

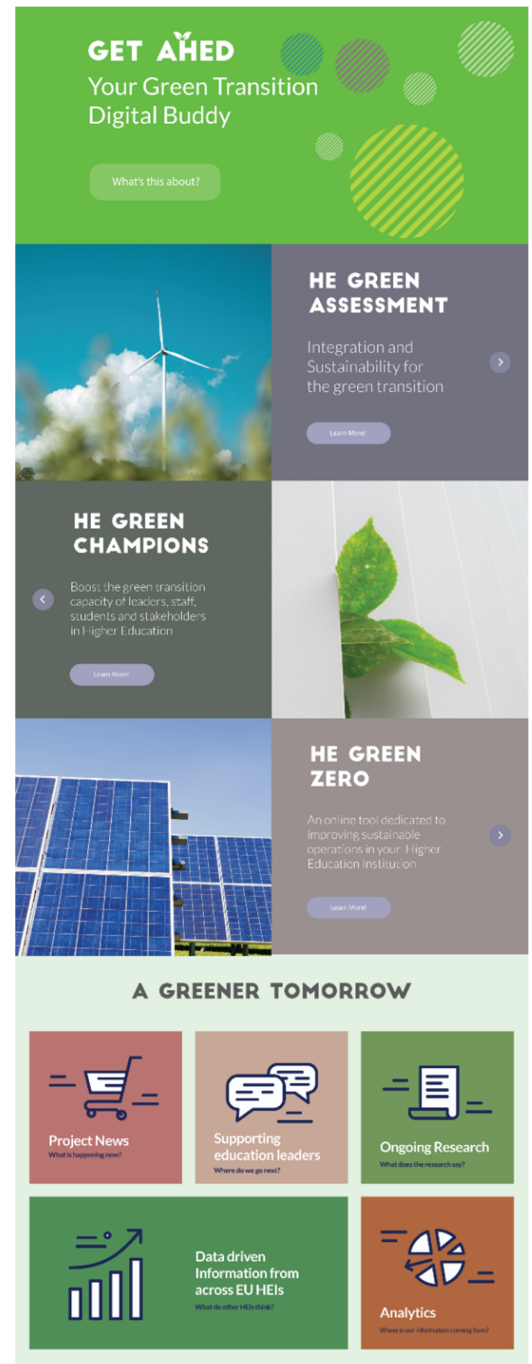


## Green Education & Transition - A Higher Education online Digital Buddy

### PROCEDURES – MS2

# Mid-term Meeting

Aveiro, Portugal, March 25-26, 2024



The screenshot shows the GET-AHED website interface. At the top, it says "GET AHED Your Green Transition Digital Buddy" with a "What's this about?" button. Below are four main sections: "HE GREEN ASSESSMENT" (Integration and Sustainability for the green transition), "HE GREEN CHAMPIONS" (Boost the green transition capacity of leaders, staff, students and stakeholders in Higher Education), "HE GREEN ZERO" (An online tool dedicated to improving sustainable operations in your Higher Education Institution), and "A GREENER TOMORROW" which includes icons for Project News, Supporting education leaders, Ongoing Research, Data driven Information from across EU HEIs, and Analytics.

### ABOUT THE PROJECT

- 6** European Partners from a range of countries
- 130** Resources developed to date, and implemented across the EU
- 2040** Staff, students and stakeholders impacted to date



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the European Union

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## Basic project information

<b>Project title</b>	<b>Green Education &amp; Transition - A Higher Education online Digital Buddy</b>
<b>Acronym</b>	<b>GET-AHED</b>
<b>Project number</b>	<b>101087248 — GET-AHED</b>
<b>Start</b>	February 2023
<b>End</b>	January 2026
<b>Website</b>	<a href="http://www.get-ahed.eu">www.get-ahed.eu</a>
<b>Project team</b>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">WPZ Research GmbH, Austria (WPZ Research)</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Universidade de Aveiro, Portugal (UAveiro)</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Munster Technological University, Ireland (MTU Hincks and MTU TEL)</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">University of Ruse “Angel Kanchev”, Bulgaria (URAK)</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">FHV Vorarlberg University of Applied Sciences</div> <div style="margin-left: 20px;">FH Vorarlberg – University of Applied Sciences, Austria (FHV)</div> </div> </div>

## Mid-term meeting

<b>Dissemination Level</b>	
<b>Due date of Deliverable</b>	April 2024
<b>Work Package</b>	WP1
<b>Lead Beneficiary</b>	WPZ Research
<b>Contributing beneficiaries</b>	all

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## General Information

These procedures summarize the organisation, presentation and outcome of the Mid-term meeting which took place March 25-26, 2024 in Aveiro, Portugal. The date, the venue and the agenda of the meeting were agreed in advance with all project partners.

To allow more persons to join, the meeting was organised as hybrid event, however the majority of representatives participate in person.

The purpose of the work meeting was to make sure that the tools communicate correctly by defining where we are with the project, what was resolved and achieved so far and what would be the next steps that are ahead of us.

The participants had received information on travel to Aveiro and possible accommodation prior to the meeting, which took place on the premises of the University of Aveiro, Portugal. The agenda of the meeting and the final version of the presentation, which included the contributions of all partners were distributed a few days before the meeting.

## Agenda

Hour	March 25th	Responsibility
9h00 - 9h30	Welcome to Aveiro Univer(city)	UA
9h30 - 10h15	<b>Decision on user groups</b> <ul style="list-style-type: none"> <li>Where we are at the moment</li> <li>User group identification?</li> <li>User specific versions of the tools? (contents vs. framing/presentation)</li> </ul>	WPZ, MTU TEL
10h15 - 11h15	<b>Develop/fine-tune the methodology on deriving indicators (1)</b> <ul style="list-style-type: none"> <li>What shall be the aim of the indicators? (addressing/serving who? "Completeness" vs user-friendliness", depth vs breadth, etc.)</li> <li>What has already been achieved?</li> <li>How can we set indicator development on solid and methodologically sound feet?</li> <li>What can we learn from the UNISIMS-project?</li> </ul>	WPZ, UA
11h15 - 11h45	<b>Coffee Break</b>	All
11h45 – 12h15	<b>Develop/fine-tune the methodology on deriving indicators (2)</b>	WPZ, UA

	<ul style="list-style-type: none"> <li>Analysing already developed indicators</li> <li>Fixing a methodology to be applied for all indicators in all dimensions (including participatory aspects)</li> </ul>	
12h15 – 13h00	<b>Linkages between WP3 and WP2</b> <ul style="list-style-type: none"> <li>Presentation of WP3 status quo</li> <li>How to bring WP3 contents in line with WP2 dimensions and ensure interlinkages from the beginning</li> </ul>	MTU HINCKS
13h00 - 14h30	<b>Lunch at University Restaurant</b>	All
14h30 - 15h00	<b>Short walk to the presentation of the University of Aveiro campus</b>	All
15h00 - 15h45	<b>Concluding reflection on interlinkages between the 3 tools</b> <ul style="list-style-type: none"> <li>What does it mean in practice?</li> <li>How does it work technically?</li> </ul>	WPZ, MTU TEL
15h45 - 16h45	<b>Re-ordering dimensions to reflect users' way of thinking</b>	R.N.
16h45 – 17h15	<b>Coffee Break</b>	All
17h15 - 18h00	<b>WP2, WP3, WP4: Present 3 “best practices” of existing tools for each WP (1)</b> <ul style="list-style-type: none"> <li>5min presentation per WP</li> <li>What can we learn from these tools for the GET-AHED tools?</li> <li>How do the GET AHED-tools stand out ?</li> </ul>	UA, MTU HINCKS, FHV
End of the first working day! Dinner at 19h30-19h45 at the <b>Adamastor Cervejaria</b> restaurant (Address: Tv. do Lavadouro 1, 3800-209)		
Hour	March 26th	Responsibility
9h00 – 9h45	<b>WP2, WP3, WP4: Present 3 “best practices” of existing tools for each WP (2)</b> <ul style="list-style-type: none"> <li>Technical possibilities and limitations</li> <li>Recommendations from a technical perspective</li> </ul>	MTU TEL
9h45-10h45	<b>WP4 – discussion and selection of best practices</b>	FHV
10h45 - 11h15	<b>Coffee Break</b>	All
11h15 – 11h45	<b>WP6 – status quo</b> <ul style="list-style-type: none"> <li>Update on newsletter</li> <li>Status quo associate partners (→ we need students on board in the upcoming AP-meeting)</li> </ul>	WPZ  UA, MTU, RUSE, FHV
11h45-12h00	<b>Closure of in-person MID-TERM meeting in Aveiro</b>	UA
12h00 – 13h30	<b>Lunch at University Restaurant / Farewell</b>	All

## Discussions and Decisions

Item #	Item	Summary of discussion	Decisions
1	Decision on user groups	<p>HEInnovate provides an individual and a group assessment (group is defined by HEI), this allows filling in the assessment as team → good for awareness raising</p> <p>It should be a public tool. In HEInnovate, the target group was originally the top management, but now can be filled in by anyone</p> <p>The self-assessment tool should be more of a self-reflection tool → no ranking (this would be the end of self-assessment), not badge (comes close to a ranking, proximity to micro-credentials, would need quality assurance); SAT should rather be like a checklist for HEIs</p> <p>Thinkable: Badge for participation; people could provide an opinion on the self-assessment (was it useful?) which we publish on our website</p> <p>Open it up to all user groups, highlight the main target group (more a question of communication); for externals there can be a “guest account”.</p> <p>The main user group could be highlighted on the platform with an awareness option for all other groups.</p>	<p>1.1 It should be a public tool, open for all user groups (including students and externals with a “guest account”)</p> <p>1.2 Communication should go towards top management, but people should be able to participate in all functions</p> <p>1.3 SAT should be like a self-reflection tool or a checklist, but by no means a ranking or result-oriented. It should be an awareness raising tool that makes institutions cooperate without the pressure of ranking high.</p> <p>1.4 We can think about a way to promote the platform (e.g. signalling HEIs’ use of GET-AHED, provide their opinion, etc.)</p>
2	Indicator methodology	<p>Terminology: the selected indicators will be formulated as questions or statements. As in HEInnovate, we aim at a majority of statements that can be answered through a 4/5-pt-Likert scale (→ <b>to be discussed if even or uneven scale</b>). While HEInnovate shall be the model for the SAT and therefore indicator-statements shall be the majority, some indicators can also be formulated as questions with closed respondent categories. Especially the introducing indicators can be formulated as y-/n-questions. In the case of doubt, whether an individual indicator is formulated as statement or question shall be decided by the entire consortium (2/3 majority).</p> <p>It was proposed by WPZ that HEIs can fill in dimension by dimension (and not only the entire assessment at once). <b>A final decision on this point has not yet been taken.</b></p>	<p>2.1 Indicators shall mainly be presented as statements (Likert scale), but can also be formulated as closed questions, if applicable</p> <p>2.2 The methodology for deriving indicators is as outlined in “summary of the discussion” for the item “indicator methodology”</p> <p>2.3 WP2-team will prepare the long list of indicators for <b>one dimension</b> until <b>April 17, 2024 (GET-AHED jour fixe)</b>. The long list of indicators for all the <b>remaining dimensions</b> will be prepared until <b>May 15, 2024</b></p> <p>2.4 <b>Evaluation by partner HEIs</b> (pt. 3) will take place on <b>May 15, 2024</b>; and by <b>experts within partner HEIs</b> (pt. 4) by <b>mid-June, 2024</b></p>

		<p>WP2 has proposed a methodology to derive indicators. Based on this proposal, amendments were made during the meeting (in bold), thus the agreed methodology is as follows:</p> <ol style="list-style-type: none"> <li>1. Develop criteria how an indicator is selected for GET-AHED (WP2-team)</li> <li>2. Develop long list of indicators (WP2-team)</li> <li>3. Long list evaluated by partner-HEIs → amendments and elimination</li> <li>4. <b>Resulting long list evaluated with experts (incl. professors) within partner-HEIs</b> → amendments and elimination</li> <li>5. <b>Long list transferred to platform (HE Green Assessment, 1<sup>st</sup> iteration)</b></li> <li>6. <b>Pilot-HEIs and further external stakeholders fill in and evaluate long list on HE Green Assessment</b> → amendments and elimination (Survey)</li> <li>7. <b>Consortium creates short list (HE Green Assessment, 2<sup>nd</sup> iteration)</b></li> <li>8. Validation of short list at AP-meeting in autumn 2024</li> </ol>	<ol style="list-style-type: none"> <li>2.5 In parallel (April-June), pilot-HEIs will be recruited (in collaboration with WP6)</li> <li>2.6 <b>First iteration of HE Green assessment</b> to be made available via the platform <b>by mid-June</b></li> <li>2.7 Pilot-HEIs to take the assessment (1<sup>st</sup> iteration) and evaluate the indicators/statements in a survey (mid-June to mid-September)</li> <li>2.8 HE Green Assessment 2<sup>nd</sup> iteration (short list) ready for AP-meeting (end September/early October 2024)</li> <li>2.9 Indicator-statements and questions in pre-final stage by end of October 2024</li> <li>2.10 Community outreach indicator – developed in cooperation between Aveiro Team FHV</li> </ol>																		
3	Linkages WP3 and WP2	<p>WP3 is structured in 6 modules (= green deal pillars) which can be linked to the dimensions of WP2. Moreover, WP3 is sub-structured in “categories” which help guiding the content and which correspond to the “issues” in WP2 (the issues being a bridge to forming indicators for the self-assessment tool).</p> <p>Rebecca presented the number of categories/issues per WP2 dimension and per WP3-module (Rebecca suggests to add the 7<sup>th</sup> module “Overall sustainability strategy”, which covers 15 WP2-categories/issues).</p> <table border="1" data-bbox="448 1693 1003 1980"> <thead> <tr> <th>WP3 Modules</th> <th>WP2 Ca</th> </tr> </thead> <tbody> <tr> <td>1. Climate Action and Emissions Building</td> <td></td> </tr> <tr> <td>2. Environment and the Circular Economy</td> <td></td> </tr> <tr> <td>3. Greening Public and Private Finances</td> <td></td> </tr> <tr> <td>4. Just Transition</td> <td></td> </tr> <tr> <td>N/A</td> <td></td> </tr> <tr> <td>Overall Sustainability Strategy</td> <td></td> </tr> <tr> <td>5. Research and Innovation</td> <td></td> </tr> <tr> <td>6. Skills, Education and Training</td> <td></td> </tr> </tbody> </table>	WP3 Modules	WP2 Ca	1. Climate Action and Emissions Building		2. Environment and the Circular Economy		3. Greening Public and Private Finances		4. Just Transition		N/A		Overall Sustainability Strategy		5. Research and Innovation		6. Skills, Education and Training		<ol style="list-style-type: none"> <li>3.1 In line with WP2 (see decision 2.3), one module will be prepared with contents linking to the categories/issues</li> </ol>
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		<p>Rebecca also suggests to qualify training purposes for the different user groups, as exemplified below:</p> <table border="1" data-bbox="448 349 992 611"> <thead> <tr> <th>Management</th> <th>Staff</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>✓ (implementation)</td> <td>✓ (awareness)</td> <td>✓</td> </tr> <tr> <td>✓ (implementation)</td> <td>✓ (awareness)</td> <td>✓</td> </tr> <tr> <td>✓ (actions)</td> <td>✓ (awareness)</td> <td>✓</td> </tr> <tr> <td>✓ (procurement)</td> <td>✓ (consumption choices)</td> <td>✓</td> </tr> <tr> <td>✓ (data collection)</td> <td>✓ (awareness)</td> <td>✓</td> </tr> <tr> <td>✓ (input)</td> <td>✓ (awareness)</td> <td>✓</td> </tr> <tr> <td>✓ (actions)</td> <td>✓ (maintenance)</td> <td>✓</td> </tr> <tr> <td>✓ (management)</td> <td>✓ (maintenance)</td> <td>✓</td> </tr> </tbody> </table>	Management	Staff	S	✓ (implementation)	✓ (awareness)	✓	✓ (implementation)	✓ (awareness)	✓	✓ (actions)	✓ (awareness)	✓	✓ (procurement)	✓ (consumption choices)	✓	✓ (data collection)	✓ (awareness)	✓	✓ (input)	✓ (awareness)	✓	✓ (actions)	✓ (maintenance)	✓	✓ (management)	✓ (maintenance)	✓	
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4	<p>Techn. aspects of linkages betw. the 3 tools</p>	<p>Darragh suggests to base interlinkage elements on WP2 results according to the user’s score in the agreed dimension. He presents a hypothetical example linking WP2-scores to recommended WP3-courses (divided in basic, intermediate and advanced) and WP4 case studies (divided in basic, intermediate and advanced). Given 6 dimensions and 3 “ranges”, this makes a minimum of 18 courses and 18 case studies.</p> <p>Partners express the concern that the “score” shall not be revealed to the user, and that the courses and case studies might not so easily be divided in 3 ranges. It is agreed that the “score” reflects the user’s self-assessment expressed via the Likert scale – depending on if they go below or above the middle category. → An average value would be calculated per dimension based on the relevant indicator(-statements); if this average value is below or equals the middle value (i.e. 2,5 in a 5-pt-Likert scale), the user is guided to the relevant material.</p> <p>It remains open whether the material is grouped in ranges. For example, if the mean value per dimension is below 2,5, the user is guided to basic material; if it is above the middle but below 4, the user gets “advanced” material → this is still up to decide.</p>	<p>4.1 The “score” only reflects the self-assessment via a Likert scale, users will not be told their scores, but depending on the result, certain material will be recommended to the user.</p> <p>4.2 It is still up to decide if the recommended material (courses[WP3] and case studies [WP4] will be divided in different ranges</p>																											
5	<p>Re-ordering dimensions</p>	<p>The dimensions should better reflect the users’ way of thinking. Suggestion of ordering the dimensions in the following way:</p> <ol style="list-style-type: none"> <li>1. Governance/organisational management</li> <li>2. Teaching</li> <li>3. Research</li> <li>4. Outreach</li> <li>5. Operations</li> </ol> <p>Suggestion of merging the dimension Assessment and Reporting with Governance/org. management as they are cross-cutting issues.</p>	<p>5.1 The names and order of dimensions might be subject to changes.</p> <p>5.2 For the time being, we work with the dimensions in the order indicated in this document.</p> <p>5.3 For the further elaboration of an order and names of the dimensions, relevant existing work (e.g. EUA Roadmap to Green deal) shall be considered.</p>																											

		Potentially, the operations dimension shall be split as it might be too much. A final decision has not been taken.	
6	Existing best practice tools WP2-4	<p>Partners showed existing tools which they find inspirational for the HE Green Assessment, HE Green Champion and HE Green Zero tools. Especially for WP4, some relevant comparable tools were highlighted.</p> <p>The presented tools do not change anything for platform development. They were supposed to make our ideas more tangible. At the maximum, they can be inspirational for platform development.</p>	
7	Existing best practice tools – technical perspective	<p>MTU TEL has the intention to develop a V1 platform (MVP) as soon as possible. → an agreement on the next iteration of the prototype will be necessary. In particular, a similar structure as HEInnovate shall be followed. The next prototype will be discussed with all partners in an online session, it will be necessary that there is feedback and clarification on the prototype to allow for next steps.</p> <p>MTU TEL will start building with indicative (placeholder) content which will be replaced by the proper content.</p>	<p>7.1 Next prototype April-May 2024</p> <p>7.2 The moment MTU starts building, major amendments are no longer possible</p> <p>7.3 Agreement that the next iteration of the prototype does not replicate HEInnovate, but follow a similar structure</p>
8	WP 4 discussion and selection of BP	<p>FHV presented a selection of their best practices (6 out of approx. 30) and summarised their most important details of the best practices. It was discussed that a stronger focus on the outcome/impact of the selected best practice would be an asset, e.g. by tagging it with keywords or relevant SDGs.</p> <p>With a view to annotation with WP2-dimensions, most best practices refer to the operations dimensions. In some cases, the best practices are cross-dimensional (i.e. they can be annotated with two or more dimensions).</p> <p>It was discussed that a consistent template shall be used as presented by FHV (the link to the respective best practice shall be added but is not sufficient).</p> <p>At the moment there are around 30 best practices, the selection is still ongoing. Further best practices can still be considered (<b>partners can still send examples to FHV</b>). Practices that are “too much state of the art” will not be selected → this should be communicated via the platform (“best practices that go beyond the state of the art”).</p>	<p>8.1 The selection of best practices shall follow clear criteria and a methodological process (from long list to short list) which can be communicated to the European Commission in the respective deliverable.</p> <p>8.2 All partners shall be involved to some extent/at some stage in selecting the best practices. Also, a peer review with other partners/stakeholders is envisaged.</p> <p>8.3 If possible, there should be at least one best practice per sub-dimension (infrastructure, mobility, ...), however quality goes over quantity in the selection of good practices</p> <p>8.4 In the HE Green Zero tool, the best practices shall be presented in a template as indicated by FHV.</p>



		<p>It was discussed whether the selected best practices should be annotated with categories/issues (see WP2 and WP3) much rather than with dimensions only.</p> <p>When selecting best practices, one criterion shall be that each sub-dimension (infrastructure, mobility, ...) is represented by at least one best practice, as far as possible under considerations of quality.</p> <p>The best practices for WP4 shall be rediscussed within the consortium (e.g. going from long list to short list, similar to WP2) and shall be validated at one of the associate partner meetings.</p> <p>WPZ will provide information on a best practice case from TU Graz and other universities, which shall be considered in the selection process</p>	
9	WP 6 update	<p>WPZ presents the dissemination activities so far. We have done particularly well with the project website, the collaboration with related projects as well as scientific publications/conference contributions. Room for improvement lies in the traffic that we get on social media (esp. LinkedIn; RUSE also publishes GET-AHED-news on Facebook), but also we should attract more people to the website.</p> <p>RUSE also proposes to publish in their journal (as a special issue) and present GET-AHED at their conference (conf.uni-ruse.bg). More information will come directly from RUSE by the end of April.</p> <p>WPZ will launch its work on the online materials, we intend to publish 4-6 newsletters and 1-2 project videos/voice overs. WPZ has already been working on a template for the newsletters. All partners shall contribute in terms of the contents. WPZ is preparing a concept for all newsletters and will approach partners in due time.</p> <p>For the related projects, WPZ asks all partners to reach out to comparable projects in order to place their logos on our website (and vice versa) and to potentially collaborate with them. Currently we have a close exchange with the German UNISIMS project, as well as a joint conference contribution in August. More exchange with related projects is wishful.</p> <p>WP6 will also be leading the recruitment of pilot HEIs in collaboration with WP2. Pilot HEIs shall be available to test the first</p>	<p>9.1 All partners agreed to actively engage in social media promotion of GET-AHED, particularly over LinkedIn (and partly Facebook → RUSE)</p> <p>9.2 All partners agreed to reach out to related projects</p> <p>9.3 All partners agreed to represent GET-AHED at suitable conferences or regional events, and to search for possibilities to publish our (interim) results. <b>Ideally, each partner shall be in the role of the leading author/contributor 2x during the project duration.</b></p> <p>9.4 All partners will nominate one student to join the associate partner meetings for the project lifetime (if possible), names of <b>nominated students including their email addresses will be sent to WPZ by April 24.</b> Students should not be members of the project team to allow outside feedback and evaluation.</p>

		<p>iteration of the HE Green Assessment tool and complete a survey about the indicators(-statements).</p> <p>As for the related projects, the project GREENOVET will hold its closing conference in Styria (Austria) in June 2024. The project is about green transition/green skills and vocational training. Conference attendance is free of charge, partners are welcome to sign up.</p> <p>Integration of students' view: student representatives are part of the External Advisory Board as their engagement in the green transition is of major importance; also, the students' perspective on the further development of HEIs toward green transition in teaching and learning, research, infrastructure etc. (WP 2-4) is essential to think about the best support.</p>	
10	WP 1 discussions	<p>All email communications should be sent to Susi and Verena to be aware</p> <p>For the associate partner meeting in June, the following dates will be suggested to the AP:</p> <ul style="list-style-type: none"> <li>• June 11 afternoon 15:00</li> <li>• June 12 and 13 morning, 10:00</li> </ul> <p>The associate partner meeting in autumn shall take place in the last week of September</p> <p>GET-AHED final physical meeting/concluding conference</p> <ul style="list-style-type: none"> <li>• October 21 – 22, Ireland</li> </ul> <p>MS TEAMS shall replace TRELLO as platform for exchange of documents as confirmed by all participants</p>	10.1 All dates as suggested in the discussion-column have been agreed upon by all partners.





Green Education and Transition – A Higher Education online Digital Buddy

## Status Update Meeting

March 25-26, 2024 | Aveiro, Portugal



**GET AHED**  
Your Green Transition Digital Buddy

What's this about?

**HE GREEN ASSESSMENT**  
Integration and Sustainability for the green transition  
Learn More

**HE GREEN CHAMPIONS**  
Boost the green transition capacity of leaders, staff, students and stakeholders in Higher Education  
Learn More

**HE GREEN ZERO**  
An online tool dedicated to improving sustainable operations in your Higher Education Institution  
Learn More

**A GREENER TOMORROW**

**Project News**  
What is happening now?

**Supporting education leaders**  
Where do we go next?

**Ongoing Research**  
What does the research say?

**Data driven Information from across EU HEIs**  
What do other HEIs think?

**Analytics**  
Where is our information coming from?

# Agenda Day 1

- ❖ Welcome
- ❖ Decision on user groups
- ❖ Indicator methodology (incl. coffee break)
- ❖ Linkages WP3 and WP2
- ❖ Lunch break & Walk
- ❖ Interlinkages between the 3 tools
- ❖ Re-ordering dimensions
- ❖ Coffee Break
- ❖ WP2/3/4 existing best practice tools





# User groups

**GET AHED**  
Your Green Transition  
Digital Buddy

What's this about?

### HE GREEN ASSESSMENT

Integration and Sustainability for the green transition

Learn More

### HE GREEN CHAMPIONS

Boost the green transition capacity of leaders, staff, students and stakeholders in Higher Education

Learn More

### HE GREEN ZERO

An on-line tool dedicated to improving sustainable operations in your Higher Education Institution

Learn More

### A GREENER TOMORROW

- Project News**  
What is happening now?
- Supporting education leaders**  
Where do we go next?
- Ongoing Research**  
What does the research say?
- Data driven Information from across EU HEIs**  
What do other HEIs think?
- Analytics**  
Where is our information coming from?

# Background (1)




 The main questions are:

 WHO do we design the platform for?

 WHO do we design the different tools for?

 WHAT can the different user groups do with the tools? (User rights)

 WHAT do we have to consider as a consequence of these decisions? (User requirements, usability, interlinkages between tools, etc.)

 **User groups we have identified so far:**

 HEI management

 HEI staff

 HEI students

 Others? (ministries, the public?)

# Background (2)



- 🌍 So far, we have discussed within the consortium that:
  - 🌍 **HE Green Assessment:** potentially limited to HEI-management, rather not for staff or students (lacking knowledge in certain dimensions) → discussion not finalised
  - 🌍 **HE Green Champion:** Browsable by all 3 user groups; Respondents of the Green Assessment tool are directly guided to relevant contents
  - 🌍 **HE Green Zero:** Browsable by all 3 user groups; Respondents of the Green Assessment tool are directly guided to relevant contents
- 🌍 We have not yet discussed openness for external users (ministries, general public, etc.)







# To discuss today (1)



## Who will **HE Green Assessment** be designed for?

-  For many users, HE Green Assessment will be the door into GET-AHED



## WPZ proposal:

-  Equal access for all target groups, incl. students
-  All 3 target groups can take the assessment, or parts of it (e.g. only selected dimensions)
-  Users have to sign up indicating their user group (mgt/staff/student) → they receive a **user group-appropriate framing/presentation** of the content, but there is only one version of the content
-  HE Green Champion and HE Green Zero remain accessible via HE Green Assessment (“recommended contents”) AND independently (“browsable”)




# To discuss today (2)





## Disadvantages of our proposal

-  “students might lack in-depth information on certain dimensions”
-  What happens with the results? Who may produce “official results” for an institution?

## Advantages of our proposal

-  For HEIs: **Less focus on the results, more focus on the process** → HE Green Assessment becomes a tool for awareness raising and learning for HEIs, collaboration in teams within HEIs
-  For the consortium: Designing HE Green Assessment will be more straight-forward
-  For further research: We gather more information on one and the same HEI, including different perceptions/perspectives

## Open questions

-  Openness to external target groups?
-  Communication/signalling of HE Green Assessment participation – who may share results, and how? (GET-AHED badge, etc.)?



# GET-AHED

# Indicator methodology

**GET AHED**  
Your Green Transition Digital Buddy

What's this about?

**HE GREEN ASSESSMENT**  
Integration and Sustainability for the green transition  
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**A GREENER TOMORROW**

- Project News**  
What is happening now?
- Supporting education leaders**  
Where do we go next?
- Ongoing Research**  
What does the research say?
- Data driven Information from across EU HEIs**  
What do other HEIs think?
- Analytics**  
Where is our information coming from?




# Background



- 🌱 HE Green Assessment so far has 6 dimensions. For each dimension, indicators will be formulated that allow the measurement of HEIs' performances
- 🌱 Most indicators shall be formulated as **statements** or **questions** with closed response categories ("quantitative indicators"), e.g. a Likert scale (strongly agree to strongly disagree)
- 🌱 Some indicators will be of a qualitative nature (qualitative response categories, potentially open responses [tbd])
- 🌱 So far, the WP2-team has conducted research on existing indicators in around 75 tools

# To discuss today



-  Next to researching existing indicators, how do we derive **the** indicators for our tool?
-  How many indicators should we aim for (per dimension, in total), how detailed/specific should they be, qualitative vs quantitative?
-  In connection to user group-discussion: Who should they be designed for?

# The UNISIMS project

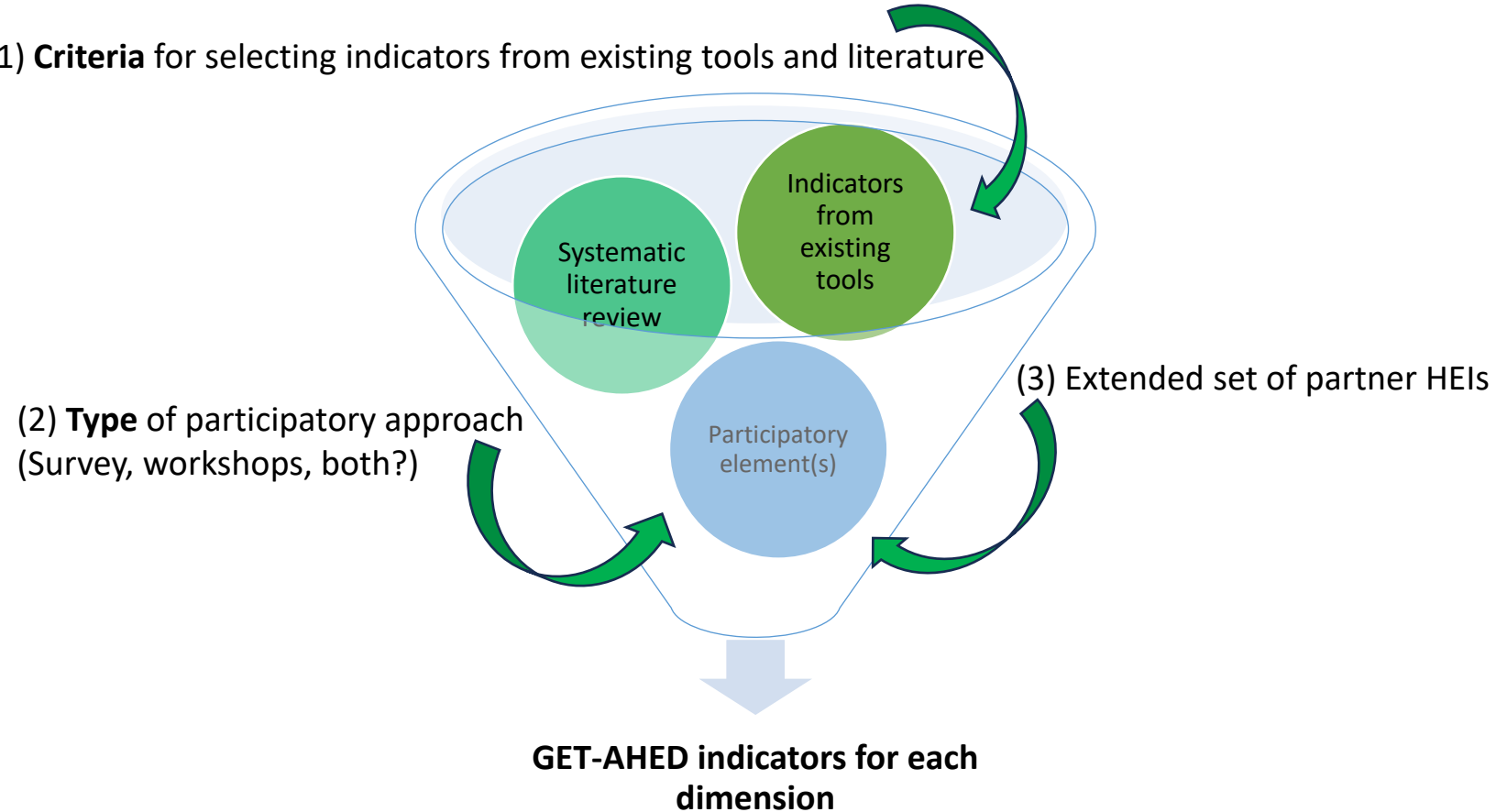


- 🌍 UNISIMS is a project dedicated to developing indicators for a sustainability self-assessment tool for the German higher education system
- 🌍 UNISIMS methodology:
  - 🌍 Research on existing indicators → deriving a first set of own indicators based on criteria
  - 🌍 Pre-testing on indicators in survey with pilot HEIs → elimination/amendment
  - 🌍 Discussing remaining indicators with selected pilot HEIs in workshops
  - 🌍 (one survey and 2 workshops per dimension)
  - 🌍 They started with 1.000 indicators, now have the aim for 15-20 indicators per dimension (but strongly depends on dimension)
  - 🌍 For usability: They have “required” and “optional” indicators
  - 🌍 Qualitative and quantitative indicators (“some HEIs lack the data to respond to quantitative indicators only”)

# GET-AHED methodology (1)



(1) **Criteria** for selecting indicators from existing tools and literature



# GET-AHED methodology (2)



## WPZ proposal:

1. Develop a set of clear criteria how existing indicators are selected for our tool
2. Develop a long list of indicators based on the criteria
3. Long list of indicators is evaluated by RUSE, UA, MTU HINCKS & TEL and FHV → amendments and elimination
4. Remaining indicators are evaluated by further pilot HEIs through a survey.
  1. Further pilot HEIs have to be recruited (each partner reaches out to 3-5 additional HEIs)
  2. Survey: Pilot HEIs can rank how important and useful they consider each indicator
  3. Potentially split the survey – e.g. 3 surveys including 2 dimensions each
5. Consortium creates short list of indicators
6. Short list discussed and validated at associate partner meeting (including student representatives)



# Open discussion on WPZ proposal



1. Develop a set of clear criteria how existing indicators are selected for our tool
2. Develop a long list of indicators based on the criteria
3. Long list of indicators is evaluated by RUSE, UA, MTU HINCKS & TEL and FHV → amendments and elimination
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5. Consortium creates short list of indicators
6. Short list discussed and validated at associate partner meeting (including student representatives)

# Already developed indicators - UA



- Table Dimensions – issues – indicators – literature reference – type of indicator – measurement
- Methodology used
- Criteria of indicators selection
- Challenges

***Open Excel Table***

Literature Review - All indicators - Dimensions WP2				Type of Indicator (Y/N/NA)		Measure Information	Measure Unit	Time Interval
Dimension WP2	Issues	Indicator name	Reference	Quantitative	Qualitative	How to Measure		
Assessing and Reporting	Sustainable initiatives	Assessing and Reporting Diversity and Equity	STARS			Qualitative questions: Has the institution engaged in a structured assessment process		
Assessing and Reporting	Sustainable initiatives	Assessing and Reporting SDGs	STARS			Qualitative questions		
Community/Outreach	Community Partnerships	Campus-community partnerships to advance sustainability	STARS/ UI Green Metrics			A brief description of the institution	number	
Community/Outreach	Inter-Campus Collaboration	Collaboration with other colleges or universities to help build campus sustainability	STARS			Survey with qualitative questions		
Education and Curricula	Student Orientation	Student sustainability orientation activities and programming / 3R program	STARS/ UI Green Metrics			Percentage of all entering students	Percentage; number	
Education and Curricula	Student Life	Sustainability Learning outside of the formal classroom	STARS			Name and a brief description	Percentage; number	
Education and Curricula	Employee Orientation	New Employee sustainability orientation activities and programming.	STARS			Percentage of new employees	Percentage	
Education and Curricula	Continuing Education	Continuing education courses that are sustainability-focused or sustainability-oriented	STARS			Number of continuing education courses	number	
Operation	Waste	Concern and design of Waste system reduce measures	EUSTEP Footprint/ STARS			Materials recycled/composted	tonnes or short tons	
Operation	Waste	Total production of waste (types of waste: Plastic, Paper, Glass/can, Organic)	EUSTEP Footprint				tons (volume by waste type)	
Operation	Energy	Self generation of Renewable energy system (including photovoltaic, wind)	UI Green Metric/EUSTEP Footprint			The ratio of renewable energy	kilowatt-hours	
Operation	Energy	Energy consumption (heating, and hot water)	EUSTEP Footprint			kilowatt hours / heating and hot water	kWh; m3; liters;	
Operation	Building & Infrastructure (outdoor & indoor environment)	Area occupied by Green spaces (forest, gardens planted vegetation)	wodu, A. et al. (2022)/UI Green Metric				m2	
Operation	Building & Infrastructure (outdoor & indoor environment)	Area occupied by open spaces to the total area / by the total campus population	wodu, A. et al. (2022)/UI Green Metric			The ratio of open space area to total area	m2	
Operation	Mobility	Program to limit or decrease the parking area on campus for the last 3 years	UI Green Metric				Percentage	
Operation	Mobility	Gloss floor area of indoor parking	STARS				m2	
Operation	Mobility	Fuel consumption on owned or rented vehicles (type of fuel: gasoline, diesel)	EUSTEP Footprint			fuel consumption	liters	
Organization Management	Sustainability governance functions	Investment Disclosure	STARS			Percentage of the total investment	Percentage; Currency	
Organization Management	Sustainability governance functions	Local development investments	Dawodu, A. et al. (2022)				Percentage	
Organization Management	Sustainable Vision and Strategic Plan	Vision and Plans to move toward sustainability with measurable goals and objectives	STARS/UI Green Metric			A list or sample of the measurable goals	Percentage; number	
Organization Management	Socio-institutional aspects	Wellness Programs (students and employee)	STARS			Qualitative questions: A brief description of the institution's wellness and/or employee wellness		
Organization Management	Staff	Full time Equivalent Staff contracted (Staff categories - include all academic and non-academic)	EUSTEP Footprint				FTE (hours/person)	
Organization Management	Staff	Full time Equivalent (FTE) Staff	EUSTEP Footprint/STARS				FTE (hours/person)	
Organization Management	Socio-institutional aspects	Workplace Health and Safety	STARS			Annual number of recordable incidents	Number; Full-time equivalent	
Organization Management	Socio-institutional aspects	Handicapped design	Dawodu, A. et al. (2022)					
Research	Funds/revenues for research (technological innovation)	Number of the innovative program(s) in energy and climate change	UI Green Metric				number	
Research	Key focus on research: Exploring more cost-effective ways to implement sustainability	Research of cost-effective ways to implement renewable energy on campus	Dawodu, A. et al. (2022)					

# Already developed indicators - UA



## Organization Management

Indicator name				
Sustainable Vision and Strategic Plan	Sustainability governance functions	Socio-institutional aspects	Staff	Students
Does the vision and strategic plan include sustainability?	Sustainability leadership	Affordability and Access	Full-time Equivalent (FTE) Staff	Number of students graduated
International and domestic sources of sustainability	Increases solutions to sustainability challenges	Having the resources to address sustainability	Full-time Equivalent Staff cost/total	Percentage of students who are international students
International and domestic sources of sustainability	Increases solutions to sustainability challenges	Inclusion and Participatory Governance	Assessing Employee Satisfaction	Percentage of students who are international students
International and domestic sources of sustainability	Increases solutions to sustainability challenges	Members to participate in sustainability activities (same effort)	Workers Progress (initiatives and employee)	Percentage of students who are international students
International and domestic sources of sustainability	Increases solutions to sustainability challenges	Communities on Inclusion Responsibility	Workplace Health and Safety	Percentage of students who are international students
International and domestic sources of sustainability	Increases solutions to sustainability challenges	Sustainable Investment	Investment Disclosure	Percentage of students who are international students
International and domestic sources of sustainability	Increases solutions to sustainability challenges	Local Development	Local Development	Percentage of students who are international students

Total: 25 indicators

## Operation

Indicator name									
Smart look	Waste	Air & Climate	Energy	Emergency & safety guideline	Food & Meats	Water	Building & Infrastructure (indoor & outdoor environments)	Mobility	Budget
Greenhouse Gas Emissions Inventory	Greenhouse Gas Emissions Inventory	Greenhouse Gas Emissions Inventory	Clean and Renewable energy use	Emergency guideline	Footprints (carbon, water, and energy)	Water (consumption)	Presence of Land space use Strategy	Green Roofs area of parking	Budget
Greenhouse Gas Emissions Inventory	Greenhouse Gas Emissions Inventory	Greenhouse Gas Emissions Inventory	Clean and Renewable energy use	Emergency guideline	Footprints (carbon, water, and energy)	Water (consumption)	Presence of Land space use Strategy	Green Roofs area of parking	Budget
Greenhouse Gas Emissions Inventory	Greenhouse Gas Emissions Inventory	Greenhouse Gas Emissions Inventory	Clean and Renewable energy use	Emergency guideline	Footprints (carbon, water, and energy)	Water (consumption)	Presence of Land space use Strategy	Green Roofs area of parking	Budget

Total: 62 indicators

## Education and Curricula

Indicator name				
Mobility	Assessment of sustainability	Assessment of sustainability	Assessment of sustainability	Assessment of sustainability

## Research

Indicator name				
Number of the research projects in Energy and Climate Change	Research projects in Energy and Climate Change	Research projects in Energy and Climate Change	Research projects in Energy and Climate Change	Research projects in Energy and Climate Change

## Assessing and Reporting

Indicator name				
Sustainability Reporting	Social and Environmental Footprint	Emissions Inventory and Disclosure	Reporting Assurance	Accounting Diversity and Equity

## Community/Outreach







Indicator name				
Carbon Footprint	Carbon Footprint	Carbon Footprint	Carbon Footprint	Carbon Footprint

Which indicators are more relevant for the Green Assessment Tool?

How can we measure qualitative indicators?

# GROUP ACTIVITY



-  Form 3 groups
-  Each Group – work with 3 dimensions (Organization Management, Education/Research and Community/Outreach)
  
-  In the printed table:
  -  a) Identify which indicators should be included in the tool
  -  b) How can we measure qualitative indicators?
  
-  Total time for the task: about 25 minutes



# WP3 – Linkages with WP2

**GET AHED**  
Your Green Transition  
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What's this about?

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**Ongoing Research**  
What does the research say?

**Data driven Information from across EU HEIs**  
What do other HEIs think?

**Analytics**  
Where is our information coming from?

# Background



- 🌍 WP3 materials in HE Green Champion will be structured according to **six Green Deal Pillars**
- 🌍 HE Green Champion can be browsed by all GET-AHED visitors
- 🌍 Participants of **HE Green Assessment** can be **guided to relevant sections in HE Green Assessment**, e.g. if they score badly in a dimension → provided that the training materials are annotated with the HE Green Assessment-dimensions
- 🌍 Question: How do we guarantee these interlinkages?
  - 🌍 How do we provide for **materials that suit the HE Green Assessment tool**?
  - 🌍 How/on which basis do we annotate the material?
  - 🌍 Whose responsibility/task is the annotation?

# WP3 Status Quo



- **Objective 1**

- Knowledge and Needs Assessment Survey Combined Report (Complete)
- Discovery of Structure and Templates for Proceeding (Complete)

- **Objective 2**

- Design and Development Phase – Due Date: Oct 2024

- **Objective 3**

- Pilot and launch – Due Date: May 2025

# WP3 and WP2 Interlinkages



## WP3 Modules

- Climate Action and Emissions Building
- Environment and the Circular Economy
- Skills, Education and Training
- Greening Public and Private Finances
- Just Transition
- Research and Innovation

## WP2 Dimensions

- Operations
- Education and Curricula
- Organizational Management (governance)
- Assessing and Reporting
- Community / Outreach
- Research



# WP2 Dimensions and Categories



- Taken from **Data acquisition and mapping of the green transition, sustainability indicators and dimensions in HEIs (MS1 )** section 2.2

## 1. Dimension: Operations

### a. Issues under the Environmental category

- Goals and policy
- System and procedures
- Environmental auditing
- Products and services
- Quality and monitoring
- Holistic and Master plan
- Land and space use
- Outdoor and indoor environme
- Green and open spaces
- Green infrastructures
- Ecosystem

## 2. Dimension: Education and Curricula

- Curricular plans
- Curricular evolution monitoring
- Teaching and learning
- Skills and competencies
- Professional development
- Engagement of external stakeholders

## 3. Organizational Management (governance)

- Mission of the HEI
- Vision for the HEI
- Actions and implementation
- Internal and external commitment
- Internal and external policies
- Strategy, and its communication
- Planning, and its communication

# WP2 Dimensions and Categories



WP2 Dimension	Categories
1. Operations	41
2. Education & Curricula	6
3. Organisational Management (Governance)	7
4. Assessing and Reporting	5
5. Community Outreach	12
6. Research	15

# WP3 and WP2 interlinkages



- Mapping

- WP2 has 6 dimensions and 86 categories (MS 1)
- Mapped the 6 WP3 modules to each of the 86 WP2 categories
- Allocated a level of knowledge and appropriateness for each co-hort in each category
- Results overview: Some categories were not applicable for green transition knowledge e.g. Guidelines for accidents and disaster preventions, Recruitment processes. Suggest another module be added called “Overall Sustainability Strategy”. Doubled up on some categories as they can cover more than one module.

WP2 Dimension	WP2 Category	WP3 Modules	Management	Staff	Students
Operations	Goals and policy	Environment and the Circular Economy	✓ (implementation)	✓ (awareness)	✓ (awareness)
Operations	System and procedures	Environment and the Circular Economy	✓ (implementation)	✓ (awareness)	✓ (awareness)
Operations	Environmental auditing	Environment and the Circular Economy	✓ (actions)	✓ (awareness)	✓ (awareness)
Operations	Products and services	Environment and the Circular Economy	✓ (procurement)	✓ (consumption choices)	✓ (consumption choices)
Operations	Quality and monitoring	Environment and the Circular Economy	✓ (data collection)	✓ (awareness)	✓ (awareness)
Operations	Holistic and Master plan	Environment and the Circular Economy	✓ (input)	✓ (awareness)	✓ (awareness)
Operations	Land and space use	Environment and the Circular Economy	✓ (actions)	✓ (maintenance)	✓ (awareness)
Operations	Outdoor and indoor environments	Environment and the Circular Economy	✓ (management)	✓ (maintenance)	✓ (using facilities responsibly)

# WP3 and WP2 interlinkages



- Mapping Results

WP3 Modules	WP2 Categories
1. Climate Action and Emissions Building	6
2. Environment and the Circular Economy	27
3. Greening Public and Private Finances	3
4. Just Transition	5
N/A	4
Overall Sustainability Strategy	15
5. Research and Innovation	16
6. Skills, Education and Training	15



# Interlinkages between the 3 tools (technical perspective)

**GET AHED**  
Your Green Transition  
Digital Buddy

What's this about?

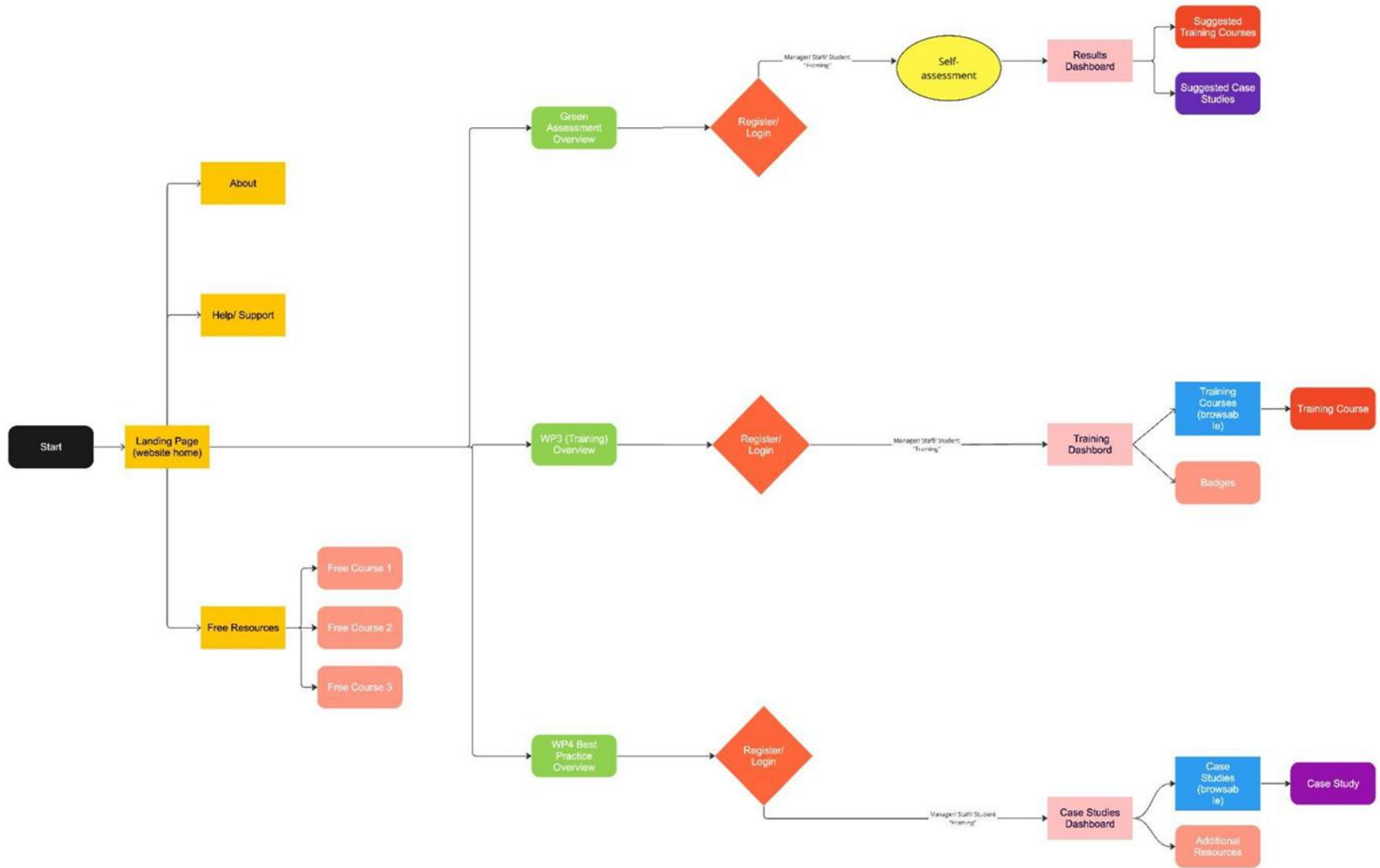
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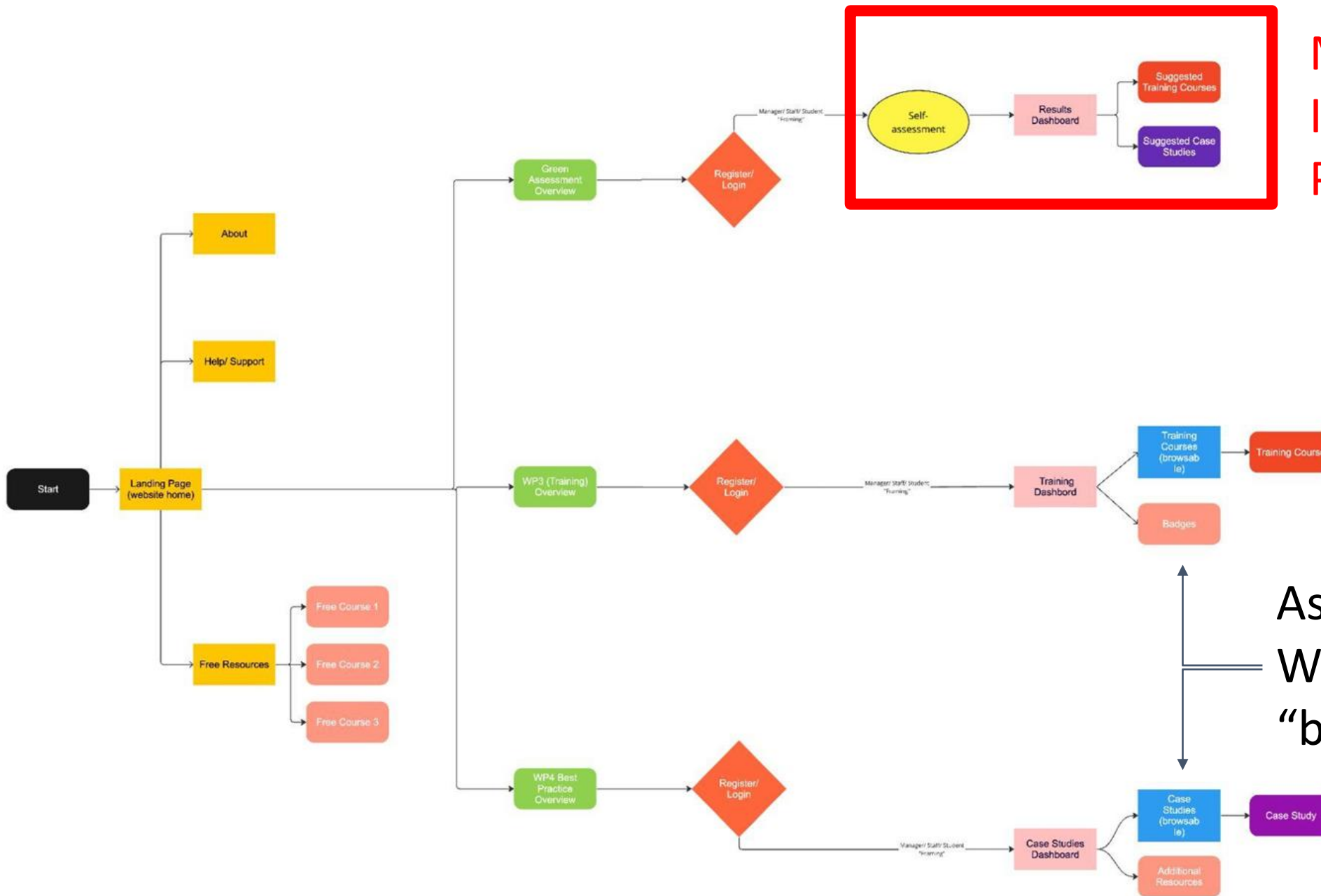
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Where is our information coming from?





Main WP  
Interlinkage  
Point

As outlined in  
WPZ Slides,  
"browsable"

# Concluding reflections



- It is important, where possible, to avoid unnecessary complexity or confusion for users
  - The proposed structure is feasible, but requires "signposting" information/ considerations to users
  - Rather than presenting only staff/ student/ management relevant content based on user type
- It should be noted that whatever approach will affect the degree of data-gathering feasible
  - In the suggested instance, data is more “general”, rather than detailed (this is fine for development purposes)



# Concluding reflections



- At a basic level, the interlinkage elements can be based on WP2 results - according to users scoring on the agreed dimensions, e.g.

<b>Dimension 1</b>		
<b>WP2 Score</b>	<b>Recommended WP3 Courses</b>	<b>Recommended WP4 Case Studies</b>
0% - 40%	Course 1 (Basic)	Case Study 1 (Basic)
40% - 70%	Course 2 (Intermediate)	Case Study 2 (Intermediate)
70% - 100%	Course 3 (Advanced)	Case Study 3 (Advanced)

6 dimensions x 3 “ranges” = 18 Courses & 18 Case Studies minimum

WP2 Score	Recommended WP3 Courses	Recommended WP4 Case Studies
<b>Dimension 1</b>		
0% - 40%	Course 1 (Basic)	Case Study 1 (Basic)
40% - 70%	Course 2 (Intermediate)	Case Study 2 (Intermediate)
70% - 100%	Course 3 (Advanced)	Case Study 3 (Advanced)
<b>Dimension 2</b>		
0% - 40%	Course 1 (Basic)	Case Study 1 (Basic)
40% - 70%	Course 2 (Intermediate)	Case Study 2 (Intermediate)
70% - 100%	Course 3 (Advanced)	Case Study 3 (Advanced)
<b>Dimension 3</b>		
0% - 40%	Course 1 (Basic)	Case Study 1 (Basic)
40% - 70%	Course 2 (Intermediate)	Case Study 2 (Intermediate)
70% - 100%	Course 3 (Advanced)	Case Study 3 (Advanced)
<b>Dimension 4</b>		
0% - 40%	Course 1 (Basic)	Case Study 1 (Basic)
40% - 70%	Course 2 (Intermediate)	Case Study 2 (Intermediate)
70% - 100%	Course 3 (Advanced)	Case Study 3 (Advanced)
<b>Dimension 5</b>		
0% - 40%	Course 1 (Basic)	Case Study 1 (Basic)
40% - 70%	Course 2 (Intermediate)	Case Study 2 (Intermediate)
70% - 100%	Course 3 (Advanced)	Case Study 3 (Advanced)
<b>Dimension 6</b>		
0% - 40%	Course 1 (Basic)	Case Study 1 (Basic)
40% - 70%	Course 2 (Intermediate)	Case Study 2 (Intermediate)

Similarity to proposal "Mockup" as Requested

## Your Green Buddy!

GET-AHED stands for Green Education and Transition – A Higher Education online Digital Buddy.

This platform will provide you and your institution across the EU with a range of online tools to enable them to implement the EU's Green Transition, Green Education and Training priorities.

This platform can be used together by institution management, staff who teach and students who teach to help your institution transition to a more sustainable place.



## HE Green Champions

- i** This is a set of training resources for institution managers, staff who teach and students to support a shared involvement in sustainability initiatives.
- i** This tool is designed for **managers, staff who teach and students** in their Institutions

[Start a HE Green Assessment](#)



## HE Green Assessment Tool

- i** This is an **online self-assessment tool** to assess an institution on the progress of it's green transition
- i** This tool is designed for **managers** in their Institutions

[Start a HE Green Assessment](#)



## HE Green Zero

- i** This is an online recommendation engine to help improve sustainable operations related to energy and energy related systems in your institution
- i** This tool is designed for managers in their Institutions

[Start a HE Green Assessment](#)

## HE Green Champions

**i** This is a set of training resources for



### About GET-AHED

GET-AHED is a digital platform providing HEIs across the EU with a range of online tools to enable them to implement the EU's Green Transition, Green Education and Training priorities.

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### Stay up to date

GET-AHED News 03/2023  
08 März, 2021

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Forgot your password? [Click here](#)

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08 März, 2021

# GREEN ASSESSMENT TOOL

WP content, but with different "framing" depending on user



In this section, we will examine sustainability elements in your institution with respect to **Teaching And Learning**

**This will draw upon:**

- Programme offerings related to climate change (and at what levels)
- Optional courses or courses with content on climate change
- To what degree climate change is integrated into curricula
- The level of training lecturers receive on climate change

Next



10% Complete

# THE GREEN ZERO

This section of the Platform presents all of the available studies. Please use the filter on the left to filter the categories you know more about!

WP3 & WP4  
“browsable”  
Repositories

## CATEGORIE

- Energy
- Water
- Food
- Transport

### Stop Food Waste

This initiative was run by University College Cork in Ireland in March 2019. This involved providing all students information and tips on how to avoid food waste. It highlighted how reducing food waste is an easy action which everyone can take to save money, time and lessen your impact on the environment. The result of the initiative was a 10% reduction in food waste over the course of the semester.



2019

Ireland

Water

# GREEN ASSESSMENT RESULTS

WP2 Results & recommendations main interlinkage point

Broadly speaking, your institution scores **Average**

The following points outline some of the main findings:



Your institution has scored well in the area of **Teaching and Learning**. There appear to be a number of climate change elements across a range of areas, which lecturers being provided with key training to support same.

THIS IS IMPORTANT FOR ENSURING THAT SUSTAINABILITY AND CLIMATE CHANGE IS A KEY AREA IN THE CURRICULA



Your institution has scored average in the area of **Research**. Climate change appears to play some role in your institution's research activities, but this could be improved upon to better support the green transition

THIS IS IMPORTANT FOR ENSURING THAT YOUR INSTITUTION IS BEST PLACED TO ACCESS RESEARCH SUPPORTS AND RESOURCES



Your institution has scored well in the area of **Engagement**. There is a wide range of engagement with a number of relevant stakeholders related to the area of climate change



# Re-ordering dimensions

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Digital Buddy

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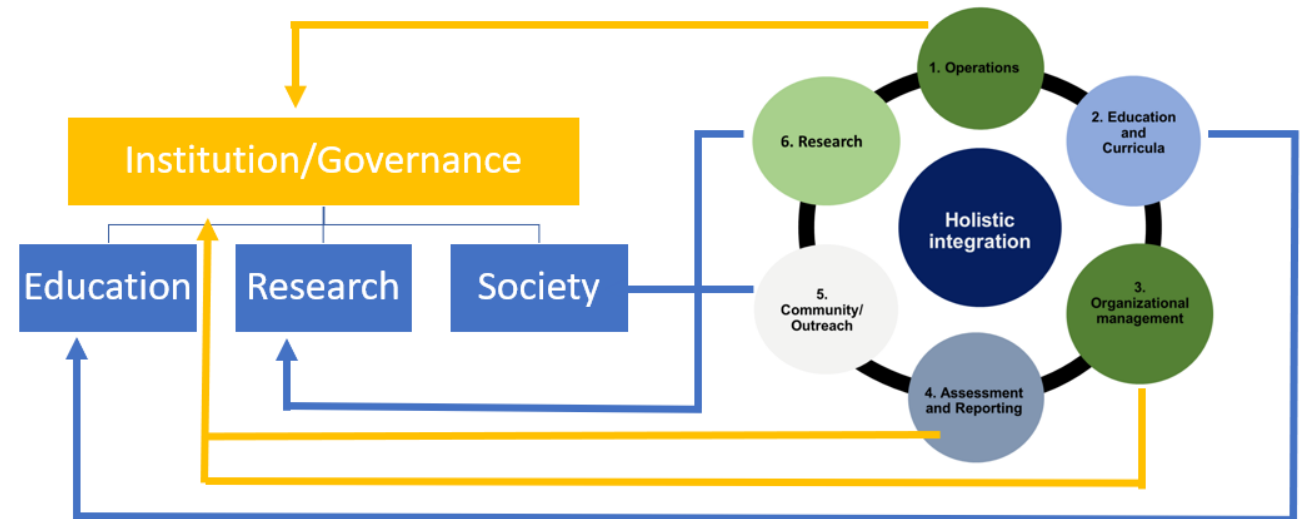
**Data driven Information from across EU HEIs**  
What do other HEIs think?

**Analytics**  
Where is our information coming from?

# Background



- 🌍 Currently, we have 6 dimensions in WP2
- 🌍 To better reflect our target group's thinking, we can reorder/rename them
- 🌍 Potentially, we can also regroup them (e.g. take "assessment and reporting" into "organisational mgt")





# GET-AHED

Open discussion







# WP2/3/4 existing best practice tools

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Your Green Transition Digital Buddy

What's this about?

### HE GREEN ASSESSMENT

Integration and Sustainability for the green transition

Learn More

### HE GREEN CHAMPIONS

Boost the green transition capacity of leaders, staff, students and stakeholders in Higher Education

Learn More

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# WP2 - Existing best practice tools



- University of Zurich (<https://www.sustainability.uzh.ch/en/campus-operations/campus.html>)
- Ghent University (<https://www.ugent.be/en/ghentuniv/mission/sustainability/guidelines/food>)
- Boston University (<https://www.bu.edu/sustainability>)

# WP3 - Existing best practice tools

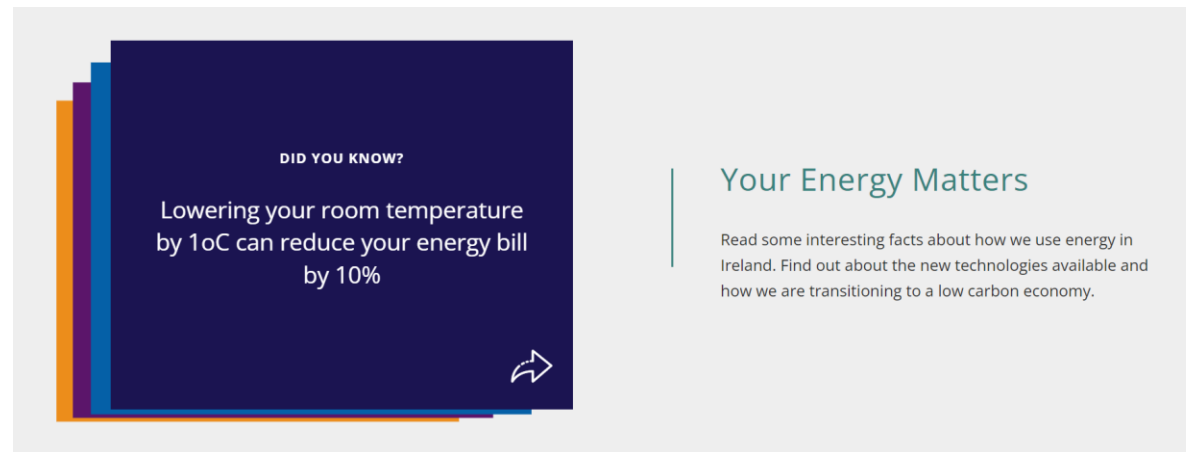


- Self Assessment
  - Management:
    - <https://www.creativecarbonscotland.com/carbon-management/tools-and-resources/>
    - Detailed excel, output-could make decisions on, instructional video (HE Green Zero - Energy)
  - Staff/ Students:
    - <https://c03.apogee.net/mvc/home/hes/profile?utilityname=novec>
    - Visually appealing, learn by doing, progress bar, suggestions based on answers
- Green Champion Training
  - All Co-horts:
    - <https://unccelearn.org/courses/>
    - Themes, searchable, bitesize, self-paced, with certification, synopsis of what is expected, pass rate
- Green Zero
  - <https://www.dexma.com/blog-en/10-essential-energy-management-tools-for-escos-in-2022/>
  - If it does what it says in the 10 areas with supporting eBooks – great!

# WP4 - Existing best practice tools



- Information snippets (<https://www.seai.ie/home-energy/take-climate-action/>)



- Typically, best practices on platforms contain a text description and a photo (<https://reterus.it/vademecum/>)

# WP4 - Existing best practice tools



- Open-source best practice examples are sparse.
- Most platforms offer a consultation service following an initial assessment.
- Typically platforms do not provide content on implemented best practices, but offer trainings behind paywalls.

# WP4 – Our ideas for presenting best practices



- Presenting documentation (photo and video material)
  - Small calculation tools (amortisation, expected output, etc.)
  - Interactive dashboards
- There is a demand for accessible open-source examples. A more appealing presentation promotes the chance for examples to actually be implemented.

# Agenda Day 2

- ❖ WP2/3/4 existing best practice tools (cont.)
- ❖ WP4 – discussion and selection of best practices
- ❖ Coffee break
- ❖ WP6 status quo
- ❖ Meeting closure
- ❖ Lunch/Departure





# GET-AHED

## WP2/3/4 existing best practice tools – technical perspective

**GET AHED**  
Your Green Transition Digital Buddy

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# Discussion



- Series of meetings held with WP partners (and WPZ) over the course of March
- No immediate concerns regarding the proposed formats for the Work Packages in the platform
- Intention will be to develop a “V1” platform as a Minimum Viable Product and then to spend remaining time examining how best to improve/ update
- Primary Best Practice example to date re UX/ structure is <https://www.heinnovate.eu>

# Is your Higher Education Institution prepared for future challenges?

HEInnovate is a self-reflection tool for Higher Education Institutions who wish to explore their innovative potential. It guides you through a process of identification, prioritisation and action planning in eight key areas. The self-assessment is available in all EU languages.

HEInnovate is not a benchmarking tool. It diagnoses areas of strength and weakness, opens up discussion on the entrepreneurial/innovative nature of your institution and allows you to compare and contrast evolution over time. You can have instant access to your results, learning materials and a pool of experts. HEInnovate can be used by all types of higher education institutions. It is free, confidential and open to anyone to use. [Read more](#).

**NEW:** To further support Higher Education Institutions in their entrepreneurial development, seven profiles and corresponding sets of recommendations are now available for actions toward more innovative institutions! [Read more](#)

HEInnovate is an initiative of the European Commission launched in 2013 in



Leadership and Governance



Organisational Capacity: People, Resources, Incentives and Rewards



Entrepreneurial Teaching and Learning



Preparing and Supporting Entrepreneurs



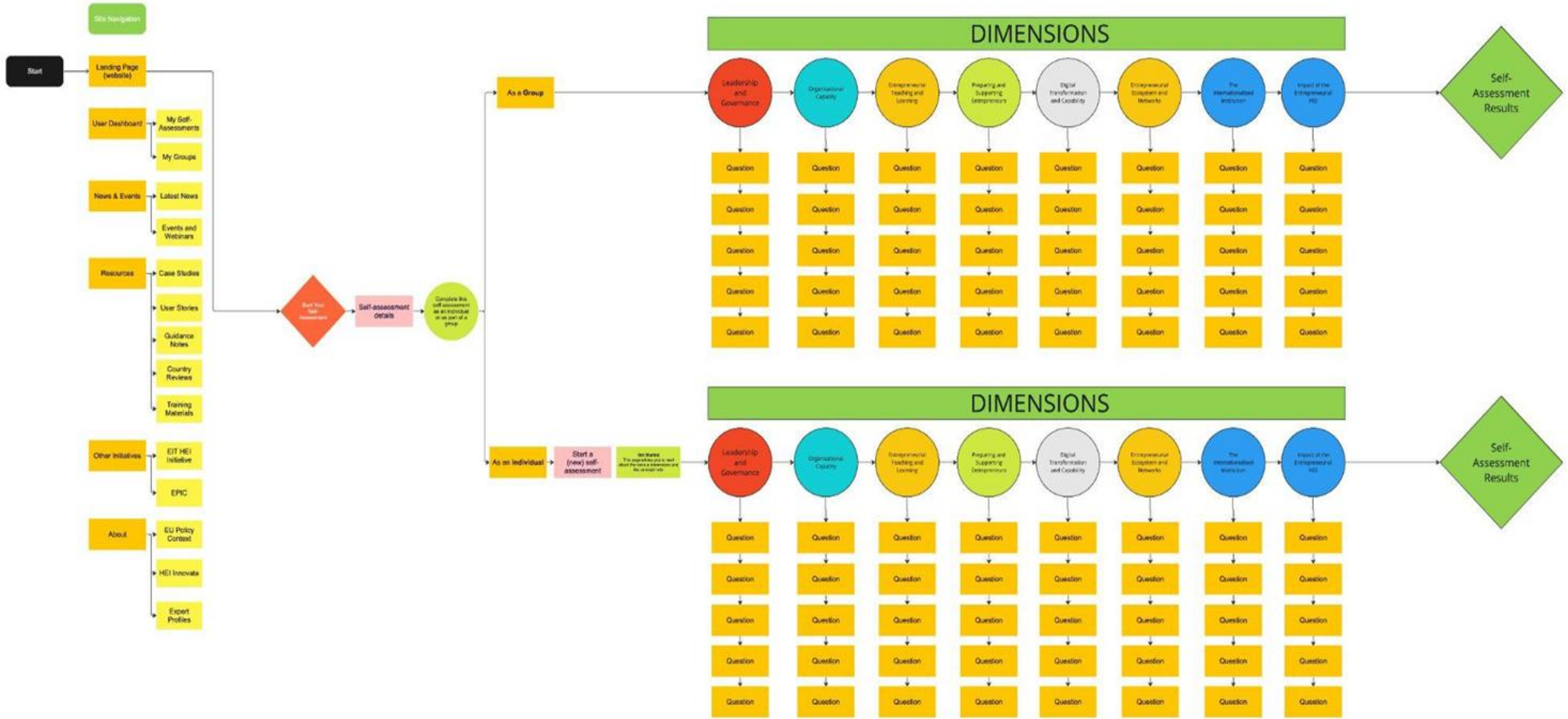
Digital Transformation and Capability



Entrepreneurial Ecosystem and Networks



The Internationalised Institution





# GET-AHED

## WP4 Discussion and selection of best practices

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# WP4 – Status quo



- Analysis of existing homepages and finishing “vision” for our work package
- Finding main contact persons for best practices
- Gathering information about best practices based on a systematic survey
- Evaluation of the survey results
- Gap analysis

# WP4 – Next steps



- Selection of best practices with high potential for further development
- Collecting further information on “high potential best practices”
- Preparing and executing a concept for a peer-review with stakeholders
- Further investigation of available open-access resources (existing platforms)  
to identify gaps and link valuable tools on the platform
- Development of useful tools for the implementation on the platform  
(amortisation, energy flows)







# WP4 – Selection of best practices



<b>High potential best practices (WP4)</b>	<b>Dimensions</b>
Renovation of old faculty buildings	Operations
Change of compressor unit	Operations
Staff awareness day	Organizational Management/ Operations
Temporal closing of campus to save energy	Operations
Plant the future initiative	Education/Organizational Management
PV-park Kanev	Operations

# WP4 – Best practice summary









<p>Name of the best practice</p> <p><b>Renovation of existing infrastructure</b></p> 	<p>Targeting HEI sector</p> <p><b>Energy consumption/ infrastructure</b></p> 
<p>Explanation of the best practice</p> <p><b>FHV is currently renovating an existing building on campus. Next to creating modern office space and improving the appeal of our Campus in general, thermal insulation is applied to the building, ultimately creating considerable energy savings.</b></p> 	<p>How we want to present the example on the platform</p> <p><b>Providing quantitative information and documentary of the renovation process</b></p> 
<p>This best practice was chosen because</p> <p><b>Easy to implement, transferable and useful; it is assumed that many HEIs have buildings with a low building standard resulting in overproportional energy cost.</b></p> 	<p>For this we will require and develop</p> <p><b>Preparing a more detailed description</b></p> 



# WP4 – Best practice summary



<p>Name of the best practice</p> <p><b>Change of compressor unit (FHV)</b></p> 	<p>Targeting HEI sector</p> <p><b>Energy consumption/ infrastructure</b></p> 
<p>Explanation of the best practice</p> <p><b>The HEI has a compressor station to provide compressed air for the laboratories. The old compressor unit was far too large, which was seen when analysing the load data. The degree of utilization was only 2%. With the installation of a smaller unit, the energy consumption was reduced by 50% (from roughly 12,000 kWh to 6,000 kWh per year).</b></p> 	<p>How we will present the example on the platform</p> <p><b>Providing data and potentially an amortisation calculator as an online tool</b></p> 
<p>This best practice was chosen because</p> <p><b>Easy to implement, compressors are used in many HEIs.</b></p> 	<p>For this we will require and develop</p> <p><b>Calculation tool, preparing a more detailed description</b></p> 







# WP4 – Best practice summary



<p>Name of the best practice</p> <p><b>Staff awareness day (MTU)</b></p>		<p>Targeting HEI sector</p> <p><b>Energy consumption / environmentally sustainable teaching/learning (for staff)</b></p>	
<p>Explanation of the best practice</p> <p><b>The event featured various stands on campus explaining energy-saving methods, a Watt challenge using bicycles connected to generators to demonstrate electricity generation and other activities such as energy tours and presentations aimed at raising awareness about energy conservation.</b></p>		<p>How we will present the example on the platform</p> <p><b>Videos, photos and a description of the event that took place, if such material is available</b></p>	
<p>This best practice was chosen because</p> <p><b>It represents a suitable and lively example for creating awareness on the energy topic.</b></p>		<p>For this we will require and develop</p> <p><b>Collecting videos, photos, preparing a more detailed description</b></p>	







# WP4 – Best practice summary



<p>Name of the best practice</p> <p><b>Temporal closing of campus to save energy</b></p> 	<p>Targeting HEI sector</p> <p><b>Energy consumption</b></p> 
<p>Explanation of the best practice</p> <p><b>From the end of December till the end of January there are no classes at the university and the heating system is operated at a minimal level. Additionally, there are no classes in summer break (July and August) and the energy consumption for cooling the buildings is limited to only the administrative facilities.</b></p> 	<p>How we will present the example on the platform</p> <p><b>Do we have comparisons of energy usage before and after this measure was implemented? → we need quantities (kWh saved or similar)</b></p> 
<p>This best practice was chosen because</p> <p><b>It is straightforward and easy to implement, was also named three times, thus it is relevant for many institutions.</b></p> 	<p>For this we will require and develop</p> <p><b>Numbers (did any of the HEIs monitor the impact of this measure?)</b></p> 

# WP4 – Best practice summary



<p>Name of the best practice </p> <p><b>Plant the future initiative</b></p>	<p>Targeting HEI sector </p> <p><b>Environmentally sustainable teaching/learning/outreaching</b></p>
<p>Explanation of the best practice </p> <p>The “Planting the Future” initiative was born in 2018 from a partnership between the University of Aveiro (UAveiro), the youth association Agora Aveiro - Association for the Promotion of Active Citizenship and the Municipality of Estarreja with the commitment to secure and promote the native forest and its value in climate change mitigation, fire resilience and biodiversity conservation. <u>By involving the entire academic community</u>, it also promotes environmental awareness and education, contributing directly and indirectly to the recovery of the native forest.</p>	<p>How we will present the example on the platform </p> <p><b>Videos, photos and a description of the initiative, if available</b></p>
<p>This best practice was chosen because </p> <p><b>It is a vivid example but depends on the regional conditions (climate and circumstances), thus it is most likely not applicable everywhere.</b></p>	<p>For this we will require and develop </p> <p><b>Collecting videos, photos, preparing a more detailed description</b></p>



# GET-AHED

## WP6 Status quo and announcements

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# Overview dissemination plan (1)



Dissemination tools/channels	How well we are doing
Project website	+ Website up and running, regular posts - There could be even more posts & more efforts to attract visitors
GET-AHED online material (newsletters, brochures, flyers, project video/voice-over)	Planned for as of early 2024: - 4-6 Newsletters - 1-2 Brochures/Flyers - 1-2 project videos/voice-overs Invitation for subscriptions to network
Social media presence	+ LinkedIn presence is up and running - We need more traffic! More posts, more reactions, more sharing
Scientific publications/conference contributions and regional events	+ so far several conference contributions & one book contribution - All R&D-WPs should publish
Related projects	+ intense exchange and publication activity with selected projects - There should be more related projects → please reach out!

# Overview dissemination plan (2)



Dissemination tools/channels	What is planned
Pilot HEIs	8-12 (in line with WP2 indicator development) > 30 users on the platform by end of the project!
Policy Briefs	- 2 per year as of year 2
Webinars on GET-AHED platform use	As of first iteration of the entire platform
Roadshow	?

# Next steps (1)



## Newsletter

- Develop newsletter concept and first newsletter
- Examples:
  - [News from the SHOW project and its consortium \(campaign-archive.com\)](http://campaign-archive.com)
  - [Newsletters – TRIGGER \(trigger-project.eu\)](http://trigger-project.eu)
  - [DIAMOND project - Newsletters \(diamond-project.eu\)](http://diamond-project.eu)
- Place newsletter on website and approach network partners\* with offer to subscribe for our newsletter

## Video/Voice-over

- Plan first video

\* Our network and that of our associate partners



# Next steps (2)



## Associate Partners

- 2nd Associate Partner Meeting in May or early June 2024
- **UA, MTU TEL & HINCKS, RUSE, FHV:** Remember to bring **1 student per HEI** on board who will join all upcoming AP-Meetings! (question of incentives – credits, etc.?) → **by April 26!**
- Agenda will be prepared by WPZ in collaboration with all partners

## Policy brief

- Plan first policy brief

# To dos for all partners:



- **Social media presence → please contribute to post on LinkedIn with a reference to @GET-AHED**

- You can post e.g. pictures of working meetings or interim results of your work
- React to our postings and share them!
- Use the hashtag library!

Hashtag Library
#GETAHED
#sustainabilityassessment
#sustainableuniversity
#sustainableHEI
#greenuniversity
#greenHEI
#greenchampion

- **Related projects → please reach out to related projects with the aim to place their logo on our website, and vice versa!**

- In the long run, the aim is to exchange with the consortia, e.g. co-author publications, attend their conferences etc.

- **Have your eyes open for suitable conferences, regional events and possibilities for publishing!**

- You can/shall participate at conferences at your own decision. Just inform us in the Jour Fixe!
- If there's the possibility for publication in books or (peer reviewed) journals, please approach all partners for co-authorship!

\* Our network and that of our associate partners



# Closure of the meeting

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Thank you very much for  
your participation!

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## INFOSHEET of the GET-AHED Consortium Meeting in Aveiro, Portugal

### DATES

**Arrival date: March 24/25, 2024**

**Departure date: March 26, 2024**

**Meeting starts on March 25<sup>th</sup>, at 9 am (Local Portuguese hour)**

**Meeting ends on March 26<sup>th</sup>, at 1 pm (Local Portuguese hour)**

### TRAVEL

#### **. HOW TO GET TO AVEIRO COMING FROM PORTO**

##### FROM PORTO AIRPORT TO AVEIRO BY TRAIN

**Arrival:** Francisco Sá Carneiro Airport (<https://www.aeroportoporto.pt/>)

Tickets for metro can be purchased in automatic terminals or by credit card (sensor activated) - Outside the airport - towards the subway - (500m - 8 min walk)

Choose **Metro line E (purple)** towards final direction "Estádio do Dragão".

Exit at Campanhã station – line E - 33 min (19 stops)

In **Campanhã Station** proceed (3 min walk) to Campanhã train station area.

**Tickets to Aveiro** (online purchase, at ticket office, or in automatic terminals) - (<https://www.cp.pt/passageiros/en>), with the ticket value depending on the type of service (R - Regional, U - Urbano, AP - Alfa Pendular or IC - Intercidades). Direct travels from Porto Campanhã to Aveiro are preferable, without a change of trains. The urban (U – Urbano) service runs 2 or 3 times per hour, and depending on the type of service the full train journey from Porto Campanhã to Aveiro lasts between 40 and 75 minutes.

**After arriving in Aveiro:** Taxi /Uber to the booked hotels.

##### FROM PORTO AIRPORT TO AVEIRO BY BUS (FLIX BUS or REDE EXPRESSO)

**Arrival:** Francisco Sá Carneiro Airport (<https://www.aeroportoporto.pt/>)

Tickets for metro can be purchased in automatic terminals or by credit card (sensor activated) – Outside the Airport – toward the Subway - (500m - 8 min walk)

Choose **Metro line E (purple)** towards final direction "Estádio do Dragão".

Exit at Campanhã station 33 min (19 stops)

In Campanhã station proceed to **Direction Bus Station "Terminal Intermodal de Campanhã"** – (550m - 7 min walk)

Go to **FlixBus** (<https://www.flixbus.pt/>) or **Rede Expresso** (<https://rede-expressos.pt/en>) platform – about 1 hour (if the trip is without stops) time travel.

It is recommended to buy the bus ticket in advance.

**After arriving in Aveiro: Taxi /Uber to the booked hotels.**

### **. HOW TO GET TO AVEIRO COMING FROM LISBON:**

#### FROM LISBON AIRPORT TO AVEIRO BY TRAIN

**Arrival:** Lisbon International Airport (<https://www.aeroportoisboa.pt/pt/>)

Choose **Metro line VM (red) TO Oriente Station** – towards final direction "São Sebastião"

Exit at **Oriente Station – Direction Train Station** (2 min walk) - 6 min (3 stops)

**Ticket to Aveiro** (Online purchase, Ticket office or automatic terminal) – (<https://www.cp.pt/passageiros/pt>) - value depending on the service type (R – Regional, U – Urbano, AP - Alfa Pendular or IC – Intercidades) – about 3 hours time travel.

**Arrival in Aveiro:** Taxi /Uber to the booked hotel.

#### FROM LISBON AIRPORT TO AVEIRO BY BUS (FLIX BUS or REDE EXPRESSO)

**Arrival:** Lisbon International Airport (<https://www.aeroportoisboa.pt/pt/>)

Choose **Metro line VM (red) to Oriente Station** – towards final Direction "São Sebastião" - 6 min (3 stops)

Exit at **Oriente Station – Direction Bus Station** (350m - 5 min walk)

Go to **FlixBus** (<https://www.flixbus.pt/>) or **Rede Expresso** (<https://rede-expressos.pt/>) platform – about 3, 3,5h time travel.

It is recommended to buy the bus ticket previously.

**Arrival in Aveiro:** Taxi /Uber to the booked hotel.

## CONSORTIUM MEETING

### Venue:

University of Aveiro, Campus Universitário de Santiago, 3810-193 Aveiro

[www.ua.pt](http://www.ua.pt)

**Meeting room:** Rectory building (Building 25), at Sala do Senado (Senate Room), ground floor. Going directly to the reception desk, the Senate Room is on the right

## ACCOMODATION IN AVEIRO

### Suggestions for Accommodations at Aveiro:

In the table below, you can find some suggestions of hotels with the corresponding number of stars, distance to the venue, price for single/double room (indicative, values can vary), and the hotel website.

Hotel (Name and Number of stars)	Distance to the Venue	Single / Double Room	Website
Hotel MS Collection Aveiro 5*	1,6 km (22 min)	176€/184€	<a href="https://www.mscollection.pt/en/aveiro">https://www.mscollection.pt/en/aveiro</a>
Hotel As Americas 4*	2,1 km (30 min.)	107€ / 147€	<a href="http://www.hotelasamericas.com">www.hotelasamericas.com</a>
Hotel Moliceiro 4*	2,0 km (28 min.)	140€ / 160€	<a href="https://www.hotelmoliceiro.pt/en/">https://www.hotelmoliceiro.pt/en/</a>
Meliá Ria Hotel Spa 4*	1,5 km (22 min.)	115€ / 124€	<a href="http://www.meliaria.com">www.meliaria.com</a>
Hotel Afonso V 3*	1,2 km (17 min.)	67€ / 93€	<a href="http://www.hotelafonsov.pt">www.hotelafonsov.pt</a>
Hotel Aveiro Center 3*	1,2 km (17 min.)	90€ / 100€	<a href="https://www.grupoalboi.com/en/Hotel-Aveiro-Center/Home">https://www.grupoalboi.com/en/Hotel-Aveiro-Center/Home</a>
Hotel Imperial 3*	1,5 km (20 min.)	55€ / 80€	<a href="https://www.hotelimperial.pt/en/Menu/Hotel.aspx">https://www.hotelimperial.pt/en/Menu/Hotel.aspx</a>
Hotel Jardim 3*	1,1 km (15 min.)	64€ / 90€	<a href="https://www.hoteljardim.pt/en">https://www.hoteljardim.pt/en</a>
Hotel Salinas 3*	1,3 km (18 min.)	112,50 €	<a href="https://www.grupoalboi.com/en/Hotel-Salinas/Home">https://www.grupoalboi.com/en/Hotel-Salinas/Home</a>
Hotel Veneza 3*	2,2 km (31 min.)	63€ / 86€	<a href="https://www.venezahotel.pt/en">https://www.venezahotel.pt/en</a>

## WELCOME TO AVEIRO, THE PORTUGUESE VENICE!

Useful links about the city, the surroundings, and connections:

- Visiting Aveiro (<https://www.visitportugal.com/en/content/visit-aveiro>)
- Things to see and do in Aveiro (<https://www.centerofportugal.com/destination/aveiro>)
- Guide of North of Portugal and Aveiro (<https://porto-north-portugal.com/aveiro-portugal-guide.html>)

