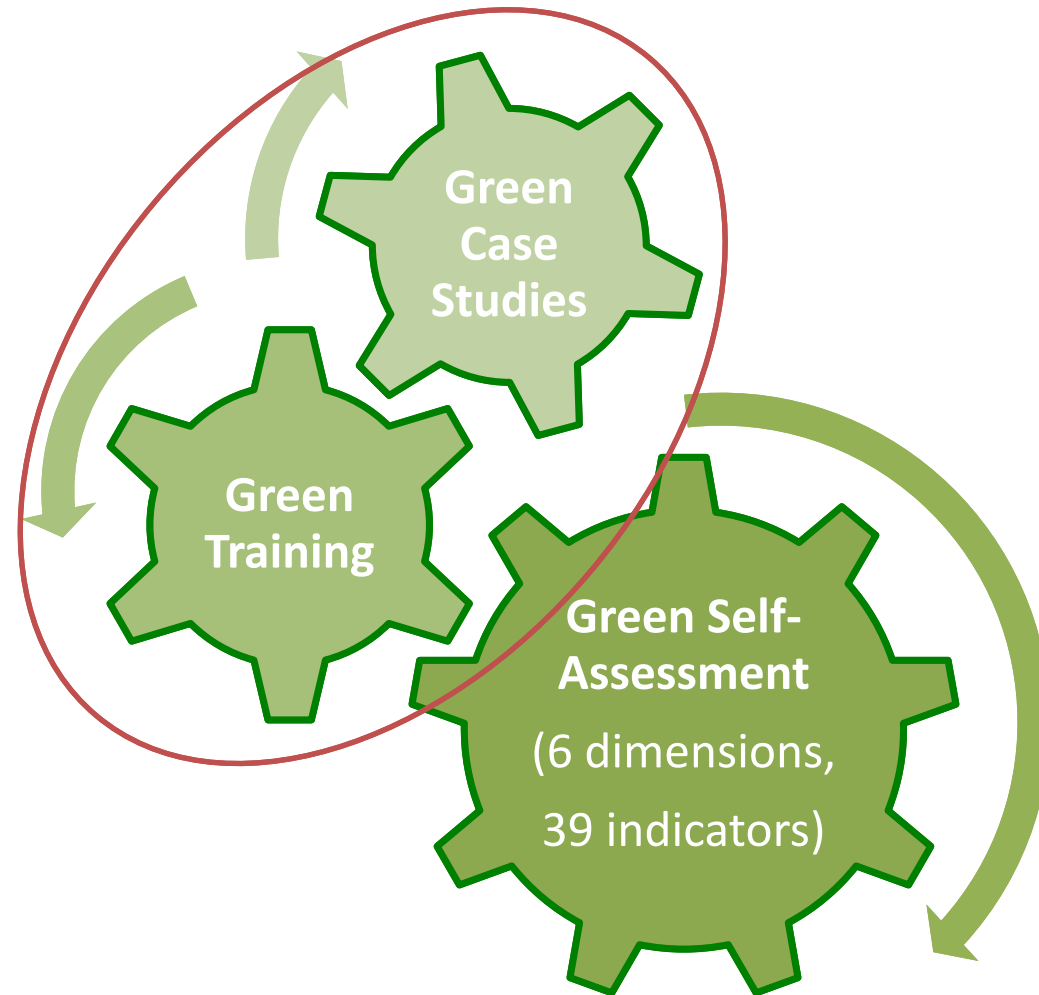


The GET-AHED project: Co-creating the University Greening Toolbox Part II

GET-AHED Conference, October 21, 2025 | Cork, Ireland
Rebecca Robinson, Elias Eder, Darragh Coakley, Jeremiah Spillane

The University Greening Toolbox



WP3 – HE Green Champions Tool “Green Training”

Rebecca Robinson, Munster Technological University, WP3 Lead

WP3 – HE Green Champions

3 Main Objectives

1. The Discovery Phase – Exploring what currently exists and establish the needs of the three HE cohorts using a survey
2. The Design and Development Phase - Develop suitable training resources to support a green transition in HEIs
3. Piloting - Pilot agreed training resources with Leaders, Educators, other HEI staff, and students

WP3 – HE Green Champions Methodology

1st Objective - The Discovery Phase

Identified and mapped existing Green Transition curricula and tools and surveyed HE students, staff and management on topical gaps, levels of confidence, platform format preferences and recognition needs such as micro-credentials.

Findings: Highlighted significant knowledge gaps, confidence issues, and distinct resource needs

WP3 – HE Green Champions Methodology

1st Objective - The Discovery Phase

Total responses 234

Completion rate 64%

Educator	38.03%
Administrator	12.68%
Support Staff	15.49%
Management/part of management team	12.68%
Researcher	21.13%

WP3 – HE Green Champions Methodology




1st Objective - The Discovery Phase

Country	Responses
Austria	5.80%
Portugal	20.29%
Ireland	63.77%
Bulgaria	7.25%
Netherlands	1.45%
Other (please specify)	

WP3 – Discovery Phase

More Findings: Low Confidence: An average of 70% of all cohorts (Management, Staff, and Students) did not feel confident with the current tools and knowledge they possess to carry out the duties of a Green Champion on campus.

Key Knowledge Deficits: All three cohorts knew the least about, felt least confident in, and were least able to measure the impact of initiatives related to:

-  Green finance and investment opportunities
-  Just Transition (fair and inclusive economy that leaves no one behind)
-  Skills, Education and Training about the Green Transition

More Findings: An average of 61% of all respondents agreed that access to centralised resources, relevant information and tools is a necessary element to help them in their role.

WP3 – Discovery Phase

Distinct Resource Needs and Barriers

- 🌍 For HEI Management, the single most overwhelmingly necessary element to help them in their role was funding or budget allocation (82%).
- 🌍 Staff and students were more aligned, citing education and training opportunities and access to centralised resources as essential.
- 🌍 The top barrier was time: The single largest perceived barrier for all groups was Insufficient time or competing priorities, cited by 67.85% on average

WP3 – Discovery Phase

Distinct Resource Needs and Barriers




- 🌱 Management views cultural issues like resistance to change and lack of awareness as the smallest perceived challenges, while students cite these as the biggest perceived challenges.
- 🌱 All cohorts highly trust and consult Government/EU websites, Academic research, and Environmental organizations/NGOs. Conversely, they rarely seek information from their own HEI's publications, policies, or guidelines

WP3 – HE Green Champions Methodology

2nd Objective - The Design and Development Phase

The resources to support Higher Education Institutions (HEIs) in implementing the EU's Green Transition and Green Education priorities

Tailored resources for each cohort's role:

-  **HEI Managers** (e.g., Presidents, Deans): Recommendations focus on green strategy, green management practices, sustainable leadership, and policy.
-  **HEI Staff (e.g., Academic, Admin, Researcher)**: Recommendations focus on green education, pedagogy, initiatives, green role modelling, and green campus.
-  **HEI Students (all levels)**: Recommendations focus on green initiatives, green role modelling, green campus, impacts, and contributions.

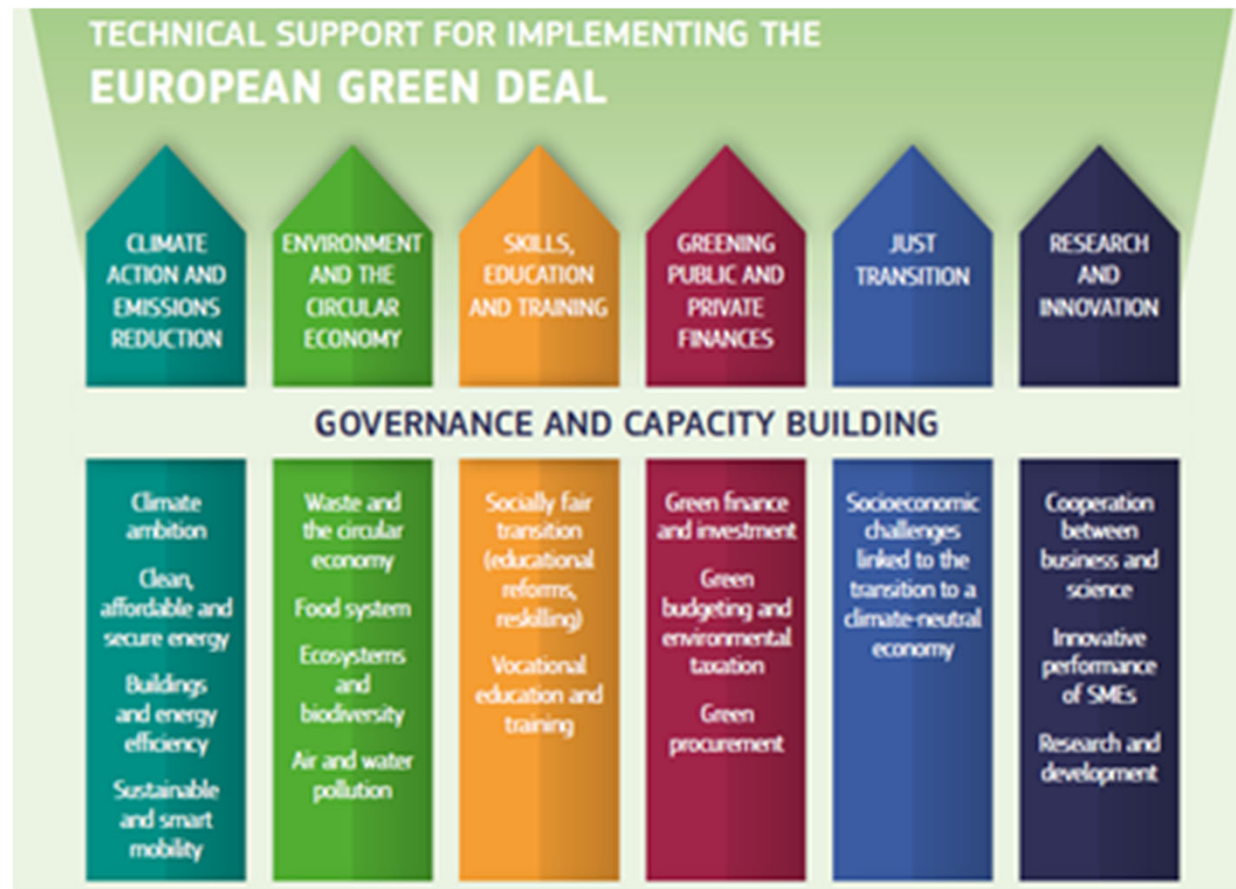
WP3 – Design and Development Phase

The resources are aligned with six core pillars for capacity building, taken from the European Commission's "Technical support for implementing the European Green Deal":

1. Climate Action and Emissions Reduction
2. Environment and Circular Economy
3. Skills Education and Training
4. Greening Public and Private Finances
5. Just Transition
6. Research and Innovation





WP3 – Design and Development Phase

Technical support for implementing the European Green Deal



WP3 – Design and Development Phase

Resource Repository Development

-  6 pillars
-  8-10 sections in each pillar for bite size learning
-  70,000 words approx.
-  Videos, external links to website, documents, case studies, quizzes, fact sheets, further reading


WP3 – Design and Development Phase

Link with WP2: The dimensions of Green Self-Assessment Tool (WP2) needed to be integrated into the resources of the Green Training of WP3

- **Results from the self assessment** would lead users to relevant content in the Green Training
- **WP3 content** was annotated with the relevant WP2 dimension and if the self assessment indicated a low knowledge on a particular dimension, the interconnected Green Training was recommended
- **Link with WP5:** The content was presented to the WP5 leaders for an iterative review and quality assurance (QA) process

WP3 – HE Green Champions Methodology

3rd Objective - Piloting

-  Subjecting the resources to review and validation by the partnership and through piloting for accuracy, pedagogical soundness, and alignment with the Green Deal objectives.

WP4 – HE Green Zero Green Case Studies Tool

Elias Eder, University of Applied Sciences Vorarlberg, WP4-Lead

WP4 – Green Zero



Source: www.get-ahed.eu







Improve sustainable operations in HEIs relevant to energy and energy related systems focused on the goal of achieving net zero energy on school/campus sites.



WP4 – Green Zero

The case studies are based on a variety of existing good practices examples from project partners and other European HEIs.

The approach used was based on four steps:

-  CAE: collect, analyse and evaluate existing good practice examples among the project partners by means of a systematic survey.
-  GAP: conduct a gap analysis to identify relevant gaps on the way to sustainable operations of HEIs
-  SAD: search and discover missing good practice examples among our associated partner networks
-  PEER: conduct a peer review of all selected good practice examples with the project partners and external stakeholders

WP4 – Green Zero

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33 Good Practices were identified:

Dimension	Number of good practices
Operations	15
Education & Curricula	11
Community Outreach	9
Research	4
Organizational Management	3
Assessing & Reporting	1

WP4 – Green Zero

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Four areas were identified, in which the GET AHED platform could stand out:

-  Open access resources
-  Raising awareness
-  Simple implementation calculators
-  **Easily accessible and attractively presented content**

WP4 – Green Zero







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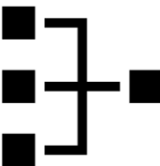
Selected good practices were refined by identifying additional content from APs.

WP4 – Green Zero

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Based on the comprehensive feedback from external peers, 12 good practices were implemented in 6 interactive formats:

-  Plant the Future Initiative
-  Next Big Change Competition
-  Green Lab Initiative
-  Staff Awareness Days
-  Sustainable Travelling
-  Reducing Energy Consumption



WP5 – Platform Development