Green Education & Transition - A Higher Education Online Digital Buddy (GET-AHED)

Deliverable 3.1

Discovery Phase Structure and Repository

Documents populated into a GET-AHED Repository, Templates and an agreed Structure of Training

31st October 2023

GET-AHED

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	www.get-ahed.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)
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Information on the document/report

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Work Package	WP3
Lead Beneficiary	Munster Technological University (MTU Hincks)
Contributing beneficiaries	Project Partners
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Status	Complete

Contents

1.0 Introduction

GET-AHED (Green Education & Transition - A Higher Education online Digital Buddy) is to be **a digital platform developed in consultation with a number of associate partner EU ministries, HEI representative bodies and an existing European University alliance** which will provide HEIs across the EU with a range of online tools to enable them to implement the EU's Green Transition and Green Education and Training priorities. GET-AHED will act as a green transition digital buddy for the HE community across the EU. The platform will provide a range of tools to allow a multiple of HE stakeholder groups to **promote and develop whole institutional approaches to sustainability** which will focus on:

- Designing, implementing, and monitoring institution sustainability plans
- Supporting Higher Education leaders, in embedding sustainability into all aspects of the institution's operations
- Supporting staff and students in promoting greater involvement in sustainability initiatives both internally and externally.
- Designing, implementing, and monitoring approaches related to sustainability operations of a HEI and in particular energy and energy related systems.

The final deliverables of GET-AHED will be made available on a user orientated online digital platform and will be promoted with the assistance of associate partner ministries and HE representative bodies. Ideally, the aim of project partners is to have the online tools and associated training initiatives to become the basis of or be integrated into current and future EU led online green transition initiatives. The **GET-AHED digital platform is anticipated to have a reach and impact that will be far greater** than traditional face to face conference, seminar, and other training events. GET-AHED specifically aims to develop the following online tools to be made available on a one stop digital platform to supports HEIs with the green transition.

Section 2.0 gives an overview of WP3, the key milestone, deliverables and objectives relating to this work package.

2.0 Work Package, Milestones, Deliverables

MS10 – WP3 – D3.1 - Discovery Phase Structure and Repository			
Deliverable	**Milestone**	**Means of Verification**	**Due**
3.1 - Discovery Phase Structure and Repository of Deliverable	No. 10 - Discovery of Structure and templates for proceeding	A diagram will be produced for each HE Green Champion programme showing the HE Green Transition Learning System Structure and will include the dimensions for resource development (Waste, carbon, energy, etc.,) at Leader, Staff, and Student level. Templates for various educational resources will be available for inspections A repository of existing open-source resources, relevant policy information, websites and initiatives will be available on the GET-AHED Platform Best practice case studies will be prepared using the pre-agreed templates and available on the GET-AHED Platform	Month 9 (31st of October 2023)

WP3 is dedicated HE Green Champions which includes D3.1 – Discovery Phase Structure and Repository D3.2 – Design and Development of HE Green Champion Training and Resources D3.3 – Implementation Deliverable.

This WP3 is led by MTU, and all the partners contributed to it. Its aim is to assess the needs of staff, management and students within Higher Education Institutions through a survey which will help inform the design and resources for inclusion on the platform for testing.

To accomplish these goals, WP3 has one main objective, together with three more specific, as described below.

Main Aim: Increasing Green Transition capacity in HEs with across HE approaches, recruiting HE leaders, staff, and students as HE Green Champions. This work package (WP3) takes a three-phase approach to development, with distinctive phases for Discovery, Design & development, and Implementation of green transition resources for three cohorts within HEs, namely, leaders, staff, and students.

Objective 1: (Deliverable for reporting period 1 months 1-12 consisting of structure and repository) - The Discovery phase will explore needs of the three HE cohorts using survey and link with WP2 and WP6 to establish dimensions to structure useful tools and programmes for each cohort, effectively building a comprehensive HE Green Champions Training System Structure and develop templates for programme resource design.

Objective 2: (Deliverable for reporting period 2 months 13-24) - The Design and Development Phase will gather and develop suitable training resources from all partners that: ⬚ Support HE leaders to embed sustainability into all aspects of the institutions' operations and strategy with relevant training to address green transition gaps specific to the leader's HEI. ⬚ Develop support resources, including tools supporting 'How to become a Green Champion', that improve awareness and action to understand and engage in green transition initiatives within and outside of the HE environment for Staff and Students, ⬚ Proposed Green Transition tools and resources will be examined and reviewed by all partners with improvement suggestions incorporated.

Objective 3: (Deliverable for reporting period 3): Pilot and launch to GET-AHED platform as open-source Green Transition resources. The Implementation phase will pilot agreed training resources with Leaders, Educators, other HEI staff, and students, with pre- and post-testing included to establish the relevant HEGreenChampion programme's efficacy for that HEI cohort. Following pilot implementation, approved resources will be released on the innovative GET-AHED learning platform and will form a comprehensive and tested HE Green Champions Education System. These training resources will be applied to springboard green transition initiatives across each HEI, linking with local communities and through external partners to the elements within this report. The partners that worked on reaching agreement on the contents presented in this report are:

WP	Collaborator	Partner Institute	GET-AHED
WP2	Bárbara Coelho Gabriel	Universidade de Aveiro	
WP2	Claudia Figueiredo	Universidade de Aveiro	
WP2	Robertt Valente	Universidade de Aveiro	
WP2	Alexandra Polido	Universidade de Aveiro	
WP2	Sara Moreno Pires	Universidade de Aveiro	
WP2	Julia Draghi	Universidade de Aveiro	
WP5	Darragh Coakley	Munster Technological University	
WP5	Jeremiah Spillane	Munster Technological University	
WP5	Geraroid O'Suilleabhain	Munster Technological University	
WP5	Shane Cronin	Munster Technological University	

This report meets the criteria set out in Milestone no.10 associated with Deliverable 3.1 of Work Package 3 of the Green Education and Transition - A Higher Education Digital Buddy – GET-AHED project. The overview of the report in section 3.0 will expand on the key considerations for the milestone associated with WP3, "*Discovery of Structure and templates for proceeding*".

3.0 Report Overview

The aim of this document is to provide discovery work to develop appropriate training system resources for the green transition across HE for the GET-AHED project to meet the first objective of the WP and the second milestone.

The information contained in this report will help in identifying important steps and resources necessary when developing the online self-assessment toolkit and learning platform to be included when developing an appropriate training system for the green transition across HEIs.

The report will meet deliverable 3.1 described as a *"repository for policy, (EU and national) supportive resources and case studies of good practice available on the GET-AHED platform and a set of agreed dimensions and templates for population of the HE Green Champions learning system for the GET-AHED platform. This will provide a single source library of information to HE actors and a structure to develop the innovative and relevant training materials for the second phase."*

The deliverable will be broken down as per the following:

1. A diagram for each HEGreenChampion programme showing the HE Green Transition Learning System Structure and will include the dimensions for resource development (Waste, carbon, energy, etc.,) at Leader, Staff, and Student level.

2. Templates for various educational resources

3. A repository of existing open-source resources, relevant policy information, websites and initiatives will be available on the GETAHED Platform

4. Best practice case studies will be prepared using the pre-agreed templates and available on the GET-AHED Platform

4.0 HEGreenChampion Learning System Structure

4.1 Overview

A diagram for each HEGreenChampion programme showing the HE Green Transition Learning System Structure was to be created to include the dimensions for resource development (Waste, carbon, energy, etc.,) at Leader, Staff, and Student level.
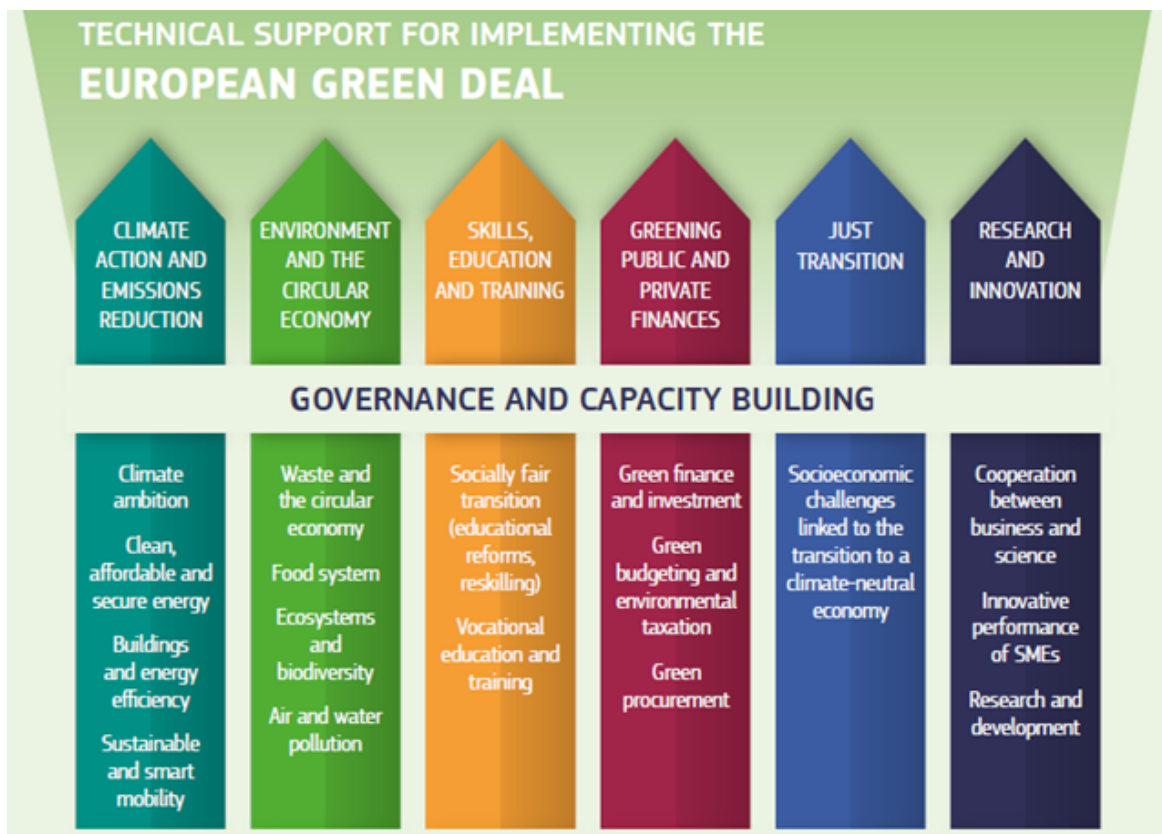
4.2 Development

As a first step, it was established that each HEGreenChampion would undergo a unique learning experience with unique goals when using the platform. This would result in a distinct journey when navigating the platform and mapping out this journey is a crucial step in understanding the user experiences and interactions throughout. Through mapping we could establish many considerations that needed to be included in each diagram. These were:

- How the user would engage with the information
- How the user would navigate the platform with ease
- How would their journey differ
- How to tailor content to meet their specific needs and roles
- How would the user access the information
- How to enrich their overall experience for the user
- How to address potential pain points
- How to present the information/ resources
- How would the user track their learning
- How would the user be rewarded
- How would the user assess/evaluate their learning
- Create relevant content

It was considered that since the knowledge and needs assessment survey, from the previous deliverable, concentrated on capturing information primarily related to knowledge gaps concerning the EU Green Deal, the dimensions informing the resource development for the learning system structure should align with these. The 6 pillars for capacity building for the Green Transition in the Learning System Structure are taken from The European Commission Publication "Technical support for implementing the European Green Deal" (Commission, 2020). These six dimensions, and consequently the corresponding modules, are:

- Climate Action and Emissions Reduction

- Environment and Circular Economy

- Skills Education and Training

- Greening Public and Private Finances

- Just Transition

- Research and Innovation

TECHNICAL SUPPORT FOR IMPLEMENTING THE
EUROPEAN GREEN DEAL

CLIMATE ACTION AND EMISSIONS REDUCTION	ENVIRONMENT AND THE CIRCULAR ECONOMY	SKILLS, EDUCATION AND TRAINING	GREENING PUBLIC AND PRIVATE FINANCES	JUST TRANSITION	RESEARCH AND INNOVATION

GOVERNANCE AND CAPACITY BUILDING

Climate ambition	Waste and the circular economy	Socially fair transition (educational reforms, reskilling)	Green finance and investment	Socioeconomic challenges linked to the transition to a climate-neutral economy	Cooperation between business and science
Clean, affordable and secure energy	Food system		Green budgeting and environmental taxation		Innovative performance of SMEs
Buildings and energy efficiency	Ecosystems and biodiversity	Vocational education and training	Green procurement		Research and development
Sustainable and smart mobility	Air and water pollution				

After it was agreed what to consider in the development and what elements should be included, as well as the modules to be covered, the diagram went through a few iterations. After discussions, we agreed on the three structures you see below. It was agreed that the diagram would consist of 8 steps, that all three cohorts would experience the first three steps on the learning system structure in the same way with differences arising when entering step 4.

The Diagrams are an eight-step process consisting of the steps outlined below and are presented visually in 4.2.1, 4.2.2 and 4.2.3 for HEI managers, staff and students

8-Step process outlined:

1. Visit Site
2. Create Profile
3. Choose Tool

1-3 same for all users

4. Green Champion
5. Evaluate
6. Results
7. Resources
8. Achievements

4-8 differs for all users

4.2.1 Diagram 1 - HEI Managers

HEI Management Diagram
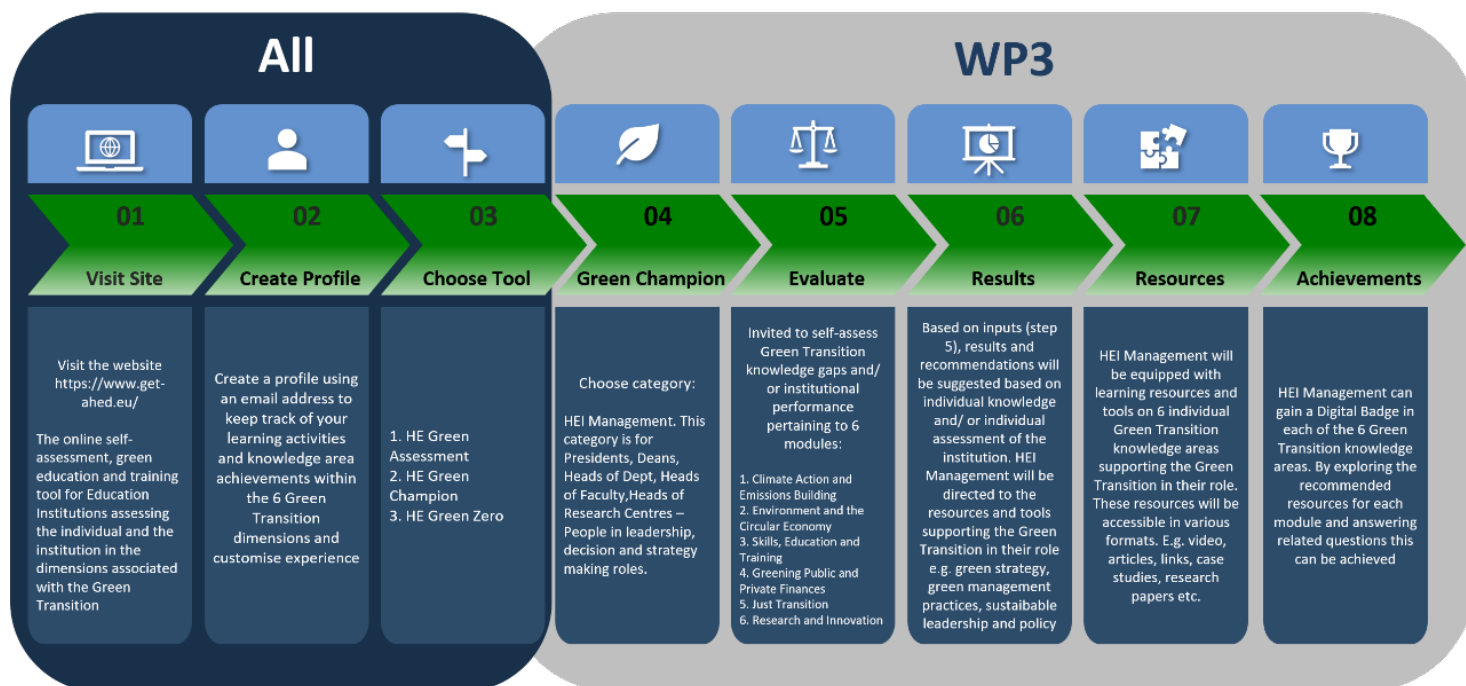
Step 1: Manager visits the platform

Step 2: They are invited to create their profile to track learning and customise experience

Step 3: Choose what area they want to assess and build knowledge, skills and attitudes in

Step 4: Enter the Green Champion Training for Management: Presidents, Deans, Heads of Dept, Heads of Faculty, Heads of Research Centres – People in leadership, decision and strategy making roles.

Step 5: Invited to self-assess Green Transition knowledge gaps pertaining to 6 modules:

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

Step 6: Based on inputs (step 5), results and recommendations will be suggested based on individual knowledge and/ or individual assessment of the institution. HEI Management will be directed to the resources and tools supporting the Green Transition in their role e.g., green strategy, green management practices, sustainable leadership, and policy

Step 7: HEI Management will be equipped with learning resources and tools on 6 individual Green Transition knowledge areas supporting the Green Transition in their role. These resources will be accessible in various formats, e.g., video, articles, links, case studies, research papers etc.

Step 8: HEI Management can gain a Digital Badge in each of the 6 Green Transition knowledge areas. By exploring the recommended resources for each module and answering related questions this can be achieved

4.2.2 Diagram 2 - HEI Staff

HEI Staff Diagram
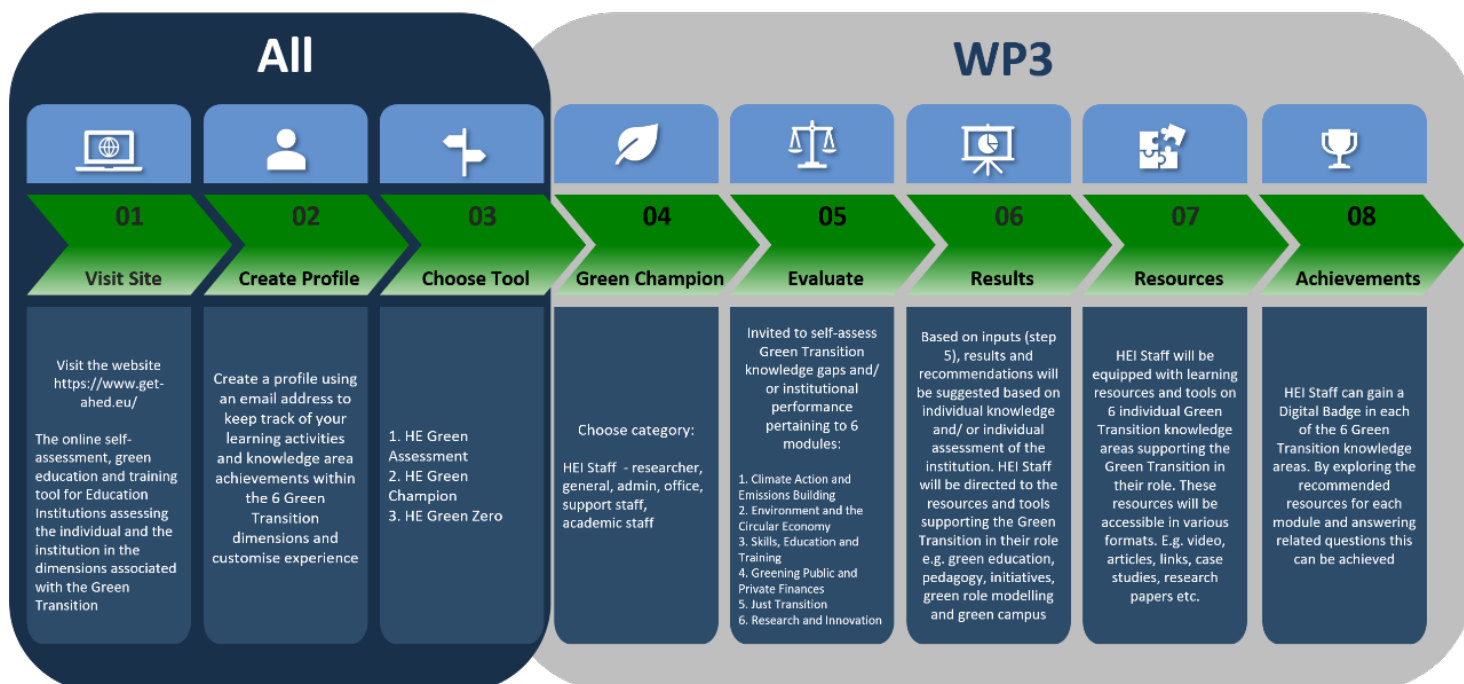
Step 1: Staff visit the platform

Step 2: They are invited to create their profile to track learning and customise experience

Step 3: Choose what area they want to assess and build knowledge, skills and attitudes in

Step 4: Enter the Green Champion Training for Staff: Researcher, general, admin, office, support staff, academic staff

Step 5: Invited to self-assess Green Transition knowledge gaps pertaining to 6 modules:

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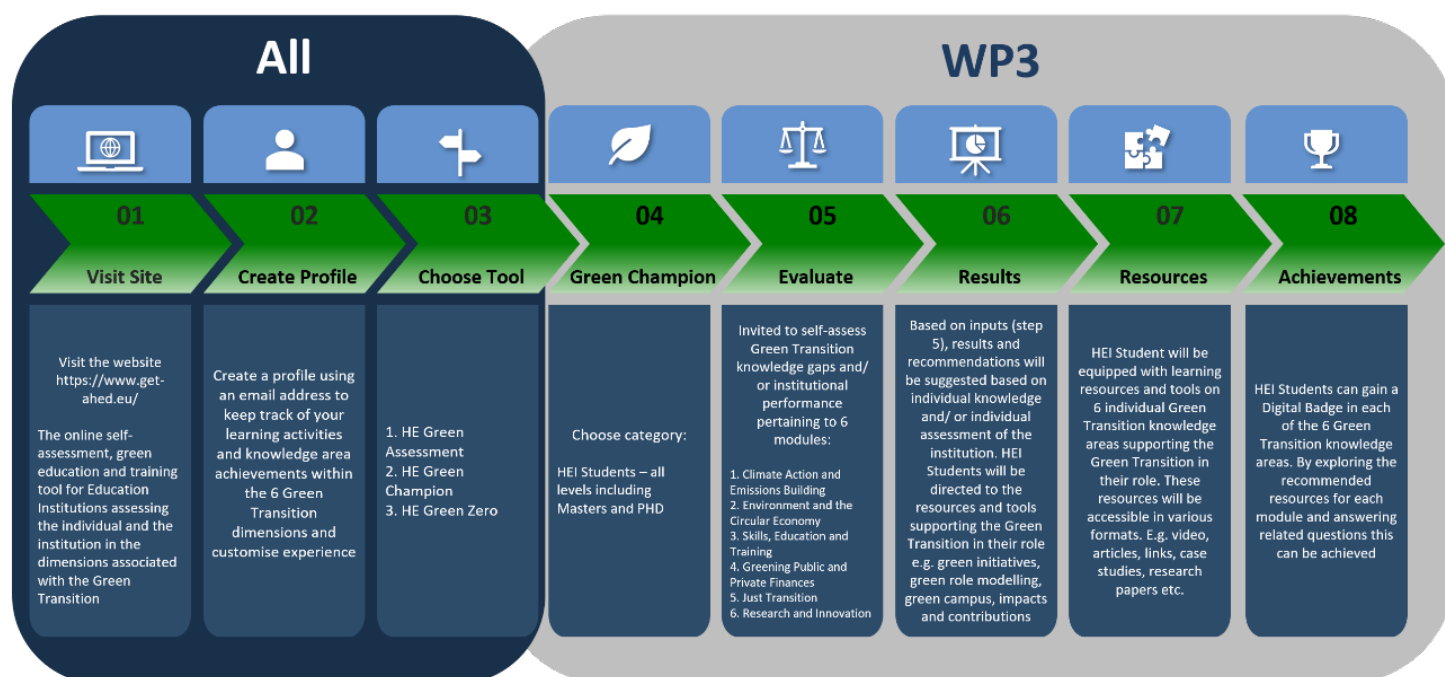5. Just Transition
6. Research and Innovation

Step 6: Based on inputs (step 5), results and recommendations will be suggested based on individual knowledge and/ or individual assessment of the institution. HEI Staff will be directed to the resources and tools supporting the Green Transition in their role e.g., green education, pedagogy, initiatives, green role modelling and green campus

Step 7: HEI Staff will be equipped with learning resources and tools on 6 individual Green Transition knowledge areas supporting the Green Transition in their role. These resources will be accessible in various formats, e.g., video, articles, links, case studies, research papers etc.

Step 8: HEI Staff can gain a Digital Badge in each of the 6 Green Transition knowledge areas. By exploring the recommended resources for each module and answering related questions this can be achieved

4.2.3 Diagram 3 - HEI Students

HEI Student Diagram

Step 1: Students visit the platform

Step 2: They are invited to create their profile to track learning and customise experience

Step 3: Choose what area they want to assess and build knowledge, skills and attitudes in

Step 4: Enter the Green Champion Training for Students: – all levels including Masters and PHD

Step 5: Invited to self-assess Green Transition knowledge gaps pertaining to 6 modules:

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

Step 6: Based on inputs (step 5), results and recommendations will be suggested based on individual knowledge and/ or individual assessment of the institution. HEI Students will be directed to the

resources and tools supporting the Green Transition in their role e.g. green initiatives, green role modelling, green campus, impacts and contributions

Step 7: HEI Student will be equipped with learning resources and tools on 6 individual Green Transition knowledge areas supporting the Green Transition in their role. These resources will be accessible in various formats. E.g. video, articles, links, case studies, research papers etc.

Step 8: HEI Students can gain a Digital Badge in each of the 6 Green Transition knowledge areas. By exploring the recommended resources for each module and answering related questions this can be achieved

5.0 Templates for Educational Resources

5.1 Overview

A thorough investigation into diverse options for templates tailored to various educational resources was conducted with the aim on enhancing the learner's online experience. The need for relevant and reliable learning materials is crucial in building trust, a good user experience and revisits as well as a good, structure, flow, look and feel for optimising online learning with thoughtfully designed templates, offering a streamlined and effective approach to educational content creation.

5.2 Development

Through the research process and considering the feedback received from the knowledge and needs assessment survey (milestone no.9), we have agreed upon the below templates to house the various educational resources.

These are a combination of a series of self-contained asynchronous modules and a variety of searchable "related resources".

1. A series of self-contained asynchronous modules

Course featuring multiple elements including the learning content itself, media, interactive activities, discussion forums etc. It is granular and tidy. Provides a comprehensive overview of the modules on which to build upon.

2. A hub for any and all resources

A repository where e.g., case studies, papers, OERs, websites, etc. can be made available in a searchable, but ultimately unstructured way. Searching a category, for example, may find 3 case studies, 7 websites, 2 published papers, etc. under a category.

The following are suggested examples of the templates that will be used in the development of the platform. It is noted the WP4 have the capabilities to follow these templates in terms of functions and design. It was agreed upon that these suggested templates would be suitable for the development and integration of information.

Example 1: Navigation, Introduction, Simple Graphics and Activity

From this example you can see a simple navigation bar on the left-hand side that shows how you have progressed through the module and a continue bar on the bottom when you want to progress to the next section.

After an introduction about a topic, it then asks the learning to consider three questions in an activity as the learning progresses leading towards greater understanding of the topic and questions in mind. This has a clean, clear, simple layout with simple graphics, numbering and colours to distinguish different sections.

Example 2: Timelines, Links and Highlights

The word:

If you translate "entrepreneur" from French, the verb used to **describe** an **action** to "undertake", "initiate" or "begin" and when we look at the first instance of when the term "entrepreneur" was used in the literature we see that back in 1755.

First instance:

Originally appearing in a piece of work produced in the 1720s, though not published until 1755, after his death, Irish – French economist Richard Cantillion **sets the scene** regarding the role that entrepreneurship plays in the economy.

He describes entrepreneurs as the **undertakers of business** and undertaking associated risk in changing markets in their pursuit of uncertain profits **bringing competition** to the **economy**.

Source: https://www.historyireland.com/volume-21/entrepreneurs/

In the above example of the template, we can see that it is able to produce a timeline type template, it allows highlighting of key phrases and allows links to external open-source material

Example 3: References and Videos

More recent approaches:

The significant contribution to understanding entrepreneurship is found in Sarasvathy's work. Through her research she has developed a set of **principles** (effectuation) which give insight into how entrepreneurs operate and these principles in turn can be **taught**.

In essence, the entrepreneurial starting point is with the individual themselves – **Who** they are, **what** they have and who they **know**. Entrepreneurs tend to work out what their **affordable loss** is and tend to work with and through others to co-create rather than predict the future.

(Sarasvathy, 2001)

Some definitions of entrepreneurship:

The European Commission sees entrepreneurship as:

"acting upon opportunities and ideas and transforming them into value for others, which can be financial, cultural, or social."

- European Commission

The OECD defines entrepreneurship as:

"at the heart of national and local economic growth. By innovating and seizing opportunities, entrepreneurs drive national and local economic change and competitiveness."

- Organisation for Economic Co-operation and Development (OECD)

The templates above allows the learner to access open-source external videos as well as referencing the source of the information e.g. related to definitions.

Example 4: Expand on Knowledge

You can see here that the template has the capability to expand on the information through clicking on the "+" button. Again, references and highlights are available within the text.

A **brief synopsis** of each these classifications are listed below according to the literature. Click the cards to see more:

About	For	Through

	Embed	

CONTINUE

A **brief synopsis** of each these classifications are listed below according to the literature. Click the cards to see more:

Teach/learn entrepreneurship education through academic study	For	Through

	Embed	

CONTINUE

The template also has the ability to "reveal" answers or information in a user-friendly, interactive manner.

Example 5: Images and Files

Please **answer** the questions in the **wheel** below and use the .pdf below to **evaluate** your **results**.

In my entrepreneurial education program / course, ...

Q1) ...students get to apply entrepreneurial methods? (Y/N)

Q2) ...students are expected to create something (a plan, a document, a presentation etc)? (Y/N)

Q3) ...students develop their entrepreneurial competencies? (Y/N)

Q4) ...students are expected to create value for external people outside class? (Y/N)

Q5) ...students can get inspired by successful role-models relevant to them (i.e. not heroic white males for all)? (Y/N)

Q6) ...students are expected to start a new company? (Y/N)

Q7) ...students get to learn about entrepreneurship theory through lectures? (Y/N)

Q6) ...students are expected to try to continue working with their new venture after graduation, that they started at the program? (Y/N)

PDF different types of entrepreneurial education.pdf
195.1 KB

The above template can house images e.g. diagrams and PDF files for downloading.

Example 6: Tools

HEInnovate Tool

To further underline the **importance** that policymakers are attaching to the entrepreneurship agenda within HEIs, the OECD and EU have **collaborated** to develop a digital **self-assessment** tool which empowers Higher Education institutions to explore their innovative potential.

It guides you through a process of identification, prioritisation and action planning in eight key areas and gives an **instant** result to see how **innovative** your institution is.

ⓘ Check out this useful tool here where you can immediate results: https://heinnovate.eu/en

The template can allow for an explanation for a tool and give an internal or external link to invite participants to take part, e.g. HEInnovate Tool.
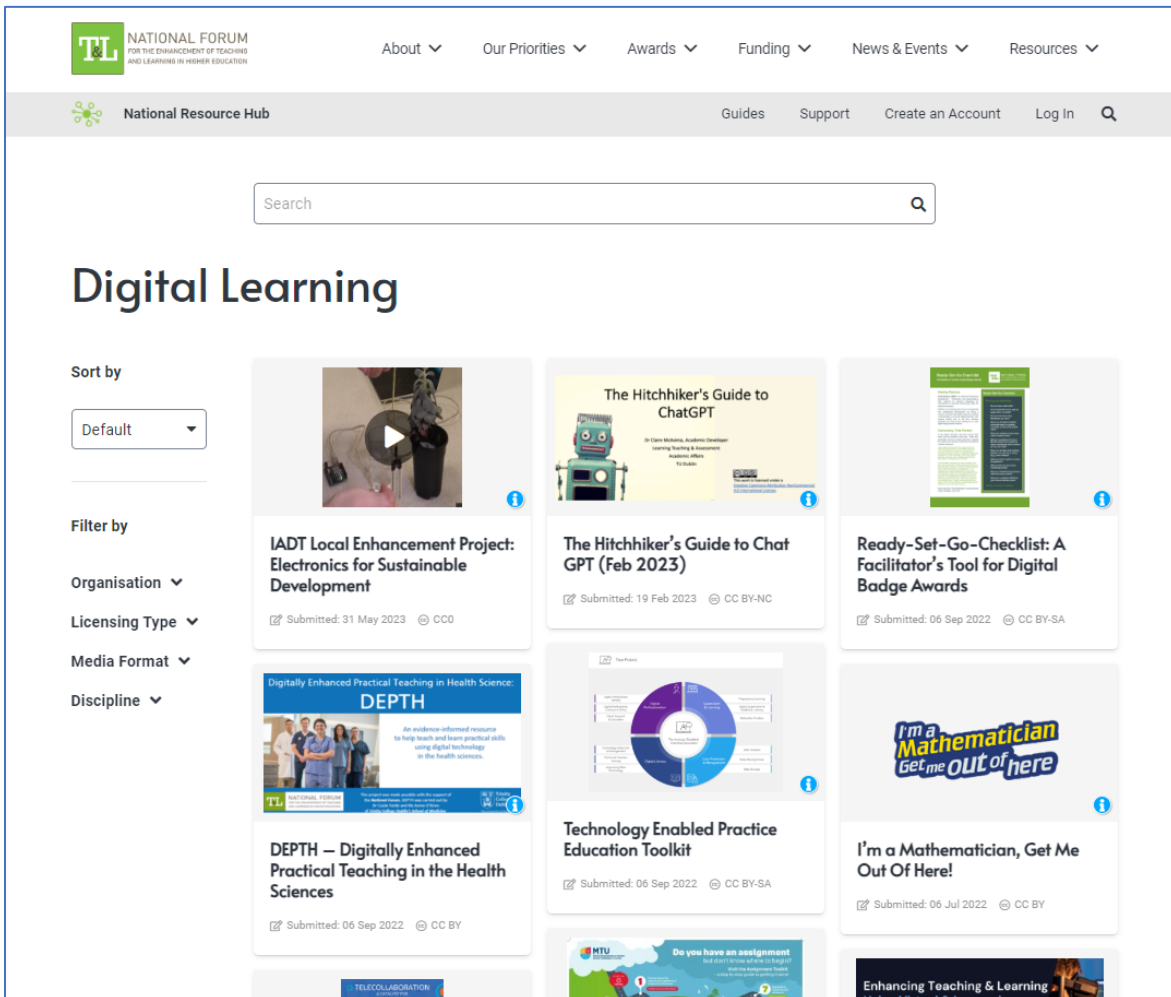
Example 7: Examples

Student Activities

These are ideas of **activities** to **inspire**, and **nurture** ideas generations and action learning for your students.

THE APPRENTICE COMPETITION	SILVER ESHIP COMPETITION	THE ICE YOUNG ENTREPRENEUR TR...	STUDENT ENTREPRENEUR OF THE Y...

The APPrentice competition – The APPrentice competition aims to encourage students to flex their creativity in coming up with new and innovative app ideas ranging from areas such as education and entertainment to those with a social entrepreneurship orientation and, while sharing their ideas, be in with the chance of winning prizes for their efforts

www.cit.ie/apprentice

The above template goes through an example of cases or examples with the same theme. Participants can access more information from within the examples and compare examples all in the one place.

Example 8: Repository

Access to resources can be categorised and made searchable as per the above example. Filtering by categories, tags or key words is possible. For examples, case studies will be tagged with key words relevant to the content and will also be allocated a tag for at least one of the 6 module areas and the Dimensions relevant to WP2. This can be replicated for Policy and any other support resources.

6.0 Repository

6.1 Overview

In this section we will see a repository for policy, (EU and national) supportive resources and case studies of good practice for the GET-AHED platform. It will consist of existing open-source resources, relevant policy information, websites and initiatives. As information, research, policy and content needs to be kept relevant, updating the repository will be an ongoing process.

6.2 Development

The repository will be designed to organise, manage and store valuable resources relevant to the Green Transition. This will provide a single source searchable library of information to HE actors and a structure to develop the innovative and relevant training materials for the second phase. The repository will be searchable by tagging key phrases e.g., "green procurement", "case studies", "toolkit", "policy", "self-assessment" etc and also tagged per the module it relates to e.g., "Climate Action and Emissions Reduction", "operations" etc.

This material is set to boost the green transition capacity of internal stakeholders. Staff and students would benefit from their involvement in sustainability initiatives both internally and externally. Components such as fact sheets, videos, quizzes, and training elements designed to increase awareness and drive change are included in these open-source websites. Leaders would benefit by gaining the knowledge to embed sustainability into the operations of a HEI.

Online Self-Assessment

Design based on the model and principals of the [EU's HEInnovate self-assessment tool](), some of the tools listed below are set to help people assess themselves in terms of the level of integration of sustainability within their organisation and their lives across a range of indicators and dimensions specific to the EU Green Deal.

In the journey of personal and professional development, self-assessment stands a reflective process that allows individuals to gain deeper insights into their strengths, weaknesses, and overall growth and involves a sincere examination of one's values, skills, beliefs, and goals. It is a continuous process that adapts to the changing landscapes.

Carbon Management Assessment	https://www.creativecarbonscotland.com/carbon-management/tools-and-resources/
Carbon Footprint Calculator	https://footprint.wwf.org.uk/#/questionnaire
Personal Carbon Footprint	https://zero.giki.earth/
Decarbonisation Readiness	https://transitioningtogreen.com/sustainability-assessments/
Carbon Toolkit for Business	https://www.climatetoolkit4business.gov.ie/
Energy Calculator	https://www.seai.ie/tools/
Solar Energy Calculator	https://energysavingtrust.org.uk/tool/solar-energy-calculator
Wind Speed Calculator	https://www.windspeed.energysavingtrust.org.uk/
Home Energy Cost Calculator	https://c03.apogee.net/mvc/home/hes/profile?utilityname=novec

Supplementary HE Green Champion Training

Educational platforms and courses dedicated to environmental sustainability provide accessible and structured learning opportunities. These resources cover a wide range of topics, from renewable energy to circular economy principles, empowering learners to acquire the knowledge needed to drive the green transition forward.

The United Nations Climate Change learning platform	https://unccelearn.org/course/
Business Energy Scotland	https://greenchampions.businessenergyscotland.org/
Strategic learning for sustainability	https://transitioningtogreen.com/strategic-learning-for-sustainability-series/
Sustainability for leadership	https://transitioningtogreen.com/leadership-for-sustainability/
Net zero training	https://portsmouth.netzero-training.com/
Zero carbon academy	https://www.zerocarbonacademy.com/pages/training
Establishing a 'green champions' network	https://www.iema.net/events/how-to-create-a-green-champions-network
Learning for Sustainability Champions Training	https://www.eauc.org.uk/learning_for_sustainability_champions
iiE Green Champion online course	https://www.iie.uk.com/news/iie-announces-new-green-champion-online-course/
Green Champions Environmental Engagement (GEP Certified)	https://www.gepenv.co.uk/training/our-courses/green-champions-environmental-engagement-gep-certified
The Green Teams Programme	https://greenteams.ie/
50 shades greener education	https://www.fiftyshadesgreener.ie/education

Green Toolkits and Resources

Green Toolkits serve as bridges between learners and knowledge on green transition topics. By offering structured and accessible information, these toolkits fill knowledge gaps and provide a foundational understanding from which to build upon.

The Green Arts Portal	https://www.creativecarbonscotland.com/green-arts/gap/
Guidance on policy-writing, waste and energy use	https://www.creativecarbonscotland.com/resource-type/guidance/
Green templates, tips and resources	https://www.iie.uk.com/resources/
University College London green champion resources	https://www.ucl.ac.uk/sustainable/take-action/staff-action
Toolkit: Fostering green champions at work	https://cityswitch.net.au/
Evaluating Green Champions Report	https://www.advance-he.ac.uk/knowledge-hub/evaluating-green-champions-their-role-definitions-and-place-heis-carbon-reduction
Ideas for Climate Action	https://www.creativecarbonscotland.com/gap/
9 Steps to Go Green	https://warwick.ac.uk/sustainability/environment/gettinginvolved/greenchampions/student-signup/actions/
Ideas for environmental action	https://warwick.ac.uk/sustainability/environment/takeaction/

Green Resource Hub	https://www.uhi.ac.uk/en/students/get-involved/environment-sustainability/green-resources-hub/
Sustainability and Net Zero – UK	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080617/Sustainability___Net_Zero_Annex_-_March_2022.pdf_Document_uploaded_via_email._A_Accepted_as_Stage_Complete_1.pdf
Zero environmental impact	https://www.novonordisk.com/sustainable-business/zero-environmental-impact.html
Energy management tools	https://www.dexma.com/blog-en/10-essential-energy-management-tools-for-escos-in-2022/
Energy monitoring tools	https://esb.ie/what-we-do/smart-energy-services/energy-management-hub
Building a zero carbon Ireland	https://www.igbc.ie/building-a-zero-carbon-ireland/
Net zero schools project	https://www.fiftyshadesgreener.ie/education
Eco-Management and Audit Scheme (EMAS) for Business	https://green-business.ec.europa.eu/eco-management-and-audit-scheme-emas_en

Policy Documents

Government policies and incentives play a pivotal role in promoting sustainable practices. From tax incentives for renewable energy projects to regulations that encourage eco-friendly practices, these policy measures provide a framework that guides businesses and individuals toward environmentally responsible choices.

These documents serve as a critical resource, offering insights, directives, and frameworks that inform the strategic decisions, legal framework, accountability, measure and impact of the green transition and can aid stakeholders in making informed decisions and aligning their strategies and activities with green policy.

The European Green Deal	https://eur-lex.europa.eu/resource.html?uri=cellar:b828d165-1c22-11ea-8c1f-01aa75ed71a1.0002.02/DOC_1&format=PDF
Green Procurement in Policy	https://www.gov.ie/en/publication/ccb2e0-the-climate-action-plan-2019/
The Paris Agreement	https://unfccc.int/sites/default/files/english_paris_agreement.pdf
Agenda 2030 Sustainable Development Goals	https://repositorio.cepal.org/bitstream/handle/11362/40156/25/S1801140_en.pdf
The EU Adaptation Strategy	https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2021:82:FIN
Climate Action and Low Carbon Development Act 2015	https://www.irishstatutebook.ie/eli/2015/act/46/enacted/en/html
Common Agricultural Policy	https://www.gov.ie/en/publication/76026-common-agricultural-policy-cap-post-2020/#irelands-cap-strategic-plan-2023-2027
Ireland's policy for International Development, One World, One Future	https://www.irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/one-world-one-future-irelands-new-policy.pdf
National Adaptation Framework (NAF)	https://www.gov.ie/en/publication/fbe331-national-adaptation-framework/
Climate Action Plan 2019	https://www.gov.ie/en/publication/ccb2e0-the-climate-action-plan-2019/
Green Public Procurement	https://www.epa.ie/publications/circular-economy/resources/green-public-procurement.php
A Green Deal Roadmap for Universities of the EUA	https://eua.eu/resources/publications/1078:a-green-deal-roadmap-for-universities.html

Case Studies

Case studies facilitate knowledge sharing among the diverse stakeholders who have different areas of interest. They serve as best practice examples and opportunities to learn from each other the practical insights from both successes and failures guiding stakeholders in their green transition.

'Oxygen' project	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/oxygen-project-planting-6-million-trees-one-tree-each-inhabitant_en
Adopting circular economy principles	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/adopting-circular-economy-principles-setting-reclamation-targets-redevelopment-tender_en
Building net-zero energy innovation through procurement	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/building-net-zero-energy-innovation-through-procurement-construction-headquarters-supreme-audit_en
Hospital demolition	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/hospital-demolition-100-recycling-materials_en
Green criteria for window cleaning services	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/including-green-criteria-window-cleaning-services_en
Circular economy procurement to road construction	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/introducing-circular-economy-procurement-road-construction-city-tampere_en
Public works contracts	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/measuring-impact-social-clauses-public-works-contracts_en
Energy efficient public lighting	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/national-framework-contract-innovation-energy-efficient-public-lighting_en

Procuring sustainable computers, printers and related services	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/procuring-sustainable-computers-printers-and-related-services_en
Promoting accessibility	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/promoting-accessibility-through-universal-design_en
Sustainable development while purchasing	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/promoting-sustainable-development-while-purchasing-office-chairs_en
Purchasing materials for events	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/purchasing-materials-events-sustainable-way_en
Irish Prison Service's mattress recycling initiative	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/social-and-environmental-criteria-irish-prison-services-mattress-recycling-initiative_en
Maintenance of public green spaces	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/reaching-social-and-environmental-objectives-through-maintenance-public-green-spaces-0_en
Sustainable cleaning services	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/sustainable-cleaning-services-and-associated-services_en
Sustainable Procurement Plan	https://green-business.ec.europa.eu/green-public-procurement/good-practice-library/sustainable-procurement-plan-2021-2024-province-zeeland_en
Climate action – Case studies	https://supports.failteireland.ie/climate-action-case-studies/
Green Business Case Studies	https://greenbusiness.ie/wp-content/uploads/2017/02/Case-Studies-Book-long.pdf
Forming a Green-Campus Committee	https://www.greencampusireland.org/case-studies/case-study-2/

Environmental Review	https://www.greencampusireland.org/case-studies/environmental-review/
Action Planning	https://www.greencampusireland.org/case-studies/gmitletterfracknativewoodlandcasestudy/
Monitoring and Evaluation	https://www.greencampusireland.org/case-studies/case-study-3/
Linking to Learning on Campus	https://www.greencampusireland.org/case-studies/case-study-5-2/
Informing and Involving the Campus and Wider Community	https://www.greencampusireland.org/case-studies/informing-and-involving-the-campus-and-wider-community/
Green Charter	https://www.greencampusireland.org/case-studies/green-charter/
Green Transition in EU regions	https://publications.jrc.ec.europa.eu/repository/handle/JRC130517
Case studies from Scottish Cultural Organisations	https://www.creativecarbonscotland.com/resource-type/case-studies/
Maynooth University Energy Management Programme – TZC Case Study	https://tzc.ie/maynooth-university-energy-management-programme-tzc-case-study/
Just Transition: Lessons for Ireland	https://www.nesc.ie/publications/four-case-studies-on-just-transition-lessons-for-ireland/

In conclusion, the supportive resources converge to create a comprehensive ecosystem that empowers individuals and organisations to actively contribute to the green transition.

7.0 Best Practice Case Studies Template

7.1 Overview

This section will demonstrate a best practice case study template, prepared using the pre-agreed suggested template that will be available on the GET-AHED Platform. This is similar to Example 7: Examples in this document.
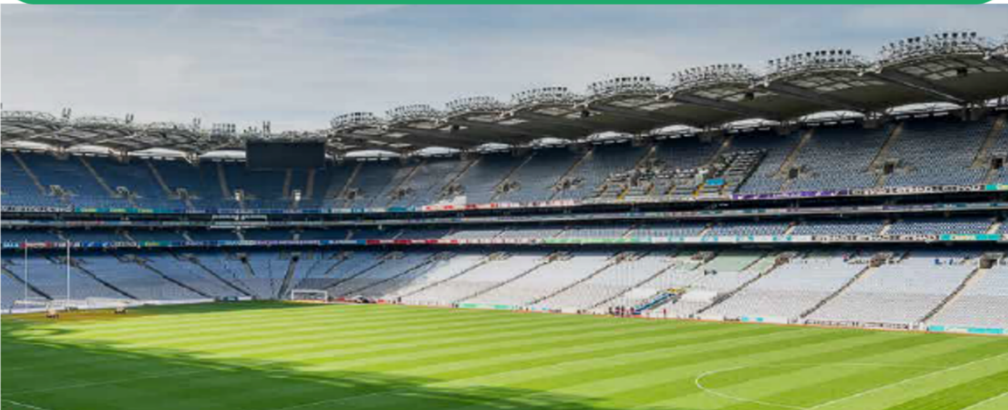
7.2 Development

The case studies template will have three sections to populate:

1. Overview
2. Details
3. Green Transition Areas and Impacts

Each case study will be linked to at least one of the 6 modules where this will be visible in the last tab "Green Transition Areas and Impacts". This will make the case studies searchable by using key work searches and tagging as well as complementing the learning in a particular area. Eg.

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

Part 1: Overview

Overview	Details	Green Transition Areas & Impacts

Croke Park Stadium is home to Ireland's largest sporting and cultural organisation, the Gaelic Athletic Association, and is located close to Dublin City Centre. With a capacity of 82,300, it hosts a wide range of games, events, meetings and concerts each year. It has a popular museum and offers stadium tours. Croke Park was the first stadium in Ireland and Great Britain to be certified in both ISO14001 (Environmental Management) and ISO 20121 (Sustainable Event Management).

Part 2: Details

Overview	Details	Green Transition Areas & Impacts

GETTING STARTED

"Setting goals is central to our sustainability journey. An early ambitious goal which we set for ourselves was to have zero waste to landfill by 2020. We set that goal in 2008 and, by measuring and controlling waste, we achieved it ahead of schedule in 2014. This instilled a great sense of pride in the team and motivated us to keep stretching ourselves in this area. It also attracted new business for us, especially for concerts and events."

Shauna Conroy, Business Development Executive, Croke Park

In other areas… An overall Building Management System (BMS) installed in 2009 helps monitor energy and water efficiency throughout the stadium, and monthly meetings are held to review same. Sensor-activated lighting has been installed and electricity usage is timed to correspond to event needs. Management work closely with contractors to uphold site rules regarding sustainability. For catering, local suppliers are used and the provenance of the food is communicated on menus. Croke Park has two off-site polytunnels for growing produce used by the resident chef. It also has an off-site bee farm from which little pots of honey are produced and used in the menus.

Part 3: Green Transition Areas and Impacts

Overview	Details	Green Transition Areas & Impacts

Impacts in the areas of:
- Reducing single-use waste at meetings and events
- Biodiversity
- Food security
- Certification in Environmental Management Systems
- Green Waste Management
- Carbon reduction initiative
- Environmental sustainability
- Energy efficiency
- Recycling

✓ CLIMATE ACTION AND EMISSIONS REDUCTION

✓ ENVIRONMENT AND THE CIRCULAR ECONOMY

✓ GREENING PUBLIC AND PRIVATE FINANCES

✓ RESEARCH AND INNOVATION

8.0 Conclusion

In conclusion, this repository containing policy documents at both EU and national levels, supportive resources, and insightful case studies of best practices, serves as an invaluable knowledge hub for Higher Education (HE) actors.

The amalgamation of EU and national policies within this repository provides a comprehensive understanding of the legislative landscape, offering a roadmap for universities and institutions engaged in the green transition. This consolidated resource pool not only fosters awareness but also ensures compliance and alignment with stakeholder goals.

The inclusion of supportive resources offers a toolkit for HE actors to navigate the complexities of implementing green initiatives, making informed decisions and driving sustainable practices within the higher education sector.

Furthermore, the repository's rich collection of case studies serves as a source of inspiration and practical insights. By showcasing successful sustainability initiatives, institutions can learn from real-world experiences, understanding the nuances of implementation, overcoming challenges, and replicating effective strategies in their unique contexts.

The integration of agreed dimensions and templates for the HE Green Champions learning system brings structure and coherence to the dissemination of knowledge. This structured approach not only streamlines structure of the learning system but also ensures consistency and relevance in the training materials developed for the second phase of the GET-AHED platform.

As a result, HE actors now have access to a single-source library of information, creating a space for knowledge exchange, innovation, and continuous improvement. The repository, with its wealth of information and structured learning dimensions, empowers HE Green Champions to take proactive steps in towards the green transition within their academic spheres.

9.0 References

Commission, E., 2020. [Online] Available at: https://reform-support.ec.europa.eu/system/files/2021-03/2020.2329-final-web.pdf [Accessed 23rd October 2023].