



Green Education & Transition - A Higher Education online Digital Buddy DELIVERABLE 6.1

Dissemination and Visibility

28 January 2026

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's 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's our information coming from?

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

Co-funded by the European Union

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Basic project information

Project title	Green Education & Transition - A Higher Education online Digital Buddy
Acronym	GET-AHED
Project number	101087248 — GET-AHED
Start	February 2023
End	January 2026
Website	https://www.get-ahed.eu/
Platform	https://green-uni-toolbox.eu/

Project team



WPZ Research GmbH, Austria (WPZ Research)



Universidade de Aveiro, Portugal (UAveiro)



Munster Technological University, Ireland (MTU Hincks and MTU TEL)



University of Ruse "Angel Kanchev", Bulgaria (URAK)



FH Vorarlberg – University of Applied Sciences, Austria (FHV)

Information on the document/report

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1. About the GET-AHED project

The project GET-AHED (Green Education & Transition - A Higher Education Online Digital Buddy) created a digital platform – the [University Greening Toolbox](#) – developed in consultation with several associate partner EU ministries, HEI representative bodies and a European University alliance. The University Greening Toolbox provides HEIs across the EU with a range of online tools to enable them to implement the EU’s Green Transition and Green Education Training priorities. The University Greening Toolbox therefore acts as a green transition digital buddy for the higher education (HE) community across the EU to allow a multiple of HE stakeholder groups to review and develop whole institutional approaches to environmental sustainability focussing on:

- Designing, implementing, and monitoring institutional environmental sustainability plans.
- Supporting Higher Education leaders, in embedding environmental sustainability into all aspects of the institution’s operations.
- Supporting staff and students in promoting greater involvement in environmental sustainability initiatives both internally and externally.
- Designing, implementing, and monitoring approaches related to environmentally sustainable operations in HEIs, and in particular HE energy systems.

The toolbox offers a suite of user-friendly and proven online tools and practices that enable HEIs to assess, plan, and strengthen environmentally sustainable practices across all missions and operational areas of a HEI. The toolbox is available on a user-friendly online digital platform ([The University Greening Toolbox](#)), it is free of charge and designed for HEI leadership, academic and administrative staff, as well as students, with a view to supporting HEI-wide engagement in the development and implementation of environmentally sustainable strategies, practices and operations.

2. About this Document

Effective dissemination and communication activities are essential to achieving the project's objectives and ensuring the visibility, uptake, and long-term impact of its results. In line with the Erasmus+ programme requirements, the project GET-AHED has implemented a structured dissemination strategy aimed at reaching a wide range of stakeholders, including higher education institutions, academic staff, students, policymakers, and sustainability practitioners. These activities are designed to promote awareness of the project, facilitate knowledge transfer, and support the exploitation and sustainability of project outputs beyond the project's lifetime.

This document describes the **dissemination and communication** approaches implemented throughout the project, with a specific focus on digital presence, visual identity, participation in conferences and events, and social media activities and reflects on their contribution to the overall impact and sustainability of the GET-AHED project.

The **project website** functions as the central dissemination platform, providing comprehensive and up-to-date information on project objectives, partners, activities, and results, as well as access to publicly available resources and tools developed within the project. Complementing this, the project **logo and visual identity** establish a consistent and professional appearance across all communication materials, supporting brand recognition and alignment with Erasmus+ visibility requirements.

In addition to digital dissemination, **conferences, workshops,** and **public events** play a key role in engaging stakeholders, presenting interim and final results, and fostering dialogue on sustainability and green transition in higher education.

Finally, **social media channels** were used to support continuous communication, enhance outreach, and engage diverse audiences in an accessible and timely manner. Through regular updates, news items, newsletters, and the promotion of project milestones, social media activities amplify the project's messages and reinforce the visibility of GET-AHED within the broader sustainability and higher education communities.

3. Work Package 6 – Dissemination and Visibility

Work Package 6 focused on dissemination, exploitation, and sustainability activities aimed at maximising the visibility, uptake, and long-term impact of the GET-AHED project. A comprehensive dissemination and exploitation plan was developed at the very beginning of the project, defining target groups, communication tools, and activities, as well as clear roles and responsibilities within the consortium to ensure coordinated and effective implementation throughout the project lifecycle. The plan was adapted several times during the project based on experiences, stakeholder feedback, and emerging information, allowing the consortium to respond flexibly and optimise dissemination strategies to maximise engagement and impact.

A project website <https://www.get-ahed.eu/> was established as the central access point for information on the project's objectives, activities and results. This was complemented by targeted social media activities designed to increase visibility, foster stakeholder engagement and support the dissemination of project-related content at national and international levels. In parallel, a coherent and attractive visual identity was developed to ensure consistent recognition of the project across all communication channels and dissemination activities. This visual identity included a project logo available in different formats, document and presentation templates for reporting purposes, a newsletter template created and managed via Mailchimp (including registration and mailing functionalities), and a standard imprint for all published materials. Together, these elements supported both internal coordination and external communication in a professional and recognisable manner.

The overall objectives of this work package were to actively disseminate the project's vision, objectives and outcomes to a broad range of stakeholders, to design and implement an effective dissemination and exploitation strategy covering all target groups and communication channels, and to develop a sustainability plan ensuring the continued use and relevance of project results beyond the project lifetime. In particular, WP6 supported the long-term integration of the GET-AHED digital platform – University Greening Toolbox – into higher education monitoring processes, institutional assessments and sustainability strategies, in line with European priorities for the green transition in higher education.

Dissemination and Communication Strategy

The dissemination strategy of the GET-AHED project was designed to ensure the effective communication, transferability, and exploitation of project results at European, national, and institutional levels. It was developed in line with the Erasmus+ programme framework and guided by

the principles of relevance, accessibility, coherence, and sustainability. The strategy aimed to maximise the visibility and impact of project outcomes while supporting their long-term use beyond the project lifetime.

Objectives of the Dissemination Strategy

The key objectives of the GET-AHED dissemination and communication strategy were to:

- raise awareness of the project's aims, activities, and outcomes;
- promote the use and uptake of the different digital tools and resources;
- facilitate knowledge exchange and capacity building related to green transition in higher education;
- support the sustainability and long-term exploitation of project results beyond the project duration;
- ensure compliance with Erasmus+ visibility and communication requirements.

All dissemination and communication materials produced within the GET-AHED project consistently included the Erasmus+ logo and explicit acknowledgment of EU funding, in compliance with Erasmus+ visibility and communication requirements. This applies to both digital and printed outputs, ensuring that the European Union's support was clearly recognized across all project activities.

On the University Greening Toolbox (<https://green-uni-toolbox.eu/>) and the project website (<https://www.get-ahed.eu/>), the Erasmus+ logo is prominently displayed on the landing pages, within the header of downloadable resources, and alongside all online project tools, including the University Greening Toolbox, the Self-Assessment Toolkit, and the Training Resources section. All downloadable deliverables feature the Erasmus+ logo and a funding acknowledgment statement on the first page.

The project newsletters, circulated throughout 2024–2025, included the Erasmus+ logo in the header of each edition, accompanied by a note acknowledging EU co-funding. Similarly, presentations, webinar material, posters, and other dissemination outputs produced for conferences, workshops, and roadshow events incorporated the Erasmus+ logo and funding statement to ensure compliance and maintain visibility of EU support across all target audiences.

GET-AHED website and its linkages

- **GET-AHED website:** <https://www.get-ahed.eu/>

The GET-AHED project website was developed and launched in month 2 of the project and has served as the central hub for all dissemination and communication activities throughout the project lifetime. From an early stage, the website provided a single access point for publicly available information on the project, ensuring transparency, visibility and continuous access to project information and results.

The website was designed to present the project's objectives and partnership structure, while also communicating progress, milestones and key outcomes. It hosts and provides access to project deliverables, tools and resources, thereby supporting knowledge sharing with higher education institutions, policymakers, practitioners and other interested stakeholders. By consolidating all relevant content in one central location, the website ensures continuity, ease of navigation and the availability of project outputs beyond the project duration.

In terms of structure and content, the website includes clearly organised sections covering the project background and objectives, consortium partners, news and updates on project activities, information on events and conferences, related projects and access to publicly available tools, reports and materials. Content is presented in a clear and user-friendly manner.

- GET-AHED on the WPZ website: <https://www.wpz-research.com/get-ahed-green-education-transition-a-higher-education-online-digital-buddy/>
- GET-AHED on the MTU website: <https://hincks.mtu.ie/get-ahed1>
- GET-AHED on the FHV website: <https://www.fhv.at/forschung/energie/projekte/laufende-projekte/get-ahed>
- GET-AHED on the RUSE website: <https://nis.uni-ruse.bg/project/284>
- GET-AHED on the UAveiro website: <https://www.ua.pt/pt/projetos-id/1283>

GET-AHED Logo



The GET-AHED logo reflects the project's focus on sustainability, green transition, and higher education. It is used consistently across:

- the project website;
- presentations and conference materials;
- reports and deliverables;
- social media graphics and promotional materials
- email signatures



The consistent application of visual elements (colour schemes, typography, layout) reinforces the project's identity and ensures compliance with Erasmus+ branding and visibility guidelines. A recognisable visual identity enhances the memorability of project messages and facilitates association between project activities, outputs, and the GET-AHED brand. This supports effective dissemination, particularly in international communication contexts.

Social Media

Social media platforms were used as a complementary dissemination channel within the GET-AHED project to enhance outreach, support communication, and engage diverse target audiences. Through regular and coordinated social media activities, the project promoted key news, milestones, and events, disseminated project outputs and publications, and stressed content published on the project website. This approach enabled continuous interaction with stakeholders in an accessible and informal format, extending the reach of the project beyond traditional dissemination channels.

Content shared via social media included announcements of project meetings and events, highlights of key achievements, links to relevant resources hosted on the project website, and visual materials developed in line with the project's visual identity. The use of visual elements supported recognition and consistency across communication channels while increasing user engagement. Social media activities played a supportive role in increasing the visibility of GET-AHED results, fostering stakeholder engagement, and contributing to the broader impact of the project at national and international levels.

The project maintained an official LinkedIn showcase account which currently has 143 followers (<https://www.linkedin.com/showcase/get-ahed/>). Posts on this account received on average 20–30 likes each, with up to 8 shares by other users, reflecting active engagement within the higher education and sustainability communities. LinkedIn was also strategically used to support the recruitment of pilot HEIs for indicator testing (WP2) and the usability tests (WP5), to launch the Call for Papers for the GET-AHED Conference in October 2025, as well as to promote the conference. In addition to the official account, many team members and partner HEIs shared project content using the @GET-AHED tag, further increasing reach and visibility. Complementary dissemination was carried out via Facebook through official channels of project partners and private accounts.

As part of the dissemination and communication activities, the GET-AHED project developed a dedicated hashtag library to support coherent, effective and targeted communication of project messages across digital channels. The hashtag library was designed as a practical tool for project partners and associated stakeholders to ensure consistency in messaging, increase the visibility of project outputs, and can be viewed in the annex of this deliverable in its latest form.

The hashtag library was structured around three complementary levels: core project tools, the broader thematic and policy context, and narrative-driven communication. Hashtags related to the core tools support the promotion of key project outputs, including the University Greening Toolbox, the self-assessment tool, training resources and case studies. Contextual hashtags linked project activities to wider EU priorities such as the European Green Deal, climate neutrality, sustainable development and innovation in higher education.

Data Management and Communication/Dissemination Plan

A comprehensive Data Management Plan (https://www.get-ahed.eu/wp-content/uploads/2023/06/Data_Management_Plan_GET-AHED_12062023.pdf) was developed at the start of the GET-AHED project to define which data would be used, collected, processed, and generated, and how these data would be responsibly managed throughout the project lifecycle. The plan, first published in June 2023, sets out the approach to handling data in a manner that is compliant with ethical and legal standards, including data protection regulations, and outlines procedures for data organisation, storage, security, anonymisation, access, and long-term preservation. It also specifies responsibilities for data management across consortium partners and explains how personal and project-generated data would be treated in accordance with privacy and GDPR requirements. This plan was designed to be a living document, updated as necessary to reflect significant changes in data use or collection strategies as the project evolved.

Within the University Greening Toolbox platform (<https://green-uni-toolbox.eu/>), the principles set out in the Data Management Plan have been implemented to ensure both transparent access to project outputs and the protection of user data. Public-facing resources such as training materials, and case study repositories are made available without exposing identifiable personal information, supporting the project's commitment to open access and wide re-use of knowledge in line with Erasmus+ and European Green Transition objectives. Data collected through platform interactions, such as self-assessment responses and usage analytics, are handled in aggregated and anonymised form to protect individual users while enabling the consortium to monitor uptake, inform future updates, and evaluate impact. User registration data are securely stored using industry-standard systems, with minimal personal information collected solely to enable login and personalised user experiences. Platform data security measures, compliant with GDPR, include encrypted storage,

secure servers, and controlled access protocols to safeguard both operational and research-related data.

This data management framework ensures that GET-AHED project data are responsibly handled, supporting transparency, protection of personal data, and long-term availability of key outputs.

News and Newsletters

Stay updated on the project!

Subscribe to our newsletter!

Subscribe

GET-AHED Newsletter II-2026
 GET-AHED Newsletter I-2026
 GET-AHED Newsletter IV-2025
 GET-AHED Newsletter III-2025
 GET-AHED Newsletter II-2025
 GET-AHED Newsletter I-2025
 GET-AHED Newsletter III-2024
 GET-AHED Newsletter I-2024
 GET-AHED Newsletter II-2024

The GET-AHED newsletters were disseminated regularly throughout the project's lifecycle to keep subscribers – including higher education institutions, policymakers, sustainability stakeholders, and wider professional networks – informed of key developments, milestones, and opportunities for engagement. Each edition provided concise summaries of progress across work packages, highlighted chances for pilot participation and stakeholder involvement, and included links to detailed resources hosted on the GET-AHED website. By consolidating project news in a direct, periodic format, the newsletters played a strategic role in reinforcing the project's dissemination and engagement strategy, increasing

awareness of the GET-AHED digital tools, and facilitating their uptake across the European higher education community. Interested users could subscribe to receive future editions directly via the subscription form available on the GET-AHED website, ensuring continued access to the latest project updates and resources.

Subscription: <https://get-ahed.us18.list-manage.com/subscribe?u=a95d95fe534ef05bf58695116&id=2ef89da4bb>

Number of subscribers (January 2026): **126 email newsletter subscribers**

Open rates: on average (I/2024/ - I 2026): 52,7%

Click rates: on average (I/2024 - I/2026): 17,64

Newsletter Edition	Publication Date	Main Topics covered
I/2024	21 May 2024	The first project newsletter was sent out after year 1 of the project, introducing the GET-AHED initiative and focusing on progress in developing the HE Green Assessment Tool as the central component of the platform. It outlined methodological foundations and early project activities under WP2. https://us18.campaign-archive.com/?u=a95d95fe534ef05bf58695116&id=9294a6c100
II/2024	21 Aug. 2024	The newsletter provided an update on preparations for the first testing phase of the first iteration of indicators of the assessment tool, explaining its purpose as an awareness-raising self-

		<p>assessment rather than a ranking instrument and inviting higher education institutions to register as pilot participants. It also highlighted ongoing development of linked training materials and announced upcoming conference presentations and engagement opportunities.</p> <p>https://us18.campaign-archive.com/?u=a95d95fe534ef05bf58695116&id=63f76201ef</p>
III/2024	12 Nov. 2024	<p>The newsletter announced the conclusion of the pilot phase for the indicator testing, inviting additional institutions to join future testing and highlighting early progress on the collection and analysis of good practices. It also featured project visibility activities such as the presentation at the Sustainable Campus Conference and inclusion on OECD country pages, alongside ongoing collaboration with related initiatives.</p> <p>https://us18.campaign-archive.com/?u=a95d95fe534ef05bf58695116&id=2fb9d4a7fd</p>
I/2025	30 Jan. 2025	<p>This version of the newsletter hared significant achievements as the project entered its final year, incl. finalisation of the HE Green Assessment indicators based on feedback of 32 pilot institutions, progress on training/ case study content, and the call for further pilot HEIs to test the entire platform before being published.</p> <p>https://us18.campaign-archive.com/?u=a95d95fe534ef05bf58695116&id=2dd55e0386</p>
II/2025	4 April 2025	<p>The spring version of the newsletter highlighted mid-2025 milestones, such as further refinements of platform functionality, insights into tool interlinking and user groups, and progress in training and good practice content. This edition reinforced calls for continued involvement and shared interim results.</p> <p>https://us18.campaign-archive.com/?u=a95d95fe534ef05bf58695116&id=d224a130a1</p>
III/2025	29 April 2025	<p>The newsletter announces the second phase of pilot testing of the GET-AHED platform and outlines how institutions can contribute, while also issuing a call for contributions to the upcoming GET-AHED Conference on Advancing Sustainability in Higher Education to be held in Cork, Ireland in October 2025.</p> <p>https://us18.campaign-archive.com/?u=a95d95fe534ef05bf58695116&id=47dad9ccf6</p>
IV/2025	12 Sept. 2025	<p>The newsletter reviewed the completion of the first external usability testing phase of the University Greening Toolbox and highlighted the project's progress toward the final stages, including the upcoming GET-AHED Conference “Advancing Sustainability in the Higher Education Sector” in Cork, Ireland. It also presented recent engagement activities such as participation in the EAIR Forum 2025 and showcased emerging impacts like the inspiration of the related GreenSTEPS project.</p> <p>https://us18.campaign-archive.com/?u=a95d95fe534ef05bf58695116&id=b062688ee3</p>
I/2026	21 Jan. 2026	<p>Official launch of the University Greening Toolbox after the presentation of the platform in the final online meeting.</p> <p>https://us18.campaign-archive.com/?u=a95d95fe534ef05bf58695116&id=85794219a5</p>
II/2026	28 Jan. 2026	<p>Final newsletter & closing reflections: Presentation of the published version of the University Greening Toolbox, announcement of the end of the GET-AHED project and information on the next activities.</p> <p>https://us18.campaign-archive.com/?u=a95d95fe534ef05bf58695116&id=bc5c1e046d</p>

Deliverables and downloads on the website and the platform

- <https://www.get-ahed.eu/documents/>

All deliverables designated as public in the project proposal have been published on the GET-AHED website. Publication took place immediately after acceptance of each deliverable on the EACEA continuous reporting platform.

- <https://green-uni-toolbox.eu/>

The University Greening Toolbox provides a suite of evidence-based, user-friendly online tools that enable higher education institutions (HEIs) to assess, plan, and strengthen their sustainability practices in a time-efficient and practical manner. The toolbox is free of charge and intended for HEI leadership, academic and administrative staff, as well as students, thereby supporting institution-wide engagement in sustainability. Access to the Self-Assessment Toolkit requires login or account creation, enabling the system to generate tailored recommendations for relevant case studies and training materials based on the assessment results.

Publications

Participation in conferences, workshops and public dissemination events formed a core element of the GET-AHED communication strategy, enabling direct engagement with key stakeholders at national and international levels. Through event-based dissemination activities, the project presented interim and final results, facilitated dialogue with experts and practitioners, and gathered valuable feedback from relevant stakeholder groups. These exchanges supported the continuous refinement of project outputs and strengthened their relevance for higher education institutions and sustainability practitioners.

GET-AHED partners actively contributed to a wide range of dissemination events, including national and international conferences focused on sustainability, higher education and institutional transformation.

Dedicated project events, such as multiplier events and conferences, offered structured settings for the presentation of project outcomes and the promotion of their uptake beyond the consortium. Collectively, these event-based dissemination activities enhanced the project's visibility within relevant academic and professional communities and supported the broader dissemination and exploitation of GET-AHED results.

Régent, V., Coelho Gabriel, B., Draghi, J., Ecker, B., Figueiredo, C., Moreno Pires, S., Neavyn, R., Pawle, B., Polido, A., Valente, R. (2024): Developing a Digital Platform to Embed Environmental Sustainability in Higher Education Ecosystems. In: Nooij, J. et al. (ed.) (2024). Shaping the World of

Change, Higher Education as a Key Enabler. Leiden: Brill. ISBN: 9789004705777

DOI: https://doi.org/10.1163/9789004705777_005.

<https://brill.com/display/book/9789004705777/BP000013.xml>

<https://www.get-ahed.eu/insights-into-get-ahed/>

Régent, V., Pawle, B., Liszt-Rohlf, V. (forthcoming). Strengthening HEIs' role in the green transition through integrated assessment and training tools. Conference proceedings of the 7th World Symposium on Sustainability in Higher Education.

Conferences and Presentations of GET-AHED

February 14 and 16, 2023, online: Forward-Looking 2022 Project Coordinators' Meeting. Session 2 - Priority 2: Supporting education and training systems to adapt for the green transition, presentation of GET-AHED by WPZ Research as lead partner of the project.

June 19-20, 2023, Prague/Czech Republic: DisCo Conference 2023, "Embedding Sustainability in Higher Education Through Digital Approaches. Presentation by HEA/Associated partner of the project. (ICT and computing experts drawn from across Europe, 60 participants). <https://www.get-ahed.eu/news-07-2023/>

September 3-6, 2023, Linz/Austria: EAIR 2023 Forum: "Self-Assessment of Environmental Sustainability in Higher Education Ecosystems – Presenting GET-AHED, a New Digital Approach", in the sustainability track of the EAIR 2023 Conference. Paper and Presentation WPZ Research (community of higher education researchers, 150-200 conference participants). <https://www.get-ahed.eu/news-05-2023/>

November 15, 2023, Vienna/Austria: Conference on sustainability strategies and social inclusion, organised by the Austrian Federal Ministry of Education, Science and Research. The presentation "Wechselwirkungen zwischen hochschulischen Nachhaltigkeitsstrategien und sozialer Inklusion" focused on the connection of HEI sustainability strategies to aspects of (students'/staff's) social inclusion and how these two aspects can be connected in the frame of the GET-AHED-project. Presentation jointly developed and delivered by WPZ Research and FH St. Pölten. (Experts and practitioners on the aspect of social inclusion in higher education, 50-70 participants). <https://www.get-ahed.eu/get-ahed-at-the-conference-on-social-dimensions-in-vienna/>

March 2024, Cork/Ireland: INGENIUM Junior Winter School trip. (INGENIUM WP7). Presentation of the MTU research centres project work on UN Sustainable Development Goals (SDGs) highlighting the GET-AHED project and its main objectives of educating and self-assessing. Presentation by MTU. More

information: <https://www.get-ahed.eu/get-ahed-presentation-at-the-ingenium-wp7-trip-to-kerry-ireland/>. (59 students, 10 mentors, 22 WP7 members, rectors from 10 universities)

May 14-15, 2024, Eisenstadt/Austria: “2. Jahreskongress, Bündnis Nachhaltige Hochschulen”.

Presentation of the project GET-AHED and details on the selection of best practices for the HE Green Zero tool (WP4). Presentation jointly developed by FH Vorarlberg and WPZ Research. (students, scientist, staff of HEIs that are member so the Austrian Association of Sustainable HEIs, 100-130)

<https://www.get-ahed.eu/get-ahed-at-the-yearly-congress-of-the-buendnis-nachhaltige-hochschulen/>

August 21-23, 2024, EAIR’s 46th Annual Forum, Cork/Ireland:

- “Sustainability self-assessment for HEIs and its potential for sustainability strategies” Presentation jointly developed and delivered by TU Dresden (UNISIMS-project <https://www.unisims-project.de/>) and WPZ Research (GET-AHED project) on the strategic potential of sustainability self-assessment tools for HEIs. (community of higher education researchers, 150-200 conference participants).
- “Engaging Green Champions for an Effective Higher Education Green Transition – Identifying key aspects to better engage individuals in HEIs in sustained growth for the Green Transition”. Paper and presentation MTU. (community of higher education researchers, 150-200 conference participants).

<https://www.get-ahed.eu/get-ahed-at-the-eair-conference-2024/>

September 5, 2024, Dornbirn/Austria: General Assembly of RUN-EU, WP 3 (Research). Presentation by FHV (RUN-EU Executive Management Board, 15 participants)

September 24-25, 2024, Denmark and Sweden: presentation of GET-AHED as a case study on the **OECD P.L.A.C.E.S portal** and showcasing the project at the **OECD Local Development Forum event.**

<https://www.get-ahed.eu/get-ahed-as-a-case-study-on-the-oecd-p-l-a-c-e-s-portal/> Presentation by MTU.

October 17-18, 2024, Aveiro/Portugal: Sustainable Campus Conference, presentation titled „Sustainability Assessment on Higher Education Institutions: The GET AHED Project and a Green Assessment Tool.“ Paper and presentation UAveiro. (community of higher education researchers, ca. 100 conference participants)

<https://www.get-ahed.eu/get-ahed-project-presented-at-the-sustainable-campus-conference-2024/>; [CCS2024 - ccs2024 - University of Aveiro;](https://www.ua.pt/file/81253#:~:text=long%2Dterm%20goal%20is%20to,across%20a%20range%20of%20dimensions.)

<https://www.ua.pt/file/81253#:~:text=long%2Dterm%20goal%20is%20to,across%20a%20range%20of%20dimensions.>

May 8-9, 2025, Vienna/Austria: 5. Konferenz des Netzwerks Hochschulforschung Österreich, Central European University, Vienna. “Innovate, Adapt, Preserve: Navigating Change in Higher Education. Title of the presentation: Defining indicators for a sustainability self-assessment tool for HEIs: A participatory approach within the GET-AHED project. Paper and presentation WPZ Research (community of higher education researchers, ca. 100 conference participants).

<https://www.hofo.at/Konferenzen/Konferenz-2025/>

https://www.hofo.at/.cm4all/uproc.php/0/5.Konf._Pr%C3%A4sentationen/3.4_R%C3%A9gent_Burda.pdf?cdp=a&_id=1979bbbf560

August 27-29, 2025, Utrecht/Netherlands: 47th Annual EAIR Forum 2025. The theme of the 2025 EAIR Forum was “Openness: a Mission Challenged”. Papers and presentations/workshop: WPZ Research. (community of higher education researchers, 150-200 conference participants)

- Workshop: “Grand societal challenges and open science: Co-creating a sustainability self-assessment tool for higher education institutions”.
- Presentation: Grand societal challenges and open science: Co-creating a sustainability self-assessment tool for higher education institutions

<https://www.get-ahed.eu/get-ahed-showcases-research-at-eair-annual-forum-2025/>

October 20-21, 2025, Cork/Ireland: GET-AHED Conference. The two-day event brought together leading experts, researchers, and practitioners from across Europe to promote environmental sustainability in the higher education sector. Three thematic paper sessions addressed critical topics: Sustainability Education & Behavioural Change explored digital tools and creative engagement strategies; Strategic Implementation & Assessment examined frameworks for embedding SDGs and benchmarking practices; and Sustainability Communication & Applied Practice showcased innovations in food sustainability, business education, and intercultural messaging. Presentation: all consortium partners, invited keynote speakers, paper presentations. Organisation: WPZ Research and MTU (community of higher education and sustainability researchers, more than 80 conference participants in person and online)

<https://www.get-ahed.eu/conference-2025/> and <https://www.get-ahed.eu/get-ahed-conference-2025-successfully-concluded-in-cork-ireland/>

October 28-31, 2025, Monterrey/Mexico/online: Triple Helix 2025 Conference, “Clusters of Innovation: Building Resilient Ecosystems for Prosperity and Sustainable Progress. Title of the presentation: “Pursuing SDGs via co-creation. GET-AHED: Co-creating a sustainability self-assessment and educational tool for higher education institutions”. Presentation of the GET-AHED project in the Responsible and Sustainable Growth track by WPZ Research. (scholars, policymakers, industry leaders,

and practitioners from 38 countries and 192 institutions, focusing on innovation between academia, industry, and government.)

<https://www.get-ahed.eu/get-ahed-at-the-triple-helix-2025-conference/>

November 25-27, 2025, Timor-Leste/online: 15th FORGES Conference. The Conference was a joint organisation between FORGES, the National University of Timor Lorosa'e, the University of Dili and the St. John Paul II Catholic University of Timor-Leste. Theme of the conference „Promoting Scientific Research in Portuguese Language in the Face of Global Challenges, one of the sub-themes was “Sustainability in Higher Education“. Title of the presentation: “Analysis and Development of Sustainability Assessment Tools in Higher Education – Case study: the ‘GET-AHED’ Project” (“Análise e Desenvolvimento de Ferramentas de Avaliação da Sustentabilidade no Ensino Superior – Caso de estudo: o Projeto ‘GET-AHED’ ”). Paper and presentation by UAveiro. (Multi-day programme with plenaries, forums and sessions on higher education topics, in person and online, researcher, academics, government representatives, 150+)

<https://aforges.org/15-a-conferencia-forges-inicia-se-oficialmente-em-dili-timor-leste/>

<https://www.get-ahed.eu/the-get-ahed-project-will-be-featured-in-november-at-the-15th-forges-conference/>

Posters and portals

GET-AHED displayed as part of the **MTU Research to Impact Showcase** on April 8th and 9th, 2025, <https://www.get-ahed.eu/empowering-heis-for-sustainability/>

GET-AHED as a case study on the **OECD P.L.A.C.E.S portal**

<https://www.get-ahed.eu/get-ahed-as-a-case-study-on-the-oecd-p-l-a-c-e-s-portal/>



GET-AHED on the OECD country pages

https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/04/providing-local-actors-with-case-studies-evidence-and-solutions-places_20b385f4/get-ahed-green-education-and-transition-a-higher-education-digital-buddy_8cb1da4f/e1203881-en.pdf

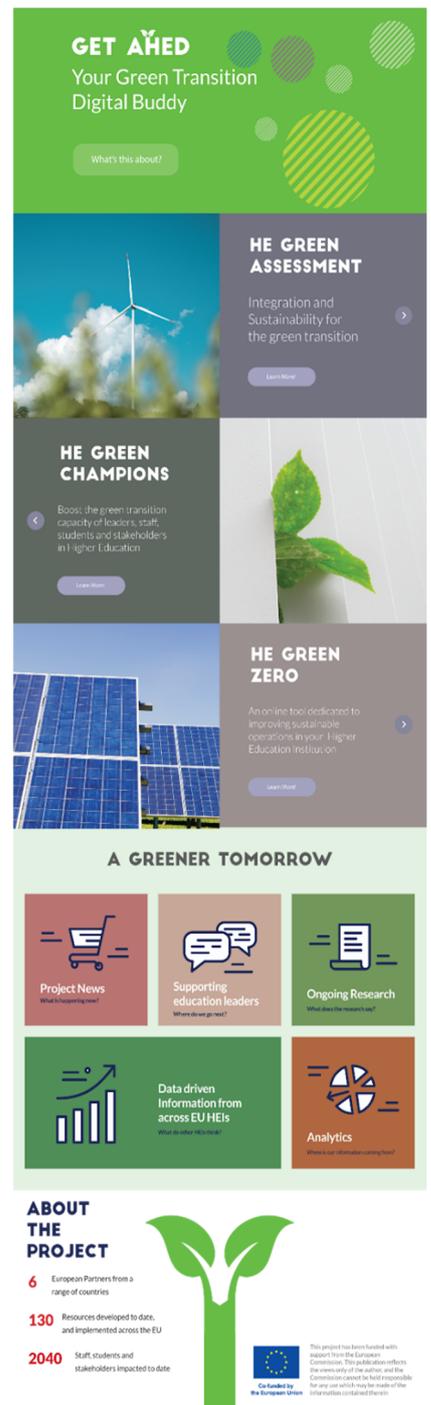


Abstract
 Vienna, Austria and the European Union—

- An initiative of the European Union, GET-AHED is a digital platform that will provide Higher Education Institutions (HEIs) across the EU with a range of online tools to enable them to adapt to the green transition and develop whole institutional approaches to sustainability.
- The platform will provide students, staff and management with three interconnected digital tools that offer assessment, training and examples of good practice with a focus on improving the environmental and digital sustainability of HEIs.

Design and production of dissemination material

Several flyers were produced, one flyer towards the end of the project as a promotion and dissemination tool, offering a concise overview of the University Greening Toolbox as a result of the GET-AHED project supporting communication with external stakeholders for discussions on the future of the Toolbox.





A series of AI-generated infographics/short videos was produced by FHV using commercial software and integrated into a range of case studies to encourage users to explore the respective topics in greater depth. These visual assets present selected good practices in an accessible format and serve primarily as awareness-raising tools rather than as sources of technical instruction.

The resulting videos are:

- Easy to access and share
- Short and focused, summarising the key messages of each good practice
- Designed to support awareness raising rather than detailed guidance
- Intended to complement the interactive formats

In addition, a 20-minute webinar (<https://youtu.be/QQnkVdXIoNw>) was produced during the GET-AHED final project event to introduce users to the University Greening Toolbox. The webinar presents the rationale behind the platform and guides users through its three core tools. It was recorded live, subsequently edited, and published on the project website as well as on YouTube to ensure broad and long-term accessibility.

Participatory approaches to develop and test the platform

WP6 supported all other work packages by organising the recruitment of participants, i.e. pilot institutions from all over Europe to test the self-assessment indicators (WP2) and to organise usability tests for the entire platform (WP2-5). The test design as well as the recruitment of sample participants were organised in the frame of WP6.

As outlined in the deliverables of WP 2, the development of the GET-AHED platform followed a participatory approach to ensure relevance and usability. **Initial qualitative interviews** with 12 higher education institutions helped identify key conditions for the use of the self-assessment tool. Based on these insights, a set of 130 potential indicators was narrowed down to a shortlist of 43 indicators following pilot testing by **HEI representatives from 32 institutions** in October 2024 that were recruited via social media campaigns in the frame of WP6 as well as pertinent calls in the GET-AHED newsletter and in the frame of GET-AHED conference contributions. Finally, 39 indicators were agreed upon in a validation workshop with associate partners, including HEIs and ministries.

The entire platform was **then pilot tested in June 2025 by 19 higher education institutions** (similar recruitment strategies applied in the frame of WP6, while 2/3 of the participating institutions could be regained from the indicator tests), leading to final refinements.

As a final step, an **internal usability test** was conducted by consortium partner HEIs, involving representatives of students, management, and academic staff who had not been previously involved in the project. Feedback from these tests, further informed the design, ensuring that the platform and its tools are practical, user-friendly, and effective in supporting sustainability initiatives in higher education.

Details - External testing by Pilot HEIs – October 2024

Mid 2024, Pilot HEIs were invited to test the iteration of the GET-AHED platform (Testing period: September – October 2024), the pilot HEIs received exclusive early access to the platform and the tools and were invited to give feedback to help shaping this European initiative supporting the green transition in higher education. More than 40 representatives of different universities applied to join the testing, 32 finally provided feedback that helped to reformulate and refine the indicators and to narrow down the list of indicators from 60 to 40.

Form to register as Pilot HEI: <https://forms.office.com/r/JAj2eW2G8y>

Link to the news item on the website: <https://www.get-ahead.eu/get-ahead-indicator-statements/>

Link to the explanation text: <https://www.get-ahead.eu/wp-content/uploads/2024/08/GET-AHED-testing-of-indicator-statements.pdf>

Contact email for further information: get-ahead@wpz-research.com

List of registered¹ Pilot HEIs:

- Budapest Business University Department of Tourism, Hungary
- Centre for Entrepreneurship, Technische Universität Berlin, Germany
- Centre for the Integration of Research, Teaching and Learning (CIRTL), Ireland
- Chalmers University of Technology, Department of Technology Management and Economics, Sweden
- Copenhagen Business School CBS, Denmark
- D. A. Tsenov Academy of Economics - Svishtov, Bulgaria
- Department of Marketing & International Business, Munster Technological University (MTU), Ireland
- FH Burgenland (University of Applied Sciences Burgenland), Austria
- FH Campus Wien, Stabsstelle Nachhaltigkeitsmanagement, Austria
- FH Oberösterreich, Austria
- FH Sankt Pölten, Austria
- Global Studies - Faculty of Arts & Social Sciences - Maastricht University, Netherlands
- Howest University of Applied Sciences, Belgium
- ISU - İstinye Üniversitesi, Turkey
- Kyiv Academic University, Ukraine
- Medizinische Universität Graz, Stabstelle Qualitäts- und Wissensmanagement, Austria
- Mozarteum, Austria
- NHL Stenden University of Applied Sciences, Dep. Sustainability, Netherlands
- Open University, Great Britain
- Pädagogische Hochschule Wien, Austria
- Politécnico de Leiria, Portugal
- Private Pädagogische Hochschule Augustinum, Austria
- SDRI, TUS, Ireland
- Sumy State University, Ukraine
- Technical University - Sofia, Bulgaria
- Technical University of the Shannon (TUS), Ireland
- Thomas More University of Applied Sciences - Entrepreneurship Hub, Belgium
- Trinity Sustainability, Trinity College Dublin, Ireland
- TU Dresden, Germany
- TU Graz, Austria
- UiT The Arctic University of Norway, Norway
- University College Cork, Ireland

¹ 42 institutions were registered; thereof, 32 institutions took part in the test.

- University College Cork, Work-integrated learning, Ireland
- University College of Teacher Education Vienna, Austria
- University of Agribusiness and Rural Development, Bulgaria
- University of Burgos, Spain
- University of Coimbra, Portugal
- University of National and World Economy – Sofia, Bulgaria
- University of Shumen "Episkop Konstantin Preslavski", Bulgaria
- University of Skövde, Sweden
- University of Vienna, Institute for Political Science, Austria
- Uniwersytet Łódzki, Polska, Centrum Komunikacji i PR, Poland

Details - External Usability Test – June 2025

Representatives of 19 HEIs participated in the usability test in June 2025. Around 2/3 of them were institutions that participated in the indicator testing before, the rest are newly recruited institutions. Their – primarily positive – feedback highlighted areas for improvement in platform navigation, tool clarity, visual design, and content organisation. Implementing the feedback helped refine the University Greening Toolbox by making tools easier to access, enhancing the self-assessment experience, improving visual and technical consistency, and structuring training resources more effectively.

List of registered² Pilot HEIs:

- Babeş-Bolyai University, Romania
- Euro-FH – Europäische Fernhochschule Hamburg, Germany
- Graz University of Technology, Austria
- Kyiv Academic University, Ukraine
- Medical University of Graz, Austria
- Munster Technological University, Ireland
- NHL Stenden University of Applied Sciences, Netherlands
- Salzburg University of Applied Sciences, Austria
- Shumen University "Episkop Konstantin Preslavski", Bulgaria
- St. Pölten University of Applied Sciences, Austria
- Sumy State University, Ukraine
- Svishtov University "D. A. Tsenov", Bulgaria
- Technological University of the Shannon: Midlands Midwest, Ireland
- Thomas More University of Applied Sciences, Belgium
- University of Applied Sciences Burgenland, Austria
- University of Applied Sciences Upper Austria, Austria
- University of Craiova, Romania
- University of Education Vienna, Austria
- University of Lodz, Poland
- University of National and World Economy, Bulgaria
- University of Veterinary Medicine Vienna, Austria
- Vienna University of Economics and Business, Austria

² 29 representatives of HEIs were registered; thereof, 19 took part in the test.

Details - Internal Usability Test - November/December 2025

After the refinements from the external usability test were integrated in the platform, a final internal usability test of the GET-AHED was organised, involving representatives of GET-AHED partner HEIs (management, staff and students) that were not personally involved in the GET-AHED project before. The test was conducted to ensure that all features function correctly, the navigation is intuitive, and the content is clear and accessible. This test was done when all results were included in the platform on the final domain. In this final usability test, participant recruitment was organised by partner institutions and feedback from 29 persons was included before publication of the platform.

The GET-AHED Conference and the GET-AHED Roadshow October 2025

- Conference website with links to presentations: <https://www.get-ahed.eu/conference-2025/>
- Conference booklet with details on speakers, programme, abstracts: https://www.get-ahed.eu/wp-content/uploads/2025/10/conference-booklet_2025-10-15_corr.pdf

The GET-AHED Conference 2025, held on 20–21 October 2025 at the Hincks Centre for Entrepreneurship Excellence, Munster Technological University in Cork, Ireland, brought together leading experts, researchers and practitioners from across Europe to advance environmental sustainability in the higher education sector. The two-day event featured a rich programme of keynote presentations, thematic paper sessions and the project roadshow that addressed institutional strategies for sustainability, behaviour change in education, assessment and implementation frameworks, and innovative sustainability practices in higher education institutions. 6 months ahead of the conference, a call for papers was launched via social media campaigns, the GET-AHED newsletters and in the frame of GET-AHED related contributions on other conferences. Altogether, 16 abstracts for papers were submitted, out of which 13 were selected for presentation by the Conference Organising Committee consisting of representatives of WPZ and MTU. Details are available in the Conference Booklet: https://www.get-ahed.eu/wp-content/uploads/2025/10/conference-booklet_2025-10-15_corr.pdf

In addition, six distinguished experts were approached with a keynote request, which all of them accepted. The keynote speakers were:

- Mark O'Hara (European Association for Institutional Research (EAIR) & Advance HE): [Quality Education – Under development, not underdeveloped](#)

- Henriette Stoeber (European University Association): [Environmental Sustainability in European Higher Education Institutions](#)
- Gesche Kindermann (University of Galway): [Sustainability at the University of Galway: Trying to learn, live and lead on sustainability at an Irish Higher Education Institution](#)
- Jouni Kekäle (University of Eastern Finland): [Higher Education Institutions' Roles in Climate Change Mitigation](#)
- Leyla Azizi (Technical University Dresden): [Operationalizing the Whole-Institution Paradigm: Participatory Approach to Sustainability Assessment Development in German Higher Education](#)
- Verena Rohlf-Liszt (University of Applied Sciences Burgenland): [Effectuation-Oriented Entrepreneurship Education – Embedding existing resources in higher education teaching](#)

Keynote speakers and paper presenters provided insights into embedding sustainability within teaching, research, operations and governance, while participants engaged with digital tools and approaches developed within the GET-AHED project.

A significant highlight of the conference was the first live demonstration of the University Greening Toolbox, presented as an interactive roadshow. The project team guided participants through the platform's components in two in-depth sessions:

- Session I: Introduction to the Green Self-Assessment Toolkit, showing how institutions can evaluate their current sustainability performance.
- Session II: Hands-on demonstration of the Green Training and Green Case Studies tools, highlighting the integrated user interface and practical applications.

The roadshow format provided participants with a comprehensive, step-by-step overview of how the three platform tools - Green Self-Assessment Toolkit, Green Training, and Case Studies.

Overall, the conference facilitated high-level exchange, cross-institutional learning and networking around the green transition of the European higher education landscape and helped collect valuable feedback to finalise the project's outputs. It attracted over 80 international participants, both online and in-person. The meeting room provided by the MTU TEL team, with a capacity of 50 participants, offered ideal conditions for a hybrid event.

As a side effect, the GET-AHED Conference 2025 served as a multiplier event for the Erasmus+ project FoodTouristic <https://www.foodtouristic.com/> to disseminate its results to a wider European audience. As a direct outcome of this presentation, the project was subsequently included as a good practice in the GET-AHED University Greening Platform, further enhancing its visibility and impact across higher education institutions.

Related projects

GET-AHED actively collaborated with a number of related projects in the field of sustainability and higher education, fostering synergies through joint publications, shared events, and mutual dissemination of results. Partners and coordinators of related initiatives were invited to engage with the project beyond its formal boundaries, contributing expertise, sharing good practices, and exploring collaborative opportunities. Opportunities for collaboration have been promoted via the project newsletters, direct personal contacts, and through the dedicated Related Projects section on the GET-AHED website (<https://www.get-ahed.eu/related-projects/>), ensuring continuous networking.

- Inspiring the Minds
- GreenSTEPS
- greenovet
- greta - Green Tech Academy Austria
- UNISIMS
- CloudEARTH*i*

4. Associate partners

Throughout the lifetime of the GET-AHED project, a series of Associate Partner Meetings were organised to engage the project's advisory network, present progress, and gather strategic feedback from institutional stakeholders, ministries, and higher education organisations. These meetings played a crucial role in ensuring continuous consultation and alignment with broader European priorities related to higher education and the green transition.

The **first Associate Partner Meeting** took place on 25 September 2023 as an online event. The meeting focused on introducing the GET-AHED project, its work packages and envisaged deliverables, discussing dissemination support within the European higher education community, and establishing an ongoing advisory and consultative dialogue with associate partners.

The **second Associate Partner Meeting** was held on 13 June 2024 and further expanded the advisory network. New Associate Partners joined the meeting as well as students from each partner HEI, to ensure the inclusion of student perspectives (students from the University of Aveiro, Munster Technological University, FH Vorarlberg, and the University of Ruse). The meeting focused on interim project results, including progress on the interlinking structure of the three digital tools, the definition of user groups and access rights, the development of dimensions and indicator statements for the self-assessment methodology, the identification of knowledge gaps, and the creation of training content and selection of good practice examples.

As the project progressed, the consultative process continued. The **third Associate Partner Meeting**, held on 26 November 2024, focused on the testing phase involving two pilot higher education institutions. Key topics included the validation of assessment indicators, the design and development of training content, and further progress in analysing and reviewing the ranking of good practices. Indicative versions of platform content and the prototype were presented, and several associate partner HEIs were actively involved in the testing phases, providing valuable and actionable feedback. The **fourth Associate Partner Meeting** took place on 28 May 2025 via Zoom. During this meeting, the consortium presented the updated and refined iteration of the University Greening Toolbox platform, including the Self-Assessment Toolkit, training resources, and good practice repositories. The discussion focused on refinements resulting from piloting and usability evaluations, the integration of feedback, and the role of associate partners in supporting the platform's dissemination, visibility, and uptake within the higher education sector.

All Associated Partners were invited to participate in the GET-AHED Conference, with most either delivering a keynote speech or attending as participants. In addition, several partners contributed statements that were published in the conference booklet.

Overall, the Associate Partner Meetings, together with additional stakeholder engagement activities, made a substantial contribution to the project's dissemination and exploitation strategy. They fostered sustained dialogue with experts and practitioners from governmental, higher education, and sectoral bodies, supported the continuous improvement of the platform based on real-world institutional needs, and strengthened the project's alignment with EU policies.

Associate Partners (status December 2025)

- Austrian Ministry of Education, Science and Research, Austria
- Bulgarian Ministry of Education and Science, Bulgaria
- Bündnis Nachhaltige Hochschulen, Austria
- EAIR
- EURASHE
- FH St. Pölten, Austria
- Irish Higher Education Authority, Ireland
- National Authority of the Erasmus Agency Portugal, Portugal
- Portuguese Erasmus+ Education and Training National Agency, Portugal
- Regional University Network /European University Alliance, represented by TUS and HAMK

5. Internal communication and cooperation

In-person project meetings

- Pre-kick-off meeting: December 15, 2022, online.
- Kick-off meeting: March 2-3, 2023 Vienna/Austria. Proceedings: https://www.get-ahed.eu/wp-content/uploads/2025/12/GET-AHED_kick-off-proceedings_31032023_2.pdf

<https://www.get-ahed.eu/news-03-2023/>

- Mid-term conference, March 25-26, 2024, Aveiro/Portugal. Proceedings: https://www.get-ahed.eu/wp-content/uploads/2024/05/Proceedings_midterm-work-meeting2024.pdf
<https://www.get-ahed.eu/get-ahed-mid-term-work-meeting/>
- Final Conference, October 20-21, 2025, Cork/Ireland. Proceedings, presentations, conference booklet: <https://www.get-ahed.eu/conference-2025/>

At the outset of the project, the consortium agreed to hold biweekly project jour fixes, bringing together all project partners on a regular basis. As a result, the initially envisaged separate management board meetings were deemed unnecessary, as strategic, operational and coordination matters could be addressed efficiently within this inclusive format. All consortium members were invited to participate in the bi-weekly jour fixes, ensuring transparency and shared ownership across the partnership. Agendas were circulated in advance, with topics agreed during the previous meeting or proposed by partners. Following each jour fixe, a written summary including key decisions, action points and deadlines was distributed to all partners. Zoom was used as main tool for the jour fixe meetings which took place every second Wednesday at the same time (more than 75 jour fixes during the entire project)

In addition, bilateral meetings were organised where specific topics concerned only individual partners or smaller groups. The outcomes of these bilateral exchanges were subsequently reported to the full consortium during the next jour fixe, ensuring that all partners remained informed of relevant developments and decisions.

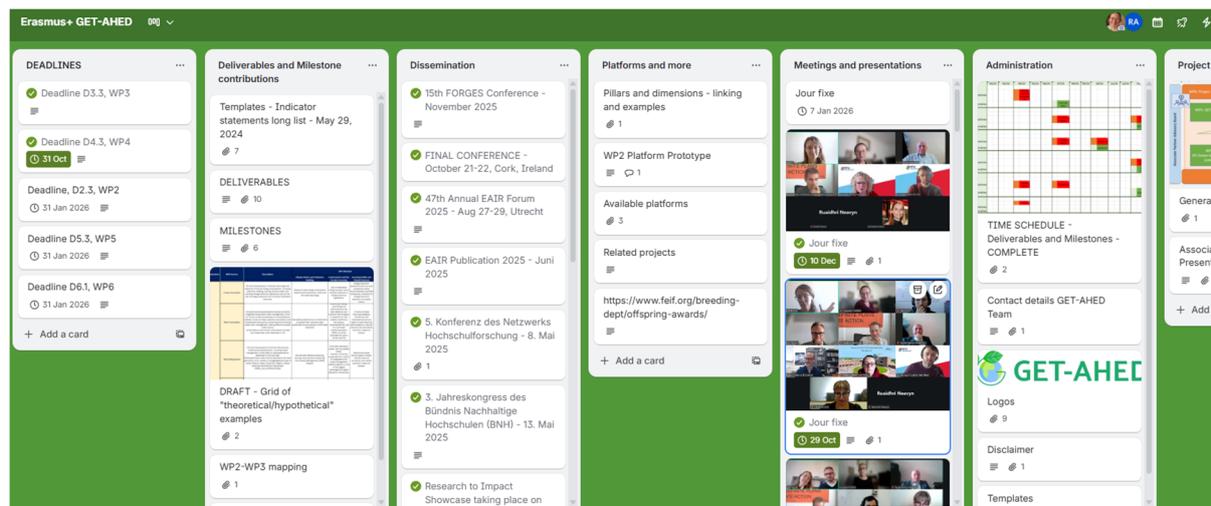
The last jour fixe on January 21 was used for the official launch and the presentation of the University Greening Platform to the EU's project officer, all associated partners and interested pilot HEIs, networks like EAIR and more. Altogether, 25 participants joined this final online-event of the GET-AHED project. By January 26, already 86 persons had registered an account on the University Greening Platform.

Templates, Trello and Shared Drive

Standardised reporting templates were developed in Word format to ensure consistency across all partner contributions and full compliance with Erasmus+ branding and visibility requirements. These templates supported a uniform layout and facilitated efficient reporting throughout the project.

To maintain an overview of documents, meetings and ongoing activities, Trello was used as a central project management tool. Its flexible system of boards, lists and cards enabled the lead partner to organise tasks and workflows, track progress transparently and support collaborative planning, coordination and execution in an intuitive, user-friendly environment.

Cloud-based collaboration solutions were used throughout the project to enable efficient and coordinated joint work on documents. Shared environments such as Google Drive, Microsoft Drive and partner-hosted shared drives ensured that all consortium members worked on the same, up-to-date versions of documents and shared Excel files at all times. This approach prevented duplication, version conflicts and overlaps, supported transparent collaboration across institutions, and facilitated smooth coordination despite the geographically distributed nature of the project partnership.



6. Dissemination, Impact, Monitoring, Exploitation and Sustainability

The communication, dissemination and exploitation measures presented in this report helped to maximise GET-AHED's impact. Overall, a Communication and Dissemination plan was set up at the beginning of the project that defined the aims of communication and dissemination, target groups as well as the communication channels to be used. This document was regularly updated and adapted to the requirements as the project proceeded.

The entire consortium collaborated closely together to implement strategic communication and dissemination to possible target groups. Results and achievements of the project were disseminated and exploited through several channels, among them workshops to promote the developed tools and good practices to different stakeholders, e.g. a workshop with an external stakeholder group to identify good practice examples for the case study section of the platform.

The Communication and Dissemination Plan emphasised the urgency for action and the benefits of green transitioning engaging stakeholders at all levels of HE and to continue to enrich and expand the influence of the project to new stakeholders and regions to promote the project mission.

Effective dissemination

Building brand awareness for the project: All project promotion and dissemination materials were developed to provide a consistent, positive and impactful image of the project, using the GET-AHED logo and the EU Logo, including the required wording.

The **GET-AHED project website** (www.get-ahed.eu) served as a public online showcase, providing an overview of the project, up-to-date information, public reports and publications, project events, newsletters, and the latest developments. A visual identity and logo were developed to support reputation-building and branding. Over the course of the project, the website became less a primary data source, with other channels – notably newsletters, the social media and conference attendance – and personal contacts playing a more central role in sharing information. 126 newsletter subscribers could be yielded who received updates directly in their inboxes. Newsletters linked to the project website and were integrated in the respective section of the website, but contained dense in-depth information, which is why they became a primary source of information for subscribers. In addition, the project was presented at numerous conferences, allowing for personal exchange and direct interaction with stakeholders, complementing online dissemination and reinforcing engagement with target groups. Regular social media communication via the GET-AHED social media presence, though notably also via individual project (associate) partners who tagged the project and shared information about the project, publications or envisaged conference attendances, also played a major role in external project communication. All these factors summed up, it must be stated that the project website took less importance in communication than envisaged in the beginning of the project. This is also visible in the number of website visits, which turned out lower than originally envisaged.

The following **website metrics** are based on privacy-compliant Google Analytics data collected using the Borlabs Cookie consent management plugin. Only users who explicitly granted consent were recorded; therefore, the actual number of visitors is most likely higher. During the project period (1 February 2023–14 January 2026), the website was visited by 1,562 active users. The average session duration per active user was 4 minutes and 57 seconds, with an average of 1.98 pages viewed per session. A total of 6,098 page views were recorded. After the homepage (3,071 views), the most frequently accessed pages were *Conference 2025* (762 views), *News* (518 views), *About* (437 views) and *Documents* (267 views). Overall, 18,519 user activities were registered, indicating a high level of engagement, as each interaction (e.g. page views, scrolling or clicks) is counted as an activity. Access was predominantly via desktop devices (55.9%), followed by smartphones (43.6%) and tablets (0.5%). Regarding acquisition channels, 39.95% of users accessed the website directly via the URL on their first

visit, 27.43% via referrals from other websites, 24.44% via search engines and 9.12% via social media, while 0.19% of visits could not be clearly attributed to a specific source.

The establishment of the **University Greening Toolbox** <https://green-uni-toolbox.eu/> brings together all resources and outputs developed throughout the project and is designed for accessibility. Each tool in the toolbox is evidence-based, developed through rigorous research, partner collaboration, and stakeholder consultation and enables HEIs to assess, plan, and strengthen sustainability practices in a practical and time-efficient way. Open access is a key element of this project, fostering exploitation of the resources and generating a replicable output that can be transferred to other organisations across Europe. The toolbox is free of charge and targeted at HEI leadership, academic and administrative staff, and students, supporting institution-wide engagement in sustainability.

To reach a wide variety of user groups, the GET-AHED project followed a diversified dissemination approach, as illustrated in this report. All partners published outcomes of the project and presented results from the project at conferences and forums of direct relevance to the green transition. Project results were published in peer-reviewed conference papers and presented regularly at recognised national and international events, enabling direct engagement with higher education institutions, policy-makers, researchers, and civil society actors. The consortiums will show emphasis to contribute to the academic research. All partners were committed to the principles of Open Science, Open Education and Science communication, also with non-academic society.

Out of all envisaged communication measures, the consortium decided a couple of months into the project that academic journals should not be considered the primary dissemination channel after all, as they typically address a specialised academic audience and do not allow for the direct, interactive exchange required to engage institutional practitioners, management, policy actors, and non-academic stakeholders. Interim results and the project methodology were shared extensively with the scientific community, but it became clear during the project that conferences and recognised events were a better dissemination route, as the content, especially of WP3 and WP4, was of less academic nature than initially expected, and thus less appropriate for a strictly academic discourse. Conference-based dissemination and public events with an academic-practitioner focus therefore proved more effective in reaching the project's diverse target groups.

To disseminate GET-AHED results, **online material** was produced. A flyer presented the final outcomes, and a recorded webinar guiding users through the platform was published on YouTube, serving also as a promotional video and to illustrate the different use cases: <https://youtu.be/QQnkVdXIoNw>

This video was produced at project end, once the platform was fully functional, to maximise visibility and uptake among all target audiences. The educational and assessment resources on the platform are designed for intuitive use, supported by regular usability testing, and therefore do not require detailed instructions.

Short use case-based videos were integrated into the platform to illustrate practical applications. Eight newsletters with different thematic focuses informed readers about project developments and results.

Social media channels, including the project LinkedIn page and consortium members' LinkedIn and Facebook accounts, were used throughout the project to share information, disseminate news, and build communities around GET-AHED. While the initially envisaged target of 500 social media followers was not fully reached, the project nonetheless achieved a solid and meaningful outreach across several channels.



By the end of the project, almost 130 stakeholders subscribed to the newsletter, 141 followed the project on LinkedIn, and additional followers were reached via Facebook. Importantly, dissemination extended well beyond direct subscriptions: project partners regularly posted about GET-AHED on their own institutional channels and actively tagged the project, thereby informing and engaging their established networks without requiring formal sign-up to the project's accounts. This indirect reach significantly amplified visibility among higher education institutions, policymakers, and practitioners. In parallel, partners ensured regular communication through original posts, shared content using the project's hashtag library, and complemented online dissemination with direct engagement at events, resulting in a broad and targeted awareness of the project and its outcomes. Community building in GET-AHED leveraged existing networks, platforms, and organisations both within and beyond higher education institutions to benefit from established knowledge and reach diverse stakeholders, including social media communities and active voluntary sectors. Although the expected number of related projects was not fully achieved, the consortium focused on profound cooperation with selected initiatives, most notably UNISIMS (methodological exchange, joint publications, conference contributions, and follow-up proposals), as well as engagement with projects such as GREENOVET,

GREEN TECH ACADEMY, CloudEARTH*i*, Inspiring the Minds, and GreenSTEPS, enhancing cross-project learning and dissemination. The project aimed to be inclusive, inviting other European stakeholders to collaborate or engage with project activities and results, thereby expanding existing hubs of green transition knowledge and broadening the benefits of GET-AHED. Promotion of project activities was integrated into regional and international events, with the GET-AHED conference serving as a key multiplier event to reach broader communities.

As foreseen in the proposal, interested users of each partner HEI were invited to sustain the learning journey beyond the project and to facilitate the exchange of practices. This network developed through intensive exchange among engaged individuals from partner and associated organisations, in particular FH Burgenland, FHV, UNISIMS and the European University Association (EUA). These stakeholders were active users of the GET-AHED platform within their institutions and contributed to ongoing knowledge exchange at international level. Their engagement was also reflected in their active roles at the final conference, including contributions linked to the EUA Greening Survey.

Examples for continued use of the University Greening Toolbox:

The GreenSTEPS project: **Sustainability Tools and Engagement Platform for Secondary schools** was partly inspired by the GET-AHED project, and two other projects at the Hincks Centre (MTU), Cork, Ireland. This is a great example of the **GET-AHED** project's influence beyond higher education. The GreenSTEPS project is designed to equip post-primary students and teachers with the tools and knowledge needed to actively contribute to the green transition. The initiative is a direct response to the National Strategy on Education for Sustainable Development to 2030, which emphasises moving beyond theoretical learning to tangible action in schools and communities.

<https://hincks.mtu.ie/greensteps>

The pilot-platform is already in use at several Universities of Applied Sciences: UAS³ Burgenland applies the self-assessment to shape its new innovation strategy and revise its sustainability and research strategies, working with interdepartmental teams to set priorities and strengthen governance. Vorarlberg UAS explores applications to raise sustainability awareness in competence-building, operations, and communication. This use case will be further developed within WPZ's activities, with details to be presented at the 7th World Symposium on Sustainability in Higher Education in Innsbruck and subsequently published as a full paper, demonstrating practical application and ongoing impact of the platform.

³ University of Applied Sciences

7th World Symposium on Sustainability in Higher Education (WSSD-U-2026), Theme: *From Knowledge to Action: Developing Core Competencies in Sustainable Development*, Innsbruck, Austria, **3rd-4th September 2026**.

Abstract: Research shows that higher education institutions (HEIs) contribute to reaching climate neutrality through research, education and societal engagement (Gutiérrez-Mijares et al., 2023; Findler et al., 2018), while European policy frameworks such as the EC’s SRIP Report (2022) and the EUA Roadmap for the Green Deal (2023) emphasise their transformative role. Yet sustainability practices and reporting remain uneven across Europe (Stöber et al., 2021; 2025), and existing self-assessment tools often lack holistic coverage (Mapar et al., 2022).

In response, GET-AHED⁴ (2023-26) developed the University Greening Toolbox to help HEIs assess, strengthen, and operationalise sustainability across institutional missions. The platform comprises a self-assessment-toolkit, trainings, and case studies, all created through participatory methodology combining theory-guided frameworks, systematic reviews, co-creation with European HEIs, and multi-stage evaluation.

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<https://www.aashe.org/calendar/wssd-u-2026/>

WPZ actively supports and researches the Austrian and European higher education sector through its University Competence Centre <https://www.wpz-research.com/kompetenzzentrum-hochschulforschung/>. The platform will be strategically promoted within WPZ networks to ensure continued use and engagement. In addition, consortium partners will continue to use and build upon the project results in their own institutions and networks, further extending the platform’s impact and fostering long-term exploitation of the outputs across Europe.

The OeAD <https://erasmusplus.oead.at/en/> features the University Greening Toolbox and the GET-AHED project on its website blog and included it in the “Hochschule.international” newsletter. This newsletter is sent to a general audience across all educational sectors. This collaboration ensures wider visibility and dissemination of the GET-AHED platform to stakeholders beyond the immediate project consortium.

Finally, we approached **SALTO Green**⁵ to explore opportunities for hosting or featuring the **University Greening Toolbox** on its platform. Placing the Toolbox within SALTO Green’s resource centre would

⁴ Co-funded by the European Commission under the Programme Erasmus+

⁵ <https://saltogreen.eu/>

complement existing greening materials by offering higher education institutions a practical, whole-of-institution framework for sustainability planning and self-assessment. This collaboration would enhance SALTO Green's impact by broadening its reach to the higher education sector, fostering cross-sectoral learning, and strengthening the coherence and visibility of European greening tools in education.

Contribution to Sustainability and Exploitation

Evidence indicates that dissemination activities have supported medium-term sustainability of the GET-AHED project results by:

- Ensuring ongoing accessibility of outputs through the platform – University Greening Toolbox;
- Facilitating integration of tools and resources into HEI practices;
- Building awareness in professional and academic networks to support further uptake.

While the long-term impact on institutional practices and policy adoption will require future follow-up, the current data suggest that GET-AHED outputs are positioned for continued use and relevance within higher education sustainability initiatives.

Exploitation and sustainability

The GET-AHED project was designed with long-term exploitation and sustainability in mind, aiming to ensure continued use, visibility, and impact beyond the funded project period. The platform has been advertised on the consortium partner website and on social media channels, ensuring sustainable access and visibility.

Websites:

- GET-AHED Website: <https://www.get-ahed.eu/get-ahed-marks-successful-completion-with-official-launch-of-the-green-uni-toolbox/>
- GET-AHED Website: <https://www.get-ahed.eu/get-ahed-shares-final-project-highlights-and-dissemination-plans/>
- WPZ Research: <https://www.wpz-research.com/official-launch-of-the-green-university-toolbox/>
- University of Aveiro: <http://uaonline.ua.pt/detail.asp?c=94484>
- Munster Technological University: <https://hincks.mtu.ie/index.cfm/page/viewNews?id=929>
- FH Vorarlberg: <https://www.fhv.at/forschung/energie/projekte/laufende-projekte/get-ahed>
- University of Ruse: <https://www.uni-ruse.bg/Centers/TSNP/news>

Selected LinkedIn posts about the launch of the platform:

- https://pt.linkedin.com/posts/ua-dem_ua-dem-tema-activity-7422292488083861504-sY4n?utm_source=li_share&utm_content=feedcontent&utm_medium=g_dt_web&utm_campaign=copy
- https://www.linkedin.com/posts/hincks-centre_visit-theuniversity-greening-toolbox-activity-7422289097395843072-c8z2?utm_source=share&utm_medium=member_desktop&rcm=ACoAACnUtJ0BJ7RLXRzvcnkWDyOtr1pG4496AUo
- <https://www.linkedin.com/feed/update/urn:li:activity:7422302045497413632/?actorCompanyId=96460003>
- <https://www.linkedin.com/feed/update/urn:li:activity:7422218898504294401/?actorCompanyId=96460003>
- <https://www.linkedin.com/feed/update/urn:li:activity:7419735224965771264/?actorCompanyId=96460003>
- <https://www.linkedin.com/in/daniel-pavlov-06944619/>

Instagram:

- <https://www.instagram.com/p/DUDwF5DDOBK/?igsh=dmJpcHkwcTh0enp5>

Facebook:

- <https://www.facebook.com/dem.uavr/posts/pfbid02H7ZaRbvpSNzdiPHktBg3s4gmGeKoCJ7Urei9JT5abVMAUCoAGWd9LzjkkQZ564JXI>

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To maintain and further increase visibility, GET-AHED has already been featured in OeAD communication channels, including the Erasmus+ blog

(<https://erasmusplus.oead.at/de/wirkung/erasmus-blog/detail/2026/01/university-greening-toolbox-hochschulen-als-treiber-der-gruenen-transformation-staerken>) and newsletter

(published on January 28, 2026).

Concrete exploitation has already begun: several Austrian universities of applied sciences, including UAS Burgenland and Vorarlberg, are using GET-AHED to inform internal strategy development and governance processes (see below for more details). These institutional use cases will be further developed and analysed within WPZ's research activities. Initial findings will be presented at the 7th World Symposium on Sustainability in Higher Education in

Innsbruck, followed by a peer-reviewed publication, thereby reinforcing both academic and practical uptake.

Licensing and open-access policy. All GET-AHED tools and resources are made freely and publicly available, ensuring open access for HEIs and other stakeholders across Europe and beyond. No licensing fees apply. Data entered into the self-assessment tool remain confidential; anonymised and aggregated data may be used by WPZ Research for scientific research purposes only, contributing to evidence-based insights on sustainability maturity and transformation pathways in higher education. This approach balances openness, usability, and ethical data use.

Future visibility and follow-up activities. The acceptance of GET-AHED-related contributions at the 7th World Symposium on Sustainability in Higher Education (<https://www.haw-hamburg.de/en/university/newsroom/news-details/news/news/show/wssd-u-2026/>) represents a key milestone in anchoring the project within international expert communities (WPZ Research, FH Burgenland, FH Vorarlberg). In parallel, the consortium is actively exploring opportunities for follow-up projects at European level to further develop, extend, and contextualise the Toolbox, for example by linking it more closely to emerging regulatory frameworks or sector-specific sustainability agendas. Through these activities, GET-AHED is positioned not as a one-off project outcome, but as a living, evolving resource supporting higher education institutions in their long-term green transition.

The project team of the University of Aveiro will present and promote the utilisation of University Greening Toolbox on the 19th June 2026 in the international week of Engineering Education to be held at the campus.

Dissemination Impact

The dissemination activities of GET-AHED have contributed to increasing awareness and visibility of the project, promoting its outputs, and supporting their uptake by the target groups.

- The project website has served as the central hub for information, providing public access to reports, tools, and resources. Analytics indicate a consistent number of visitors, showing that the website has been an effective channel for providing content to HEIs and other stakeholders.
- Posts shared via social media channels have reached a broader audience and encouraged interaction. Metrics such as engagement rates and click-throughs to the project website indicate moderate but steady uptake, demonstrating that social media contributes to visibility and awareness-raising beyond the immediate project consortium. LinkedIn posts, in

particular, led to direct contacts and invitations to present at conferences, further extending the project's reach and impact.

- Participation in conferences, workshops, and public events enabled dissemination to targeted stakeholders. Attendance figures and feedback indicate that these activities were relevant and useful for institutional representatives, policy actors, and academics. They provided opportunities for knowledge exchange, networking, and fostering interest in the GET-AHED results.

Overall, this indicates that the dissemination activities have effectively increased visibility, supported awareness, and facilitated initial uptake of project outputs. While full long-term exploitation cannot yet be measured as the platform is only available to the public in month 36 of the project, evidence suggests a positive trajectory for ongoing use and relevance.

Target groups

In general, it is necessary to address each particular target group with information tailored to its interests and through the channels suiting best the purpose of information delivery. For GET-AHED's dissemination and communication activities, the following target groups were identified:

Ultimate end-users and beneficiaries

The primary target group comprises students, academic staff, management, and other stakeholders at higher education institutions (HEIs). They are the main beneficiaries of the GET-AHED platform, which provides training materials, guidance, and tools to support sustainability transformation processes in higher education, with a particular focus on a self-assessment tool for institutional management and strategic development.

Pilot users

Representatives of HEIs acted as pilot users and were closely involved in the participatory development of the GET-AHED platform (WP2). Qualitative interviews with 12 HEIs informed key usage conditions and led to an initial set of 130 indicators. These were reduced to 43 through pilot testing with representatives from 32 HEIs in October 2024, recruited via social media, the GET-AHED newsletter, and conference outreach. Following a validation workshop with associate partners, 39 indicators were finalised.

The platform was pilot tested in June 2025 by 19 HEIs, approximately two thirds of which had participated in earlier testing phases. Final refinements were informed by this pilot as well as by an internal usability test conducted by consortium partner HEIs, involving students, academic staff, and management not previously engaged in the project.

Optional and long-term end-users

In the longer term, the platform may also be relevant for various educational institutions, public authorities, and policy actors. Representatives from ministries, the OeAD, and associate partners were already engaged during several external pilot tests. Relevant policy and governance actors include national Ministries of Education, Higher Education Authorities, etc. were invited to join the project as Associate Members. In several online events they were updated on the project and invited to contribute, test and provide feedback. See chapter: Participatory approaches to develop and test the platform.

Scientific community

The project addresses researchers in higher education research and environmental sustainability, including networks such as EAIR, CHER, and HOFO. Results were disseminated continuously through conference presentations and academic exchange. See chapter: conferences and presentations

Related projects

National and EU-funded projects with thematic links to sustainability in higher education (e.g. UNISIMS) were addressed through mutual dissemination, cooperation in conferences, and joint publications. See chapter: related projects

Civil society

While the proposal envisaged the involvement of several civil society organisations active in environmental education and sustainability, in practice cooperation was realised with the Alliance of Sustainable Universities, which acted as the primary civil society stakeholder and supported indicator-related discussions and dissemination.

General public

The general public was addressed through open dissemination activities, including the GET-AHED website, social media presence (including Facebook), as well as the conference in October, which was widely promoted and open to interested persons.

Challenges and successes

The GET-AHED project achieved notable successes in dissemination. Recruitment for participatory activities was effective, ensuring broad engagement with HEIs and stakeholders. The project maintained a strong presence at conferences and other events, including presentations through calls for papers, and reached a wide audience through newsletters with a growing number of subscribers. Additional visibility was gained by participating in conferences, reinforcing awareness and engagement across target groups.

At the same time, it was obvious early on that the project might not be able to produce a considerable number of peer-reviewed scientific publications, the main reason being that the majority of project contents are of a rather practical than strictly academic nature, even though an academic working style was applied. Apart from WP2, in which the development of indicators followed a rigid academic methodology (and which was published in shape of a peer-reviewed book chapter), the other work packages followed less rigid academic practices, making them less interesting for the strictly academic discourse. Nevertheless, one academic publication could be realised throughout the project's lifetime, and one is envisaged for later in 2026. However, the lower number of academic publications was compensated by strong participation in conferences and practical dissemination activities, which proved to be the most effective communication channel, making GET-AHED well-known in different academic communities, exchanging with researchers and practitioners and recruiting individuals and institutions for participatory approaches in the project.

At the same time, the project faced deviances with a view to the cooperation with related projects. While initially, a bigger number of related projects was envisaged, GET-AHED entertained very close and in-depth relations to a smaller number of projects that, however, resulted in long term relationships and common endeavours such as thorough methodological exchange, joint publications, and follow-up proposals, ensuring meaningful cross-project impact on both sides, respectively. While GET-AHED could have opted to list additional related projects on its website through the mere placement of project logos, the consortium deliberately chose instead to pursue more meaningful, in-depth collaboration with a selected number of related initiatives.

What worked well and what was adapted during the project lifecycle

Throughout the GET-AHED project, several dissemination and collaboration strategies proved effective and were continuously refined as the project progressed. Internal communication worked very well, with regular bi-weekly meetings ensuring strong coordination and alignment across consortium partners. Recruitment for participatory activities and engagement with HEIs, students, and other stakeholders was successful, and the project achieved good visibility through conferences, events, newsletters, and related channels.

While fewer related projects were involved than initially envisaged, the consortium deliberately focused on more intensive collaboration with selected initiatives, most notably UNISIMS. This resulted in concrete outputs such as joint publications and the joint exploration of follow-up project ideas. Scientific publications remained limited due to the project's predominantly practice-oriented focus; however, this was effectively compensated by strong conference participation and direct interaction with key stakeholder groups. Overall, GET-AHED continuously adapted its dissemination and

collaboration approaches to maximize impact, prioritising depth of engagement over breadth where this proved more effective.

Recommendations

Tools such as the University Greening Toolbox play an important enabling role by translating regulatory and strategic requirements into actionable guidance for higher education institutions. While they do not replace compliance with mandatory frameworks such as the CSRD, they support institutions in preparing for, operationalising, and embedding such requirements at strategic and organisational levels. For future Erasmus+ projects in the field of sustainability in higher education, it is recommended to align indicators and assessment tools more closely with existing models, standards, and reporting schemes. Even though CSRD is not (yet) binding for HEIs, alignment with established standards further enhances the relevance and credibility of project outputs, facilitates institutional uptake, and ensures that tools can be meaningfully integrated into broader governance, reporting, and quality assurance processes.

This chapter provides an assessment of the dissemination and communication activities implemented by the GET-AHED project. It uses a combination of quantitative and qualitative indicators to evaluate visibility, reach, relevance, and uptake, and identifies lessons learned to inform future exploitation and sustainability of project results.

Lessons Learned

Evidence from monitoring and evaluation highlights several key lessons learned during the project. The early establishment of dissemination channels proved to be essential. The timely launch of the project website and social media accounts supported an increase in visibility and ensured continuous access to information for stakeholders. At the same time, it became clear that substantial results could only be communicated at later stages of the project. As the University Greening Toolbox as the result of the project was only published at the end of the project, website traffic figures during the implementation phase were therefore of limited relevance.

A coherent visual identity significantly supported recognition and credibility. Dissemination materials that consistently applied the project's branding were positively received by stakeholders and contributed to a professional project image.

Face-to-face engagement remained highly effective, particularly for the kick-off, mid-term and final conference and other conferences, which enabled direct knowledge transfer and meaningful interaction with stakeholders. However, regular online meetings (bi-weekly jour fixes and bilateral

online meetings) as well as online workshops proved fully sufficient, demonstrating that extensive travel can and should be avoided where possible.

Finally, the project confirmed that quantitative metrics alone are insufficient to capture the full impact of dissemination activities. While numerical indicators provide useful baseline information, qualitative feedback was crucial for assessing the project outputs. In-depth discussions with interested stakeholders, online meetings, and cooperation dialogues offered richer insights and were ultimately more informative than engagement statistics alone. Although the project generated few scientific publications due to the primarily practice-oriented nature of the work, this was balanced by strong participation in conferences. Similarly, fewer related projects were engaged than initially planned, but collaboration with selected initiatives, notably UNISIMS, was pursued in depth, including methodological exchange, joint publications, and follow-up project planning.

7. ANNEX

Hashtag Library

Category	Hashtags
Core of the project	#GETAHED #SustainableHigherEd #GreenTransition #SustainabilityInEducation #GreenCampusInitiatives #SustainableTransformation #GreenInstitutionalChange #HigherEducationSustainability
Tools	#SustainabilitySelfAssessment #GreenSkillsTraining #SustainabilityPlatform
Broader context	#EUGreenDeal #SDGsInAction #SDGs #CircularEconomy #GreenPartnerships #EnergyTransition #GreenPolicy #ResourceEfficiency
For the narrative	#sustainable #sustainability #energy #education #HigherEducation