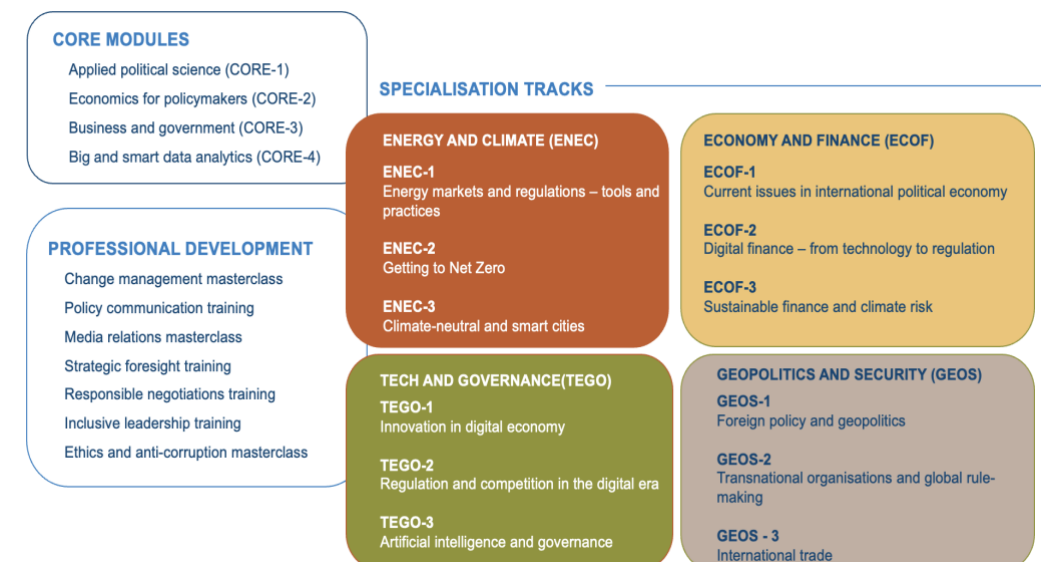
STG Executive Education benefits from the EUI brand that is recognised for its **academic excellence**. It has further leveraged this and is developing a brand known for its engagement with policymakers across different sectors and geographies, making us truly **international/global in our outlook**. It benefits from in-house **faculty members** acting as trainers, who can lend their expertise and teaching capacity to the design and delivery of training programmes across a wide portfolio of topics and policy areas, in addition to external trainers bringing in specific expertise, as well as from an **attractive campus** in the centre of Florence and the use of EUI facilities in Fiesole. As a result, the **quality of our training**

courses is appreciated: in 2023, 95% of participants responding to evaluation questionnaires said that they were very satisfied or satisfied with the overall learning experience.

Experience so far has also highlighted a number of **challenges**. Some relate to the difficulty in **recruiting participants** to certain open enrolment courses where the market is saturated, the EUI and the STG do not have clear recognition amongst potential participants and a competitive advantage, or weak marketing capabilities do not allow us to reach a targeted audience. Others relate to **brand and mission confusion**, with many sub-brands linked to the EUI; a cohesive narrative is still being built and there are also tensions between the imperative for revenue generation and the EUI’s mission as a public institution. Weak **project development capabilities** and **cumbersome procedures** create obstacles to revenue generation through new projects. Finally, while STG training depends crucially on full- and part-time faculty involvement, **faculty involvement** in Executive Education is often not prioritised, nor do all faculty members have the experience to design and deliver Executive Education.

An important addition to the EUI Executive Education portfolio is the **EUI Global Executive Master (GEM)**, the first-ever degree programme offered by the EUI to policy professionals. The EUI GEM is a unique executive public policy degree with a global outlook, designed for professionals in the public sector, the private sector, and civil society. Its **two-year part-time structure** allows professionals to keep working while they learn and design their own professional development journey, while its **blended delivery form** combines online teaching and training with courses delivered at the EUI Executive Education Centre in Florence. It offers four specialisations (economy and finance, energy and climate, tech and governance, and geopolitics and security), a combination of core modules and professional skills, and a capstone addressing policy issues relevant to the organisation of each participant (see Graph 2 for an overall picture).

Graph 2. The EUI Global Executive Master structure and model



The GEM should be seen in the context of the integration of the different actors providing Executive Education at the Institute in a process that has been coordinated by the Florence STG. It was conceived as a **“whole of EUI” project**, with its design and delivery involving the STG (with overall administrative responsibility), RSC Schools, as well as EUI Departments.

Following its High Council approval in December 2022, the **design and rollout** of the EUI Global Executive Master degree involved the creation of a GEM team (2 staff initially, now 4) and the programme launch in 2023, with a marketing and recruitment strategy. The GEM curriculum and syllabi were completed in 2023 and the GEM Rules and Regulations approved by the EUI Academic Council, while two EUI GEM modules were market-tested as stand-alone executive training courses. A preliminary qualification benchmarking exercise conducted by the prestigious qualifications recognition body, ECCTIS, stated that the EUI GEM is comparable in principle with UK qualifications at FHEQ Level 7 and UK master's degree standards and second cycle QF-EHEA qualifications. Financial support for participants was also secured from several external partners.

The programme attracted 150 applications in its first year and welcomed its **first cohort of 32 participants** in September 2024, a number significantly higher than what was expected in the original planning for the first-year launch. Through external and internal support, a number of participants were offered partial fee-waivers, full fee waivers or full scholarships. Overall, **revenues** from the first cohort of the GEM are expected to attain a figure higher than projected at the design phase.

Following the launch of its first edition, the EUI GEM will be **continuously reviewed**, making sure that the specific needs of a cohort of mid-career policy professionals are met and ensuring it becomes the standard of a truly **innovative and transformative professional** degree. Some of the elements of the second year of the programme, such as the Capstone project, the elective modules, and the executive study visits, will continue to be developed during the first year of the programme, also following the feedback on the modules starting in September 2024. Beyond programme content, our capacity for asynchronous teaching and learning will be another area of development, producing high-quality learning materials, such as educational videos participants could engage with on their own schedule.

The further growth and development of GEM involves a number of activities. Feedback from the first cohort will be continuously gathered and integrated to refine our **recruitment strategy**, ensuring we communicate the programme's value proposition effectively. Their stories will help prospective students understand the programme's benefits and unique opportunities. **Collaboration** with other universities (members of CIVICA and/or ETGN) will allow mutual recognition of modules taken in the context of GEM and other equivalent Executive Master degrees, while **partnerships** with other types of organisations could contribute to programme delivery, capstone mentoring, or marketing activities. **Funding efforts** will intensify so as to secure more scholarships through third-party financial support targeting underrepresented geographical regions and ensure even more diverse and global cohorts.

The GEM aims at being **financially sustainable** and represent a secure source of income for the Florence STG and the EUI. The successful recruitment campaign for its first cohort delivered larger than expected participants and revenues but involved a significant number of full or partial fee waivers. The objective for the second edition onwards is to increase the ratio of self-funded to funded participants, while using external funds to support certain categories of participants who could not join the programme on a self-funded basis.

A2.4. Nurturing Leaders

At the core of the School's mission is creating an environment that can host and nurture policy leaders and enhance peer-exchanges and mutual learning across policy areas and cultures. This is achieved through the third pillar of the STG's activity and its **Fellowship programmes**. These attract a variety of professionals from all over the world, from mid-career, high-potential practitioners to former high officials or reputed journalists, to spend a period at the EUI and the STG to work. While similar schemes exist for example in the US, this is the **first programme of its kind in Europe**, devoted exclusively to practitioners. Selected fellows are free to pursue a project of their choice but contribute back and feed into the life and activities of the School by teaching, organizing events or mentoring our students.

Box 6. Florence STG Events

Our regular events – spanning programmes, projects and initiatives – are dedicated to bridging academia and policymaking through knowledge sharing. They serve as forums for exchange between academics, policy leaders, businesspeople, journalists, and civil society members.

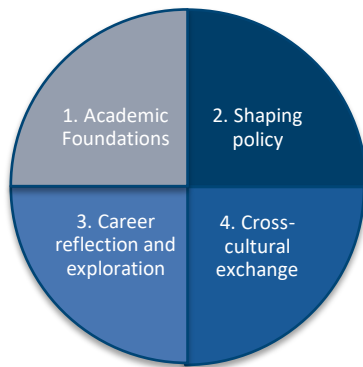
The STG organises numerous events each academic year (152 events in 2023-2024). Many are available online, making them accessible to both members of the public, the School's growing alumni community and beyond. Events include annual large-scale **flagship conferences**; invitation-only **policy dialogues** that bring together representatives from different sectors to discuss policy, with outcomes published in Policy Briefs; **guest lectures/keynotes/book presentations, workshops and seminars, webinars and virtual events** that reach a global audience; as well as informal networking and community-building events designed to build relationships.

Events are the window to the STG, supporting the School's mission in many ways: **increasing visibility and reputation-building**, by showcasing the School's expertise and thought leadership, enhancing its appeal to prospective students, fellows, and researchers; **facilitating networking opportunities** by providing a platform for stakeholders to connect, fostering collaborations and professional relationships; **content development**, by using events to test, develop, and refine academic and training topics; and **inspiring and promoting research** by highlighting the School's research achievements, and creating an environment that stimulates new research ideas.

During the last academic year, the STG hosted, amongst others, **Dario Nardella**, Mayor of Florence, **Enrico Letta**, former Italian PM on the future of the Single Market, **Laurence Boone**, French minister of State for Europe, **Luciano Floridi**, Director of the Digital Ethics Center at Yale University, delivering the annual keynote lecture for AI and Democracy, **François Hollande**, former French President, **Lapo Pistelli**, Director of Public Affairs of Eni, on sustainable energy transition in Africa, **Kyriakos Pierrakakis**, Minister of Education in Greece, on education in the age of AI, **Mohammed Ibrahim**, Founder of the Mo Ibrahim Foundation, on Africa governance and leadership. The STG also held a special event for former Director **Alexander Stubb** to bid him farewell, celebrate his election as President of Finland, and inaugurate the Martii Ahtisaari Peace Hall.

Over time, this has constituted one of the most consequential ways to **embed systematically the world of policy and practice into the academic offering of the School**. Fellows also receive bespoke professional development training on issues such as policy writing or negotiations and can attend STG executive training. They have produced several outputs for the local as well as global contexts on a variety of themes, some taking an academic, others a policy angle using the EUI as a venue and more often external fora. These include: case studies, book monographs, journal articles, podcasts, webinars, interviews, and opinion editorials.

The STG hosts **50-70 fellows across various programmes** on an annual basis. The Policy Leader Fellowship (PLF) programme is the School's legacy programme, launched in 2017 when the STG was established. Since then, 160+ policy fellows have completed the programme representing over 70 nationalities and thus truly enhancing the STG's global reach. Besides, the PLF, the STG hosted three cohorts of **Young African Leaders** (2021, 2022, 2023), with generous support from the European Commission DG INTPA, with 72 fellows representing 34 countries from the continent (see also Section 3.2.7 below). Finally, the School welcomes **visiting and senior fellows** from academic and practitioner backgrounds. All in all, the fellows' community has grown to seamlessly complement the STG teaching, training and learning ecosystem with their skills and professional experiences.



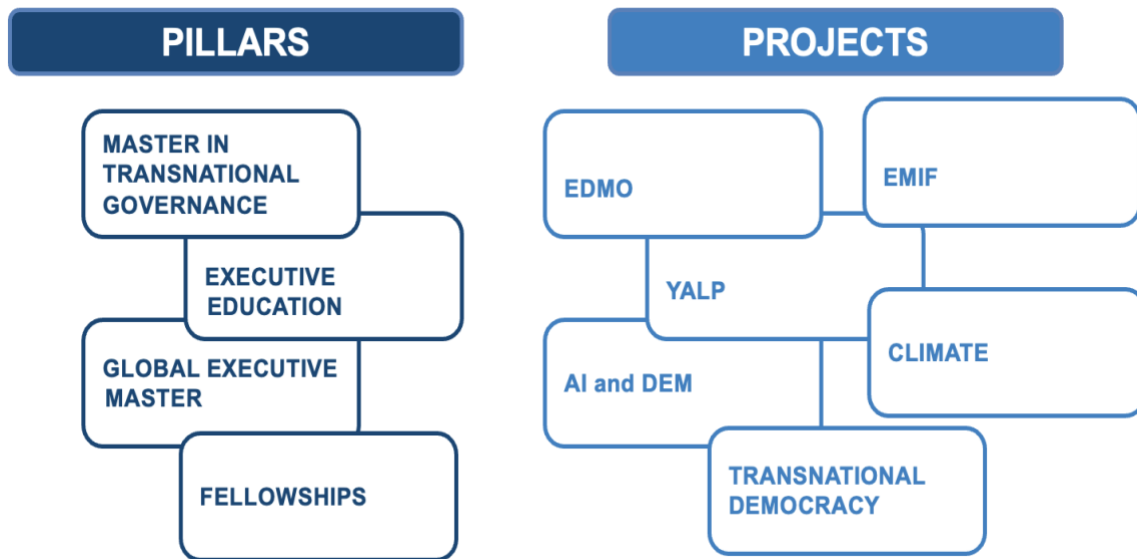
The **Policy Leader Fellowship** remains the backbone of the STG fellowships. The programme is unique in its diversity (no nationality restrictions for applicants) and targets already accomplished mid-career policy professionals (non-academic profiles with 10 years of working experience). Each year the School receives 700-900 applications from 100+ countries (majority outside the EU) for approximately 20 fully funded fellowships. The programme's flexibility and opportunity for professional and personal development as well as the EUI's prestigious reputation for its research are key factors attracting the prospective applicants.

The fellows embody "practice" in the STG's vision of "bringing together theory and practice for better policymaking". The fellows are core members of the School's vibrant community and contribute their skills and expertise to a variety of its activities. Each year we administer a survey on governance beliefs, before and after their fellowship. This allows us to keep track of how beliefs change as a result of the PLF experience and to compare beliefs across cohorts.

The main outputs of the Policy Leader Fellows include the **completion of an independent project** on a relevant policy issue based on the fellow's previous work; the results are presented as a policy brief, peer-reviewed academic article, podcast series or in any suitable format for effective dissemination of the results to target audiences. Fellows also organize a weekly series of STG Talks, run entirely by the fellows with participation from the broader EUI and STG community. The fellows are also highly involved in contributing to the STG's teaching and training through a **Mentoring Programme** (career mentoring of STG master students); professional testimonials for policy-relevant master and Executive Education courses; by developing and teaching applied skills workshops for the STG Master in Transnational Governance programme; by preparing case studies for the STG Case Studies Library based on real-life scenarios; and through tailored sessions for the master Career Pathways programme.

The fellows enjoy the formidable presence of world-leading researchers and research structures, and the opportunity to develop their individual programme of engaged, non-academic research and communication. The Policy Fellows bring to the STG first-hand expertise that further complements the faculty's areas of work and creates a pool of practical knowledge that can be tapped by all members of the community. The on-campus presence of policy professionals from around the world has enhanced the STG learning environment.

Graph 3. STG pillars and projects



A2.5. Projects for the public good

The School’s projects on topical areas of transnational governance have become a constitutive part of the Florence STG. They often started out as policy dialogues animated by stakeholder groups of scholars, policy experts, and funders, and evolved into fully-fledged externally funded programmes on key issues of policy for the public good: from climate change and disinformation to Artificial Intelligence and democracy. While they are heterogeneous in form, substance and deliverables, they have a common DNA: they aim at going beyond the provision of policy advice to reframe the way in which academia and institutional and non-governmental stakeholders reflect and deliberate, while contributing systematically to the teaching and training of future generations of leaders. The choice of typical and atypical funders to award these projects to the School represents a testament to the proposition that research universities can play a constitutive role in societal developments.

STG Climate

STG Climate is a **European and global hub of excellence** in knowledge-exchange, research, and education on climate change policies and governance. Its experts offer top-tier research, teaching and training on climate-related issues, especially carbon markets, sustainable finance, and industrial innovation. The STG Climate team builds on decades of **European leadership on climate change governance** and policy implementation. For a successful global response to climate change, academia, national and international institutions, local and regional authorities, business and civil society, must learn from each other, exchange best practices, and create together new modalities of cooperation.

Starting in 2019, the first project undertaken, in partnership with the World Bank and GIZ, was under the Strategic Implementation of the Paris Agreement (SPIPA); STG Climate was responsible for implementing a programme of capacity building and knowledge exchange with 7 partner countries in Latin America, Africa, Middle East and Asia in 2020-22. The foundations of STG Climate were further strengthened with the establishment of the **EIB Climate Chair** with funding from the European Investment Bank in 2020 and recruitment of a **multinational**

team of researchers to undertake a programme of work in carbon markets, industrial transition, and sustainable finance. This has involved collaborations with external partners such as the Commission, Breakthrough Energy, the International Carbon Action Partnership, the Potsdam Institute for Climate Change Research, and many others.

A more recent development has been the establishment of the **EUI Carbon Markets Hub** with seed funding from the Children's Investment Fund Foundation (CIFF). The EUI Carbon Markets Hub is rooted in a strong belief that carbon pricing is a fundamental and structural element in the climate and energy transition. The aim of the Hub is to explore and develop the potential interoperability of the carbon pricing systems such as emissions trading systems (ETS) and Voluntary Carbon Markets (VCM), with a view to developing guidance for policymakers.

At the heart of STG Climate activities is **knowledge exchange through teaching, mentorship, Executive Education and policy research, and outreach**. The Team's educational activities are integrated into the STG pillar activities of teaching on the MTnG and the GEM; contributing to Executive Education courses offered in collaboration with partners across the EUI, especially FSR and FBF; and mentorship of early- and mid-career fellows as part of STG Fellowship programmes.

STG Climate seeks to **bring together the EUI's climate community** by leading the EUI Climate Workshop, offering a platform for researchers across the EUI to present their work for debate and discussion. This collaborative spirit is also central to the STG Climate's flagship event – **EUI Climate Week** – which brings the whole EUI climate community together with important external partners such as the EU Commission, the EIB, the World Bank, and key people from the worlds of research, public and private sectors, as well as civil society. This annual event, now in its third year, has established itself as a key fixture on the climate policy circuit.

STG Climate has now completed its first five-year cycle and in that time has successfully established itself as a reference point on climate change policy issues in the EU and worldwide. The EIB Chair is now in the final year of its initial mandate; we look forward to working on **renewing the mandate** further in the months ahead. The establishment of the EUI Carbon Markets Hub has given a renewed focus and impetus to our work on carbon markets and we look forward to enlarging this initiative further over the coming five-year period while broadening the approach to address climate finance and social issues in the climate transition.

For the coming years the activities focus on 3 interrelated issues:

1. **Increasing investments in low-carbon technologies and equipment.** The climate and energy transition requires a huge amount of new investment in Europe as well as worldwide. A set of solid incentives is of prime importance and carbon pricing plays a crucial role. It also requires a smart blending of public and private sources of capital to strengthen the overall competitiveness of the manufacturing industry.
2. **Improving the social affordability of climate policies.** New low-carbon technologies are generally more expensive at the beginning until they become part of a mass market. Addressing the specific needs of low-income households and remote regions is of capital importance both to avoid a social backlash while at the same time making the climate and energy transition happen.
3. **Facing up to the changing geopolitical landscape in the world.** Two devastating wars at Europe's doorstep has had a major impact on global energy, raw material, and food

markets. This is now leading to reflections on how to improve the economic resilience and security of the EU's continent, while implementing the climate and energy transition.

STG Climate has raised over €3.1 million in external revenue for the period September 2019-August 2025. To date, it has hosted 56 events with close to 2,500 participants with a gender balance 45:55 (F:M). Its online MOOC had over 1,000 participants.

The European Digital Media Observatory (EDMO)

EDMO is an **independent observatory** whose aim is to strengthen and empower a multidisciplinary community of academic researchers, stakeholders, including fact-checkers and media literacy experts, with a view to fostering a better understanding of the dynamics of disinformation, notably in the online environment, and a more resilient information ecosystem. EDMO is funded by the European Commission and is led by the STG at the EUI. It started its activities in June 2020 and is now in its second round of funding (ending May 2025).

As a **key component of the Commission's strategy to tackle disinformation**, EDMO contributes to the implementation of a whole-of-society approach through **inclusive collaborations with media, civil society organisations, and online platforms**, while respecting fundamental rights. EDMO is also a member of the permanent Taskforce of the Code of Practice on Disinformation and plays an important oversight role by contributing to the assessment of platforms' compliance with the Code. Moreover, the 2024 EC Guidelines on the integrity of elections under the Digital Services Act have assigned EDMO a new and significant role in identifying and exposing disinformation attempts in electoral contexts and issuing warnings in cases of serious disinformation threats. EDMO coordinates and promotes a common strategic vision through a **network of 14 national or regional Hubs active across 28 countries** in the EU and EEA. EDMO is also the scientific advisor to the European Media and Information Fund (EMIF).

In its initial stages, EDMO established the infrastructure and developed tools to **support research, media literacy, and fact-checker communities across Europe**. Examples include: a multidisciplinary repository of scientific articles (650 entries); training on disinformation focusing on different disciplines and tools (33 training sessions/1800 participants); an online, secure collaborative platform for researchers and fact-checkers; a Code of Conduct to facilitate access to platforms' data for research purposes. In parallel, EDMO has ensured the regular publication of monthly fact-checking briefs exposing the main disinformation narratives and trends (including a database collecting debunked content in different languages on the invasion of Ukraine), guidelines on best-practices for media literacy initiatives, organization of multistakeholder events, and a scientific conference on disinformation.

Leveraging on the evolving role and expertise within the EDMO Network, EDMO has increasingly moved from an infrastructural and community building function towards **in-house research capacity** concerning various facets of the disinformation phenomenon and policy developments. It is noteworthy that EDMO's research has led to deeper insights into specific thematic focuses (e.g. climate change, elections, geopolitical conflicts, health, artificial intelligence). More recently, the **EDMO taskforce on EU2024 elections**, including the daily publication of fact-checking updates, was instrumental to the timely detection of disinformation trends and potential threats before and after the elections, a role widely praised by stakeholders, media, and policymakers.

The current funding for EDMO ends in May 2025 and the consortium is pursuing the above-mentioned trajectory by leveraging on its work so far and applying to the next European Commission call under the Digital Europe Programme.

The European Media Information Fund (EMIF)

EMIF aims to improve resilience in Europe against disinformation and foster a community of practice to counter its harmful effects, through the **funding of relevant projects across the European continent in research, media literacy, and investigations of disinformation**. Following an initial contribution of €25 million from Google News Initiative, the Fund has successfully supported a wide variety of projects in these areas. The European Media and Information Fund (EMIF) was established in March 2021 as a partnership between the Calouste Gulbenkian Foundation, based in Lisbon, and the EUI.

The Fund launches **annual calls for funding proposals**, based on guidance provided by the European Digital Media Observatory (EDMO), for each of the areas in which it works: three for fact-checking, and one each for investigations, research, and media literacy. Submitted project proposals are evaluated by independent experts, recommended by EDMO, which produces a shortlist from which EMIF's Management Committee selects projects to be funded. EMIF's Steering Committee provides guidance on funding and outreach priorities, and commissions an independent annual review of activities. All decisions within EMIF are made independently of any outside influence, including that of its donors.

Since its inception, EMIF has committed **over €18 million in funding to 113 projects**, covering 26 countries. These projects produced a broad range of fact-checking articles; investigative reports on disinformation in Europe; assessments of best practices to counter disinformation; AI-enabled tools to facilitate identification and analysis of online information; methodologies and training programmes to improve media literacy among vulnerable groups, teachers, and other relevant professionals. The Fund addressed crises as they emerged, including an urgent action fact-checking call following the Russian invasion of Ukraine in February 2022; and a fast-track call in the area of investigations in December 2023, aimed at addressing the Israel-Hamas war and the 2024 European Parliamentary elections. Through organising and participating in various events, the Fund promotes its activities and contributes to the development of an epistemic community to counter disinformation.

Within the EUI, **EMIF funds scholarships** within the Policy Leader Fellowship (PLF), the Master in Transnational Governance (MTnG) and the Global Executive Master (GEM) programmes. Currently, four Policy Leader Fellows, eight MTnG and four GEM students are recipients of an EMIF-funded scholarship. The Fund also made a contribution to the EUI Library, to support the expansion of the Library catalogue on topics relevant to EMIF interests, and to fund tools and training that will facilitate the study of disinformation within the EUI community. The Fund is currently in a good position to promote the output that has been produced on salient thematic areas by the various projects.

EMIF's ambition is to continue on this trajectory and create a true ecosystem at the intersection of academic research, journalism, and public policy to counter disinformation in Europe. The aim is to **secure funding to allow the continuation of the Fund beyond the end of its current mandate in March 2026**, through the engagement and diversification of new donors. EMIF also aims to reinforce its role as community-builder within the counter-disinformation community.

AI & Democracy

The **Chair in AI & Democracy** focuses on the evolving **relationship between artificial intelligence and democracy** and the impact of technology on democratic politics. Its interdisciplinary research explores how AI technologies can be used to enhance democratic processes and address contemporary societal challenges. It specializes in integrating advanced theoretical knowledge with practical applications to foster a deeper understanding of the philosophical, ethical, legal, and socio-political implications of AI's latest advancements. The Chair, funded by the Spanish Secretary of Digitalization and Artificial Intelligence and NextGenerationEU, was granted initial **four-year funding for the period 2021-2025**. To date, it has managed to position itself as a global reference centre in its field. Since its launch, it has gradually expanded its team and research scope to include new perspectives and greater interdisciplinarity in the analysis of the impact of AI on democratic systems.

The Chair's growing reputation as a leading hub for scholarly and policy dialogue on AI and democracy was confirmed with the launch of the report [AI and Democracy](#), commissioned by UNESCO to the Chair's Director. This report builds on UNESCO's Recommendation on the Ethics of AI, adopted by all Member States in 2021. Beyond leading research, the Chair organizes High Level Policy Dialogues, which annually bring together leading experts on AI and democracy; inaugural lectures, delivered in 2023 by former President of the European Research Council Helga Nowotny and in 2024 by Founding Director of the Digital Ethics Center at Yale University Luciano Floridi; Executive Education courses, master courses and summer schools. Furthermore, the Chair launched and leads the Ibero-American Network for Democracy and AI, which is the first platform to promote advanced knowledge and multi-stakeholder dialogue of the impact on AI on democracy on both sides of the Atlantic.

Among its publications: 45 academic articles, 3 international policy reports, 6 STG policy briefs, 20 books/book chapters, non-academic articles, and media appearances. Looking ahead, the Chair is currently working on the continuation of its activities after 2025 and has **secured funding** for two more years (2025-27), with commitment of an additional two years.

Transnational Democracy

The STG Transnational Democracy Programme (hereinafter TDP) was founded in 2022, as an extension of the EUI democracy forum founded in 2020. It serves as a meeting point for **interdisciplinary and inter-institutional cooperation on research initiatives related to pan-European, cross border and global innovations in democratic practices**, centring on citizen participation modes. The programme aims to establish itself as a world leading research hub on democratic transformation, uniting debates about democratic innovations, AI and democracy, the EU as a laboratory of planetary politics, the rule of law and democratic resilience, as well as pioneering new lines of interdisciplinary inquiry.

The flagship initiative of this project is the **Democratic Odyssey (DO)**, a crowdsourced campaign advocating for a "permanent peoples' assembly for Europe" as a way of renewing Europe's political system. This project brings together a diverse group of actors including policymakers, academics, practitioners, journalists, and civil society, inspired by the efforts of EU institutions to institutionalise citizen participation. The STG has been the scientific coordinator of the project since 2023 and manages a **consortium of 28 partner organizations**, who oversee its implementation. Current funders include the Berggruen Institute, Salvia Foundation, and the Citizens, Equality, Rights and Values Programme (CERV) of the European Commission.

DO's core mission is to **organise a pilot transnational assembly** to demonstrate what a future permanent "peoples' assembly" could look like. This assembly will comprise both in-person and online meetings with people from across Europe – selected by lottery – to engage in multilingual, transnational deliberations. From autumn 2024 through 2025 (and beyond with potential continuation of the pilot Assembly's life) the assembly has and will be travelling to different European cities (Athens, Florence, Vienna) asking participants to put forward proposals for how the EU can better prepare for and respond to future crises in a democratic way.

In addition to the DO, the TDP is broadening its research activities through participation in two Horizon Europe projects. The first, ScaleDem, is tasked with researching "obstacles and enablers" to democratic innovations (also mapping conditions of scalability), while mapping "challenges of democracy and facilitators of resilience" under Youth Decide2040, focusing on **emerging trends in democratic innovations** and democratising foresight practices, aiming to cross-fertilise and consolidate the DO's action-research.

In the medium and long term, the TDP will be focused on securing the future of the Democratic Odyssey, conducting and disseminating the Horizon research. Its activities are fully embedded in the School's and the EUI teaching and research, with Master students and EUI doctoral researchers active in the project. By 2030 the programme aims to have established a **sustainable and pluralistic funding model** to enable the creation of new research spaces in transnational and cross border media, digital democracy, and the politics of emotions.

Open2Health

Open2Health (O2H), led by the STG with Universidad de Los Andes in Colombia is a **university-based training network**. Funded by the Open Society Foundation, it provides educational tools to low- and middle-income countries, focusing on enhancing crisis resilience and health system preparedness. Its aim is to train a new generation of professionals in intergovernmental governance and public health, and implement change at local, national and global levels.

Designed as an **online, part-time, two-year-long certificate programme**, its catalogue consists of two ten-week-long foundational courses and five 4 to 6-week-long elective courses. These foundational courses provide broad training on strengthening local and global pandemic preparedness and managing health emergencies, from disease outbreaks to environmental disasters. O2H delivered these courses three times between 2022 and 2024. Elective courses focus on technical and practical skills in: negotiating the WHO pandemic treaty agreement; building community-centred solutions; use of data in healthcare decision-making; management of chemical, biological and nuclear threats; and, global health diplomacy.

Initially planned as a multi-year programme, and despite these achievements, programme **funding ended in December 2023** due to a shift in donor priorities towards climate change and economic growth in low- and middle-income countries. The health team is leveraging the core O2H curriculum to develop advanced programmes on health systems preparedness against transnational threats, such as pandemics. The curriculum and network of mentors and facilitators are a good basis on which to develop the curriculum in the direction of public health leadership skills, particularly at EU level.

The Young African Leaders Programme (YALP)

Centred on African young professionals, **YALP** envisions a future where Europe and Africa co-develop their bilateral relations in a spirit of openness and critical assessment of the past, **empowering a new generation of socially responsible leaders**. This 3-month-long residential training in Florence has developed a programme aimed at deepening transnational governance in Africa and in Europe-Africa relations, on issues ranging from trade to social justice, gender equality and climate change; it has developed critical skills in areas from advocacy to responsible negotiations and enabled young African leaders to meet peers and institutional stakeholders in field visits to Brussels, Berlin and Rome.

Over three years, YALP trained 72 mid-career leaders from 33 countries and all walks of public life: think tanks, government and international officials, entrepreneurs and activists. The programme's relevance has been evident in its high demand, with over 20,000 expressions of interest. More importantly, it has been evident in the way YALP fellows have seamlessly integrated into our community during their time at the EUI campus, challenging our self-understanding, questioning our assumptions, and reversing our gaze on critical transnational challenges.

YALP has also organized three **large outreach initiatives on the African continent**: in Eastern Africa (Kampala, Uganda, 2022, focusing on migration management); Western Africa (Accra, Ghana, 2023, focusing on energy transition); and Southern Africa (Pretoria, South Africa, 2024, focusing on geopolitical shifts). These initiatives involved academic discussions, high-level political engagement with local and international stakeholders, a training component included in each of the events, YALP Alumni engagement, as well as EUI synergies with the active participation of the Schuman Centre's Migration Policy Centre, and the Florence School of Regulation.

Going forward, YALP's **aim is to consolidate the network it has created** through: a "Virtual YALP" offering accessible and flexible online learning on thematic areas; YALP Residential Fellows, offering in-person, immersive training experiences in Florence; and Africa Regional Hubs, by bringing the Europe-Africa reflection, conversation, and training to Africa. Following a change in the programme funding mechanisms by the European Commission, YALP is currently seeking additional funding sources, including private sector partnerships, to continue and ensure its long-term sustainability.

Box 7: STG outreach through communications

Communications at the Florence STG have been pivotal in establishing its reputation as a leader in public policy education and transnational governance, and a strong foundation for the School's external presence. They have played a crucial role in **raising the visibility of the School's core academic and policy pillars** and the gradual but consistent elevation of the School's profile both within Europe and globally.

Event-specific communications were central to the strategy; they included comprehensive social media coverage, press releases, media invitations, post-event summaries, and graphics for online promotion. **Institutional communications** have grown significantly, with a steady flow of news and editorials for external press outlets. Targeted **recruitment campaigns** for the Master, Global Executive Master, Executive Education, YALP, and PLF programmes successfully attracted a diverse pool of high-caliber applicants. The School's website, video content, and design have been vital in communicating its positioning, with **video and design content** having become a distinctive hallmark, using visually engaging formats and incorporating first-person accounts from students, fellows and alumni to create relatable content that resonates with a wide audience. The communications team has focused on brand development and content diversification, with a diverse **video series** (Hot Takes, Takeaways, Governance This Week, New World (Dis)Order) driving the engagement of our community.

As the STG enters its next phase, communications will be instrumental to achieving its ambitious goals for 2025-2030. A key objective will be consolidating the **STG identity as a leader in transnational governance**. This will involve refining the narrative to highlight not just academic excellence but also real-world impact. Storytelling will take centre stage, using the experiences of students, faculty, and alumni to illustrate how the School fosters innovation and leadership in governance.

One of the main goals for the next cycle is to broaden the Florence STG's digital footprint. This includes creating richer, more engaging content across various platforms, expanding video content, podcasts, and high-profile interviews. Improving the **online visibility and accessibility** of communications will also be a priority. The website will serve as a dynamic platform, regularly updated with research highlights, events, and thought leadership content. Moreover, internal communications will be enhanced with a refreshed newsletter and, once the EUI intranet is launched, tailored content for the Florence STG community.

In the next cycle, we will place greater emphasis on **diversifying the voices** representing the Florence STG in the public sphere. Training faculty members to act as spokespeople and media representatives will help to ensure that the School's expertise is consistently communicated to a broad audience. A key assignment will be enhancing **research communications** and supporting both fellows and faculty in effectively disseminating their research outputs. The communications team will continue to support recruitment efforts by targeting prospective students and fellows through tailored campaigns. **Data-driven marketing** and CRM tools will optimise outreach, with a goal to increase applications, while attracting a diverse, global cohort. Closer integration with the EUI communications service on tools and workflows will ensure better resource allocation and workload.

Building on past successes, the focus in the next cycle will be on deepening global engagement, refining the School's brand identity, and strengthening its position as a thought leader in transnational governance. Through digital innovation, timely and impactful content, and stronger media ties, the School will continue to grow as a leading voice in public policy and governance.

Part B. STG 2030 – A strategic and business plan

B1. Priorities for the next five years

Part A of this document discussed the identity and vision of the School, how it has evolved and how it fits within the EUI, the people that make up its community, and how it engages with its peers and stakeholders. We examined the main orientations and activities of the School in terms of teaching, training and research, fellowship programmes and externally funded projects. Drawing on the impressive growth and success so far, Part B examines the School's future evolution. It charts out a direction and strategy and discusses priorities and associated activities to support it in a coherent and sustainable fashion. This development is meant to fit into the **broader new EUI strategy** and vision, connecting interdisciplinary research with public engagement, adapted to a radically new environment that must involve closer collaboration between politics, administration, academia, business, and civil society.

B1.1. Charting the direction

Every institution and organisation needs to base its future plans on a careful assessment not only of its evolution and achievements, but significantly what these reveal about its internal strengths and weaknesses, taking into account the opportunities and threats in the contextual environment. An exercise of this type (a SWOT analysis), informed by a wide-ranging consultation amongst STG staff and faculty, is summarised in Table 1 below.

In terms of **strengths**, the three anchors for the School that were identified at the beginning of this document stand out: its transnational concept and associated international “feel” in terms of its student body and fellows; the ability to explore various aspects of governance through its high-quality human resources, bridging in the process academia with policy practice and multiple stakeholders; and it being embedded in a unique institution, the EUI, with its European values and ethos, and its deep links and connections to Europe. To these should be added the attractiveness of the STG location and the state-of-the-art facilities of Palazzo Buontalenti; and a relatively small size, which both allows it to be agile as well as to prioritize pastoral care for its learners.

Some of these very strengths also highlight the School's current **weaknesses**. Its emblematic transnational concept can often be too complex and undefined to attract learners; its high-quality human resources, which underwrite its quest for new concepts and methods of governance, remain limited compared to an ambition to grow and are also subject to a high turnover; and being part of a hybrid institution such as the EUI (an intergovernmental organisation *cum* university) makes it reliant both on EU funding and to a host of often inflexible internal administrative procedures. To these should be added the “growing pains” of a small School with limited economies of scale; the existence of silos and often lack of internal coordination or exploitation of synergies within the Institute or within the School; and remaining concerns about a lack of diversity, connected to an ongoing discussion on striking the right balance between the European core of the School and its global vocation.

Turning to the **opportunities** in the external environment the School faces, some are close to home: the ongoing process for defining a new EUI strategy should help address some of the weaknesses identified and i.a. leverage synergies within the EUI. A broader opportunity can be found in the growing relevance of our work and increased demand for policy analysis.

Combined with new institutional partners we have built up over the years in the public and private sectors and our growing alumni network, we should be able to identify partners for internal and external collaboration, including in degree development, and seek diversified funding opportunities; the conclusion of the EC pillar assessment will be an important milestone in this direction. Finally, our outreach and activities can be underpinned by further opening up the School simultaneously to the city of Florence and Italy, and to a broader global community.

As in most other education institutions, in the current environment the most immediate external **threat** to the School is related to funding and the sustainability of our activities (we expand on this below). The pending issues of diploma recognition of our degrees (Master, GEM) represent another important agenda item that conditions the ability to expand the educational offer and learners. A perennial issue of concern is competition with other educational institutions in attracting students and participants to Executive Education. At a practical level, the attractiveness of our Florence location is often set against its overtourism and the associated difficulty of finding affordable housing, together with the distance from centres of European decision-making. Finally, on a broader level, the ability of a public policy School to thrive is conditioned by broader political and economic developments, including disenchantment with the conduits of policy learning and policy advice.

Table 1. Florence STG SWOT analysis

Internal	<p style="text-align: center;">Strengths</p> <ol style="list-style-type: none"> 1. Transnational as a stand-out and defining concept for the School 2. Human resources: academic excellence and highly skilled staff 3. A uniquely international “feel”, student body and fellows 4. Location and facilities: Florence and Palazzo Buontalenti 5. Ability to bridge academia with policy practice and multiple stakeholders 6. A new School: our small size allows agility / care of students and fellows 7. Part of the EUI, unique institution with deep connections to Europe 	<p style="text-align: center;">Weaknesses</p> <ol style="list-style-type: none"> 1. Transnational as an undefined and complex identity for the School 2. Limited number and high turnover of human resources 3. Silos / lack of internal coordination in the EUI 4. Rigidity/complexity of EUI procedures 5. Evolving balance between European and global 6. “Growing pains” of a small School and lack of economies of scale 7. Reliance on EU regulations and funding
	External	<p style="text-align: center;">Opportunities</p> <ol style="list-style-type: none"> 1. The new EUI strategy and branding 2. Relevance of our work and increased demand for policy analysis 3. New institutional partners in the public and private sectors 4. Partnerships and EU degree 5. A growing alumni network 6. Diversified funding opportunities and the EC pillar assessment 7. Internal and external project funding 8. Opening STG both to Florence/Italy and to a broader global community

Where does such an analysis lead us? The response cannot simply be a “business as usual” scenario of growth, linearly extrapolating our current activities, successful as these may have

been until now. For the next five years we need a **bold and ambitious strategy** that builds on our current practice but also includes many innovative elements and **repurposes** the STG.

Leveraging our strengths to take advantage of existing opportunities involves, for example, capitalising on the hunger for policy-oriented knowledge by using our research excellence, policy links and our diversity to amplify our relevance and impact. While the existing reputation and track record of the EUI is an enabling factor in attracting new projects, being uniquely international is key to expanding our partnerships and building our reputation. The Florence STG in this sense needs to position itself as a super connector and global agent of change, serving European citizens by staying true to its global vocation in terms of reach, approach and perspective.

Overcoming weaknesses by taking advantage of opportunities involves, for example, targeting fast track professionals who can strengthen the brand until our programme recognition issues are addressed. It implies using our responsiveness to stakeholders and our multidisciplinary to overcome more established competitors. Collaboration with Schuman and the EUI Departments can help overcome EUI rigidities and ease the administrative burden, while financial sustainability can be improved by reducing dependency on institutional sources and by growing other revenues. Our complex identity can be an opportunity to define new research opportunities, while empowering young staff can help us overcome the weakness of size with more agility.

Using our strengths to avoid threats involves standing out against the competition by choosing to specialize in high premium programmes, and by harnessing the reputation we are establishing for our care for learners. It implies using our topic specific expertise to break down silos, increasing the number of projects to combat funding limitations, while consolidating revenue generating projects. Our young community of researchers and staff can help us combat the threat of lack of relevance by training and retaining people who understand impact and translate this into an operational strategy. Safeguarding and building on our reputation and unique international character, together with our agility and adaptability, is the best way to ensure our sustainability in a hostile external environment.

Finally, **minimizing weaknesses and avoiding threats** involves decisions across our teaching, training and projects. This includes going in the direction of joint educational programmes, working with other parts of the EUI to minimize internal competition, finding a niche in the market in terms of other competitors, as well as diversification of funding and entrepreneurship to create new revenue streams. Better targeted fundraising is an important tool for minimizing the threats of lack of funding and the uncertainties involved, as is revising our cost structure to hedge threats to funding. Building resilience transversally involves ensuring team and people stability with suitable administrative and HR processes and with a long-term strategy in mind. It also involves deciding on our “steady state” structure and numbers and consolidating projects. In this respect, any new strategic initiative that the School will embark on needs to be sustained by appropriate human and financial resources.

Connecting to European priorities

Building on the record of the past seven years, the Florence STG aims to foster a unique ecosystem where research-based teaching and training contribute to **advance European and global public goods and strategic priorities for the next EU political cycle**, co-creating policy-relevant knowledge for Europe together with EU institutions and its Member States. We will devote our managerial and intellectual resources to align our deliverables to

the ongoing reflections and initiatives spurred by a number of landmark reports and processes taking place at the European level.

The **Draghi report** has underlined the centrality of decarbonization, innovation, and security as key factors of Europe's competitiveness. It has pointed out how administrative obstacles and lack of coordination hinder procedures and the execution of transnational projects and require new governance modalities. We also noted the report's emphasis on the Commission's proposal on the European Degree as a transformative project to fill gaps in skills and the labour market. The **Letta report** on the unexplored potential of the EU single market takes as a point of departure the challenges and pressures currently being placed on the rules-based international order. It advocates the emergence of new governance structures to improve i.a. Europe's defence strategy, its data governance, trade agreements, and to lower the bureaucratic burden.

The Joint Research Centre's **Competence framework**, elaborated by the Science for Policy team at the JRC, with which the School's management and faculty have interacted extensively over recent years, provides a useful context and reference to combine traditional policymaking activities with innovative and cutting-edge competences. The **CompAct** for European public administrations, put forward by the Reform Directorate General of the European Commission, is intended to improve capacity and quality in the central, regional and local level in Europe, both in the EU and in enlargement countries. It will do so at several levels across the three pillars of the Public Administration Skills Agenda, digital transformation, and green transition.

The objective of this systematic correlation between EU priorities and deliverables of the Florence STG is, on the one hand, to spur a reflection on the role of **research-based outcomes in the social sciences and humanities in the making of European public policy**; on the other, to target our teaching and training activities to EU policy- and decision-making priorities in the next **five-year political cycle**.

Going forward, this will require a dedicated focus on the **consistency and sustainability of financial and human resources** in order to advance the conceptualization, design, and implementation of our teaching, training, policy research, and fellowships for the European public good. The multiannual funding perspective provided by Erasmus+ is of the essence to ensure such continuity and critical mass. Furthermore, our priority is to seek and obtain so-called "unrestricted" rather than project-based funding to be able to pursue longer-term priorities and goals.

One crucial way to accelerate and rationalize these objectives is by employing our European ethos and vocation in order to reflect on the transformative **added-value that we are uniquely positioned to provide to the European Union**. The Florence STG and the EUI are an asset to the EU, to the extent that they can provide **research-based, critical, and yet actionable knowledge resources on the strategic priorities for the next EU political cycle**. It is hard to think of another university in the social sciences and humanities that can attract to this extent the gold standard of research excellence, e.g. ERC projects, *and* direct funding for supporting EU policies in areas such as climate change, the economic reform, or the digital transformation.

It is at this juncture that the EUI can make the most of its hybrid status as a top research university and intergovernmental organization: it is not only a provider of policy advice, which other types of organizations are often better placed to offer; nor does it only do fundamental research, removed from the workings of European institutions. Its uniqueness stems from bringing the two together, a **tried and tested ability to convene world-class researchers and top policymakers**, with a view to co-creating a more just, equitable and sustainable Union

and rethinking its place in the world, as shown in Annex Table 5, which maps STG teaching, training, policy research, and engagement to EU policy priorities in the next programming and policy cycle. We trust that the emergence of a full-time faculty is well placed to build on the remarkable track record that the STG's externally funded projects have generated in the past years, to ensure their consolidation into the research priorities of the School and the EUI more broadly, facilitate their dissemination, and ensure their long-term relevance vis-à-vis institutional stakeholders.

Taken together, this set of considerations coalesces around developing **three specific priorities**, cutting across our existing offer for the research, teaching, and training activities of the Florence STG in the following years: **1) broadening our educational offer; 2) fostering responsible leadership; 3) repurposing innovative and collaborative governance**. These are detailed below, while Annex Table 4 provides an indicative **timeline for their implementation** over the 2025-30 period.

Box 8. Examples of past and current STG work relating to EU priorities

- **The European Green Deal:** the work by the [EIB Climate Chair](#) at STG on climate change, international carbon markets and financing the climate transition
- **The digital transition:** Work on [AI & Biases: the Road to Algorithmic Fairness](#) (AI & Democracy Chair); our [ETGN Summer School on Agile Governance: AI, Leadership and Strategic Foresight](#)
- **Combating disinformation:** The work by the European Digital and Media Observatory (EDMO), including [EDMO Training on EU Policy to Tackle Disinformation](#)
- **Democracy:** The work by the [Democratic Odyssey](#) on enlarging citizen participation through research and a pilot project on a permanent citizens' assembly.
- **Enlargement and neighbourhood policy:** Our [Young African Leaders](#) Fellowship programme and the [Capacity building programme for Western Balkan diplomats](#) (2022, 2023, 2024)
- **Security:** Our executive training on [Making Sanctions Work: Political, Legal & Economic Challenges of EU Restrictive Measures](#)
- **Economic governance and regulation:** Our training on [High Quality Regulation: Tools and Practice](#) and research on [the transformation of global governance](#).
- **Governance innovation:** Our training on [Including a gender dimension into the EU budget](#) (2022-2024); our work on [Crisis communication: theory meets practice](#) - for ESM officials.

B1.2 Broadening our educational offer

The Master in Transnational Governance (MTnG) stands out in the **uniqueness of its thematic offer** in the higher education landscape in Europe and beyond. Among its strengths are its faculty, Florence as an attractive location, and perhaps above all a uniquely international experience characterized by small and diverse classes with a favourable student-to-faculty ratio, excellent internship and exchange opportunities valorising our institutional connections, immersive mentoring experiences with our policy and senior fellows, and access to EUI facilities. As a result, the STG, with the EUI, has built and enhanced its brand reputation, as testified by a growing number of students. Building on this success, the School went on to create the EUI Global Executive Masters (GEM) for policy professionals.

Growing our degrees

Together, the MTnG and the GEM have created the conditions for a highly **innovative ecosystem for teaching and learning** at the EUI and have established a strong brand, supported by an experienced faculty, a prime location, and a very good student experience. These programmes are niche offerings with limited competition, thanks to their specific focus on location, faculty expertise, and modular structure. For them to further contribute to the sustainability of the Florence STG, they can **grow further in terms of student numbers**, while at the same time ensuring they do not lose their distinctive and uniquely diverse character in the process.

Further growth of our existing programmes hinges on **addressing weaknesses** and constraints, which we recognize and survey regularly in our community. Among them, we note: capacity constraints due to the limited number of full-time faculty members; the hybrid legal status of the EUI, which relates to challenges in the recognition of diplomas; as well as infrastructural and logistical challenges i.e. a campus currently under construction, accommodation shortages in Florence, and the low economies of scale in growing the number of students vis-à-vis the higher costs accruing both in terms of staff support and the teaching offer.

These weaknesses can be partially addressed in several ways: by **drawing on faculty from other EUI Departments** and appointing part-time faculty to meet increased workload associated with higher student numbers, as well as deploying additional support staff for student services, and additional physical spaces in the Buontalenti campus as its renovation is completed. Faculty turnover may also allow for the introduction of new subject expertise but, together with a growing reliance on part-time instructors, could also disrupt course continuity. Addressing these weaknesses and threats is crucial to ensuring sustainable growth as well as programme stability.

Options for new Master programmes

In addition to further growth of its existing programmes, in 2024 the STG explored the **development of new, future Master programmes** by convening a Working Group to consider options. Based on the analysis above, the options resulting from their deliberations followed several key principles. First, the imperative to prioritize stability and capacity—financial, reputational, infrastructural—that any new programme might challenge. Second, the need to valorise synergies between research and teaching, which applies both to collaborations within the EUI and with our partners in peer institutions. Third, any expansion needs to be accompanied by a managerial mindset that strategically informs progress, anywhere from the need to conduct market research and benchmarking for each option to that of adjusting future faculty hirings to agreed scenario(s).

Of particular concern in any possible expansion involving new degrees are the ongoing **challenges surrounding diploma recognition**. The MTnG has recently been accredited, but in the absence of EUI-wide institutional accreditation, any new stand-alone degree would also need to be separately accredited. Furthermore, when it comes to recognition, although the EUI Convention grants the Institute power to award degrees lower than doctorate, it remains silent on the obligations of Contracting States regarding the recognition of such degrees. Thus, while every new degree programme holds out the promise of greater reach and revenue for the School, it also increases its exposure when it comes to finances and reputation, as long as the recognition issue is not resolved.

Based on these considerations, the Working Group identified a number of not mutually exclusive options. One promising avenue would be the launch of **one or several dual degrees**, starting preferably with CIVICA partners. Semesters would be split between universities, allowing students to have a broader choice of courses. Students would graduate with multiple degrees. The Erasmus Mundus programme could be used for this option. Other funding opportunities arise with selected EUI Contracting States. For example, an option for a dual degree together with a Greek university has emerged, bringing the prospect of funding for the first years of the degree.

Compared to other options, dual degrees have the advantage of being less (teaching) resource intensive; they have lower coordination costs (compared to joint degrees); they are relatively “swift” to implement; could increase the visibility of the programme; and tend to be attractive to students. On the downside, they are dependent on partner institutions; they do involve coordination costs; and would likely remain a niche master with a limited number of students.

Joint degrees with EUI Departments would leverage unexplored internal synergies. Examples would involve a new MA in Law, Regulation & Public Policy with the Law Department, or an MA in Economic Policy with the Economics Department. Such joint degrees would automatically bring in extra professors to deliver MA courses (in this context **joint faculty appointments** could be used) and could piggy-back on some existing STG course offerings. Yet, it might also come up against issues such as low incentives for departments to take on extra teaching and new programmes, unless offset by other trade-offs (for example STG faculty PhD supervision in departments, which is already occurring).

A third scenario involves **creating a new generalist MA** based partially on existing MTnG first- and second-year courses, and some new courses. This MA could be more generalist, e.g. in public policy or public administration, to optimize its appeal and the existing expertise of faculty. This would have a low requirement for new courses or faculty; it would increase student numbers in existing courses; and it allows sequencing over time. At the same time, it may suffer from a lack of distinctiveness from the existing degree; from competition with existing degrees; may involve a need to split enlarged first-year core courses; and also creates path dependency.

A fourth scenario would **split existing specializations of the MTnG into separate masters**. The first year of the MA would remain the same for all students. Differentiated second years would formalize the current specializations into separate MAs (while possibly also keeping the “generalist” MTnG option). This would require little investment in new courses/faculty and could signal a graduate skill set even more clearly tailored to the job market. But it may dilute the appeal of the current MTnG and fail to attract additional students, instead just “splitting” the existing cohort; it is also unclear if we currently have sufficient capacity and expertise to maintain such specialization within the faculty.

A joint European degree

Among the options considered, **the possibility of a Joint European Degree has stood out as a transformative opportunity**, bringing together several of the above strengths, while also fulfilling the STG’s strategic vision. As noted in text Box 1 above, the School’s creation was premised on that it “will not operate on its own, but will animate a network of [European] institutions ... to ensure synergies and avoid overlaps with existing programmes.”

There is much to show in these first seven years that corroborates this ambition. The CIVICA alliance is the primary vehicle of the EUI initiative when it comes to social science research

and teaching, to which STG scholars have contributed joint courses and research projects with partners. The European Transnational Governance Network is its next-of-kin in relation to Executive Education, carrying with it the seed of a joint certificate. In this sequencing, the next logical step would be to deepen the STG mission by creating a programme that **supports strategically the EU's goals of transforming European higher education and research** and serves the European public good by **educating the next generations of European and global leaders**.

In March 2024, the Commission published a blueprint for the [creation of Joint European degrees](#). The scheme foresees a “new and universally recognised qualification, as a result of deeper and wider transnational cooperation between higher education institutions.” The degree, the Commission continues, would be “awarded jointly and on a voluntary basis by a group of universities across Europe” and “provide a strong symbol of our common European identity and strong sense of European belonging, reinforcing our common academic values and bringing people and universities together.”

We envisage the creation of a Joint European Master of Arts Degree Programme, co-organized with and recognized by some of our core partner universities. Building on the European Commission's blueprint for a joint European degree, this programme would **focus on European and comparative public policymaking** to create a new degree. This degree would leverage the strong academic reputation of the EUI and the STG, drawing transversally on the expertise of key faculty. It would complement the existing transnational MTnG focus, which already incorporates many courses with a strong European emphasis on transnational governance and European cooperation. Additionally, it would align with the MTnG specializations, making it a natural fit for a focus on EU policy. We propose to **develop this new degree with partners from the CIVICA network**, for a degree jointly owned by the partners, ensuring a robust, interdisciplinary, and transnational approach.

Such a Master programme would be distinct from the MTnG but have synergies with it. Distinctiveness will occur organically through co-design with partners. In terms of degree structure, we envisage the first year retaining some common courses with the MTnG. In the second year, the new joint MA would depart in pedagogical delivery when students take specialized course options in partner institutions. This would give them more choice and offer them greater flexibility and depth specializing in European public policy. The second year of the joint degree for all students in all partner institutions would be undertaken in a partner university. For the joint degree to work, it requires 2 to 3 external partners.

In terms of subject focus, the new programme could entail a **European Comparative Public Policy Master's** degree, building on the existing MTnG programme but aiming at state-of-the-art data and analytical training. Such a generic MA programme would allow us to attract a high number of students globally and have triple pronged benefits: first, align with STG identity as a “policy school”; second, accord with the EUI strategy to help “deepen the European project”; and third, create “public value” for the Commission by training future policy professionals about the EU.

A **timeline towards a Joint European Degree** would involve several steps. During the 2024-25 academic year there should be agreement on the subject focus of the joint degree. European partners would need to be identified and secured by summer 2025. CIVICA is an obvious starting point but not the only prospect. The STG needs to decide if it wants to be the lead institution in the joint degree. Designing the degree is likely to take a minimum of a year. Following that, during the 2026-27 academic year, the degree would be approved by the

European Commission, funding secured, and it would be ratified by the governing bodies of each partner institution. In the 2027-28 academic year, the new programme would be announced, marketed, the first cohort of students selected. This would take place as the first cohort of current STG professors leave, hence the need to align the new professorial hirings to the needs of the joint degree to provide continuity. Launch of the Joint European Degree could be foreseen for September 2028.

Box 9. Learning differently – the STG Pedagogy now and in the future

What we have done. Over the past five years, the STG has made significant strides in promoting excellence in teaching and learning, focusing on academic and professional excellence based on research and professional practices. To achieve this, our pedagogical approach developed around the following priorities:

- **Internal Quality Assurance.** STG implemented internal quality assurance in teaching and learning from the start, the first at the EUI, to ensure high standards and continuous improvement in all processes.
- **A Learner-Centred Approach.** STG champions active learning approaches, such as case studies, simulations, policy hackathons, and debates, to name just a few of our strategies to enhance learner engagement, knowledge application, and critical thinking.
- **A Teaching and Learning Framework.** STG developed a Teaching and Learning Framework with core principles including competencies, learner-centred teaching, inclusivity, digital learning, academic growth, and lifelong learning skills.
- **Rubrics and Assessment Criteria.** With the MTnG, STG was first to establish rubrics and assessment criteria to ensure harmonization, clarity, and transparency in evaluating student performance.
- **Pedagogical Support and Training.** Tailored pedagogical support and comprehensive training programmes for faculty and teaching assistants aimed to enhance teaching practices, refine pedagogical skills, and effectively utilise digital technologies in teaching.
- **Continuous Evaluation of Programmes and Courses.** Committed to meeting the needs of our learners and continuous improvement, STG has implemented mandatory programme and course evaluations.

Moving forward. Interdisciplinary learning, critical thinking, and real-world problem-solving skills involves adopting pedagogical approaches that prioritise teaching and learning via active engagement and real-world application and includes case studies, simulations, and collaborative projects. Teaching should also focus on enhancing essential skills such as ethical reasoning, effective communication, and strategic problem-solving.

- **Apply Case and Problem-Based Pedagogical Approach.** To achieve this, STG is developing a tailored MTnG curriculum. In the first year, students engage with case studies, interdisciplinary approaches and debates, sharpen critical thinking and acquire essential skills. In the second year, problem-based learning and real-world simulations will empower them to develop innovative solutions and adapt to complex challenges. Our goal is to equip them with the specific skills necessary to succeed in policymaking, in line with the European Commission's "Science for Policy" framework.
- **Support Inclusive Learner Experience.** We are dedicated to reflecting the diversity of our student body in an inclusive curriculum that acknowledges various perspectives and cultural norms. To foster a sense of community and belonging, we will implement a mentoring scheme and peer study groups where learners, students, alumni and policy leader fellows feel supported academically and professionally, learn from each other, and co-create curricular experiences.

Finally, an exploration of possible paths for broadening the STG educational offer cannot exclude exploring the possibility of venturing into **offering doctorates** in the subject area covered by the School. Demand for PhDs in public policy and administration, as well as Executive PhDs, has grown with several European schools offering them, while the School has already received queries in this direction. Such a venture needs to be seen in the context of existing doctoral degrees offered by the EUI Departments; it would also likely go beyond the School's 2025-30 strategic plan, but its feasibility and desirability could be examined during the next planning cycle.

B1.3. Fostering responsible leadership

The concept of leadership is tested, challenged, and redefined by our teaching, training, research, and engagement activities. This is especially true for our goal of training policy professionals to be agents of change, in an environment where policy operates in a transnational context, where there is mutual learning between public and private sectors, and with pervasive digital technologies and tools. Thus, **training policy professionals will continue to be at the core of the strategic development of the STG**. Training rooted in research and involving peer-exchange, peer-learning and experimentation around the what and the how of policy design and implementation, especially in a context that transcends borders, is at the heart of what the School is about.

This is also true for the Policy Leader Fellowship programme, where already today, and even more so in the context of our strategy, this programme will nurture more inclusive, non-traditional forms of leadership, encompassing grassroots leadership, compassionate leadership, feminist leadership, younger voices, and diffused leadership, as in the case of leaderless nonviolent movements. We embrace a concept that is contested and in transformation with the objective to **pursue an understanding and practices of responsible leadership**. For our School as for the EUI, this is as much about supporting today and tomorrow's leaders, as about fostering a new kind of leadership, which consciously audits their beliefs, biases, and backgrounds, in order to assess **its place in society, the outcomes it produces and the impact it delivers**.

New directions for training policy professionals

Over the last several years, the School has built a successful track record by offering a wide range of training (from sanctions, regulation and economic governance to gender issues, from migration, AI governance, climate to negotiations, leadership, and policy communication) using a number of formats (from short course to an executive certificates and an Executive Master degree) and reaching a diverse set of stakeholders (from national and international organisations to business, civil society, and media). Compared to 2020, when the Executive Education programme started in earnest, there have been **a number of important developments** that will condition future activities in this area.

The first is **economic sustainability**: revenue from STG training activities (stand alone and tailored as part or projects) are now an important part of the School's budget. The second is the push to coordinate and **consolidate EUI Executive Education**; all Florence STG training activities in the future will eventually operate under this broader umbrella in terms of strategic orientation and quality assurance, but also technical infrastructure. And the third is the **development of the Global Executive Master** as the first "whole of the EUI" (managed by the Florence STG) executive degree aimed at policy professionals (on all of these, see also Part A above).

Against this background, it is important to sketch out options for a strategic direction, which are not mutually exclusive. **The first involves investing in partnerships.** Revenue data from recent years show that, financially, and compared with open call training activities, courses organised within the framework of partnership agreements have been the most rewarding. The logical conclusion would be to invest more in more stable projects, rather than running new, open-call training courses.

Projects can be awarded via competitive bidding, or, alternatively, directly awarded without competition. Due to procurement rules, the latter option is not always possible for our would-be clients and donors. We have had cases in which we needed to respond to an open competition but knew that we were a preferred partner; on the other hand, we have had cases of blind bidding, which were not always successful. Given structural considerations, very competitive large framework contracts or technical assistance contracts should be pursued only if the EUI can be a partner in a larger consortium with experienced leaders.

As such, and in view of the pillar assessment currently being conducted for the whole Institute by the European Commission, the best would be to focus on relationship and partnership building with EU institutions and DGs in view of possible **direct grants** (after the completion of the pillar assessment). These guarantee income for a longer period of time and allow us to work on innovative learning programmes that align with faculty research agendas. They could be complemented by relationship and partnership building with other key stakeholders for the design and development of **tailored programmes**, which release the Executive Education team from the marketing stress to “fill a room”.

At the same time, the STG Executive Education team would strengthen a **small core of open-call courses** to maintain our brand and expand our audiences beyond larger donors. The majority of the courses should be repeats, tweaked to be in line with recent developments. To these would be added the **electives of the GEM degree** that would be open to wider participation beyond GEM students. Finally, we could further build our offer and courses around **bundles** and executive certificates to ensure repeat customers, as well as additional products like **masterclasses** on specific topics, learning also from the experience at FSR, which has two categories of courses: class and **community** (the first offering a personalised learning experience for max. 30 participants, the second catering to broader audiences of 100 participants online).

A second direction would involve a high-level, targeted Executive Education offer focused on research-based training. Following from the first option, STG Executive Education could develop into “the training arm of the EU” and other international partners. We could aim to become a focused, research-based, high-quality training centre, delivering content in a handful of areas, which reflect the training needs of the community and the core competencies of our faculty, to a global audience. The objective would be **translating research into practice**.

Currently, the focus on transnational governance areas is partly following the right direction, but we anticipate that it will need to be augmented with **more skill-expertise areas**, as these are often attractive to potential partners/clients focused on professional development and organisational capacity building. To achieve this, we will develop a **work plan and resource allocation** that allows us to better define our ideal client audience, understand and cultivate their training needs, and grow research, curriculum development, and training expertise in those areas amongst our faculty.

Towards this end, there are several untapped opportunities to be pursued. One is fully leveraging the STG and broader EUI **research outputs** in our training courses and promotion of courses. There is an opportunity to better align faculty research interests/outputs, curriculum development and executive training. A second is to use **case studies** more extensively in STG training courses. These should be developed and/or bought, and STG faculty and speakers be trained in teaching with cases. A third is to engage STG **Policy Leader Fellows** more systematically in Executive Education. PLFs represent a wide range of institutions and professional backgrounds and some PLF alumni have come back as trainers or requested training services for their organisations.

Finally, working more with **external speakers/practitioners** could be a solution to the challenge regarding the interest, availability and profiles of full-time STG and EUI faculty. However, we are often faced with strict procurement rules. In both these directions there are **administrative issues** that need to be addressed: strengthening horizontal support, both with respect to marketing and promotion but also importantly in terms of support for project/grant applications; removing institutional roadblocks; and reconsidering team organisation to foster staff empowerment and initiative.

Diversifying STG fellows

The STG fellows are a great way to identify and nurture these new modes of leadership.

The programme is also a way to empower leaders with the social-scientific knowledge and skills available at the School and the EUI. Our strategy is to increase the scope and breadth of leadership-oriented activities by drawing on synergies across all STG fellows, including the driving force of policy fellows together with the senior and visiting fellows as well as our research fellows (Max Weber, Marie-Curie and others). We hope to create a seamless **web of expertise and practical knowledge that feeds in and enhances our teaching** in the MTnG, GEM, executive courses, our events and initiatives.

The **Policy Leader Fellows** will continue to be broadly aligned with the research areas of the STG full-time faculty as well as the programmes hosted at the School. The programme will preserve its target audience and main requirements; the fellows will continue to contribute practical expertise and insights across the STG and the EUI. The unique nature of the fellowship will continue to be one of the distinguishing success factors. The STG will continue to invite established leaders as **in-resident Senior Fellows** to spend periods of time in Florence. Providing accommodation and an honorarium would eliminate logistical obstacles and make the offer attractive. They will act as mentors to more junior members of our community, promote the STG's brand, and help expand our network and global influence.

We also envision **cause focused fellows**, such as [RARE](#) (human rights advocacy) at Hertie or [Atlantic Fellows](#) (social and economic equity) at the LSE, sponsored by private benefactors and foundations committed to specific topics. Together with partners and funders, the STG will identify gaps and issues of relevance for tomorrow's policymaking and use its fellowships as a tool to proactively support future leaders in these areas. Topics could include healthcare, transnational democracy, AI and empathic public administration, and human rights. **Max Weber Fellows** will strengthen the research dimension of each cohort, while we hope to carry on with the prestigious and competitive **Marie Curie Fellows**.

Finally, following the remarkable experience with the Young African Leaders Fellows, STG will also seek dedicated resources for other **regional fellows** (Latin America, Asia) to bring diverse voices to the School and reaffirm its global profile. Incorporating regional fellows into the STG

community will contribute to improving our understanding of different parts of the world, create new collaboration opportunities for our faculty and students as well as open new markets for our executive programmes. For these categories of fellows, the synergy with the fundraising and alumni teams is key.

Box 10. MENE (MEdiation & NEgotiation) at the EUI

Leaders mediate and negotiate hard cases relentlessly, for example to put in place a new policy, implement a reform, or resolve a conflict. **MENE would aim to facilitate case work**. When leaders oversee a specific case that may impact many stakeholders, they could turn to MENE, which will act as an informal, and temporary facilitator for case handling.

Mediating and negotiating cases are at the core of leadership and MENE can contribute to their ripeness with all stakeholders in at least three relevant contexts of EUI concerns:

1. Mediation and negotiation structure the **EU institutions'** mechanisms and decision-making systems. Leaders within EU institutions negotiate and facilitate problem-solving all the time, with each other, with Member States, and other stakeholders. MENE can accompany, for example, interinstitutional consensus building.
2. Mediation and negotiation also involve **Member States**, not simply in their relations with EU institutions, but internally, from the bottom-up and reversely. An EUI facilitation unit can foster participative democracy at, and between, all levels.
3. Renewed relationships of EU institutions and Member States with **other continents** and with **other organizations, public and private**, also require the reinforcement of negotiation and mediation capacity of all actors, which MENE can strengthen.

In Florence or Brussels, for instance, with a support team of researchers, trainers and facilitators, MENE can provide a safe and courageous space where diverse stakeholders engage in difficult conversations and deepen a case together, learn from each other, understand underlying concerns, brainstorm ideas, and thus support policymaking. EUI facilitators will act as neutral mediators. Upon stakeholders' request, EUI experts could be called in to aid in specific cases.

MENE could host labs to study cases, and workshops to discuss them:

1. *MENE Labs would prepare the work:* analyse a case and its underlying issues; gather information; map, consult and convene stakeholders; organize an empowerment process.
2. *MENE Workshops would facilitate open and inclusive discussions:* put people first to create trust, share methodologies and viewpoints, identify creative bridges for sustainable relationships and scenarios for possible solutions which are better informed, and owned.

MENE labs and workshops will benefit from, and inform, **responsible leadership, mediation and negotiation** approaches. Innovative action theories and cases will nurture applied research on empowerment and interactive pedagogy in graduate and Executive Education.

MENE at the EUI is an example of an activity that could take place in the **context of an EUI Governance Hub**. It would support leaders and stakeholders so that they can expand their repertoire of actions to handle hard cases, learn from the past, better manage present challenges, and prepare a more sustainable future.

Based on the above, we can envisage that in any given year, the community of STG Fellows would be composed of a **core of about 35-40 fellows: 15 Policy Leader Fellows** (through an open call and fully funded by STG); **5 senior fellows (honorary)** (by invitation *only* and with living costs partly funded by the STG); **10 visiting fellows** (through an open call and self-

funded); **3-6 Max Weber Fellows** (funded by the STG), **2 Marie-Curie Fellows** (funded by the European Commission). Additionally, we could envisage **5 (or more) Cause Fellows** working on a specific topic and **10 (or more) Regional Fellows** (with dedicated external funding to be sought).

The Policy Leader Fellows is the STG's longest-running programme. For that reason, we plan to **internally appraise** the PLF programme in 2024-2025 and subsequently externally as well. This implies adopting a system of indicators, considering that costs and benefits of the fellows, coming in three categories: quantifiable and monetized, quantifiable but not monetized, and qualitatively described. Another important distinction is between **PLFs' outputs and the outcomes of the programme**: appraising and evaluating activities can be carried out with indicators, but even more importantly in terms of benchmarking and systematic comparison with other programmes, which we have already studied and in some cases already liaised with. The highest return of a fellow appears when the fellow enters the alumni programme, not during the fellowship. Therefore, integrating fellows across cohorts, especially PLFs, implies engaging with the alumni programme and with our communication activities.

We also aim to delimit the **strategic "value" of visiting and senior fellows** more clearly: Senior fellows bring to the STG reputation, recognition, individual testimonies based on first-hand experience on cutting-edge themes, contacts and events, while visiting fellows support the activities of the faculty, contribute to the STG as a community of knowledge, and engage with individual projects led by the full-time Faculty. Consolidating and integrating further the four quadrants of PLF provision (see above), entails also actively using the results of our multi-annual survey of governance beliefs and attitudes. Finally, we aim to substantiate our commitment to responsible leadership through a dedicated **focus area on mediation and negotiations**, as detailed in Box 10.

B1.4. Repurposing innovative and collaborative governance

The EUI needs to continue evolving so as to **address the needs of 21st-century public policy**. At this stage of maturity, we envisage the Florence STG contributing to this objective by **correlating its in-house research capacity to the School's mission** of providing education and training of the highest quality, while critically revisiting concepts and assumptions of transnational governance in light of new, multi-disciplinary evidence. We further envisage the creation of dedicated **"holding spaces" or hubs** to welcome world-class academics, together with the senior management of institutions, as well as prominent civil society and business representatives in thematic workshops, delving into the HOW of policymaking. At the heart of this vision is a School with a global vocation, where the European position, governance and role represent the point of departure to **co-create transnational governance modalities, solutions, and practices for EU institutions, Member States, and the European public sphere** more broadly, in order to deliver on the conceptualization and realization of European and global public goods.

Correlating research capacity with the School's mission

In order to pursue these new directions in repurposing innovative and collaborative governance, it is of the essence that the **STG (and EUI) in-house academic excellence underpins its policy projection**. As noted, thematic action projects on topical issues of transnational governance emerged first at the School, thanks to the entrepreneurship of the School's part-time professors in the early years; they have become a constitutive part of the STG's innovative proposition, as well as of its business model. Meanwhile, the School's

residential research capacity has rapidly grown thanks to the arrival of full-time professors at the School. This has determined the emergence of a critical mass of in-house academic leadership that is inextricably tied to the way the School interprets its core mission of research-based teaching and training.

The management of these two deeply intertwined constituencies in the evolution of the Florence STG – the part-time and full-time faculty – need to be consolidated into one of its core strategic guidelines with the purpose of fostering a **collaborative and transdisciplinary research environment that contributes projects for the public good**. A multi-pronged approach is required to deliver on this strategic objective.

A first step consists in **mapping our original research capacity**, scientific innovations, creative methodologies, research publications and related communication, assessing the impact and relevance across metrics (citations, funds) but also students, researchers, external beneficiaries, and stakeholders. Each full-time professor has links to professional and policy communities, in addition to their scholarly connections. Part-time STG professors bring their professional expertise and insights into graduate teaching, the design and launch of GEM, as well as engagements with fellows. But there is a distinction to be made between those who are in essence “professors of *practice*” and those who are adjunct university professors, and the desirable balance between each. This mapping of the STG has already become a regular point of monitoring and reflection in the School’s monthly Faculty Boards.

On this basis, we have started to **assess how our research capacity and outcomes correlate to the School’s core mission**: i.a. through capstone projects, where students work directly with an organization, or “research internships”, in which students can elect to work together with a full-time faculty member. While some courses focus on the practice dimension of policy studies (e.g.: Policy Design, Policy Writing, Negotiation), a ‘research ethics’ course could also be devised. Similarly, **research fellows** are essential for our training the next generation and their teaching contribution. Max Weber Fellows and Marie Curie Fellows come to Florence STG through competitive processes but once they arrive, they become full members of our research community.

Similarly, and as mentioned above, STG could explore a policy-focused doctoral programme in the School, starting with elements of the existing EUI doctoral training, e.g. summer/winter doctoral workshops. The **STG Policy Paper Series** has been a useful vehicle to substantiate the School’s research outcomes, especially for YALP Fellows and PLFs, with occasional contributions from MA students, alongside contributions from faculty. We have also invested in research as a teaching/training tool, with the production of **original case studies**.

Research outcomes can be policy relevant even if they take years to develop practical meaning. For this reason, a more structural and long-term effort concerns **the need to systematize the STG (and EUI) research capacity with its policy-relevant projects**. The School’s externally funded projects stand out as some of the most innovative and vibrant platforms of policy convening and experimentation. The dynamism of our part-time chairs (on Climate and on AI and democracy), our network-based action projects (in areas such as disinformation and public health), as well as the diverse array of funders that they attracted, ranging from the European Investment Bank to the Spanish Government to private foundations and companies, testify to the attractiveness of the proposition.

In order to consolidate this reservoir of experience and resources, we will endeavour to **embed systematically full-time faculty research into the development and evolution of our externally funded policy projects**. The specialisms and interests of our full-time faculty, from

environmental law and African governance to democracy and, prospectively, digital governance, is by design already aligned with the focus areas of our projects. A fruitful collaboration between full-time professors and the relevant part-time professors has been emerging organically in recent years. The experience of the past years shows that the School is a magnet for continuous offers and proposals for new projects. This gives reason for optimism for the next five years, but it also asks us to assess and delimit our priorities carefully when selecting new ventures.

EUI hubs for the European and global public good

At the EUI, we conduct a wealth of top-tier research, supported by a vibrant community of scholars in residence and visiting faculty, with extensive policy-relevant expertise. Despite these strengths, the EUI faces a challenge in transferring its expertise to relevant policy actors. Limited efforts, beyond traditional executive training courses, are currently undertaken to bridge the gap between latent expertise and practical problem-solving. Given its nature and its proximity to policymaking, the STG can assist in bridging this gap by **coordinating an EUI-wide effort** in this direction.

Our ambition to change public policy through transnational governance **would focus on the HOW of policymaking**. This pertains to a number of dimensions:

- First, **reimagining institutions and governance arrangements**: while our societies regard themselves as innovation-ready, our modes of leadership and governance are stuck to traditional and outmoded models built mainly for predictability, stability, accountability and control.
- Second, **embracing new leadership and management models** to harness new narratives and visions and motivate and mobilize people.
- Third, **adopting systems change**, foresight and mission orientation that can embrace complexity and imagine alternative futures to change public policy.
- Fourth, focusing on **building innovation capacity into the fabric of public organizations**, through strategy, processes, competencies, organization, experimentation, co-creation, management, evaluation and learning, and communication.
- Fifth, learning to **leverage the best of digital and AI while avoiding emerging ethical pitfalls**, including on legal conduct when collecting personal data, on the rise of disinformation, and on the risks for cybersecurity.

We aim to explore and address these questions **by promoting EUI “holding spaces” or “hubs”** that can co-create new and innovative governance practices and modalities. These dedicated hubs will welcome world-class academics, together with senior management of EU institutions, as well as prominent civil society and business representatives in cross-cutting thematic workshops. The hubs would actively engage in producing concrete policy innovations and assist transnational policy actors in optimizing practical policy designs. In doing so, they would concentrate on studying and improving governance systems, policies, and practices, they would bring together academia, policymakers, media and technology experts, and civil society to tackle collaboratively complex challenges related to global and European governance. The overarching goal is to develop innovative solutions, strategies, and tools that enhance the effectiveness, transparency, and responsiveness of governance structures.

The hubs' potential activities would include research, innovation, capacity-building, policy-design, and technology integration to improve governance processes and services. Producing **research reports**, white papers, or publications that share insights, findings, and recommendations on governance issues represents a promising potential avenue. Partnering with governments, NGOs, or private companies on **collaborative projects** addressing specific governance challenges, with funding or revenue-sharing arrangements is another. Emphasizing themes aligned with existing or aspiring EUI expertise, such as Artificial Intelligence, digitalization in the public sector, the green transformation, and upholding empathy in future service provision. Finally, **organizing conferences, seminars, or events** focused on governance issues and generating revenue through registration fees, sponsorships, or partnerships.

For the STG, the creation of such EUI hubs and its coordinating role is a natural extension of its current work and the diverse projects it has developed over the years. It would be a “federating” initiative that would allow the School to deepen its work to the core of its founding mission: **understanding the methods and tools of governance** in a transnational context, and transferring research, knowledge, and governance innovation methods to stakeholders. In addition, it would rebalance the work done at the School from the “what” of policy (the policy tools, options and debates indistinct policy areas) to the “how”, in other words the ability to **design and implement change for the public good**.

B2. A “fit for purpose” business and operational plan

The evolution and impressive record of the Florence STG since its creation in 2017 as a pilot project and its subsequent full-fledged growth have been supported by a solid business plan, the steady and targeted growth of its staff, a governance that gradually adapted to its current size and diversity of pillars and projects, and by the move in the 2021 academic year to its new premises in Palazzo Buontalenti. As we now chart the direction for the School over the next five years, its new strategic plan needs to re-examine and revisit each of these factors and see how they can contribute to the aims and priorities set out in the previous sections.

B2.1. A sustainable business plan

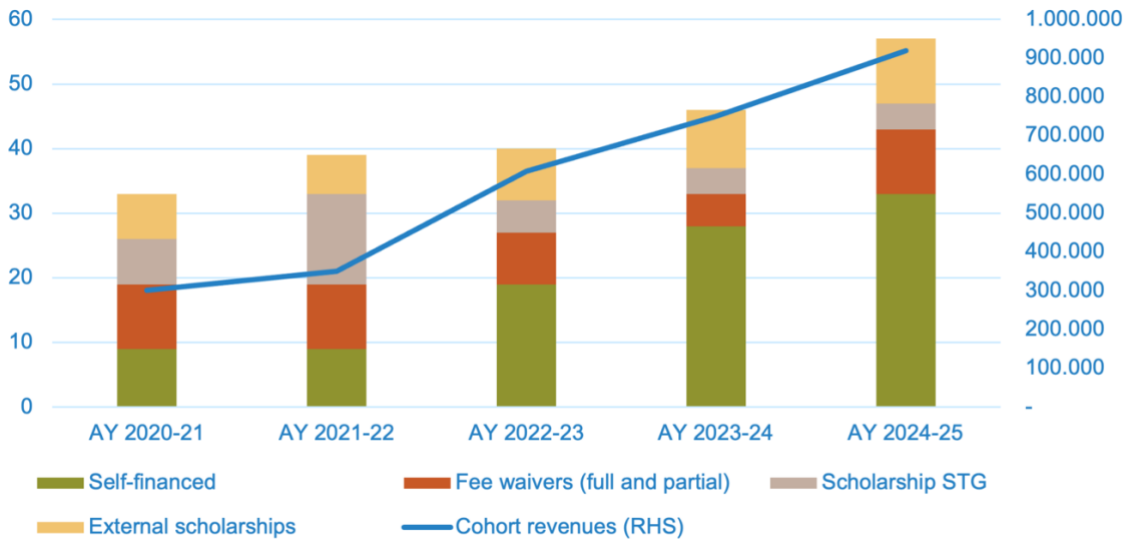
Underpinning the School's strategic plan is **a business plan for the 2025-30 period**. Its overall structure follows EUI central guidelines and is consistent with the original, which covered the 2019-24 period, not least in order to give continuity and consistency to our political and financial referents (High Council and European Commission). At the same time, the new business plan necessarily must, as its starting point, recognise the changes in the development of the School over those last seven years.

Projections and realizations

To reiterate the big-picture assessment, **pillars such as the Master and Executive Education have grown significantly but more slowly than expected** (not least because of Covid), but fee-paying programmes represent the most predictable and sustainable source of revenue of the School. Figure 3 shows the increase in revenues of the MTnG, driven by higher numbers and a larger proportion of fee-paying students. **Projects have grown faster** than initially planned, a remarkable feat but also a potential risk that needs to be contained, given their soft-funding nature. The fee-paying Masters are catching up in terms of revenue, also thanks to the launch of GEM. Executive education has picked up its revenue generation by

developing tailor-made programmes. Fellowships remain largely an investment for the School. Box 11 below illustrates budget realisation vs. projections.

Figure 3. Master students by funding and total revenues

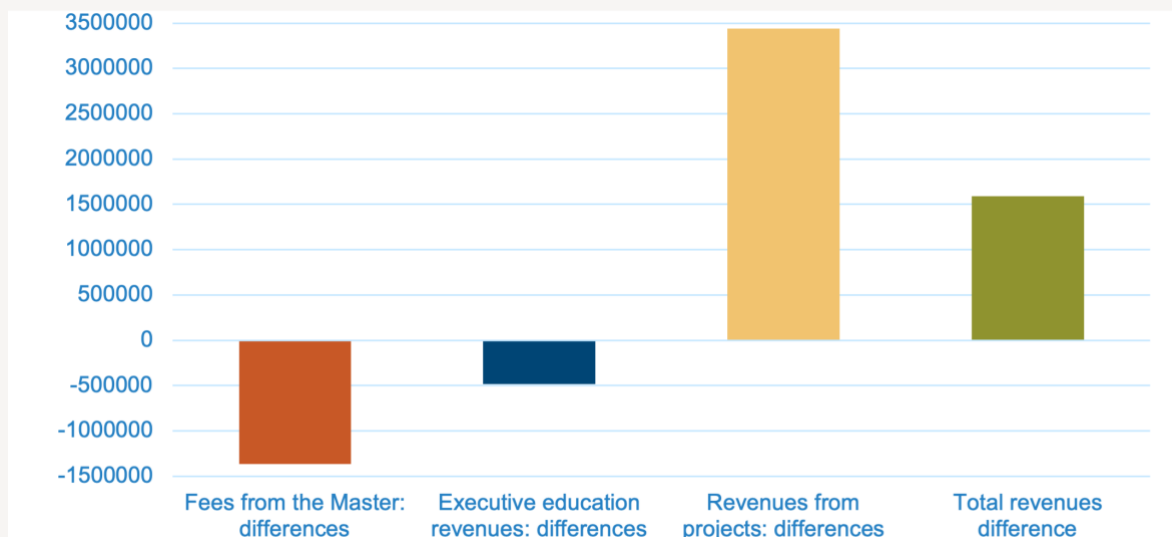


Box 11. 2019-24 STG budget: revenues budgeted vs. realizations in 2024

The graph below gives a snapshot of the difference between the revenue streams as projected in the 2019-24 budget and the actual (estimated) realizations in 2024. It shows that:

- In 2024, overall revenues were **significantly higher than projected**, exceeding the planned level by about 1,6m euro.
- This performance was based on **exceptionally higher than projected revenues from projects**: the different projects that STG attracted during this period were translated in 2024 by an estimated 3,4m euro higher revenues than projected in the original business plan.
- **Fees from the Master were lower than projected**, by 1,4m euro in 2024, reflecting lower than projected student numbers and a high percentage of scholarships to ensure diversity.
- **Executive education revenues were lower than projected**, by about 0,5m euro in 2024

Box Graph. 2024 revenues: difference from budget projections



As of 2024, the **STG has largely met the 50% matching funding requirement placed on it in the original 7-year business plan**. One key issue of reflection for our political and financial referents is that the business plan originally included the revenues accruing from EUI synergies in the sphere of Executive Education as well as the “in-kind” contribution by the Italian government for the facilities of Palazzo Buontalenti. It is important to point out that both items were endorsed in the original business plan at the level of EUI High Council and also in the External Auditors report done for the EUI in 2017.

The **External Auditors report** stated that the Erasmus+ core funding “*is to be covered by revenues of the exactly identical yearly amount coming from a financing plan that foresee a co-financing section composed of: 1) what is qualified as ‘the EUI contribution and synergies’ (income from training, registration fees and other contributions, fellowships, use of existing resources etc.); 2) the contribution by the Italian Government who has made available to the Institute free of cost a building in Florence valued at the level of 2,8 million €, corresponding to the cost of renting a building of the same quality and a similar space extension (around 22.000 sqm). To those contributions must be added the financing guaranteed by the EU, consisting of part of the grant assigned to the EUI each year through the Commission Budget.*”

While STG external revenues currently amply exceed the Commission’s contribution, a “**stress exercise**” that would exclude the additional revenue items provided by EUI synergies and the in-kind contribution by the Italian state for Palazzo Buontalenti reveals that the ratio between STG external income generation and the European Commission contribution would stand approximately at 45/55, thus even in this scenario fast approaching a perfect balance.

A sustainable budget for the next programming period

Based on the above analysis in the current budget cycle, Table 2 below gives a framework to base the projections for the 2025-30 budget cycle. It identifies as **strengths** the guaranteed core operational Erasmus+ grant to the end of the programming period in 2027; the steady increase in revenues from master and Executive Education fees; and the unexpectedly strong progression of external funding. **Weaknesses** include the fact that the post-2027 core operating grant is yet to be decided; the still small share of revenues from pillar activities in total revenues; the “soft money” nature of revenues from projects; and the fact that EUI rules and structures limit the ability to control expenditures.

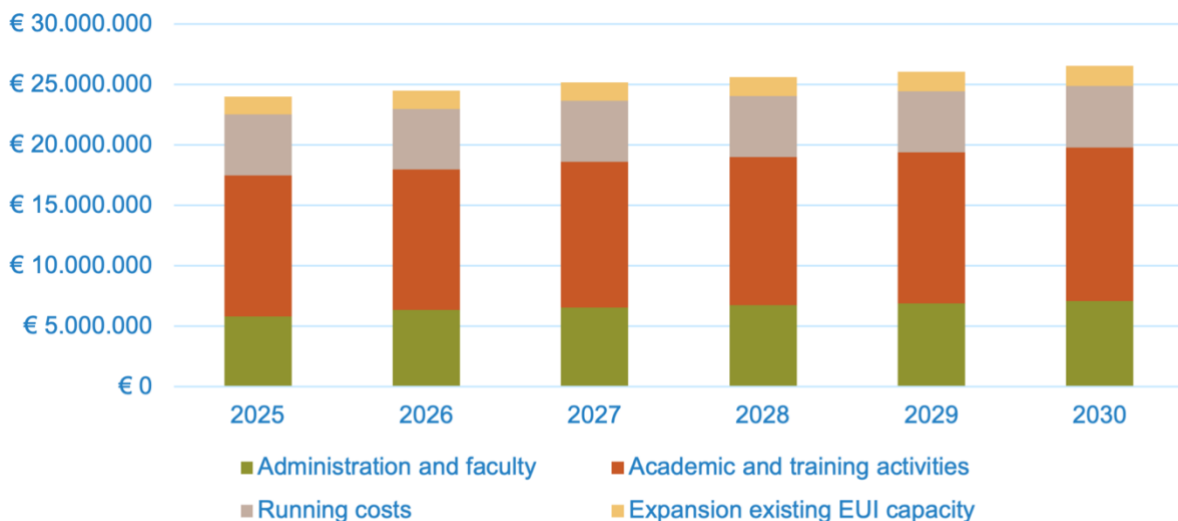
At the same time, the environment STG operates in affords it a number of **opportunities**: the diversification and increased revenues from potential new Master degrees and the GEM; the possibilities that open up from the ongoing “pillar assessment” exercise, which will allow the EUI to be the direct recipient of EC projects; and the interest of existing external funders to renew projects. These opportunities need to be weighed against the potential **threats** of a reduction in the core Erasmus + grant, a “sudden stop” in one or more existing projects, and a “plateauing” of fees from pillar activities such as the Master and Executive Education.

The STG strategy underpinning the **2025-30 budget projections** incorporates these elements. The budget structure moving forward is based on the business plan for the School adopted by the High Council in 2018. At the June 2023 EUI High Council, the STG communicated updated budget figures (projection of expenditures and revenues) for the 2023-29 period. Figures 4 and 5, as well as Annex Table 6, provide an updated picture for the 2025-30 period.

Table 2. SWOT analysis and strategies regarding the STG budget

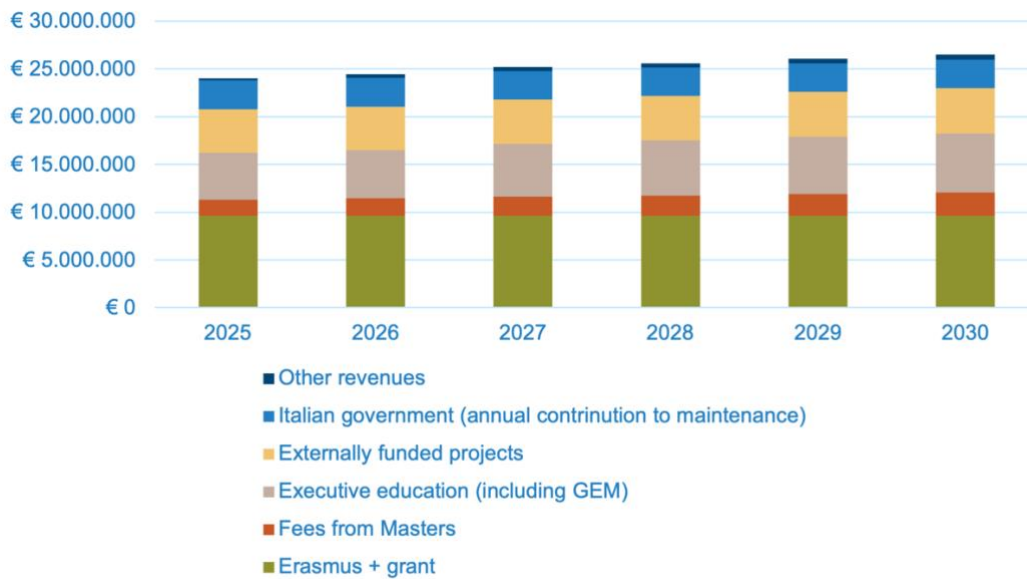
<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> • Erasmus+ core funding guaranteed to the end of programming period (2027) • Steady increase in revenues from Master fees and Executive Education training and programmes • Strong progression of external funding from projects over the last years 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> • Post-2027 Erasmus+ grant yet to be decided • Master fees and revenues from ExecEd still a small part of overall revenues • Revenues from projects (“soft money”) a large part of overall revenues • EUI rules/structures limiting ability to control expenditures
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Launch of new Master degrees to diversify product and increase students/revenues • GEM launch to provide an additional steady revenue stream • EC Pillar assessment exercise to open up possibilities for funding of projects • Interest of external funders to renew existing projects as well as opportunities for new external funding as School matures 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • Potential reduction in core Erasmus+ grant • “Sudden stop” (non-renewal) in one or more large current projects • Revenues from Master and Executive Education “plateauing”

Figure 4. Florence STG projected expenditures for the 2025-30 period



In terms of the **trend and structure of revenues**, the projected budget incorporates an assumption of the core Erasmus+ operating grant remaining constant at its 2024 level, as well as a projection of the changes that have occurred over the last years: revenues from Master and Executive Education continuing to grow over time to together represent about 40% of non-EU grant revenues by the end of the period (from on-third today); and revenues from programmes/projects that have become an increasingly important part of overall revenues, representing 60% of the total continue to grow but by the end of the period projected to account for 50% of non-EU grant revenues.

Figure 5. Florence STG projected revenues for the 2025-30 period



In terms of the **trend and structure of expenditures**: following the sharp increase in the expenses on academic staff as the School reaches its total 12 allotted full-time faculty, further growth in staff expenditures to be mostly driven by automatic staff salary costs of about 3% a year at current inflation adjustment rates; non-academic staff expenditures stabilizing, following the School’s expansion in previous years; the EUI HR policy to progressively transfer staff from project posts to administrative posts will put additional pressure on the budget; some rationalization around operating expenses; and fellowship programmes continuing to be largely funded by the STG core budget, but increased externally funded fellowships through programmes like EMIF or through the EUI Widening Programme.

Based on the above, the **financial sustainability** of the STG budget moving forward rests on several factors: controlling expenditures; the renewal of the Erasmus+ grant in the next EU budget cycle as of 2027; continuing to generate increasing revenues to at least match the Erasmus+ grant. The last of these factors depends on enlarging our education offer and attracting externally funded projects by diversifying the nature and sources of donors through fundraising, and in this respect we can identify both challenges and opportunities.

The main challenges regarding **revenues from fees** are: ensuring the number of paying students, and hence fees from the Master (or new Masters that could be launched), continue growing; continuing expansion and diversification of the Executive Education offering, translated into additional revenues; a “steady state” for the GEM degree that produces a significant margin for the Florence STG.

Regarding **revenues from programmes and projects**, immediate challenges are: ensuring the renewal of flagship projects (EDMO, EMIF, EIB climate Chair in 2025 and 2026); ratcheting up the effort for bidding on new projects (e.g. health governance, policy hub, etc.), including through the pillar assessment exercise; turning soft funding into hard, i.e. projects becoming permanent funding (i.a. through pillar assessment). These revenues have been exceeding expectations over the last five years and we expect continued interest and hence strong revenue growth exceeding EUR 4.7 million annually by 2030. At the same time, on the expenditure side of projects, the majority of staffing costs are directly related to project renewal. Any new, proposed project would need to be fully funded for the STG to commit resources.

There are a number of variables that are currently unknown but could offer further opportunities. First, as already observed, the EUI will soon become a **“pillar assessed” institution** by the European Commission. This will enable the Institute to receive funding from the EU without participating in competitive bids. In several of our projects, bidding is a source of uncertainty in the delimitation of projects that are bound in time and to specific deliverables. The pillar assessment, when completed, could go a long way to consolidate our existing projects and attract new ones.

Second, as our Master programmes become more established, we also expect the percentage of fully fee-paying students to increase further. This would allow the School to continue offering a **substantial number of grants** and discounts offered from the STG core budget. The School will continue to have a societal mandate to reward merit and give opportunities to students that are economically disadvantaged or originate from the Global South. But judging by the current trends, it is realistic to expect that this objective can be pursued increasingly through externally funded scholarships. Finally, the gradual consolidation of the School will lead us to rationalize staff in ways that cap the need for new hirings and reallocate competences and tasks internally, as detailed below.

B2.2. A world-class learning campus: Palazzo Buontalenti

Around the world, successful universities are strongly connected to the geography in which they are located. They are often identified with a particular city or broader area and typically directly serve and are intimately connected with local communities. Until recently, the EUI, with its numerous buildings located in Fiesole, to a certain extent lacked this organic linkage to the city of Florence. This is changing following the decision of the Italian Government to **entrust the EUI with Palazzo Buontalenti**, near Piazza San Marco in the centre of Florence, to serve as the new headquarters of the Florence School of Transnational Governance.

[Palazzo Buontalenti](#), the *Casino Mediceo*, has been the protagonist of a redevelopment and restoration project promoted by the Italian *Agenzia del Demanio* (State Property Agency) to return to the city a place of culture and education for future generations. The plan has been possible thanks to the commitment of the Agency, which started a restoration project in 2019 financed by the Ministry of Foreign Affairs and International Cooperation with the significant sum of 53 million euro and carried out with the *Sovrintendenza* (Superintendence) of Florence.

The entire complex of the *Casino Mediceo* spans **about 22,000 square meters** and with the historic centre of Florence is included in UNESCO’s World Heritage Sites. Its full restoration represents a large urban regeneration operation in the historical centre of Florence to redevelop and renovate a building of inestimable historical, artistic and cultural value, enhancing the quality of life for citizens, and delivering to the Florence STG and to the EUI more broadly a unique campus for teaching and training.

Emblematic buildings have always served to **elevate the profile** for particular universities or Schools and act as a drawing card for learners. Palazzo Buontalenti promises to do exactly that for the STG and for the EUI as a whole.

The **first phase of the restoration** was completed in 2021 and the STG moved to the site in September 2021. This involved common spaces for the STG community, office space for faculty and staff, and classes and seminars in the four magnificent Grand Ducal Rooms featuring 17th century frescoes and equipped with state-of-the-art technology for teaching and training. A fifth room, also decorated with frescoes, was added in the following academic year after its restoration, serving as an “immersive” classroom for online and hybrid teaching, as

well as the restored, large Florence Appeals Courtroom (*Corte d'Appello*), with a capacity for 100 people.

The second phase of the restoration connected the existing Buontalenti campus to the largest area of the *Casino Mediceo*, which is under restoration. It included the creation of a café area for the STG and EUI community. With part of the restoration already completed, the campus common areas and its new café already serve as a regular meeting place downtown for students, staff, faculty, and researchers from the entire EUI. Buontalenti has also helped **connect the EUI with the city of Florence** in a number of ways: from attracting in April 2024 over 3,000 citizens in the context of the [Open Day](#) for Florence historical buildings organised by the National Trust for Italy, to providing “safe space” facilities for Florence students in the recent protests against the war in Gaza.

From 2024-25 a major new development is the creation of an **EUI Executive Education Centre**. This is a large dedicated area in Palazzo Buontalenti serving the needs of EUI Executive Training (not only those of the Florence STG). It includes a training room in amphitheatre mode, a number of large and smaller seminar rooms with online and hybrid learning facilities, additional offices, lounges and common spaces similar to what would be found in large public policy or business schools.

The **completion of the restoration project** is projected for 2030. Once the works are completed over the entire 22,000 square meters of the *Casino Mediceo*, the campus will include, in addition to the currently existing offices and teaching and seminar rooms, additional offices and teaching/training spaces, a library, 55 small apartments for fellows and other visitors, a large canteen, a kindergarten, a small gym, with as a centrepiece a courtyard of over 1000 square meters. This will represent the **largest campus of any public policy school in Europe** and will at the same time serve the broader needs of the EUI, with the possible migration of a number of departments, activities or services from buildings in Fiesole to the downtown campus.

B2.3. A staffing strategy

The current organisation of the Florence STG reflects the process of intensive growth that has taken place over the last seven years. In early 2025, the STG comprises 11 full-time professors, 26 part-time professors, 85 staff, including 29 administrative staff members and 46 academic contracts. The increase of the scope of the STG core business (i.e. pillars: Master in Transnational Governance, Executive Education and Policy Leader Fellowship Programme) and the enhancement of the portfolio of external projects were the main reasons for the recruitment of a higher number of academic staff.

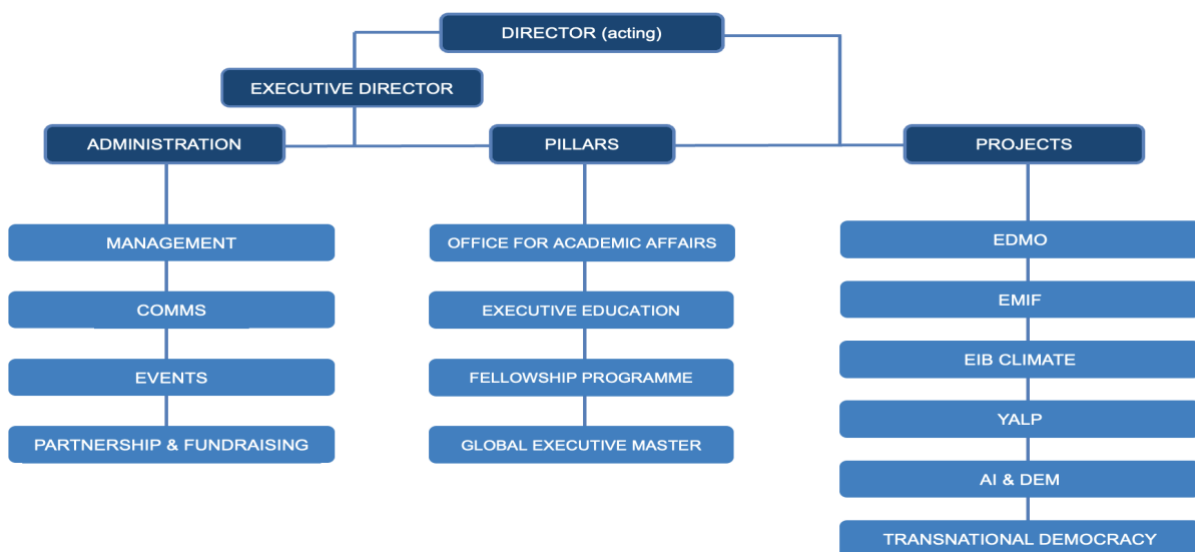
As evidenced in the summary **organigramme** in Graph 4 below, we are currently organized in support and thematic teams: four catering the pillars, five catering individual projects, and four transversal teams with various administrative functions. Virtually all teams are led by a full-time or part-time professor, who take on a role and a stake in the management of the School.

Going forward, the staffing of the STG will focus primarily on issues of **consolidation and sustainability**. The growth of faculty and staff is expected to plateau in the coming five years. Full-time faculty will be completed by hiring a professor focused on digital governance, while gradually rationalising part-time professors where areas of specialization are now covered by full-time professors, with few new targeted additions. Pertaining to staff, we will add a few specialized figures, such as a staff member specialized in pastoral care for our growing cohort of students, as well as another to manage our growing grant and projects portfolio. But for the

staff as for faculty, the STG has largely reached capacity, after having filled in recent years all of its main specialized and generalist positions.

As a side note, the EUI is for the time being not allowed to hire what in other institutions are known as full-time “**professors of practice**”. A proposal to that effect was tabled to the High Council but did not pass the vote of the Contracting States. Naturally, the ability to teach and train issues as they emerge in real policy contexts is essential for a professional school that aims to train future policy practitioners. At the same time, the dividing line between fundamental academic scholarship and policy practice is sometimes blurred in the career paths of individual professors. In this respect, the continuing relevance of part-time professors for the STG often resides in the possibility to attract practitioners and policy experts who do not, in some cases, possess an academic track record that would be suitable for a full-time position.

Graph 4. The STG organigramme



Following an EUI Human Resources strategic priority, in the coming years we will work on consolidating some of the **project associate contracts** (currently comprising over a half of all the STG staff force) into long-term administrative contracts. This is a desirable outcome to nurture and retain talent, as well as providing business continuity for the School’s operations. At the same time, there is a balance to be struck between consolidation and the risks inherent in the creation of long-term and (prospectively) permanent contracts, especially in a context in which considerable inflation-induced salary raises are not matched by an increase in the core grants. This latter challenge applies also to faculty and running costs in general, as highlighted in the section on the business plan.

There is still **unexplored potential of staffing synergies within the EUI** for both faculty and staff. When it comes to faculty, we should consider establishing **Joint Chairs** with the Departments or the Robert Schuman Centre. Their potential, aside from a more cost-effective allocation of resources, is to maximize expertise available in different corners of the Institute and consolidate collaborations. In practice, the record of these arrangements is often mixed, as joint chair-holders tend to feel somewhat stranded between two places. Should joint arrangements be considered, it is of the essence that they are anchored in actual joint strategic activities, rather than merely on thematic areas of common interest. We have shown examples in previous sections: from collaborative training programmes with the Robert Schuman Centre, to the possibility of establishing a joint Master degree with one of the Departments, whose coordination would be a natural role for a joint chair.

When it comes to staff, the STG was always intended to **reinforce existing EUI services** or create new specialized positions that the Institute did not possess before the School's establishment, in areas such as External Relations and Fundraising. Our experience here is that it has proven more effective when STG-funded staff is seconded to relevant services (as in Academic Service for admissions or in the Library for support), which enables clearer reporting lines and workflows. Hybrid arrangements, where specific figures work partly for the School and partly for EUI central, have been less effective, as they involve coordination and transaction costs on the individuals concerned. In recent years, this has applied especially to the spheres of Communication, External Relations, and Fundraising. The EUI as a whole remains a relatively small organization, where centralized EUI arrangements with seconded STG staff, when properly organized, might still result in more lean and effective management. The ongoing reorganization at the EUI in these three areas is guided by this principle, which we support.

B2.4. A revamped governance structure

The governance structure and the organization of the School has reached a level of maturity, with its thematic teams for pillars and projects, and the horizontal support services in areas from communication to events and partnerships. Workflows have been established for all of them, and in relation to EUI central services and management. Finally, and something we particularly cherish, is the involvement of many full-time and part-time faculty in some managerial function.

In terms of the School's organization, the **management** is in charge of the School's strategic direction, organizational design and staff. It is composed of a Director overseeing operations and an Executive Director developing operations of the STG. The **Faculty Board** gathers management, all full-time Faculty, and student and fellow representatives. It meets monthly and is the oversight and reporting committee responsible for scrutinising management decisions and the operations of the Office of Academic Affairs, the Executive Education programme, the fellowship programme and all its thematic programmes.

The **All-Staff and Faculty meeting** also meets monthly, and is a reporting, information-sharing but also deliberative mechanism comprising all full-time employees, part-time professors and fellows, which ensures that all actors within the School remain informed about activities and priorities. Once a year, concurrently with the graduation ceremony of our Master programme, the entire faculty of full-time and part-time professors meets to review progress and brainstorm on thematic, conceptual, and pedagogical issues of relevance to the School (part-time professors also participate online in the all-staff and faculty meetings). An **External Advisory Board** comprising European and global personalities from the world of public policy, institutions, business, and academia also meets once a year to advise and assess the strategic priorities of the School.

A **“fit-for-purpose” governance structure** requires adjustments that follow the School's evolution and thus serves four primary purposes: improving internal organization; coordinating a more comprehensive teaching and training offer; managing large and more complex research and policy projects; upgrading the fundraising capacity.

In terms of **improving internal organization**, the development of a new EUI strategy (2025-2030) provides an opportunity to align STG operations with the EUI administrative structure. After its pioneering phase, the managerial leadership of the School will be characterized by a clearer division of labour between academic and administrative activities. Furthermore, profiles

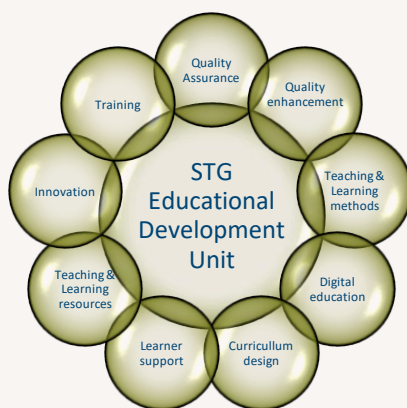
that are defined as academic but also have administrative responsibilities will be reevaluated to avoid inefficiencies and overlaps with managerial staff. As noted above, the overall number of administrative staff will in principle plateau, unless there is a significant structural increase in the budget. While certain new priority activities will require investment in administrative staff, we will seek to create economies of scale in routine operations and redeploy staff to emerging priorities. We will systematically seek staffing synergies with, and adopt best practices from, relevant EUI services such as Communications, Academic Services, and Development and External Relations. Staff training programmes should also be put in place to meet new and evolving needs.

As regards coordination of teaching and training, the **Office of Academic Affairs (OAA)** was created as a decision-making and leadership structure that, in close collaboration with the EUI Academic Service, is responsible for all academic and educational activities of the School, including: degrees accreditation and recognition; admissions, student finance and marketing; examination, rules and regulations and student progression; internships and careers; mobility and international cooperation; professorial teaching allocation; quality assurance; teaching, learning and educational strategy; teaching support.

Box 12. STG Learning Unit

To accomplish the proposed educational aims and keep up with the STG's rapid expansion, we propose to set up a Learning Unit that would focus on educational development within the expanded remit of the Office of Academic Affairs. The unit would act as a centralised hub for all faculty and staff, providing access to a team of experts dedicated to supporting them. Its goal is to create a conducive environment for teaching and learning by supporting faculty and teaching staff in all teams and projects, implementing innovative teaching methods, facilitating curriculum design and sharing good educational practices, and enabling faculty to stay current with emerging educational trends/needs, technologies, and pedagogies in their respective fields.

The **scope of the EDU** will be to: advise on Quality Assurance guidelines; support research-informed educational strategy and innovation in educational offerings; guide on innovative teaching methods, AI, and technologies and support their implementation in educational programmes; research educational practices and pedagogical approaches and disseminate outcomes; create resources on specialised teaching and learning methods in social sciences, such as case studies, policy hackathons, etc.; benchmark against leading educational institutions; support new initiatives like dual degrees, micro credentials, European degrees, etc.



The unit aims to implement a tailored research-informed approach for all the educational offerings of STG and **develop case study and problem-based teaching methods**. The EDU will prioritise enhancing academic quality, continuous learning, and professional growth to position the STG as a leader in educational excellence.

This unit will offer professional development opportunities for faculty, staff, and learners, ensuring everyone possesses lifelong learning skills and enhance the STG's reputation within the academic community as a forward-thinking school committed to excellence in teaching and learning.

The OAA has served the School well in providing oversight and coordination over this disparate range of tasks but has by default focused so far exclusively on the Master in Transnational Governance. There is a need to **harmonize and incorporate in its remit all new learning programmes offered by the School**. In this respect, the Global Executive Master started out as an evolution of the Executive Education programme of the STG and of the EUI more broadly. But it is in every respect a degree programme, entailing considerations and tasks partly overlapping with those listed above. This is especially the case for complex processes of accreditation and recognition, as well as teaching allocations and support. While GEM will retain a separate managerial structure for the programme, aspects pertaining to its degree nature fall under OAA oversight. Furthermore, aspects pertaining to pedagogy and quality assurance organized in an educational development unit (see Box 12) also naturally fall within the OAA.

With regards to the management of larger and more complex projects, we propose the creation of a **project management office**, a one-stop shop where all the operations pertaining to a project cycle – from grant-writing to project management and reporting – are concentrated and coordinated. In the same way that the coordinators of the School’s main pillars currently operate together to harmonize the teaching and training offer, the coordinators of the projects will join forces transversally with the School’s financial manager and a new project manager, who will be entrusted with the responsibility to seek and write applications and grant proposals, as well as follow the deliverables and reporting done by the various projects.

As regards **upgrading STG fundraising capacity**: as we have seen, an ambitious target has been placed on the STG when it comes to generating external income. So far, this has relied (and succeeded) on part-time use of limited central EUI resources and on the entrepreneurship of some of our professors, as well as on the objective power of attraction the EUI has displayed for funders and donors. The EUI and the STG have also proven effective and competitive with traditional donors in i.a. EU institutions. What has been lacking is a proactive and effective fundraising strategy and personnel, which attracts resources, particularly from atypical donors in the private sector. This requires specific knowledge of the fundraising landscape in Europe and beyond, and personal relations that can be mobilized on the basis of concrete proposals.

The creation of a new Development and External Relations service at the EUI, announced shortly before the Summer of 2024, is intended to serve this purpose. For the way it operates in practice, we believe fundraising goes beyond administrative reorganization and requires a **dedicated governance structure** at the EUI that can leverage corporate networks, accessed through personal relations cultivated by EUI individuals and external agents dedicated to scouting opportunities. The way in which this is going to be arranged, given the recent EUI reorganization, exceeds the STG’s remit and this document and requires a thorough reflection at the Institute level, to which we would be keen to contribute.

Annex Tables

Annex Table 1. Peer institutions to the Florence STG

Institution	Focus areas	No. of students	No. of Faculty	No. of Masters	ExecEd areas	No. of Executive (open-call)	ExecEd Master
Florence STG	Governance, public policy and administration, IR, economics, law	± 90 /year	11 FT faculty 26 adjunct faculty (60 FT EUI faculty) 20 visiting	Master in Transnational Governance	Governance, climate, digital, migration, IR/security, EU decision-making, gender governance	20	Global Executive Master
Blavatnik School of Government (Oxford)	Public policy, leadership, ethics, African economies, economics, global security, climate	± 180 per year	42 faculty 22 adjunct faculty 7 affiliate faculty 30 visiting	2 (MPP, MSc in PP research) + 1 DPhil	Public leadership, government and public policy (military leadership, managing mining oil and gas for national development)	11 + 1 MOOC	NA
Central European University (Vienna)	Business and management , cognitive science, law and regulation, development , economics, environment and energy, gender, IR, media and communications, political science, public policy, sociology	1,411 (AY 2022/2023) - including about 750 master students	183 (Profs, assistant and associate profs, lecturers)	36 Masters (incl. in gender studies, economics, human rights, IR, philosophy, political science, sociology, law, regulation, public admin, environment, finance, social science data)	NA	NA	Executive MBA
College of Europe (Bruges, Natolin, Tirana)	EU affairs, EU governance and public administration, EU Public Affairs and Policies, EU law, EU economics, EU IR, security and diplomacy, European History and Civilisation	460-470 per year	12-15 Professors 10 language profs over 180 visiting professors	7 Master's (MSc European economic studies; LLM European Law; European studies; transatlantic affairs; Transformation and Integration)	EU, project management and M&E, diplomacy & defence, energy, trade, competition law, migration, fact-checking, negotiations, communications	15	NA
EIPA (Maastricht)	Management of public funding; EU governance and policymaking; EU decision-making; better regulation); effective public administration; Global EU; EU law and policies (AI, digital, green deal, etc.)		For the Master's: 6 Faculty + 4 external experts	Master of European Legal Studies	Audit; data protection/AI; EU decision-making; European Green Deal; Law; negotiation; policy design, impact assessment and evaluation; public procurement; State aid; Structural funds	Over 80	NA
Graduate Institute (Geneva)	International relations, development issues, and global challenges and governance	749	85 Profs 10 Lecturers 58 visiting faculty	6 Master's: International Economics, International History and Politics; International Law; IR/Political Science; International and Development Studies) (also offers 5 PhDs)	International affairs and development, sustainable finance, diplomacy, negotiation, protocol, gender, digital and AI diplomacy, AI governance, Foresight, conflict management	±8 executive courses ±5-6 CAS & DAS courses	Executive Master in IR, LLM Global Health Law and governance

Institution	Focus areas	No. of students	No. of Faculty	No. of Masters	ExecEd areas	No. of Executive (open-call)	ExecEd Master's
Harvard Kennedy School (Cambridge, US)	Government policy, International and Global Affairs, Economic Development, Social and Urban Policy, politics and institutions, Human rights, Security and technology.	>1000	±95 faculty	3 (MPP, MPA/ID, MPA)	Leadership, negotiation, public management, regulation, innovation, security, behavioural economics, financial management, crisis management, nonprofits, technology, environment	± 50	Mid-Career MPA
Hertie School (Berlin)	public policy, international affairs, governance and government	800	35	3: - MPP - Master International Affairs - Master for Data Science for public policy	Digital governance, AI, EU governance, decision-making, foresight, negotiations, leadership, sustainability, political coms, policy challenges, strategic and performance management	±30 (these are EMPA modules that seem open to the public)	EMPA
John Hopkins, School of Advanced International Studies - SAIS	international economics, international relations, EU policy and global risk with options to specialize in a broad range of other policy areas and geographic regions.	200 in SAIS Europe [2022 data]	90	MAs in Bologna: IR, European Public Policy, International Public Policy, Global Risk MAs online: Global Risk, sustainable energy	Data for policymakers, managing energy transition, globalization, US Foreign Policy; Global Financial Markets; Energy and Environment; Negotiations; IR and Diplomacy; Leadership; Privatization and FDI; Strategic and Security Studies	3 residential programmes in Washington DC 12 non-degree courses	NA
Lee Kuan Yew School of Public Policy (Singapore)	public policy in Asia: geopolitics, water management and urban planning, public housing, healthcare, economic competitiveness, education, environment	400	66 faculty (professors, deans, assistant professors, lecturers, etc.)	Master in International Affairs MPP MPA MPA and management	futures thinking, leadership, policy development, public health, policymaking, climate adaptation, international relations in business development, negotiations	19	NA
LSE School of Public Policy	Public policy, management, economics, data science, European affairs, finance, government, development, IR, law, mathematics, media and comms, etc.	430 (incl. Exec)	±40 (most in other Depts.)	MPA, MPP, MPA in Data Science for Public Policy 2 double MPA degrees (Columbia and Science Po)	Cities, climate, data science and AI, digital transformation, economics, entrepreneurship and innovation, negotiation, law, government, regulation, strategy	Over 60 (on campus and online)	Executive MPA
Sciences Po (Paris) (focus on Department of Political Science)	Law, economics, history; political science, IR, political theory, administration and public policy, sociology; public health, urban development, security, environment, democracy		around 90	1 Master with 5 specialist majors: comparative politics, international relations, political behaviour, political theory, public policy and a General Track in English.	Management & Strategy, Leadership, Politics & Public Affairs (organisational trends, environmental challenges, social organisation, AI, communication, CSR and ethics, geopolitics and IR, diversity)	±60 short programmes (EN + FR) ± 20 Certificate Programmes (longer, circa 10-15 days)	10 Executive Master's in French + an EMPA in English.

Annex Table 2. Structure of the STG Master in Transnational Governance

	Course	Teaching Hours	ECTS
Foundation (Y1) Core Courses	Economics for Policy I	25	5
	The Law of Transnational Governance	25	5
	Policies and Processes of Transnational Governance	25	5
	Economics for Policy II	25	5
	Transnational Politics and Institutions	25	5
	Policy Design	25	5
Foundation (Y1) Complementary Courses	Introduction to Game Theory	15	3
	Knowledge in Research and Policymaking	15	3
	Policy Writing	15	3
	Big and Smart Data Analysis	15	3
	Responsible Negotiations	15	3
	Methods	15	3
Internship	Curricular Internship (300h)		12
Total Year 1			60
Elective (Y2) Core Courses	Elective Core I	25	5
	Elective Core II	25	5
	Elective Core III	25	5
	Elective Core IV	25	5
Elective (Y2) Complementary Courses	Elective Complementary I	15	3
	Elective Complementary II	15	3
	Elective Complementary III	15	3
	Elective Complementary IV	15	3
Master Project	Master Project Research Design	20	4
	Master Project Research Methods	10	2
	Master Project Qualitative Methods OR Master Project Quantitative Methods	10	2
	Master Project		20
Total Year 2			60

Annex Table 3. MTnG objectives, activities and achievements

High-Quality Research- and Practice-Led Degree		
Sub-objective	Activities	Achievement and outlook
Challenging & fulfilling degree programme, designed to deliver knowledge and skills	Curriculum review in January 2023 led to a restructuring to better deliver programme level learning outcomes.	This objective has been achieved. We keep our syllabi and academic programme under evaluation in order to keep improving.
Develop pedagogical approaches to enhance programme educational value	Creation of teaching and learning framework for STG which emphasises student-centred learning approaches.	This objective has been achieved. We continue to work on improving our teaching.
Recruit and retain as full-time & part-time Faculty research-active or experienced practitioners	Recruitment of research-active chairs, along with part-time faculty with outstanding practitioner experience a huge asset to the programme.	This objective has been partly met. We are one full-time chair below capacity; teaching would be enhanced by the recruitment of these two additional chairs.
Appropriate support for Faculty to maximise their ability to provide high-quality teaching	We have developed robust processes for the recruitment and training of teaching support, including teaching assistants for all courses.	This objective has been partly met. We continue to work to ensure that the expectations and talents of the teaching associates align with the needs of the Faculty and the students.
Compliance with European Standards and Guidelines on Quality Assurance in Higher Education	We have undergone and successfully passed an accreditation process with NVAO assessing our compliance with the ESG.	We passed the accreditation process. NVAO recommends the EUI focus on complying with European standards on Quality assurance
Whole Journey Tailored Student Support		
Sub-objective	Activities	Achievement and outlook
Strong inter- and intra-cohort relationships of a diverse and inclusive group and connections enhanced between other pillars of the School	Increased connectivity within the pillars of the STG through a hugely successful mentoring programme. The STG cohort itself is highly diverse, with approximately 50% of our student intake coming from outside the EUI Member States.	Objective partly met. We continue to build connections between the different STG pillars. We have also worked to ensure that the diversity of the cohort supports an inclusive & welcoming learning environment for all. This can be challenging at times and requires on-going efforts.
Tailored academic and personal support throughout the degree programme	We provide each student with an academic advisor, and our staff to student ratio allows for strong relationships supporting	Objective partly met. In academic and career terms a huge amount of personal support is available. We are

	students on their individual learning paths.	now working on improving our pastoral care.
Opportunities for international experiences through cooperation with international higher education partners	We have a flourishing international mobility programme, including partners within and without the EU.	This objective has been achieved. We continue to work to support our students in the logistical elements of international mobility.
Enhancing opportunities for careers through internships, career pathways, and post-graduation support	All our students undertake a compulsory curricular internship in the summer between their first and second years.	This objective has been achieved. The careers service has been very successful, with all students placed every year in their internship.
Engaged alumni network.	Our alumni network is growing; regular contact is a way for students to share their successes, but also to create mutual opportunities for current & former students.	This objective has been partly met. Our alumni interaction has been slow in its growth due to the small numbers of graduated students.
Growth and Sustainability (see also Figures one and two)		
Sub-objective	Activities	Achievement and outlook
Target of at least 10% annual growth in student numbers and a total school intake of 100 students p.a.	The cohort size has increased from 33 students in the first year, to 46 in the 2023 intake. This represents an annual average growth of 11%.	Objective partly met. The current number of students who have accepted our offer for 2024 intake is 58 (a year on year growth of 26%).
Target of at least 10% annual growth in income	The annual income generated for the School by the degree has increased from €164,500 to €699,815. This represents an annual average growth of 64%.	The objective has been achieved. The provisional data for the 2024 intake would generate an income of x representing a year-on-year growth of xy%.

Annex Table 4. GANTT Chart on the timeline for the implementation of key objectives and actions

Strategic direction and milestones	Responsible	2025												2026												2027																			
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec								
1. Broadening our educational offer																																													
MTnG Accreditation & Recognition	OAA	Accreditation												Programme recognised in selected MS																															
Exploring & Launching Options: Dual or EUI Joint Degrees; specialist vs generalist	OAA & Faculty	Exploring options						design of programme						HC approval						launch, marketing, selection																								first cohort	
Exploring & Launching Joint European Degree	OAA & DEXT	partners						design						EC approval, funding, ratified by partners						launch, marketing,																									
Exploring offering Doctorates	OAA & Faculty																																												
2. Pursuing responsible leadership																																													
PLF programme appraisal and evaluation	PLF team																																												
Diversify Fellows (PLFs, visiting, senior, Max Weber, Marie Curie, etc.)	PLF team & Faculty													revised PLF programme starts + continues																															
MENE (Mediation & Negotiation)	Faculty	securing funding						MENE set-up and staffing						MENE start of activities																															
3. Repurposing innovative and collaborative governance																																													
Economic sustainability of ExecEd	STG ExecEd																																												
Coordinating EUI Executive Education harmonisation (web, CRM, joint programmes, etc.)	STG ExecEd													CRM																															
Economic sustainability of GEM	GEM																																												
EUI Governance Hub	Faculty & EUI central	deliberations with EUI strategy						setting up the EUI Hub						operations start																															
4. Fostering applied research for the public good																																													
Mapping research capacity, innovations, methodologies, publications	Faculty																									revision																			
Correlating research capacity with STG mission: capstones, internships, policy labs.	OAA & FT & PT Faculty													new research ethics course						introduce research internships																									
Embed faculty research into externally-funded projects	Faculty																																												
Project & Programme funding renewals	STG management, Chairs, projects	YALP virtual starts			EDMO III starts			STG Climate, AI&Dem renewal projects			EMIF renewal																																		
Structural and institutional developments																																													
EUI Strategy (2025-2030)	EUI																																												
High Council meets	NA																																												
Operating Grant / Core funding	EUI central & STG													Negotiation for next MFF																															

Annex Table 4 (cont.). GANTT Chart on the timeline for the implementation of key objectives and actions

Strategic direction and milestones	Responsible	2028												2029											
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Broadening our educational offer																									
MTnG Accreditation & Recognition	OAA																								
Exploring & Launching Options: Dual or EUI Joint Degrees; specialist vs generalist	OAA & Faculty							first cohort			second cohort									3rd cohort					
Exploring & Launching Joint European Degree	OAA & DEXT	launch, marketing, selection									first cohort									2nd cohort					
Exploring offering Doctorates	OAA & Faculty	feasibility STG PhD												working group proposal											
2. Pursuing responsible leadership																									
PLF programme appraisal and evaluation	PLF team																								
Diversify Fellows (PLFs, visiting, senior, Max Weber, Marie Curie, etc.)	PLF team & Faculty																								
MENE (Mediation & Negotiation)	Prof. Lempereur																								
3. Repurposing innovative and collaborative governance																									
Economic sustainability of ExecEd	STG ExcEd																								
Coordinating EUI Executive Education harmonisation (web, CRM, joint programmes, etc.)	STG ExcEd																								
Economic sustainability of GEM	GEM																								
EUI Governance Hub	Faculty & EUI central																								
4. Fostering applied research for the public good																									
Mapping research capacity, innovations, methodologies, publications	Faculty																								
Correlating research capacity with STG mission: capstones, internships, policy labs.	OAA & FT & PT Faculty																								
Embed faculty research into externally-funded projects	Faculty																								
Project & Programme funding renewals	STG management, Chairs, projects	EDMO IV starts												AI & Dem renewal											
Structural and institutional developments																									
EUI Strategy (2025-2030)	EUI																								
High Council meets	NA																								
Operating Grant / Core funding	EUI central & STG	New MFF core funding																							

Annex Table 5. European Union priorities and STG teaching and research

EU Core Priorities September 2024	STG Teaching and Training	STG Policy Research and Engagement
<p>European Democracy and Rule of Law</p>	<p>MTnG: The Law of Transnational Governance; AI and Democracy; Non-State Forms of Governance; Transnational Democracy; The Crisis Seminar</p> <p>Executive Education: Making Sanctions Work: Political, Legal, and Economic Challenges of EU Restrictive Measures</p>	<p>AI & Democracy: https://www.eui.eu/en/academic-units/school-of-transnational-governance/stg-projects/aidem</p> <p>Transnational Democracy: https://www.eui.eu/en/academic-units/school-of-transnational-governance/stg-projects/transnational-democracy-programme</p> <p>Horizon Project Radar - Renewing Administration Through Democratic Anchorage Reforms</p>
<p>The Net-Zero Transition</p>	<p>MTnG: Global Environmental Governance; The Climate Policy Toolbox: Lessons from EU experience</p> <p>GEM: Getting to Net-Zero; Sustainable Finance and Climate Risks</p> <p>Executive Education: Governing Sustainable Finance in Emerging Markets; Carbon Markets: Examining EU Policies for Transnational Climate Action; Climate Financing for Sustainable Energy Transition in Africa</p>	<p>STG Climate: https://www.eui.eu/en/academic-units/school-of-transnational-governance/stg-projects/stg-climate</p>
<p>The Digital Transition</p>	<p>MTnG: AI and Democracy; Big and Smart Data Analysis; AI Governance; Regulation of Emerging Technologies</p> <p>GEM: Big and Smart Data Analytics; AI & Governance; Innovation and Digital Public Infrastructure</p> <p>Executive Education: AI & Biases: Algorithmic Fairness in AI; AI and Governance: Embracing and Harnessing AI for the Public Good; Summer School on Agile Governance: AI, Leadership and Strategic Foresight; Digital Platforms: Towards a Comprehensive Policy Framework; Regulation & Technological Innovation: Opportunities, Challenges and Emerging Approaches</p>	<p>AI & Democracy: https://www.eui.eu/en/academic-units/school-of-transnational-governance/stg-projects/aidem</p> <p>European Digital Media Observatory: https://edmo.eu/</p> <p>European Media and Information Fund: https://qulbenkian.pt/emifund/</p>

<p>European Security</p>	<p>MTnG: Global Security in Transformation; European Foreign and Security Policy in Times of Transformation</p> <p>GEM: Strategic Foresight; Navigating the New Global Disorder</p> <p>Executive Education: Making Sanctions Work: Political, Legal, and Economic Challenges of EU Restrictive Measures; Responsible Negotiations</p>	<p><u>CFI - Countering Foreign Interference:</u> <u>https://www.eui.eu/research-hub?id=countering-foreign-interference</u></p>
<p>A Global Europe</p>	<p>MTnG: Private Sector Approach to Governing Global Challenges; Public Leadership in International Trade (and Economic Analysis); Global Security in Transformation (convenor); Transnational Administration in a Globalized World; European Foreign and Security Policy in Times of Transformation; New Diplomacy; Responsible Transnational Leadership</p> <p>GEM: Current Issues in IPE; International Trade and Diplomacy; Navigating the New Global Disorder; Transnational Organisations and Global Rule Making</p> <p>Executive Education: Global Risk Management: geopolitical and regulatory risk in a politicised global economy; Making Sanctions Work: Political, Legal, and Economic Challenges of EU Restrictive Measures; Capacity-building programme for Junior diplomats from the Western Balkans</p>	<p><u>Young African Leaders Programme:</u> <u>https://www.eui.eu/apply?id=afri-canleaders</u></p> <p><u>AGMOW - Anticipating Governance in the Coming Multi-Order World:</u> <u>https://www.eui.eu/research-hub?id=anticipating-governance-in-the-coming-multi-order-world</u></p>
<p>A Cohesive and Resilient Society</p>	<p>MTnG: Crisis Politics and Human Mobility; Challenges and Opportunities of Human Rights; Populism and Collaborative Leadership for a Multi-Centred World; Transnational Administration in a Globalized World; Responsible Transnational Leadership</p> <p>GEM: Responsible Negotiations; Inclusive Leadership</p> <p>Executive Education: Effective Migration Management: Putting Policy into Action; Innovative Policy Entrepreneurship: Skills and Strategies for Policy Change; Inclusive Leadership for Sustainable Governance - Empowering the new role models; Gender Mainstreaming in Public Policy and Budgeting; Migration Communication Strategies; Managing Crisis in European Cities: Best Practices and Novel Approaches</p>	<p><u>EVALUSE - Evaluation use in public policy:</u></p> <p><u>HEIDI - Higher Education Informal Diplomacy: the case of the European Universities Initiative:</u></p> <p><u>MORES - Moral emotions in politics:</u> <u>https://www.eui.eu/research-hub?id=moral-emotions-in-politics</u></p>