

THE ENVIRONMENTAL APPROACH IN ERASMUS+ ACTIONS

A guide for project promoters and evaluators



EvalUE

EVALUATEURS & EXPERTS
DE L'UNION EUROPÉENNE



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A WORD FROM THE PRESIDENT OF THE ASSOCIATION

A fundamental principle of the Treaty on European Union and a priority objective for the European Union's internal and external policies, sustainable development is one of the European Union's strong commitments for 2030, with the aim of implementing the United Nations' sustainable development programme in the member states. The commitment of civil society is central to achieving the objectives of sustainable development. The Erasmus + programme is a lever for achieving this, sustainable development being one of the quality standards that project promoters are expected to meet.

This guide has been written by EvalUE, the European Union's association of experts and evaluators, to help experts identify, analyse and evaluate sustainable development practices in the projects they evaluate, and to advise project leaders. It is also intended for all those involved in education and training who wish to promote these practices. We hope that this guide will be an effective aid to achieving the sustainable development objectives set by the European Union.

VIVIANE DEVRIESERE

PREFACE

Clara DE LA TORRE, Deputy Director-General, Directorate General for Climate Action, European Commission: "Climate and young people", April 2022¹, "2022 EUROPEAN YEAR OF YOUTH" project

"The urgency of climate change is undeniable, and Europe's young people have understood this very well. According to young people aged 15 to 24, the environment and climate change are the two greatest global challenges of our time. 87% of them want Europe to be the first climate-neutral continent by 2050, and 92% want to increase the share of renewable energies on our continent. Young people are counting on the European Union to take action on climate change. We can see from the polls and from the many grassroots mobilisations bringing together thousands of young people that this generation is calling for one thing: action. We are heeding this call. That's why, with the Green Deal for Europe, we have committed ourselves to becoming precisely the first continent in the world to become carbon neutral. To achieve this goal, we are committed to reducing our net greenhouse gas emissions by at least 55% by 2030. And just as young people are counting on us, we are also counting on them. Young people are important agents of change. We know that they are acutely aware of the climate and are acting accordingly in their own lives. Through the European Year of Youth, we want to highlight their contributions. We are also making tools available to them, such as the European climate pact², which I invite you to join. This pact brings together Europeans of all ages and from all over the world to discuss, cooperate and work together to build the carbon-neutral society of tomorrow. Get involved in the climate pact, become climate ambassadors, organise discussions in your circle (...) I urge all young Europeans to continue to inspire us to take action for the climate every day.

The environment and climate action are priorities for the EU, now and in the future. In this new European growth strategy, schools, training establishments and universities play a decisive role.

Erasmus+ 2021-2027 programme

¹ [Video of Clara de la Torre's speech](#)

² [A Green Deal for Europe | European Commission \(europa.eu\)](#)

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I. Introduction

The [Eval-UE](#) association, which brings together evaluators and experts from across the European Union, has written this guide to help education, youth and training organisations planning to apply for the Erasmus+ programme to address in the right terms the issue of introducing sustainable development into their management of the programme's cross-cutting priorities.

It's not uncommon for the only dimension of sustainable development in a project to be limited to organising the travel by train or coach rather than by plane whenever possible.

Could this be due to a lack of ambition or imagination on the part of project leaders? Do you have to be a specialist in sustainable development to be able to put it into practice? Does the school need to have already embarked on an in-depth sustainable development strategy?

By presenting the history of the appropriation of this notion within the European Union and the evolution of the place of sustainable development in the Erasmus+ programme, this guide shows that it is not necessary to be a specialist to include projects in a dynamic of respect for the environment, especially as it is also a recent and unavoidable development.

Since 2021, the environment and the fight against climate change have clearly taken their place among the transversal priorities of the Erasmus+ programme, alongside inclusion and diversity, digital transformation and participation in democratic life, shared values and civic commitment. Taking these priorities into account means making reasoned, appropriate and achievable choices, and then putting in place relevant indicators to measure the progress made. As a priority, sustainable development will therefore feature convincingly in the applications.

This guide provides an overview of sustainable development in the Erasmus+ programme, followed by a selection of practical examples and tools for taking the environmental dimension into account in Erasmus+ projects and meeting the expectations associated with this priority.

II. Part 1:

State of play of the environmental dimension in the Erasmus+ programme

A. Strategic direction for the European Union: the "European Green Pact

In July 2019, the European Commission mentioned the **European climate pact** for the first time as part of its policy guidelines for 2019-2024. In December 2019, the Communication on the Green Pact for Europe detailed the objectives of the climate pact³. Since then, the European Commission has adopted a series of proposals to adapt the EU's climate, energy, transport and taxation policies, with a view to reducing net greenhouse gas emissions by at least 55% by 2030 compared to 1990 levels. This general orientation was specified several times in 2020 and 2021, and the implementation of the [European Green Deal](#) was adopted on 14 July 2021⁴.

The **Green Deal** is an integral part of the European Commission's strategy to implement the United Nations 2030 Agenda and its **Sustainable Development Goals**⁵. It is explicitly set out for the sectors impacting on greenhouse gas emissions and the necessary transition of human activities towards more sustainable practices through seven levers: "Transforming our economy and societies"; "Making transport sustainable for all"; "Leading the third industrial revolution";

"Making our energy system cleaner"; "Renovated buildings for greener lifestyles";

"Working with nature to protect our planet and our health"; and "Strengthening global climate action". For each lever, the objectives to be achieved are quantified and Parliament has begun to adopt the necessary directives and regulations⁶.

³ https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_fr

⁴ https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal/delivering-european-green-deal_fr

⁵ <https://sdgs.un.org/fr/2030agenda>

⁶ <https://op.europa.eu/en/publication-detail/-/publication/9f89d86b-00e3-11ec-8f47-01aa75ed71a1>

In the summary documents, education and training, because of their cross-cutting nature, are not the subject of a specific guideline, with the exception of an explicit mention of **"training in the skills needed for the transition of the economy and societies"**. However, the Green Pact roadmap states that to integrate sustainability into all EU policies, it is necessary to *"activate education and training"*, at the same level as the greening of finance and support for innovation:

"Schools, colleges and universities are well placed to engage with pupils, parents and the wider community on the changes needed for a successful transition. The Commission will develop a European competence framework for [...] skills and attitudes on climate change and sustainable development. It will [...] facilitate the exchange of good practice within EU teacher training programme networks."

Green Deal for Europe roadmap, p22

The same roadmap explicitly mentions flagship Community programmes such as the Horizon Europe research and innovation programme, to promote energy, technological and industrial innovation; the adaptation of support programmes for the EU's immediate neighbours; and the discussions on a Community environment programme.

In 2021, the introduction of the Green Pact for Europe has had a radical impact on the Erasmus+ programme, one of the oldest Community programmes, whose various offshoots reach out to all sections of the public, even if it is not explicitly mentioned.

B. Evolution of the role of sustainable development in the Erasmus+ programme

A study of three successive versions of the Erasmus+ programme guide, two for the 2014-2020 period, before (2016 version 2 dated 18/12/2015) and after (2020 version 1 dated 05/11/2019) the EU climate orientation, and the guide for the start of the 2021-2027 programme (2022 version 2 dated 26/01/2022), shows very clearly the quantitative and qualitative evolution of the place of sustainable development in the Erasmus+ programme (see the successive hierarchical diagrams of the occurrences of 10 key words in the three guides). The key words relating to the environment, climate and sustainable development quadrupled in number between the guides for the 2014-2021 phase and the first guide for the new 2021-2027 programme, with the environmental aspect now accounting for the majority (42%), ahead of inclusion (30%) and innovation (28%), whereas the latter largely dominated the 2014-2021 programme (56%).

1. 2016: a vague definition and a very modest place for sustainable development

In the Erasmus+ 2014-2020 programme, the Sustainable Development dimension appears explicitly, targeting higher education, in the objectives of the 2016 guide programme:

General objective

The Erasmus+ programme contributes :

[...] sustainable development in partner countries in the field of higher education; [...]

Erasmus+ Guide 2016 - p10

However, the notion of sustainability is only detailed as a horizontal priority of the Strategic Partnerships of Key Action 2 and does not have a clear climate or environmental dimension:

Horizontal priority of strategic partnerships

Sustainable investment, performance and efficiency in education and training: priority will be given to actions supporting the effective implementation of the Investment Plan for Europe, [...] as well as to actions supporting education, training and youth policies [...] which ensure the quality of education and training [...] more effectively [...]. Priority will also be given to actions supporting the development of innovative ways of ensuring sustainable investment in all forms of learning, including performance-based and cost-sharing funding.

Erasmus+ Guide 2016 - p123

"Green skills" are only mentioned for Sectoral Skills Alliances projects in key action 2:

In addition, the transition to a circular economy needs to be underpinned by changes to qualifications and national education and training programmes to meet the new professional needs for "green skills".

Erasmus+ Guide 2016 - p155

These skills are an explicit sub-criterion of the "Relevance of the project" evaluation criterion, and may be awarded bonus points.



Evolution of occurrences of different keywords throughout the Erasmus+ programme guide, in version France, for the 2016, 2020 and 2022 editions.

The representativeness of inclusion has remained stable (around 30%), while innovation has dropped considerably in representativeness in the 2022 version (from 56% to 28%), while sustainable development, in the broad sense, has increased (from 10% to 42%), particularly in relation to climate ("global warming", "climate change", etc.), and the appearance of new keywords such as "carbon footprint", "ecology" and "ecological practices", which were absent before 2022. It should be noted that the term "biodiversity", an integral part of the Horizon 2030 sustainable development objectives, is mentioned only once (0.2%).

2. 2020, the climate dimension in the orientation of certain actions

While the list of programme objectives remains unchanged in the 2020 version of the guide, following the adoption of the Green Deal at the end of 2019, sustainable development includes a climate dimension in the revised 2020 version. It is also clearly associated with green skills, as shown by the new wording (changes in bold) of the objectives of the Sectoral Skills Alliances:

*In addition, the transition to a **greener**, circular economy must be accompanied by an adaptation of qualifications and national education and training programmes to meet the new needs of the labour market in terms of green skills **and sustainable development**.*

Erasmus+ 2020 Guide - p154

The adoption of the Green Pact for Europe has had a major impact on the programme in the 2020 version of the horizontal priorities of the Strategic Partnerships projects, by specifying the competences in the field of climate actions, but above all by introducing a specific priority:

***Environmental and climate objectives:** the programme aims to support awareness of environmental and climate challenges across all sectors. Priority will be given to projects aimed at developing skills in various sectors related to sustainability, developing strategies and methodologies for green sectoral skills, as well as future-oriented study programmes that better meet the needs of individuals. The programme will also support the testing of innovative practices to prepare learners, staff and youth workers to become real agents of change (e.g. saving resources, reducing energy consumption and waste, offsetting carbon emissions, opting for sustainable food and mobility choices, etc.) Priority will also be given to projects that, through education, training, youth and sports activities, enable behavioural change based on individual preferences, consumption habits and lifestyles.*

Erasmus+ 2020 Guide - p110

However, this priority only earns a bonus for the "Relevance of the project" criterion if it is selected as a priority at national level, which was the case in France from the 2020 campaign ("The role of education in the fight against global warming and the environmental transition").

In terms of sectoral priorities, the environmental aspect only appears in the school education sector as a specific field of application for STEM (Science, Technology, Engineering and Mathematics).

In addition, the programme for Key Action 2 Capacity building in the youth field suggests incorporating "environmental volunteering" activities.

3. 2022, the environmental dimension in the implementation of all projects

The strategic orientation of the Green Pact for Europe in the Erasmus+ programme becomes important and transversal in the new 2021-2027 phase. Hitherto limited to providing an incentive for project objectives, through the cross-cutting priorities of a few actions, sustainable development now forms part of the implementation of projects, whatever their priority objective, and becomes one of the cross-cutting criteria for assessing applications, for most Erasmus+ actions.

C. Sustainable growth in the Erasmus+ 2021-2027 programme

The first year of the new programme saw a change in the terms used, reflecting the evolution of European policy guidelines: "sustainable development", then "the fight against climate change", "sustainability, environmental and climate objectives" and finally, in January 2022, "**sustainable growth**".

1. Presentation of the Erasmus+ programme and its objectives

In the general presentation of the Erasmus+ programme, the recurring reference to sustainable growth in Europe very clearly specifies the fight against climate change as one of the unifying axes for cohesion and sustainable growth in Europe. The central aspect of respect for the environment, which stems from the Green Pact for Europe, is very clearly stated in the presentation of the objectives of the new programme:

In line with the European Union's priorities to make its economy sustainable, projects should be designed with respect for the environment and integrate green practices at all levels. When developing their projects, the organisations and participants involved should adopt an environmentally friendly approach, which encourages them to address and learn about environmental issues, to consider what can be done at their level, and to find alternative, greener methods of implementing their activities.

Erasmus+ 2022 Guide - p5

The structure of the programme guide has evolved, becoming much more strategic. Thus, the presentation of the programme's objectives very precisely develops four areas which reflect the European Commission's priorities for the 7 years:

- "Inclusion and diversity
- "Digital Transformation
- "Environment and the fight against climate change
- "Participation in democratic life, shared values and civic commitment".

The first three areas are becoming cross-cutting, and project promoters, whatever the action, will have to take them into account in their design and implementation, as will the evaluators of the applications. The fourth axis is mainly associated with programmes for young people.

The reference to the Green Pact for Europe is explicit in the description of the environmental and climate objective, as well as the role of education and training establishments and the various target audiences:

Environment and the fight against climate change :

The environment and climate action are priorities for the EU, now and in the future. The Green Deal for Europe Communication is the new European growth strategy and recognises the key role of schools, colleges and universities in engaging with pupils, parents and the wider community on the changes needed for a successful transition to climate neutrality by 2050.

Erasmus+ 2022 Guide - p9

As mobility and learning are at the heart of the Erasmus+ scheme and its actions, the arguments set out the strategy in terms of skills, but also the way in which this orientation is taken into account at the heart of the implementation of schemes integrating mobility while limiting their environmental impact:

The Erasmus+ programme will be a key instrument for developing knowledge, skills and attitudes on climate change and for promoting sustainable development, both within the European Union and beyond. The programme will increase the number of mobility opportunities in forward-looking green areas that enhance skills, improve career prospects and engage participants in strategic areas for sustainable growth, with a particular focus on rural development (sustainable agriculture, natural resource management, soil protection, organic farming). In addition, Erasmus+, which focuses on mobility, should strive to achieve carbon neutrality by promoting sustainable modes of transport and more responsible behaviour.

Erasmus+ 2022 Guide - p9-10

These recommendations lead to an invitation to submit applications for all the actions in the programme which are in line with this orientation and which will therefore be considered as priorities during the selection phase, if their objective is directly linked to sustainable development and/or if their implementation demonstrates that they take account the respect for the environment:

The environment and the fight against global warming will become a horizontal priority for project selection. Priority will be given to projects aimed at enhancing skills in various green sectors, including the contribution of education and culture to sustainable development objectives, and at developing strategies and methodologies for green sectoral skills, future-oriented curricula and initiatives in support of the participating organisations' planned approaches to sustainable development.

The programme supports the use of innovative practices to make learners, staff and socio-educational facilitators real agents of change (e.g. saving resources, reducing energy consumption, waste and carbon footprint, opting for sustainable food and mobility choices, etc.). Priority will also be given to projects which, through activities in the fields of education, training, youth and sport, help to change behaviour in terms of individual preferences, cultural values and awareness and, more generally, support active commitment to sustainable development.

Erasmus+ 2022 Guide - p10

The last paragraph of the argument insists on ecological practices in the implementation of projects, right from the conception of the application with, as a thread, the specific interest that the evaluators will have in the implementation of these good practices, which the various community platforms, such as eTwinning and EPALE, will be able to relay:

Therefore, the organisations and participants involved should strive to integrate green practices into all projects during the design of the activity, which encourages them to address and learn about environmental issues, think about local actions and find greener alternative methods to implement their activities.

Erasmus+ 2022 Guide - p10

Sustainable development therefore goes well beyond the stage of intention and must be very clearly shown in the applications through factual choices, argued and explained, throughout the analysis of the project implementation strategy. It should be noted, however, that the descriptive section of the Erasmus+ programmes, although very precise

for certain aspects, does not propose any concrete avenues for the "green implementation" of projects. Furthermore, the 2022 version of the application forms has not yet included a specific question on that aspect, while there are questions on inclusion and innovation.

2. The environmental dimension: a priority cross-cutting dimension for all actions

1) **Mobility projects (Key Action 1) :**

For all mobility projects, whatever the sector and in accordance with the objectives of the programme, applications must take into account the horizontal dimensions that have appeared in the Erasmus+ 2021-2027 programme and relay the Erasmus+ quality standards set out in the various sectoral charter models:

"Inclusion and Diversity", "Digital" and "Eco-responsible Practices", for all sectors.

In general, the description is based on the same basic principles, but is adapted to the sector concerned :

***Eco-responsible and sustainable practices:** In line with Erasmus quality standards, organisations receiving support under the programme must promote a responsible and respectful attitude towards the environment among their participants, making them aware of the importance of taking action to reduce or offset the environmental footprint of mobility activities. These principles should be taken into account in the preparation and implementation of all activities organised under the programme, in particular by making use of the specific financial support made available by the programme to promote eco-responsible means of transport. Organisations providing education and training services should integrate these principles into their daily work and actively promote a change in attitudes and behaviour among their learners and staff. (Vocational Education and Training p94 - School p111 - Adults p128)*

***Sustainable development and eco-responsible practices in higher education mobility:** In line with the ECHE principles, higher education institutions should promote environmentally friendly practices in all activities related to the programme. This includes promoting the use of sustainable means of transport for mobility, taking concrete steps to organise Erasmus+ mobility events, conferences and meetings in a more environmentally friendly way, and replacing paper-based administrative procedures with digital ones (in line with the standards and timetable of the European Student Card initiative). Higher education institutions should also make all participants aware of the various measures they can take while abroad to reduce the carbon and environmental footprint of their mobility activities, and measure progress towards more sustainable student and staff mobility activities. (Higher education p48)*

***Sustainable development:** All youth exchanges should promote a responsible and respectful attitude towards the environment among participants, making them aware of the importance of taking action to reduce or offset the environmental footprint of mobility activities. Youth exchanges should be designed and implemented in an eco-responsible spirit, for example by integrating sustainable practices such as opting for reusable or ecological materials, reducing waste and recycling, or using sustainable means of transport. (Youth p155)*

Erasmus+ 2022 Guide

2) **Projects in support of cooperation (Key Action 2)**

For this action - which groups together Cooperation Partnerships and Simplified Partnership Projects - the environmental dimension is reasserted in the preamble as a horizontal priority common to all sectors, on the same level as inclusion, digital technology and the principles of democracy, following the example of the mobility projects of Key Action 1. However, this dimension appears to be much more detailed than for the mobility programmes:

***Environment and climate change:** the programme aims to support awareness of environmental and climate change challenges across all sectors. Priority will be given to projects aimed at developing skills in various sectors related to sustainability, developing strategies and methodologies for green sectoral skills, as well as future-oriented study programmes that better meet the needs of individuals. The programme will also support experimentation with innovative practices to prepare learners, staff and youth workers to become real agents of change (e.g. saving resources, reducing energy consumption and waste, offsetting carbon emissions, opting for sustainable food and mobility choices, etc.). Priority will also be given to projects that, through education, training, youth and sports activities, bring about behavioural change in terms of individual preferences, consumption habits and lifestyles, in line with the "new European Bauhaus" initiative; develop the sustainability skills of educators and those responsible for teaching; and support the environmental sustainability approaches planned by the participating organisations.*

Erasmus+ 2022 Guide - p219

It is particularly interesting to note the latest developments in the implementation of the green pact, in particular initiatives designed to facilitate its conceptual implementation ("New European Bauhaus", etc.).⁷

⁷ https://ec.europa.eu/regional_policy/fr/newsroom/news/2021/09/15-09-2021-new-european-bauhaus-new-actions-and-funding-to-link-sustainability-to-style-and-inclusion

launched in January 2021). The Erasmus+ programme, through the projects that it will finance with respect to the environmental dimension, will make project sponsors players in the implementation of this Green Pact for Europe. This horizontal dimension is then specified for higher education and school education by presenting certain incentives:

Encouraging innovative teaching and learning practices: addressing societal challenges by supporting: a) ... e) the integration of sustainable development into all programmes for students in all disciplines and at all levels (Higher Education p220)

Promoting interest in and excellence in science, technology, engineering and mathematics (STEM) and the STEAM approach: this priority supports projects that promote the STEM approach in education through interdisciplinary teaching in the fields of culture, the environment, economics, design and others.... (School education p222)

Erasmus+ 2022 Guide

3) **Partnerships for excellence (Key action 2)**

With regard to this type of project - which brings together the Centres of Excellence, the Erasmus+ Academies and the Erasmus Mundus Joint Masters Courses - only the Centres of Excellence action includes the environmental approach in its objectives:

The centres of professional excellence will operate at two levels:

[...]; 2) at the international level, by bringing together PECs who share a common interest in: [...] innovative approaches to societal challenges (e.g. climate change, digitisation, artificial intelligence, sustainable development goals, integration of migrants, developing the skills of people with low levels of qualification, etc.) [...].

Erasmus+ 2022 Guide, p247

4) **Partnerships for innovation (Key action 2)**

This category, which brings together the Alliances for Innovation projects, very clearly targets innovation in green and digital skills, focusing on a necessary dialogue between industry, research, vocational training and higher education:

To stimulate innovation, the focus will be on digital skills, which are increasingly important in all job profiles on the labour market. In addition, the transition to a circular and greener economy must be accompanied by an adaptation of qualifications and national education and training programmes to meet the new needs of the labour market in terms of green skills and sustainable development...

Erasmus+ 2022 Guide, p282

This objective is specified with regard to Lot 1 (Alliances for education and business), which sets out the social responsibility of the participants (businesses, training centres and universities):

They [the alliances] aim to encourage innovation in higher education, vocational education and training, business and the wider socio-economic environment. This involves tackling societal and economic challenges such as climate change, [...].

The education and business alliances aim to achieve one or more of the following objectives:

encourage corporate social responsibility (e.g. in relation to equity, inclusion, climate change, environmental protection and sustainable development); [...].

Erasmus+ 2022 Guide, p282

The impact of innovation partnerships is very clearly in line with the European Union's strategic approach to the environment, and makes an explicit reference to the Green Pact for Europe:

On a broader scale, innovation alliances should target societal and economic challenges, education and employment, and consider key areas such as innovation challenges, skills provision, climate change, the green economy, demographics, digitisation and artificial intelligence. Benefits can also be derived from cooperation with large companies. Innovation alliances will focus on the needs of citizens and accelerate the modernisation of higher education and VET. [...] Innovation Alliances will also take into account the sustainable development goals of the UN 2030 Agenda and the Paris Agreement on Climate Change as overarching parameters for action, helping the European Commission to implement its new Green Deal and the European Recovery Plan. The alliances will also contribute ideas to the New European Bauhaus initiative, which aims to design new sustainable ways of living to meet the objectives of the Green Deal.

Erasmus+ 2022 Guide, p293-294

5) **Forward-looking projects**

This action, which aims to encourage innovation, creativity, participation and social entrepreneurship in various areas of education and training, recognises the need for innovation in our education and training systems, as well as for young people. In addition, these projects link this synergy with the theme of environmental urgency - this is the only mention of biodiversity in the entire 2022 guide - further emphasized by the COVID19 pandemic crisis in 2020:

These innovative approaches should enable today's and tomorrow's workers to acquire not only the appropriate skills for rapidly changing labour markets, but also a creative spirit and the skills needed to deal with the growing complexity of the societal problems we all face, such as climate change, protecting biodiversity, clean energy, public health, digitisation and automation, artificial intelligence, robotics and data analysis.

Erasmus+ 2022 Guide, p302

This aspect is reflected in the various cross-cutting and sectoral priorities:

Lot 1: cross-cutting priorities

- Priority 2: Support education and training systems to adapt to the ecological transition.

Lot 2: vocational education and training (VET)

- Priority 5: Green skills in the VET sector.

Erasmus+ 2022 Guide, p302-303

These priorities will be described in great detail (p309-310 and p313), based on, among other things various cross-cutting Community programmes, including the Green Pact for Europe:

Forward-looking projects should always take account of the following cross-functional contexts for action:

..... the Action Plan on the European Social Rights Base;

....2. the European Commission's Green Deal, the United Nations' Sustainable Development Goals and the Paris Agreement on Climate Change; [...].

Erasmus+ 2022 Guide, p307

6) Capacity Building Projects

This action has a strategic focus on sustainable development only for the higher education sector, in support of the Green Pact:

The Capacity Building in Higher Education (CBHE) action supports international cooperation projects based on multilateral partnerships [...] in the field of higher education. It aims to support the relevance, quality, [...] of higher education in third countries not associated with the Erasmus+ programme, to foster socio-economic recovery, [...] and to respond to trends [...] to the globalisation of the economy, but also to the recent decline in human development, [...] and the rise in social, economic and environmental inequalities, exacerbated by the COVID-19 pandemic.

The action should contribute to the European Commission's key priorities: the Green Pact (including climate change, environment and energy), [...], Alliances for Sustainable Growth and Jobs, [...]. It will support a successful, green and sustainable global economic recovery in third countries not associated with the Erasmus+ programme, in line with the Sustainable Development Goals (SDGs) and the Paris Agreement.

Erasmus+ 2022 Guide, p321

However, for all four of its sectors (Higher Education, Vocational Training, Youth and Sport), this action incorporates a cross-cutting sustainable development theme in the implementation of projects, as do the other partnership actions.

3. The environmental dimension in project implementation and assessment

The description of the cooperation projects will include environmental practices in the choices made for the implementation of the project, which will also condition the evaluation criteria for the applications, with the explicit appearance of specific sub-criteria. At the application stage, project promoters will have to make certain choices in line with their strategy, for example concerning the possibility of choosing "green transport" (defined as "an eco-responsible, low-emission means of transport used for the majority of the journey, such as bus, train or car-sharing"). Certain choices will have an impact on the calculation of the project budget. Participants should be made more aware of this lever.

1) Mobility projects (Key Action 1) :

Financial aspects

A number of financial instruments are linked to the sustainable development dimension, and as a result, applicants are encouraged to resort to them and to explain it in their application or their progress report.

For example, with regard to the Contribution Grant for the organisation of the project for the beneficiary, it is specified that it must, among other things, reflect the sustainable development strategy of the promoter and the way it has an impact on the partners and participants:

The Project Organisation Contribution Grant is a contribution towards the costs incurred by institutions in supporting incoming and outgoing student and staff mobility activities in order to comply with the Erasmus Charter for Higher Education [...]. For example: [...] the promotion of environmentally friendly modes of mobility and administrative procedures; [...]

Erasmus+ 2022 Guide - p70 (mobility in higher education)

The contribution to travel expenses is increased by approximately 15% if environmentally responsible means of transport are used (p76) and even if the student does not benefit from a contribution to travel expenses, a supplement to the contribution to accommodation expenses may be granted:

Students and recent graduates who do not benefit from a contribution to travel costs - financial supplement to the contribution to subsistence costs for eco-responsible means of transport: Students and recent graduates who do not benefit from a contribution to travel costs may opt for an eco-responsible means of transport. In this case, they will receive a one-off contribution of EUR 50 to supplement the contribution to accommodation costs and up to 4 days of additional contribution to accommodation costs to cover the days of return travel, if necessary.

Erasmus+ 2022 Guide - p76 (mobility in higher education)

All mobile staff and trainees, regardless of sector, will receive a contribution supplement for accommodation costs of accommodation costs if eco-responsible means of transport are used :

Students and recent graduates [Staff] who opt for an environmentally responsible means of transport will receive up to 4 days' contribution to additional subsistence costs to cover return travel days, where applicable.

Erasmus+ Guide 2022 - p77 (mobility in higher education) Where appropriate, subsistence costs may apply to travel time before and after the activity, with a maximum travel time of two days for participants and accompanying persons who receive a contribution towards standard travel costs, and six days for participants who receive a subsidy for environmentally friendly transport.

Erasmus+ 2022 Guide - p122-123 (mobility in school education)

In the case of Youth projects, the funding also provides for eligible expenditure under Exceptional Costs (which is not the case for other sectors):

High travel costs for participants, including group leaders, coaches and facilitators, including the use of cleaner, lower carbon transport.

Erasmus+ 2022 Guide - p163 ("Youth exchange" mobility)

Criteria for assessing applications

Assessment of applications for mobility projects in schools, education and training

It is not the case in higher education:

Project design quality" criterion :

the project incorporates eco-responsible and sustainable practices;

Erasmus+ 2022 Guide - p102 (EFP mobility); p119 (School); p136 (Adults)

In the case of mobility projects in the Youth sector, the sub-criterion is better developed, particularly with regard to the mobility of youth workers and youth participation activities:

Strategic development" criterion: *the organisation integrates one or more basic principles into its activities (environmental sustainability and responsibility, active participation in the network of Erasmus organisations, virtual components);*

Erasmus+ 2022 Guide - p146 (Youth Learning Mobility)

"Quality of project design" criterion: *The extent to which activities incorporate sustainable and environmentally-friendly practices;*

Erasmus+ Guide 2022 - p159 ("Youth Exchange" mobility)

Criterion "Relevance, Rationale and Impact": *The extent to which awareness-raising and systems development activities contribute to the development of the youth workers' environment (if applicable);*

Quality of project design and implementation" criterion: *the extent to which activities incorporate sustainable and environmentally-friendly practices.*

Erasmus+ 2022 Guide - p173-174 (host mobility)

2) Projects in support of cooperation (Key Action 2) :

Financial aspects

The funding rules for Cooperation Partnerships (formerly Strategic Partnerships) have changed between the 2021 version of the Erasmus+ Guide of 08/04/2021 and the 2022 version of 26/01/2022. The old budget set-up included the rules for participants' travel costs on the basis of mobility projects, with the possibility of choosing eco-responsible transport. In the new version of the guide, the budget becomes a lump sum, with the applicant choosing one of 3 options. Financial incentives to use eco-responsible transport are therefore now suggested rather than imposed, but they remain recommended as they are in line with the recommendations of the Green Pact mentioned above. As a reminder, horizontal priorities prevail in the design of all Erasmus projects.

Criteria for assessing applications

Cooperation Partnerships and Simplified Partnership Projects clearly include the sustainable development approach as a cross-cutting evaluation criterion for the application, for all the sectors concerned. The description of how the partnerships will be set up requires that the three cross-cutting themes that have emerged in the 2021-2027 programme (Inclusion, Digital and Sustainable Development) be taken into account upstream of the construction of the bid, in order to achieve a quality of "sustainable cooperation":

Horizontal aspects to consider when designing your project :

In addition to complying with the formal criteria and establishing a sustainable cooperation agreement with all project partners, the following elements can help to increase the impact and qualitative implementation of the cooperation partnerships throughout the different phases of the project. Applicants are encouraged to take these possibilities and dimensions into account when designing cooperation partnership projects.

Sustainable development :

Projects must be designed to respect the environment and incorporate green practices into all aspects of the project. When developing their project, organisations and participants should adopt an environmentally responsible approach, which encourages everyone involved in the project to consider and learn about environmental issues, to think about what can be done at different levels, and to help organisations and participants find alternative, greener ways of delivering project activities.

Erasmus+ 2022 Guide - p231-232 (Strategic partnerships) and p240-241 (Simplified partnerships)

These three cross-functional areas are explicitly listed as three sub-criteria for assessing the implementation of the project, including :

"Quality of project design and implementation" criterion: The project is designed to respect the environment and incorporates environmentally-friendly practices into its various phases.

Erasmus+ 2022 Guide - p233 (Strategic partnerships) and p241-242 (Simplified partnerships)

3) Partnerships for Excellence (Key Action 2) :**Financial aspects**

As far as Partnerships for Excellence are concerned, only the Erasmus Mundus Joint Masters Courses include a specific environmental component in their funding, since the geographical objectives of the programme can allocate additional study grants associated with the environmental theme for certain regions:

Additional funds for students from certain regions of the world

The geographical objectives and indicative budget for this action are as follows:

Region 1 (Western Balkans): particular attention will be paid to scholarships in the fields of climate change, environment and energy, digital technologies, engineering, sustainable growth and employment...

Erasmus+ 2022 Guide - p276

Criteria for assessing applications

The Centres of Professional Excellence section includes a sub-criterion assessing the extent to which the project is relevant to the introduction of "green skills":

Project relevance" criterion

Green skills: the extent to which the proposal includes activities (e.g. anticipation of skills, innovative curricula and teaching methods, guidance, etc.) related to the transition to a circular and greener economy.

Erasmus+ 2022 Guide - p254

This same sub-criterion exists for the evaluation of applications submitted under the Erasmus+ Teacher Academy sub programme, but it is not used for the evaluation of Erasmus Mundus Joint Masters Courses.

4) Partnerships for innovation (Key Action 2) :**Criteria for assessing applications**

The evaluation of Alliances for Innovation project applications includes a sub-criterion concerning green skills (defined as "Core competencies for the transition to a low-carbon economy, which may be general, such as sustainable agriculture, soil protection, energy consumption and waste reduction, or more technical, such as knowledge of renewable energies"):

Project relevance" criterion

Green skills: the proposal integrates skills related to the transition to a circular and greener economy into the training content for one or more related professional profiles.

Erasmus+ 2022 Guide - p294 and p297

5) Forward-looking projects**Criteria for assessing applications**

The relevance criterion for the proposal incorporates the evaluation sub-criteria corresponding to the chosen priority by the applicant :

Project relevance" criterion

Priority 2 - Green education and skills: the extent to which the proposal coherently plans and integrates activities, research and events that promote the transition to a circular and greener economy, thereby contributing to the European Commission's Green Pact, the Paris Agreement on Climate Change and the Sustainable Development Goals.

Priority 5 - Green competences in VET: the extent to which the proposal develops a significant set of core green competences and shows how this set of competences can be integrated into VET programmes, as well as into the training of teachers, trainers and other staff.

Erasmus+ 2022 Guide - p316

6) **Capacity Building Projects**

Criteria for assessing applications

Whatever the sector concerned (Higher Education, Vocational Training, Youth, Sport), the assessment of the application takes into account the cross-cutting theme of 'Sustainable Development'.

In the case of higher education :

Horizontal aspects to consider when designing your project

*Applicants are encouraged to consider the following horizontal priorities when designing their project. **Environmental sustainability:** Higher education systems are essential to support the Green Deal, as they have the potential to bring about a profound change in people's behaviours and skills. RCES projects are encouraged to develop skills in a range of sustainability-related sectors and to develop green sectoral skills strategies and methodologies, as well as forward-looking curricula that better meet people's needs. Erasmus+ also supports the testing of innovative practices aimed at preparing learners and higher education providers to become real agents of change [...] In addition, the following points should be taken into consideration:*

[...]; Environmentally friendly implementation: projects should take into account environmentally friendly practices in the implementation of their activities, including project management. Projects should systematically record and calculate participants' individual transport-related carbon footprints.

Erasmus+ 2022 Guide - p335 and p337 (for Higher Education)

The three other sectors concerned (VET, Youth and Sport) also share the same cross-cutting theme:

***Sustainable development:** The programme supports awareness of environmental and climate challenges. Projects are encouraged to develop skills in various sectors related to sustainability and to develop strategies and methodologies for green sectoral skills, as well as future-oriented study programmes that better meet the needs of individuals. The programme also supports experimentation with innovative practices to prepare learners and VET providers to become real agents of change (e.g. saving resources, reducing energy consumption and waste, offsetting carbon emissions, opting for sustainable food and mobility choices, etc.).*

Erasmus+ 2022 Guide - p342 (for VET)

***Sustainable development:** Projects must be designed to respect the environment and incorporate environmentally friendly practices in all aspects of their design. When developing their project, organisations and participants must adopt an environmentally friendly approach, which encourages everyone involved in the project to consider and learn about environmental issues, to think about what can be done at different levels, and to help organisations and participants find alternative, greener ways of delivering project activities.*

Erasmus+ 2022 Guide - p351 (for Youth) - p360 (for Sport)

The choices made by the promoter to implement his project in an environmentally-friendly way will be assessed using a specific evaluation sub-criterion, but only for the higher education and VET sectors:

*"Quality of project design and implementation" criterion: **Environmental sustainability:** the project is designed to respect the environment and incorporates environmentally-friendly practices (e.g. eco-responsible means of transport) into its various phases.*

Erasmus+ 2022 Guide - p332 (for Higher Education)

*Criterion "Quality of project design and implementation": **The innovative nature of the approaches proposed:** use and accessibility of digital technologies, innovative creation and use of digital educational content, innovative practices to prepare VET learners and providers to become actors in environmental sustainability and environmental change, etc.*

Erasmus+ 2022 Guide - p346 (for VET)

III. Part 2: How can the environmental dimension be taken into account in Erasmus+ applications?

The carbon footprint of an Erasmus+ project can broadly be divided into two parts: that linked to the specific features of the targeted professional sector and the key action, and that linked to the implementation of the project. While the former can be extremely variable, and requires all the expertise of the project leaders, the latter is based on activities that are largely common to all projects, whose environmental footprint can be very significant if it

is not controlled, such as digital technology, mobility and promotion. It is on these aspects that the guide suggests ways of making it easier to take the environmental footprint into account right from the project design stage. This consideration must of course be clearly set out in the application form so as to lead the assessors to have a positive perception of the project as regards the concern for sustainable development and respect for the environment. Project teams should therefore bear in mind the question: *"Is our project designed to respect the environment and does it incorporate ecological practices into its various phases and activities?"*

We are proposing here, for information only, a series of tools, best practices and ideas. This list is not exhaustive and will be regularly expanded, drawing on the procedures and solutions adopted by the various projects and their partner organisations. The various areas of action proposed correspond to the fields covered by the application assessment criteria.

A. All sectors combined

1. Relevance of the project

It should be borne in mind that a project can be exemplary in terms of environmental requirements without its theme being directly linked to sustainable growth. The project leader's awareness will be evident in the design, implementation, cooperation arrangements and dissemination plan for his or her project.

2. Project design and implementation

1) Participant mobility

Erasmus+ programmes generally include participant mobility, either individually for study and work placement mobility, or collectively for learning and training activities, coordination meetings and dissemination events. The Erasmus+ budget generally provides for a bonus to significantly increase transport and accommodation costs if environmentally-friendly transport is chosen. As recommended in the programme guide, if the mobility is individual, project coordinators must encourage and inform participants about the environmental impact of their mobility. If group mobility is planned by the coordinators, the carbon impact of the different possibilities must be assessed in order to justify the considerations that have guided the choices.

For activities involving group mobility, the quality of accommodation, daily life and local transport must be taken into account. In this respect, the choice of host city for the activity or meeting can be a decisive factor, all the more so in the case of transnational meetings. There are a number of free tools available to help with this decision, such as the calculator on the [Goodwings](https://www.goodwings.com/carbon) platform⁸, which can be used to estimate the carbon footprint of a meeting on the basis of the journey, by choosing from the various possible modes of transport, the number of days and the number of participants, and by applying a flat-rate footprint for the hotel stay (accommodation and meals, the latter being about 40 kg_{eqCO2} per person per day).

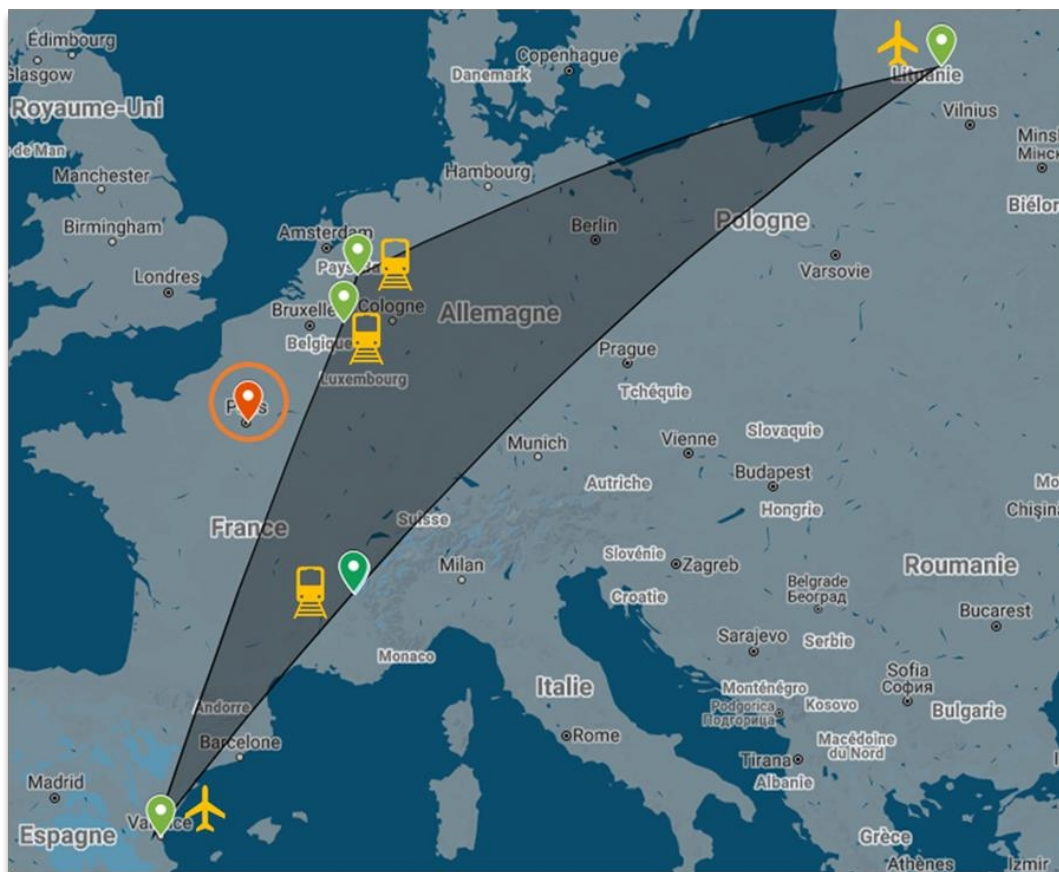
2) Optimising transnational meetings and activities

This is one of the key points for the impact of projects, particularly cooperation partnerships, which generally include a large number of meetings and partners in their consortium. The evaluators are already paying close attention to the number of meetings planned. They will have to go further in the new programme by assessing whether the logistical scheduling of meetings is done with regard to the respect for the environment.

The solution of only holding remote meetings is not desirable insofar as a face-to-face meeting is often more effective, allows employees to get to know each other better, enables more effective decision-making, and provides a better understanding of partners' infrastructures. A balance needs to be struck between the benefits (in terms of collaborative efficiency) and the costs (in terms of environmental impact).

If the distance allows, eco-responsible transport should always be chosen (trains, grouped transport, car-pooling, etc.). In this case, the Erasmus+ programme often makes it possible to significantly increase the budget contribution towards transport and accommodation costs.

⁸ <https://www.goodwings.com/carbon>



Optimising the carbon footprint of transnational project meetings as part of a partnership Erasmus+.

The partnership involves 7 partners in 5 European cities, each hosting one of the 5 coordination meetings over 2 days, involving a total of 48 participants.

The impact as set out in the bid, including transport and hotel accommodation, is **21 tCO₂** (already including the use of the train for close partners).

Strict use of eco-responsible transport reduces this footprint to **8 tCO₂ (-62%)**, but is not possible for the two most distant partners.

Choosing a central city, Paris in the example, reduces the predicted footprint to **15 tCO₂ (-28%)**, and a sensible use of eco-responsible transport for cities less than 500 km away reduces the carbon footprint to **less than 10 tCO₂**, less than half the footprint calculated on the basis of the bid.

These calculations were made using the calculator on the Goodwings platform, which enables the carbon footprint of a meeting to be estimated on the basis of the journey, the different modes of transport available, the number of days and the number of participants:

Departure
Strasbourg, France

Arrival
Padova, Province of Padua, Italy

People
1 person

Nights
1 night

We carbon neutralize your full trip - for free!
Choose the main method of transportation for this trip. It helps us make accurate calculations.

Air
Rail
Bus
Car

Departing from Strasbourg

Change?
Driving petrol 138 km 48 kg

Flying economy from BSL to BLQ + 218 kg

Change?
Driving petrol 123 km 43 kg

Arriving at Padua 40 kg

☒ Round trip
Uncheck if your journey continues on another booking

We will remove **349 kg** of CO₂ to make your entire trip Net Zero, for free!
[Hide carbon calculation](#)

A study of 3 partnership projects, based on the transnational meetings planned as part of the bid, demonstrates the significant impact of this reflection. Depending on the geographical location of the partner cities, the carbon impact of the meetings varied from 8.25 tonnes $_{eqCO_2}$ (3 meetings, 6 cities, 26 participants) to 32.25 tonnes $_{eqCO_2}$ (4 meetings, 6 cities, 26 participants).

meetings, 7 towns, 56 participants), a factor of 4.

The strict use of the train for travel will have an immediate impact by dividing emissions by three, but this solution is generally not feasible between distant cities. A compromise, preserving air travel for the most distant partners, and choosing a host city with good transport links and a strategic position, can reduce the carbon footprint of each project by 30% to 50% (5 and 25 tonnes $_{eqCO_2}$ respectively for the two examples cited above). A detailed example is provided).

3. Partnership and cooperation arrangements

The suggestions depend on the financial, technical and human resources available to the structures, as well as their objectives. Some can be implemented quickly, while others require a longer-term investment.

1) The choice of partners :

In addition to the usual criteria for choosing partners for a European project consortium - such as their experience, skills and history of past collaborations - their commitment to a strategic and political orientation in terms of sustainable development could also be a selection criterion, which would also enable the other partners to increase their skills in this area. The existence of organisations in the consortium with an environmental label should also be highlighted in the application, as should organisations with a label that reflects the quality of the welcome given to participants (such as the international EurAccess network or the national "Welcome to France" label, for example).

2) Good digital management :

Exchanges of information between the people in charge of the project can have a significant, often unsuspected, environmental impact. Dematerialised follow-up meetings can be an effective alternative to face-to-face meetings for certain aspects, making it possible to limit physical travel, even if the distance is short (*a 3-hour meeting has 16 times less impact via videoconferencing than face-to-face when one of the two people travels 20 km round trip to take part*).

The choice of teleconferencing platform is important, because some platforms are optimised, while others are not. The [Greenspector association](#)⁹ has carried out a comparison of around ten platforms in 2022 (20 had already been tested in 2021), which can help to find the best compromise between impact and functionality. Thus, on a computer, Zoho™ and Microsoft™ Teams® have an environmental impact half as high as Go To Meeting®. With regard to mobiles and tablets, the volume of data exchanged for one minute of conferencing can vary by a factor of 8 (from 5 to 40 MB respectively for Whereby™ and Go To meeting™). Usage during meetings is also decisive and good practices should be favoured, in particular by cutting video when it is not necessary (*one minute of audio: 0.155 g $_{eqCO_2}$; audio and screen sharing: 0.163 g $_{eqCO_2}$ but audio + video: 0.403 g $_{eqCO_2}$ i.e. 2.5 times more impacting*), especially if the meeting incorporates many participants.

The same applies to the exchange of information and documents. Even though *data centres have a significant environmental impact (according to the [ADEME report](#)¹⁰, they account for 4% of global emissions, i.e. as much as air transport on a global scale)*, it is always preferable to use shared spaces rather than exchange emails with attachments, and to use instant messaging rather than emails (one SMS emits 0.00215 g $_{eqCO_2}$; 1 Twitt: 0.02 g $_{eqCO_2}$; 1 email: 4 g $_{eqCO_2}$; 1 single email with an attachment of one megabyte emits 35 g $_{eqCO_2}$).

Obviously, the number of recipients will increase these broadcasts, as will server storage conditions. Numerous studies, such as that carried out by [Numvision](#)¹¹, demonstrate the impact of these choices, as the volume and frequency of these digital exchanges continue to increase. It is also preferable to concentrate useful links on a single shared page rather than searching for them each time using a search engine (*an internet request represents 6.65 g $_{eqCO_2}$*).

⁹<https://greenspector.com/fr/impact-applications-visioconferences-2022/>

¹⁰<https://librairie.ademe.fr/consommer-autrement/5086-en-route-vers-la-sobriete-numerique-9791029718755.html>

¹¹<https://www.numvision.com/liimpact-environnemental-e-mails-de-lenvoi-de-fichiers-lourds>



Average impact of one minute of videoconferencing, depending on the choice of platform.

The Greenspector website offers comparative studies of the platforms most commonly used for remote meetings. The site also provides comparative information on the best and worst practices for limiting the carbon footprint of meetings. (<https://greenspector.com/fr/impact-applications-visioconferences-2022/>)

3) External audit of SD strategy and implementation

Many projects call on external experts to monitor and control the quality of project activities. This outsourcing provides independence, but also professional monitoring, as the project promoters and their institution do not necessarily have all the skills required. This strategy, often hailed as good practice by evaluators if it is genuinely transparent, can also be adopted with regard to sustainable development and respect for the environment.

As this is now a new qualitative aspect of the project, quality control auditors are likely to include this dimension in their indicators in the near future. The European [EMAS](#) platform¹² and the [Veritas](#) consultancy¹³, two examples highlighted on the website of the French Ministry of Higher Education and Research, offer this type of audit.

4. Impact and dissemination

1) Dissemination events and promotion of results

Calculators dedicated to hotel stays can be used to estimate the impact of accommodation, meals and the use of meeting rooms, depending on the hotel and the country, such as the [Hotel Footprinting Tool](#). This type of tool enables coordinators to estimate this footprint and choose the most virtuous hotels for the organisation of their meetings, seminars and conferences in France and abroad¹⁴.

For large-scale events, such as events to disseminate the results of a partnership for example, specialised calculators, such as the one provided by the [Goodplanet](#) Foundation, can be used to carry out an audit.

¹² https://ec.europa.eu/environment/emas/index_en.htm

¹³ <https://www.bureauveritas.fr/expertise-rse>

¹⁴ <https://www.hotelfootprints.org/>

complete organisation of the event, including logistics, transport and accommodation¹⁵. This type of audit is sometimes requested in support of an application for funding from local authorities, as in the case of the Nouvelle-Aquitaine region, for scientific conferences.

2) **Raising awareness is the first step towards the gradual adoption of best practices in sustainable development.**

In the recommendations to project promoters, the programme guide includes an incentive to "raise the awareness of the people involved in the project to examine environmental issues and to inform themselves about them". Projects of all types can include such training. Tools exist, adapted to different target audiences. [ADEME](#) has developed tools to raise awareness of sustainable development for both learners and teachers and their educational establishments¹⁶. The tools developed by the [Fresque du climat](#) association to raise awareness of the climate emergency and its consequences, in the form of a serious game based on the IPCC reports, have been adapted for different audiences and have already been adopted by numerous educational establishments, government departments and businesses¹⁷. There are also [specialised smartphone applications](#) such as the one linked to the SDGs published by the United Nations¹⁸.

Raising awareness also involves an individual assessment of the environmental footprint, which is not limited to the carbon footprint alone. There are a great many calculators available: we have chosen calculators that are transparent about the calculation methods and that cite the source of the data used. First, the [European Commission](#) offers its own calculator, based on the sustainable development objectives underpinning its Green Pact for Europe strategy¹⁹. The calculator proposed by [ADEME and ABC](#) (Association Bilan Carbone), Nos gestes climat²⁰, is suitable for young people. Finally, the international association [Global Footprint Network](#) offers an ecological footprint calculator²¹ available in 7 languages, as well as international data on the theme, making it possible to contextualise this awareness-raising geographically.

B. Some specific characteristics of certain sectors

1. Higher education

1) **State of applications (2020 and 2021 calls for projects)**

During the selection campaign for strategic partnerships in higher education in May 2020, for which the horizontal priority "Climate and environmental objectives" was proposed for the first time, less than 30% of applicants it as the main or secondary priority. For the 2021 call for projects, the proportion remained at around one-third of applications. A more detailed assessment was carried out on a sample of around fifteen applications submitted for the 2021 evaluation campaign:

Strategic partnerships (2021) (out of 14 files)	NO		YES	
Choice of horizontal environmental priority by the sponsor		9		5
Environmental concerns in project rationale		7		
Factual implementation of measures environmentally friendly		9		5

Paradoxically, not all of the projects with an environmental priority presented an environmental concern in their arguments. Only a third of the projects really took account of respect for the environment into account. The observation is simple and corresponds to the changing expectations of the Erasmus+ programme: the objectives of the project must be dissociated from the spirit of its implementation. The latter can propose good environmental practices without the objectives being related to this field.

¹⁵ <https://www.goodplanet.org/fr/calculateurs-carbone/evenement/>

¹⁶ <https://www.adaptation-changement-climatique.gouv.fr/>

¹⁷ <https://fresqueduclimat.org/>

¹⁸ <https://www.un.org/sustainabledevelopment/fr/>

¹⁹ <https://knowsdgs.jrc.ec.europa.eu/cfc>

²⁰ <https://avenirclimatique.org/calculer-empreinte-carbone/>

²¹ <https://www footprintcalculator.org/home/fr>

However, it is difficult to understand why an applicant who chooses to make the environment a priority for its project id not be consistent enough to take this into account in the implementation of its activities, as this inconsistency is likely to be noticed and considered a disadvantage by the assessors.

2) Sustainable transition incentives for higher education and research

At international and European level

In the wake of the "Rio+20" summit in June 2012, an international platform for sustainable education was set up under the aegis of the United Nations ([The Platform for Sustainability Performance in Education](#))²². The platform brings together international initiatives in the field of higher education ([Higher Education Sustainability Initiative - HESI](#)) and offers tools and initiatives developed at international level²³.

As well as promoting and putting into practice its Green Pact for Europe, the European Commission has also set up a structure designed to implement environmental compliance in its administrative activities with the transversal service [EMAS \(Eco-management and Audit Scheme\)](#)²⁴. EMAS is a management tool developed by the European Commission to enable companies and other organisations to evaluate, report on and improve their environmental performance. EMAS is open to any type of organisation wishing to improve their environmental performance. It covers all economic and service sectors and is applicable worldwide (used by the city of Barcelona, the Bavarian Ministry of the Environment and all EU administrations). EMAS offers a procedure and tools for implementing this approach in your own organisation.

In 2021, the European Commission's *Education Audiovisual and Culture Executive Agency* (EACEA) also published the "[Marie Skłodowska-Curie Actions Green Charter](#)" guide²⁵, which sets out a range of environmentally responsible practices for project promoters in the Innovation, Digital Education and International Cooperation sectors.

The Commission has also set up the [EU EcoLabel](#)²⁶, which is aimed at businesses but can also be useful for project leaders involving partners from the professional, production or training sectors.

At national level

The French Ministry for Ecological Transition has been promoting the EMAS Community initiative since 2019 on its "[National Environmental Management and Audit System](#)" website. The site's resources include access to national regulatory texts and European directives, as well as a number of certification structures²⁷. For higher education establishments, universities and Grandes Écoles, a set of specifications and a label were introduced in 2013 following the Grenelle Environment Forum: the [DDRS label](#)²⁸ (Sustainable Development & Corporate Social Responsibility), which is one of the HESI initiatives. By 2021, 29 institutions had been awarded this label. The DDRS label includes good practices for two cross-cutting aspects of Erasmus+ projects: sustainable development and inclusion and diversity. Further information can be obtained from the Observatoire de la Responsabilité Sociétale des Universités ([RSU](#))²⁹, which includes the D&D component, and from the DD&RS Commission of the Conférences des Grandes Écoles ([CGE](#))³⁰. Research organisations are also involved in structural initiatives aimed at sustainable development. The [CNRS](#), for example, has made a commitment by proposing 17 fact sheets based on the United Nations' "Horizon 2030" Sustainable Development Goals (SDGs), broken down for its sector of activity³¹. Recently, the CNRS regional delegations requested that a 'Sustainable Development' correspondent be appointed in each research unit, and are encouraging each laboratory to estimate its environmental impact and carbon footprint. [INRAE](#) has also embarked on this path with the introduction of Agro-environmental and Climate Measures (MAEC) since 2015³².

²² <https://www.eauc.org.uk/theplatform/home>

²³ https://www.eauc.org.uk/theplatform/getting_started

²⁴ https://ec.europa.eu/environment/emas/index_en.htm

²⁵ <https://marie-skłodowska-curie-actions.ec.europa.eu/document/marie-skłodowska-curie-actions-green-charter-guidance-materials>

²⁶ https://environment.ec.europa.eu/topics/circular-economy/eu-ecolabel-home_en

²⁷ <https://www.ecologie.gouv.fr/systeme-management-et-dauidit-environnemental>

²⁸ <https://www.label-ddrs.org/>

²⁹ <https://orsu.fr/>

³⁰ <https://www.cge.asso.fr/commissions/developpement-durable-et-responsabilite-societale-ddrs/>

³¹ <https://www.cnrs.fr/la-recherche>

³² <https://agriculture.gouv.fr/mesures-agro-environnementales-et-climatique-maec-et-aides-lagriculture-biologique>

At regional level

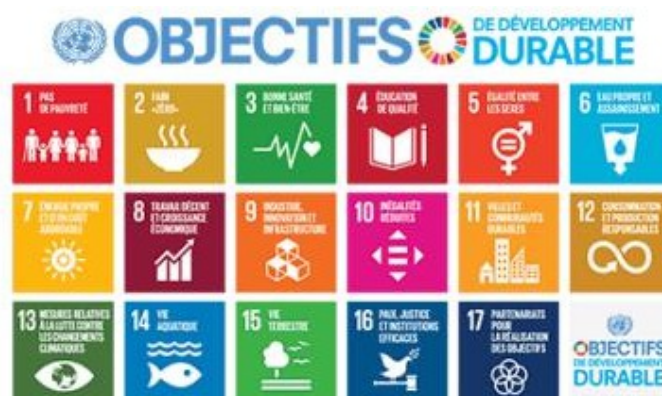
With the adoption of the NOTRé law in August 2015, the regions are required to draw up their Schéma Régional d'Aménagement, de Développement Durable et d'Égalité des Territoires (SRADDET), which may have an impact on the regional scope of European projects developed by their higher education and research bodies. Some regions are heavily involved in the environmental management of their territories and encourage the environmental impact of the research programmes and academic events they fund to be taken into account. By way of example, in 2019 the Nouvelle-Aquitaine Region, after carrying out territorial diagnoses on the impacts of climate change and the decline in biodiversity, drew up a cross-cutting roadmap, *Néo Terra*, for all sectors of regional activity in terms of respect for the environment and control of the climate footprint³³. For the higher education sector, in 2021 it incorporated into the application forms for a grant to organise a scientific event a series of organisational and logistical best practices, from which the applicant will choose his priorities, and which will condition the financial aid, forming an integral part of the evaluation of the application and the monitoring of the project.

2. School education, vocational training and adult education

1) Measurement and assessment tools

On 25 September 2015, 193 countries, including France, adopted the UN's Sustainable Development Agenda for 2015, with 17 Sustainable Development Goals (SDGs) to be achieved³⁴ by 2030.

The national strategy for the ecological transition to sustainable development includes a section on "Education, training and awareness-raising for the ecological transition and sustainable development". The activities proposed as part of the mobility project should help change behaviour in terms of consumption and lifestyle and develop skills in sustainable development: saving resources, reducing energy consumption and waste, sensible food choices (organic, short circuits, packaging, less meat, etc.), use of sustainable materials, etc.



The aim is for applicants to highlight what is already being done in their school in terms of sustainable development, but above all to set long-term environmental objectives for all participants (learners, staff and external contributors). The application must take into account the environmental impact, which can be measured both qualitatively and quantitatively (see previous section and appendices).

Applicants should pay particular attention to sustainable development issues when submitting their accreditation.

The following key words should be kept in mind throughout the project:

"Awareness raising/action/evaluation/measurement". Erasmus projects require schools to be a place where sustainable development is practised and acted upon. The expected results must lead to changes with multiple aims, such as :

- Staff participation and investment in training courses and highlights on sustainable development (conferences, local cuisine (short circuit), educational gardens or farms, etc.). Particular attention can be paid to interdisciplinary projects.
- External speakers on this theme and related projects (climate fresco, art exhibitions, workshops on making less polluting household products, etc.).

³³ <https://www.neo-terra.fr/feuille-de-route/>

³⁴ <https://www.un.org/sustainabledevelopment/fr/>

- Involvement of school delegates in academic events,
- Number of projects awarded a label or prize, or projects in progress
- Short-term assessment: measurement of the environmental impact of mobility, based on concrete indicators prepared in advance by the participants, in relation to the resources deployed (green transport, consumption of local food, proximity of accommodation to meeting place, etc.).
- Long-term assessment: measurement of the actions implemented over the long term and repercussions on more responsible behaviour within the school (as well as in the private lives of students, for example): analysis of behaviour before/after mobility with regard to SD and results observed (choice of orientation, surveys, calculation of the carbon footprint, assessment of strengths and weaknesses and changes in the processes implemented, changes in behaviour).

With regard to the acquisition of cross-curricular and subject-specific skills, reference can be made to the [AEFA guide](#)³⁵. It may also be useful to consult the UNESCO document (2010) "[The Lens of Education for Sustainable Development: A Tool for the Analysis of Policies and Practices](#)"³⁶ presenting the integrated context of ESD and the tools for implementing it.

2) Main approaches to education for sustainable development (ESD): how can the project leader assess skills related to sustainable development?

To put it simply, assessing education or training for sustainable development involves evaluating individual and collective skills and the range of performances they cover. The candidate will pay particular attention to the learning outcomes that will be certified.

Define cross-curricular skills and subject-specific skills.

Climate change, sustainable development and sustainable growth are complex and interdisciplinary issues. They require skills that range from the highly specialised to the highly integrative.

There is no proposed list of "green" skills, but they are defined in the Erasmus+ Guide as the skills needed to deal with climate change, the protection of biodiversity and the development of current technologies. It is therefore essential to mobilise cross-disciplinary skills³⁷.

Define a plan for assessing and measuring environmental impacts.

Each of the skills identified requires specific assessment tools that must be adapted to the forms of teaching (organisation of debates, role-playing, group work, projects, collective achievements, etc.) or implementation chosen (projects, courses, themed courses, experiments, etc.). To assess subject-specific skills, applications will have to build resources useful to SD in each subject or professional sector in terms of knowledge, skills and attitudes, for example: problem-solving, using information, exercising critical judgement, using creative thinking, cooperating or negotiating. Their evaluation is based on precise, more or less subjective criteria, which can be found in the HEP Zürich study "Contributions à la définition de compétences et de standards pour l'éducation en vue du développement durable" (Nagel, U., Kern, W. & Schwarz, V., 2008).

The school can draw on the school project, any ESD project, subject-specific skills and any other initiative undertaken in this area. The school travel plan, the educational garden, greening projects and educational outings linked to sustainable development all fall into this category.

It is useful and necessary to use a specific evaluation grid right from the project design stage. The project approach and its effectiveness can be assessed, as can its content (notional objectives) and results. Applicants will be required to prioritise impacts significantly and will therefore not be able to work on all the impacts of their project. Sustainable development indicators should be developed on the basis of what is already in place in the school. Reflecting on the measurement tools will therefore enable critical questioning and organisational learning with a view to continuous improvement in practices, attitudes and behaviour, not forgetting progress in terms of school or vocational education. The presence of these tools will also be relevant and useful at the final report stage.

The following summary table is intended as an aid to self-assessment of the project; the grid can be found in the appendix.

Developing the dimensions of evaluation for the ESD project, its skills and the involvement of the structures.

³⁵ <https://agence.erasmusplus.fr/wp-content/uploads/2019/12/aefa-guide-competences-juin-2017-1.pdf>

³⁶ https://unesdoc.unesco.org/ark:/48223/pf0000190898_fre

³⁷ https://www.education21.ch/sites/default/files/uploads/pdf_fr/campus/reseau-formateurs/091028_R%C3%A9seau-EDD-trainers_07_%C3%A9study-HEP-ZH.pdf

Project self-assessment	
Why is this?	To see if the actions undertaken have helped to respond : - to the Erasmus+ priority; - to the problems and needs identified in the fight against climate change, taking into account the specific features of the discipline in direct and indirect relation to the various aspects of sustainable development; - the sustainability of the project's effects
Assessing what?	- The ESD project and its activities - Disciplinary and cross-disciplinary skills - Impact on the structure - Sustainability (economic, social and environmental) - Integrating ESD into school education and VET - The dissemination of ESD aspects in the project
By whom?	- Learners (self-assessment, peer evaluation) - Teachers, - Our partners, - Other project participants, project manager - The steering committee (internal and external players from the establishment)
How do we do it?	Draw up an impact assessment plan using : - indicators linked to green skills (cf. tables annexes), - evaluation grids, - logbooks...
When and where?	- Before establishing an impact dashboard (diagnostic assessment). - During (formative assessment) the project or activities, - After testing, the content of the deliverables. - Measuring the added value beyond the end of the project.

3. Youth

1) Context

The results of the [Sofia Youth Conference](https://zenodo.org/record/3716273#.YhT4Ti9zi)³⁸ in 2018 enabled young people to contribute to the development of the EU youth strategy³⁹ 2019-2027 and to establish [11 objectives](https://eur-lex.europa.eu/legal-content/FR/TXT/PDF/?uri=OJ:C:2018:456:FULL&from=EN)⁴⁰ for European youth. The Erasmus+ 2021-2027 programme takes account of this consultation. The 10th objective is "A green and sustainable Europe". The question asked was: "What role can young people play in the environmental and sustainable development agenda and how can this be enabled?"

The notion of urgency is emerging: "**Becoming sustainable is not a choice, it's an obligation**".

³⁸ <https://zenodo.org/record/3716273#.YhT4Ti9zi>

³⁹ <https://eur-lex.europa.eu/legal-content/FR/TXT/PDF/?uri=OJ:C:2018:456:FULL&from=EN>

⁴⁰ https://europa.eu/youth/strategy/european-youth-goals_fr

This objective has been broken down into recommendations for a green and sustainable Europe in order to **"assume responsibility for its actions and their impact on the lives of future generations"**.⁴¹ :

- Ensure that everyone, including young people, is aware of the effects of their actions on the environment.
- Empower society as a whole, and young people in particular, to act as agents of change for the environment and sustainable development.
- Take into account the environmental impact of every policy and every life decision, while ensuring that young people are included in the development of sustainable development policies at all levels.
- Increase international cooperation to eliminate environmentally harmful production and consumption.
- Support and strengthen opportunities for young people to volunteer in the environmental sector.
- Ensure that everyone, especially young people, has access to environmentally-friendly infrastructure to help them lead more sustainable lifestyles.
- Develop research and innovation in environmentally-friendly solutions and technologies.

2) Recommendations in the 21-27 programme for the youth sector

Like all sectors, youth projects must support *"the use of innovative practices to make learners, staff and youth workers real agents of change (e.g. saving resources, reducing energy consumption, waste and carbon footprint, opting for sustainable food and mobility choices, etc.) [...] and enable behavioural change in terms of individual preferences, cultural values and awareness and, more generally, support active engagement for sustainable development."*

Examples of indicators for assessing results and measuring impact⁴² :

- Number of young people involved in NGOs working to combat climate change
- Number of applications dealing with the environment/the fight against climate change
- External speakers on the theme
- Means implemented during mobility to help reduce the carbon impact, such as green means of transport...
- Measuring the environmental impact of mobility using concrete indicators prepared in advance by participants
- Reducing waste, in particular by repairing equipment within facilities and/or setting up recycling schemes
- Measuring the actions implemented over the long term and their impact on more responsible behaviour among young people

⁴¹ https://youth-goals.eu/wp-content/uploads/fr_YouthGoals.pdf

⁴² https://ec.europa.eu/assets/eac/youth/library/publications/indicator-dashboard_en.pdf

IV. Conclusion

Sustainable development, global warming, ecological transition, green technologies: whatever you call it, environmental protection and its corollaries are now major concerns for our societies, and the European Commission has clearly understood this by making it one of the four priorities of its flagship Erasmus+ programme.

Reading this guide gives a fairly concrete overview of the many actions that can be put in place at project developer level in each of the main areas of the programme. Some already exist, while others need to be initiated. Others have yet to be invented. The aim here is for each organisation applying for the programme, each project leader and each participant in an Erasmus+ mobility scheme to be able, at their own level, to move forward along the path of sustainable development and, like the hummingbird in the fable popularised by Pierre Rahbi, to contribute their drop of water to extinguish the fire on the planet.

Admittedly, work on this priority is long-term and its results may be less visible and less spectacular than for inclusion or digital education. But what we need to understand is that the fight against global warming works in synergy with the other priorities, which it complements. By questioning our digital practices or taking into account the mobility of people with disabilities, we can rethink our geographical horizons and propose more environmentally-friendly forms of mobility, within the means available to each of us. Each project submitted, where the promoters have thought about the impact it will have on the planet and proposed solutions for offsetting it on their own scale, is like a hummingbird depositing a drop of water, helping to reduce global warming and setting an example.

Faced with increasingly violent meteorological phenomena, fires, air and ocean pollution, and societal consequences on the scale of entire countries, the Youth section of the Erasmus+ programme has summed up perfectly the guiding principle to be followed from now on:

"Becoming sustainable is not a choice, it's an obligation".

V. Part 3: Toolbox and documentary resources

A. How to assess the environmental dimension of applications

1. An approach based on environmental themes

The promoter must make the table their own by completing the actions that concern their organisation in terms of achievable objectives. The table below gives concrete examples of actions and provisions that can be implemented in the activities of an Erasmus+ project:

Environmental and climate objectives	Treated	Untreated	Actions	Impact
Reducing air pollution				
Reducing consumption water				
Reducing consumption of paper				
Reducing consumption digital				
Reducing consumption energy				
Recycling: prevention				
Recycling: reuse				
Recycling				
Expected impact of the action carried out in one year / two years / five years (the applicant should ask how the Erasmus+ project fits into an overall ODD plan).				
Added value of the Erasmus project in implementing the SDO in the school, on partners and participants				

2. A category-based approach

One or more indicators must be associated with each action:

Themes	Actions	Impact
Communication	Actions aimed at limiting paper print runs (giving preference to digital media, pre-estimating paper printing requirements, etc.).	
	Use paper with an ecolabel	
	Ensuring that information is disseminated sensibly	
	Recycling unused documents	
Purchasing and equipment selection	Eco-design signage and decor (reusable, recycled), recyclables...) at events	
Transport	Set up schemes to encourage the use of public transport (shuttles, reduced fares, etc.) and/or car-pooling for the public.	
	Encourage the use of bicycles and soft modes of transport Favour local supplies to limit transport	
	Carry out a quantitative study of CO2 production	
Waste	Use reusable and recyclable crockery	
	Encourage bulk purchases (food/equipment)	
	Encourage the purchase of reusable materials (signage, scenery, etc.)	
	Carry out a quantitative and qualitative study on the production of event waste	
	Sort and recycle waste	
	Distribute pocket bins	
Controlling water and energy consumption	Make sure you turn off the lights	
	Use energy-efficient lighting and/or natural light at events	
	Use your water bottle when travelling	
	Limit showering time on the move (challenge)	
Accommodation	Choose accommodation close to the site that is easy to reach and/or close to public transport	
	Choose accommodation that is socially and environmentally responsible	
	For temporary accommodation, provide eco-friendly facilities. (waste sorting, water saving, etc.)	

3. The special case of dissemination events (conferences, shows, etc.)

Organisers can go much further in their thinking upstream of the organisation of an event that has a potential impact, but which is necessary for the project's activities and impacts. The best practices proposed by the Nouvelle Aquitaine region in the funding application form for a scientific conference can serve as inspiration, guiding organisers from the application stage onwards to ensure that their event is as eco-responsible as possible in a number of areas:

Eco-Socio-Responsabilité des colloques			
N° d'action	Thématique	Action	Décrire l'action prévue
A1	Communication	Mettre en place des actions visant à limiter le tirage papier	
A2		Utiliser du papier avec un écolabel officiel ou équivalent (Écolabel européen, NF Environnement ou équivalent)	
A3		Choisir des objets promotionnels éco-conçus, en veillant à leur diffusion raisonnée	
B1	Politique d'achats, de choix des équipements et des prestations	Privilégier le choix de prestations socialement et écologiquement responsables	
B2		Eco-concevoir les stands présents sur l'événement (réutilisables, recyclés, recyclables...)	
B3		Eco-concevoir la signalétique et les décors (réutilisables, recyclés, recyclables...)	
C1	Transports	Mettre en place des dispositifs permettant l'utilisation de transports collectifs (navettes, tarifs réduits...) et/ou le co-voiturage pour le public	
C2		Favoriser l'utilisation du vélo et les modes de transport doux	
C3		Privilégier les approvisionnements locaux afin de limiter les transports	
D1	Déchets	Utiliser de la vaisselle réutilisable et recyclable	
D2		Favoriser les achats (alimentation / matériel) en gros conditionnement	
D3		Favoriser l'achat de matériel réutilisable (signalétique, décors...)	
D4		Réaliser une étude quantitative et qualitative sur la production de déchets de l'événement	
D5		Mettre en place le tri et la valorisation des déchets	
D6		Distribuer de poubelles de poches	

Best practices are also proposed for controlling consumption (energy and water), sites accommodation :

E1	Maîtrise des consommations d'eau et d'énergie	Choisir un site raccordé au réseau électrique ou limiter l'utilisation de groupes électrogènes thermiques	
E2		Mettre en place des systèmes de production d'énergie renouvelable ou choisir un producteur d'énergie 100% renouvelable	
E3		Mettre en place un éclairage économe en énergie et/ou privilégier la lumière naturelle	
E4		Équiper les points d'eau de systèmes anti-gaspillage (réducteurs de débit, boutons presseurs...)	
E5		Mettre en place un système de toilettes économes en eau (toilettes sèches s'il existe une solution de compostage, double chasse...)	
E6		Installer des systèmes de récupération d'eau de pluie	

F1	Hébergements	Choisir des lieux d'hébergements proches du site, faciles d'accès et/ou proches des transports en commun	
F2		Retenir des hébergements intégrant une démarche socialement et écologiquement responsable	
F3		Pour les hébergements temporaires, prévoir des aménagements éco-responsables (tri des déchets, économies d'eau...)	

But also citizenship and solidarity:

G1	Citoyenneté et solidarité	Mobiliser les ressources du territoire : tissu associatif, bassin d'emploi local...	
G2		Intégrer des personnes en situation de réinsertion sociale dans l'organisation	
G3		Intégrer des personnes en situation de handicap dans l'organisation. Mettre en place des équipements adaptés	
G4		Favoriser la mixité sociale du public (tarification sociale, partenariat avec structures spécialisées...)	
G5		Mettre en place des actions de solidarité (récolte de fonds, reversement de bénéfices...)	
G6		Mise en place d'actions de prévention santé	

In addition to these incentives to choose among these ecogestures, the application must provide a calculation of the carbon footprint of its event using the [GoodPlanet](#) calculator, for the various items (travel, catering, accommodation, etc.) as well as the average emission of a participant.

All these good practices show that eco-responsibility in the workplace is very varied and cannot be limited to the choice of means of transport.

The full strategy behind this eco-responsible conference is available at [Neo Terra](#) website.

B. Grid developed for a self-evaluation of an ESD project in the fields of school and community education.

EFP

Grid developing the dimensions of evaluation for the ESD project, its skills and the involvement of the structures.

The dimensions of assessment	The ESD project and its activities commented on by the applicant	Disciplinary or other skills.	Establishments "eco-responsible" (school or other)
Explain Why?	1. Analyse and demonstrate the issues and requirements. 2. Explain the expected results 3. The effects of the solution envisaged with the proposed methodology or actions undertaken.	1. Analysing the object school or vocational training courses with specific subject areas directly or indirectly linked to the various aspects of sustainable development. 2. The reference to the chosen priority is fundamental.	1. Report on the sustainability (SD) of the project at TC and MT. 2. Demonstrate the ability to manage the school according to ESD principles. 3. Willingness to know the effects of an ESD project in time and space; for example: being able to develop the integration of the results of mobility activities into the workplace regular basis.

The dimensions of assessment	The ESD project and its activities commented on by the applicant	Disciplinary or other skills.	"Eco-responsible" establishments (school or other)
Evaluate What?	1. What has been achieved: Process (role of the players, systemic approach, motivations, interactions, planning, regulation of learning, etc.) Actions and achievements, Skills used/business benchmark 2. It means defining realistic, precise and measurable qualitative and quantitative impact indicators, in line with the project's objectives. 3. What has been learned: Individual and/or collective skills Knowledge, Abilities, Attitudes Evolution of representations and Behaviours. Cf. tests and multiplier events. Validation of skills.	1. Knowledge Abilities, Attitudes, (Skills). 2. Validation of prior learning and recognition. 3. Employability by target category.	Developing sustainability (economic, social, environmental) in particular a) Integration b) Collaboration c) Involvement of the various players ; d) Membership, e) Results of actions undertaken f) Integrating ESD into school education and VET g) Impact and dissemination. h) Changes in the region.
By whom and say who does what?	Project manager, learners, teachers, partners, tutors, trainers, other stakeholders in the project, etc. project...	Teachers' roles, justify procedures, learners, others...	Steering committee (internal and external players, associated with the establishment) and external expertise.
Types or nature of actions	Self-assessment and co-assessment Formative assessment	Formative assessment Summative assessment	Audit : 1. Inventory, identification of weak points or non-compliance, 2. Choice of actions to correct any discrepancies or malfunctions identified. 3. Validation of good practical.... 4. Assessing tangible and intangible results ; 5. Types of sustainable change and demonstration.

The dimensions of assessment	The ESD project and its activities commented on by the applicant	Disciplinary or other skills.	Establishments "eco-responsible" (school or other)
How do we do it?	Present an impact assessment plan. Explain how you are going to gather information: indicators, models, evaluation grids. Logbooks, means of financing.	Objectives, expectations and links with priority objectives. Changes recorded...	1. Continuous improvement. 2. Quantitative: system indicators (ecological footprint / water footprint / life cycle analysis / energy efficiency) etc... 3. Qualitative: interviews, surveys, indicators, impact studies.
When and where?	Before: by drawing up an impact scorecard (ex-ante evaluation). During and after the project or activity, formative evaluation during the project or activities, contents of deliverables...	During and after the event, and during communications for local, regional, national and European distribution	Throughout the process by the partners and specify the added value provided, including beyond the end of the project.

C. Online resources for further information

1. Examples of "Environment & Sustainable Development" (ESD) calendars

One example is the one developed by the Créteil academy:

(https://edd.ac-versailles.fr/IMG/pdf/calendrier_des_evenements_edd_2022_2023.pdf)

Septembre	Octobre	Novembre	Décembre	Janvier
 Semaine européenne de la mobilité (16 au 22)  Semaine européenne du Développement durable (18 sept au 5 oct.)  Journée Mondiale de la mer (26)	 Journée mondiale de l'alimentation (16)  Journée mondiale du refus de la misère (17)  Journée nationale de la qualité de l'air (18)	 Semaine européenne de réduction des déchets (19 au 27) sur le thème du textile  Journée internationale des droits de l'enfant (20)	 Journée internationale de la solidarité humaine (20)	 Journée internationale de l'éducation (24)
Février	Mars	Avril	Mai	Juin
 Journée mondiale des zones humides (2)  Journée Mondiale contre le cancer (4)  Journée mondiale des femmes et des filles de science (11)	 Journée mondiale de la vie sauvage (3)  Journée des droits des femmes (8)  Journée mondiale des forêts (21)  Journée mondiale de l'eau (22)  Semaine de l'économie sociale et solidaire à l'école	 Journée mondiale de la Santé (7)  Jour de la Terre (22)	 Mai à Vélo (tout le mois)  Journée mondiale de la liberté de la presse (3)  Journée mondiale de la biodiversité (22) 	 Journée mondiale du vélo (3)  Journée mondiale de l'environnement (5)  Journée mondiale des océans (8)  Journée mondiale contre la désertification et la sécheresse (17)

Links to other ESD calendars :

- Académie de Besançon (<http://edd.ac-besancon.fr/les-grands-rendez-vous-de-ledd-pour-2021-2022/>)
- Académie de Lyon (<https://edd.enseigne.ac-lyon.fr/spip/>)

2. The Sustainable Development Goals (SDGs)

- **Home - Sustainable Development Goals (un.org)**
<https://www.un.org/sustainabledevelopment/fr/>
- **La Méth'ODD - The 2030 Agenda in France (agenda-2030.fr)**
<https://www.agenda-2030.fr/ressources/la-meth-odd/>
- **Education for sustainable development | éducol | Ministère de l'Éducation nationale et de la Jeunesse - Direction générale de l'enseignement scolaire (education.fr)**
<https://eduscol.education.fr/1117/education-au-developpement-durable>

3. Footprint calculators and emission comparisons

- **Digital footprint (telephony, email, videoconferencing, etc.)**
 - **The impact of our videoconferencing habits on mobiles and PCs! 2022 Edition - Greenspector**
<https://greenspector.com/fr/impact-applications-visioconferences-2022/>
 - **Remote working: how to be eco-responsible (hays.fr)**
<https://www.hays.fr/blog-hays-france-luxembourg/cote-salarie/vie-au-travail-lifestyle/reduire-empreinte-ecology-teletwork>
 - **En route vers la sobriété numérique - La librairie ADEME - May 2022**
<https://librairie.ademe.fr/consommer-autrement/5086-en-route-vers-la-sobriete-numerique-9791029718755.html>
 - **The environmental impact of e-mail and sending large files - Numvision**
<https://www.numvision.com/limpact-environnemental-e-mails-de-lenvoi-de-fichiers-lourds/>
- **Business travel and accommodation footprint**
 - **Carbon Calculator | Goodwings - Sustainable travel made simple**
<https://www.goodwings.com/carbon>
 - **Hotel Footprint Calculator (hotelfootprints.org)**
<https://www.hotelfootprints.org/>
- **Public events footprint**
 - **Event carbon calculator - Fondation GoodPlanet**
<https://www.goodplanet.org/fr/calculateurs-carbone/evenement/>
- **Individual footprint**
 - **Consumer footprint calculator | KnowSDGs (europa.eu)**
<https://knowsdgs.jrc.ec.europa.eu/cfc>
 - **Calculate My Carbon Footprint - Avenir Climatique - "Our climate actions"**
<https://avenirclimatique.org/calculer-empreinte-carbone/>
 - **Ecological Footprint Calculator**
<https://www.footprintcalculator.org/home/fr>

4. Understanding climate change and eco-responsibility...

- **Serious games**
 - **The Climate Fresco - 3 hours to understand climate change**
<https://fresqueduclimat.org/>
- **Educational resources - Media for young people**
 - **Structured Dialogue Cycle VI Thematic Report: Young People, the Environment and Sustainability - Zenodo**
<https://zenodo.org/record/3716273#.YhT4Ti9zi>
 - **Espace Apprentissage (europa.eu)**
https://learning-corner.learning.europa.eu/index_fr
 - **Les éco-délégués | éducol | Ministère de l'Éducation nationale et de la Jeunesse - Direction générale de l'enseignement scolaire (education.fr)**
<https://eduscol.education.fr/1121/les-eco-delegues>
 - **"Vademecum - Education for sustainable development" (education.fr) download (education.fr)**
<https://eduscol.education.fr/document/5239/download?attachment>
 - **"En route to 2030": a new educational tool on the SDGs | Eco-Ecole**
<https://www.eco-ecole.org/en-route-vers-2030-nouvel-outil/>
 - **"Let's go green again - eTwinning Kit**
https://www.etwinning.net/fr/pub/get-inspired/kits/kit.cfm?id=1481&utm_content=205319566&utm_medium=social&utm_source=linkedin&hss_channel=lcp-405211
 - **WEB-Energy-key-guide-national-version.pdf (eco-ecole.org)**
<https://www.eco-ecole.org/wp-content/uploads/WEB-Les-cl%C3%A9s-de-l'E2%80%99C3%A9nergie-Guide-version-nationale.pdf>

5. Reference documents, guides, charters, etc.

- **United Nations**
 - **Transforming our world: the 2030 Agenda for Sustainable Development | Department of Economic and Social Affairs (un.org)**
<https://sdgs.un.org/fr/2030agenda>
 - **Home - Sustainable development (un.org)**
<https://www.un.org/sustainabledevelopment/fr/>
 - **UNEP - UN Environment Programme**
<https://www.unep.org/>
 - **The Platform for sustainability performance in education (eauc.org.uk)**
<https://www.eauc.org.uk/theplatform/home>
 - **"The Lens on Education for Sustainable Development: a tool for analysing policies and practices" - UNESCO Digital Library** https://unesdoc.unesco.org/ark:/48223/pf0000190898_fre
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6. The eco-responsible approach of institutions

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 - **Observatory for the Social Responsibility of Universities (orsu.fr)**
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 - **CGE: Sustainable Development and Corporate Social Responsibility Commission**
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 - **Research | CNRS**
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 - **EU Ecolabel - Home (europa.eu)**
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