



# ECO-FRIENDLY PRACTICES GUIDE



Co-funded by  
the European Union





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# SEMVA's project

This guide was developed with all the partners who participated in this Erasmus+ project in the school education sector entitled 'Sport and Education: Same Values' (SEMVA).

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**Partners :** Scoala Gimnaziala (Roumania)  
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**Pessac - France - June 2025**

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# The SEMVA initiative

## Introduction

Backed by Erasmus+, SEMVA presents a novel method for imparting civic, European, and environmental values. By incorporating escape games into educational practices, this initiative provides educators and education professionals with an engaging and effective resource to enhance learning.

### A collection of supplementary educational resources

SEMVA extends beyond the realm of escape games; it also offers practical resources aimed at cultivating essential skills in:

- **Educational engineering** involves methods for designing tailored educational activities.
- **Development of educational activities**, associated with the essential competencies of the European Union and academic standards.
- An **enjoyable method** that integrates games and education to enhance student involvement.
- Adoption of an **environmentally responsible strategy**, implemented across the entire project.







# The SEMVA initiative

## The primary outputs of the project

### A three-part educational manual

- **Volume 1:** Integration of the 8 essential skills of the EU with educational curricula in France and Romania.
- **Volume 2:** A collection of educational resources (thematic videos) designed for use prior to escape games to equip students for the challenges ahead.
- **Volume 3:** Comprehensive collection of escape games, featuring challenge cards and the facilitator's guide.

### A guide to environmentally responsible practices

(subject of this document)

This guide outlines our operational methodology, the measures adopted within our frameworks, and a compilation of various valuable resources for incorporating sustainable practices into educational initiatives

### A specialized website

#### The project site enables you to:

- Explore thoroughly the goals and collaborators engaged.
- Utilize the developed educational resources.
- Observe the activities conducted with the children.
- Read articles published on social media and on the EPALE (European Platform for Adult Learning in Europe).

Thanks to these tools, SEMVA provides a structured, scalable, and accessible educational framework designed to assist education stakeholders in their practices and enhance the effective transmission of civic and environmental values.





# The SEMVA initiative

## The development of this guide

In light of present environmental challenges, it is crucial to incorporate eco-friendly practices into our educational systems, regardless of whether they pertain to formal or informal education.

This guide is the outcome of collaborative reflection focused on enhancing our practices and more effectively incorporating the ecological aspect into our activities.

## A coordinated and organized method

Our initial observation was straightforward: none of the partners engaged in this project had implemented a genuinely eco-responsible strategy. The opportunity presented by SEMVA enabled us to delve into this subject thoroughly and formulate a comprehensive approach, addressing both our individual structures (micro) and adopting a wider perspective (macro).

We have therefore established a strategy centered around multiple axes:

- Identify and communicate our eco-friendly practices to offer tangible and motivating examples.
- Compile and summarize valuable resources to assist any individual or organization interested in adopting a comparable approach.
- Examine the various aspects of the project (management, communication, events, educational activities) to incorporate the principles of sustainable development.

However, we soon recognized that categorizing practices by activity type resulted in significant duplication. Additionally, our review indicated that each author suggests a distinct organization of environmental issues. Consequently, we opted for an approach that integrates concrete experiences and insights from our research, aiming to provide a practical and accessible tool for everyone.





# The development of this guide

## A classification modified for improved readability

The wealth of available resources prompted us to pursue an appropriate presentation method. Instead of adhering to a rigid thematic classification, we chose to organize by territorial level:

European resources generated by European Union institutions, Erasmus+ agencies, and project leaders on a continental level.

National resources, sourced from public entities (ministries, environmental agencies, communities) and private stakeholders (companies, associations, etc.).

Each resource can be accessed through a web link, although the availability of languages varies based on the document. Nevertheless, all the summaries we have created are available in the project languages.

## A contemporary and user-friendly manual

- To enhance the presentation of resources, we utilized artificial intelligence to create summaries, followed by an infographic application to render this content more visually appealing.
- As you peruse the pages, you will uncover:
- The eco-friendly initiatives established in our facilities, which could act as tangible examples to be replicated.

A curated collection of essential readings and resources designed to assist you in sustainably incorporating eco-responsible practices within your organization.

This guide is primarily designed to be practical and directly applicable, enabling everyone to contribute to a more sustainable future at their own level.





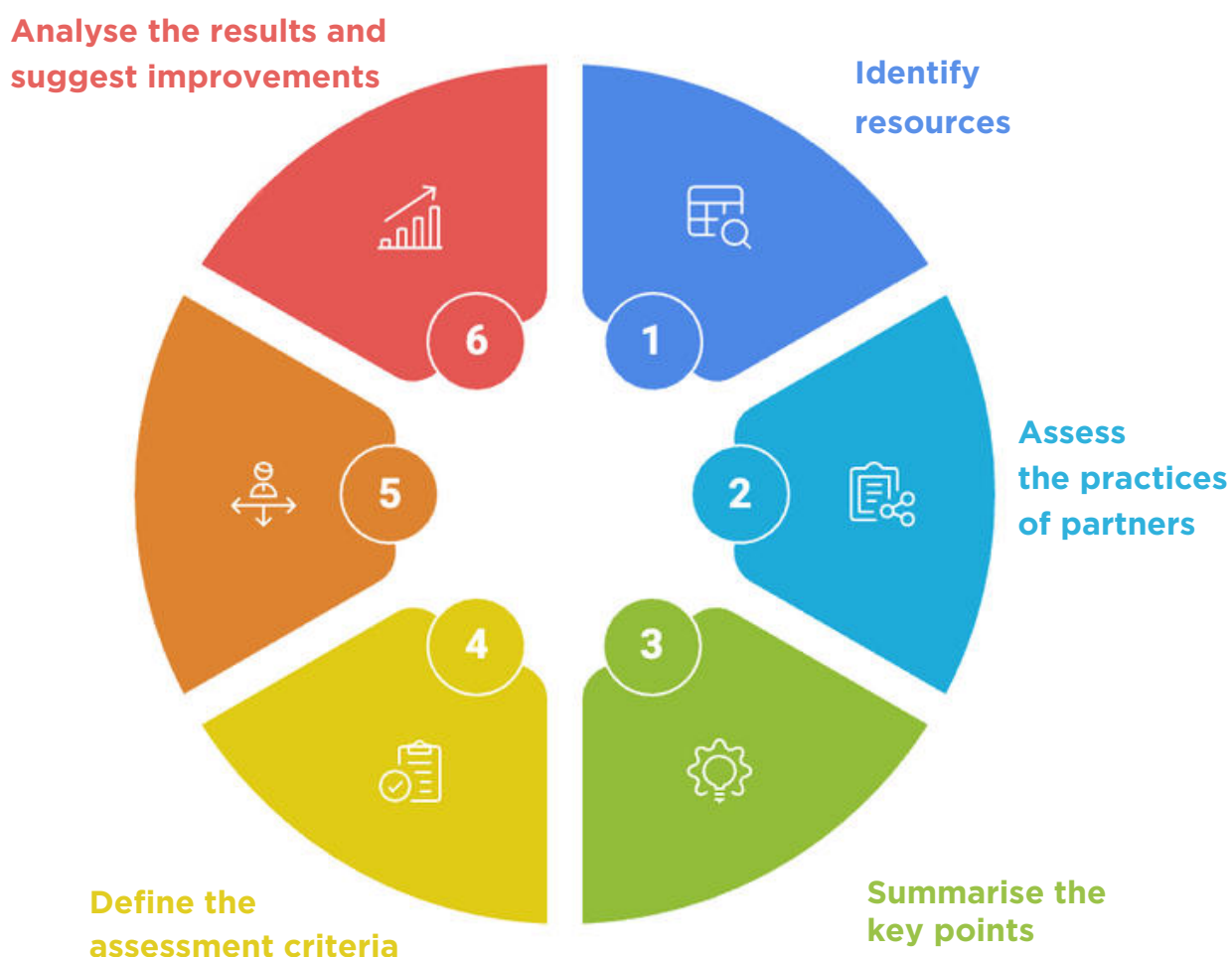
## Our eco-friendly practices

### Within SEMVA's project

#### Our eco-friendly approach

As part of our commitment to a more sustainable approach, we have followed a multi-step process to integrate eco-responsibility into our project.

#### Eco-responsibility improvement cycle





## Our eco-friendly practices

### The results of the analysis of our eco-friendly practices

*The assessment grid can be found in Appendix 4.*

#### Key results of the overall strategy



##### Formalised strategy

Few organisations have a formalised strategy



##### Specialised resources

Consultation of specialised resources remains marginal



##### Raising awareness among children

Awareness among children is integrated



##### Eco-responsible charter

The eco-responsible charter is rarely implemented.



#### Results of waste management practices







## Our eco-friendly practices

### The results of the analysis of our eco-friendly practices

#### Results of responsible digital practices

##### Taking into account the digital impact

It is still largely to be built.

##### Green hosting

Green hosting and eco-design of websites are virtually non-existent.



##### Deletion of unnecessary files

The deletion of unnecessary files and limitation of tabs remain low.



##### The use of cloud links

The use of cloud links rather than file attachments is slightly on the rise.



#### Sustainable mobility results



##### Alternative transport

Some respondents favour alternative modes of transport locally.



Sustainable transport remains very marginal for travel abroad.

##### Sustainable transport



##### Electric vehicles

Little use of electric or hybrid vehicles in projects



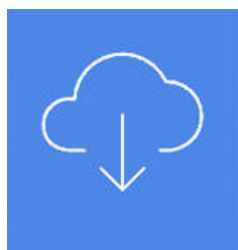


## Our eco-friendly practices

### The results of the analysis of our eco-friendly practices



The use of environmentally friendly paper is still limited.

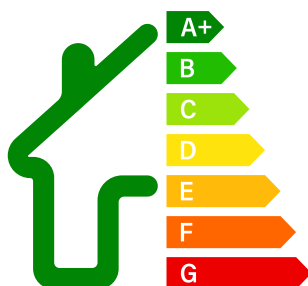


The documents are sometimes available online, but without any systematization.



Little evidence of eco-design in the production of playground equipment.

#### Results for responsible production



#### Results of responsible consumption



##### Organic products

Organic, local, and seasonal products are available in several establishments.



##### Eco-cups and waste

The use of eco-cups and the fight against food waste are still in their infancy.



##### Individual packaging

Purchasing in individual packages is still common.

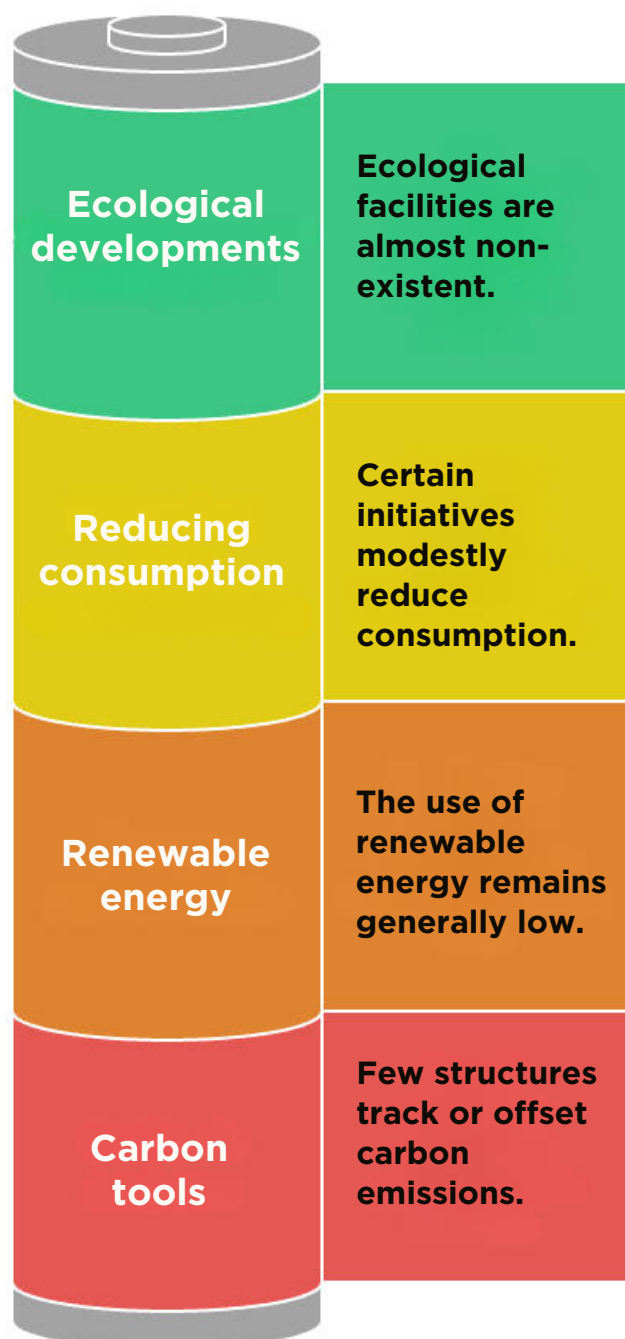




## Our eco-friendly practices

### The results of the analysis of our eco-friendly practices

#### Results of resource and energy management





## Our eco-friendly practices

### Results of the SWOT analysis of our European consortium

*The detailed results of the SWOT analysis for the consortium and for each partner can be found in Appendix 3.*

**In your opinion, within the framework of the SEMVA project, what are our strengths, weaknesses, opportunities and threats in terms of developing a strategy for eco-responsible best practices ?**

#### Joint forces







## Our eco-friendly practices

### The results of the SWOT analysis of our European consortium

#### Opportunities for eco-responsible involvement

##### Synergies between partners

Sharing experiences for innovation

##### Image enhancement

Improving visibility and attractiveness

##### Support European Programs

Funding and training for European initiatives

##### Mobilizing the local ecosystem

Collaboration with local entities

##### Digital and pedagogical tools

Using technology for education

Eco-responsible involvement

HELP!

ECO

#### Common threats and risks in sustainable development

Uneven mobilization

Discontinuity of projects

Threats and Risks Common

Inequalities in access

Financial constraints

Lack of institutional support



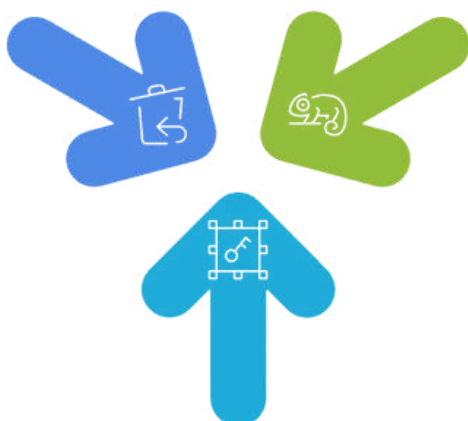
## Our eco-friendly practices

### Results of the SWOT analysis of SPUC Roller (France)

#### The strengths

##### Concrete actions

Practical initiatives to reduce environmental impact



##### Adaptation

The club's ability to adapt to environmental needs



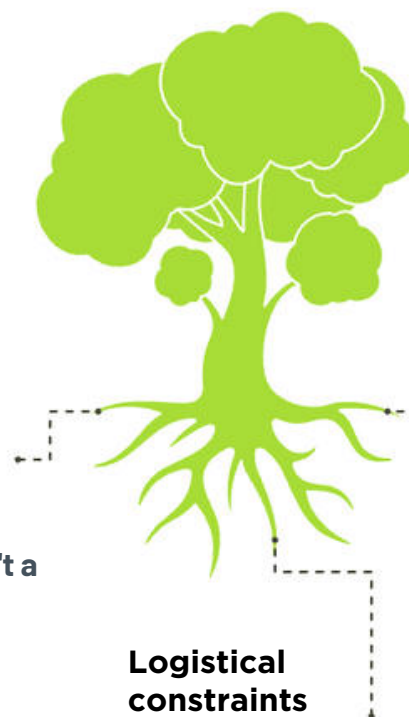
##### Access the resource

Efficient use of resources and expertise



#### Weaknesses

**Lack of structure**  
Being eco-friendly isn't a daily habit.



##### Limited knowledge

The lack of professional training hinders effective awareness-raising actions.

##### Logistical constraints

The lack of proximity limits actions to optimize energy consumption.



## Our eco-friendly practices

### Results of the SWOT analysis of SPUC Roller (France)

#### Opportunities



##### European synergies

Collaboration with European projects for inspiration and best practices.



##### Mobilization site

Commitment of local actors to support and develop skills.



##### Strategic thinking

Long-term planning to consolidate sustainable transformation.



##### Access the resource

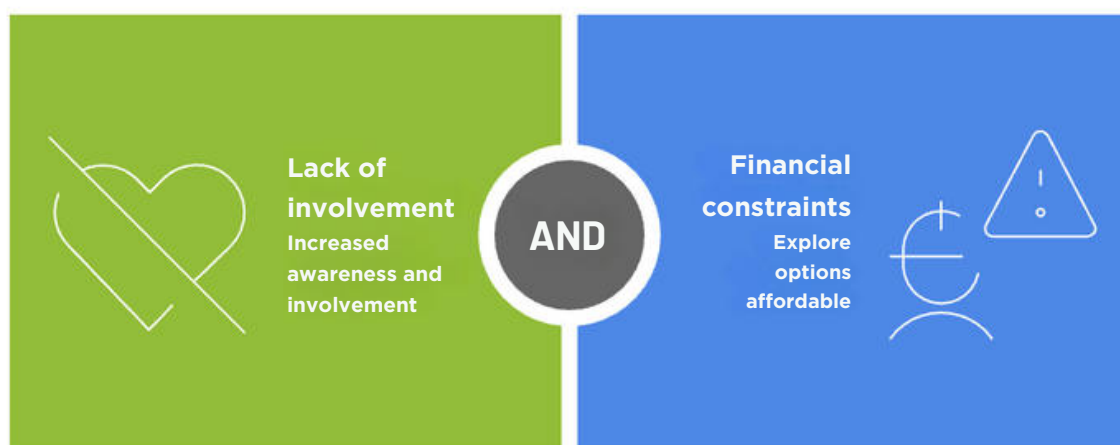
Using available resources for education and innovation.



##### Concrete actions

Implementing practical initiatives for sustainability

#### Threats







## Our eco-friendly practices

### The SPUC Roller (France)

#### Context and present circumstances

The SPUC Roller Club has begun a reflection on environmental responsibility by incorporating various tangible actions into its operations. This strategy seeks to enhance awareness among players, coaches, and spectators regarding sustainable development challenges through eco-friendly practices and specialized events.

#### The primary environmental impacts of the club relate to :

**Paper consumption** : decreased by digitizing information and utilizing recycled paper on both sides.

**Equipment and supplies** : acquisition of additional sustainable and eco-friendly equipment.

**Mobility** : promoting carpooling and the utilization of public transportation (minibuses).

**Food** : acquisition of organic and locally sourced products for the refreshment bar and restaurant.





## Our eco-friendly practices

### The SPUC Roller (France)

#### Context and present circumstances

**Increasing awareness among members and volunteers is a primary objective of the project.**

- Coordination of a biannual meeting to evaluate the progress of practices.
- Training on the concepts of sustainable development.
- Display and dissemination of best practice guides at the site of practice.
- Incorporation of an environmental perspective into event organization.
- Increasing awareness among educators and licensees regarding five themes:
  1. Wellness and sanitation of living
  2. Athletic conduct and officiating
  3. Civic participation
  4. Equal access
  5. Ecology

The club is engaged in collaborations to organize its strategy:

- Involvement in a Regional Council assistance initiative.
- **Launch of a “Roller Green” competition featuring drawings, quizzes, and sports activities focused on sustainable development.**
- Development of a “Roller Green” T-shirt to enhance member participation.



## Our eco-friendly practices

### The SPUC Roller (France)

#### Actions executed

The club has taken a practical approach by introducing various initiatives designed to minimize its environmental impact:

#### Sustainable events

- Organization of intergenerational "Roller Green" events (one per quarter).
- Installation of an educational "Roller Green" display during home matches.

#### Waste minimization and sustainable resource management

- Removal of cans and implementation of eco-cups for the refreshment bar.
- Acquired an ultra-short cycle glass washing machine to minimize water usage.
- Local and organic ingredients for catering.
- Establishing selective sorting stations at all events

#### Sustainable transportation and community partnerships

- Promoting awareness of carpooling and minibus rental for team transportation.
- Collaboration with AMAP\* Terre d'Adèles for the provision of food products.
- Collaboration with an electric vehicle rental company (Profil Auto - Labaigt & Fils) to minimize the carbon footprint of transportation.

**\*AMAP: Association for the Preservation of Small-Scale Agriculture**





## Our eco-friendly practices

### The SPUC Roller (France)

#### Member education and involvement

- Monthly practical sessions focused on environmentally friendly practices in sports.
- Awareness sessions held at sporting events (hockey, freestyle, scooter).

#### Outcomes and perspective

As a result of these actions, the club has witnessed tangible outcomes:

- **Minimization of waste** : Recycling locations are utilized more effectively.
- **Alteration in transportation behaviors** :
  - An increasing number of members are arriving by bike.
  - Increasing acceptance of carpooling and public transportation.
- **However, the greatest challenge is resistance to change.**

It is essential to initially train the youngest participants before engaging a broader audience.

#### Subsequent actions:

- Establishment of a "Roller Green" label, approved by the sports federation.
- Implementation of environmental standards, endorsed by event organizers.
- Enhancing the oversight of activities through the use of evaluation questionnaires at the start and conclusion of each season.
- Information and awareness to alter participants' habits.

Eco-responsibility within a sports club is achievable and advantageous. By integrating awareness, education, and tangible actions, individuals can minimize their ecological footprint while engaging others in sustainable values.

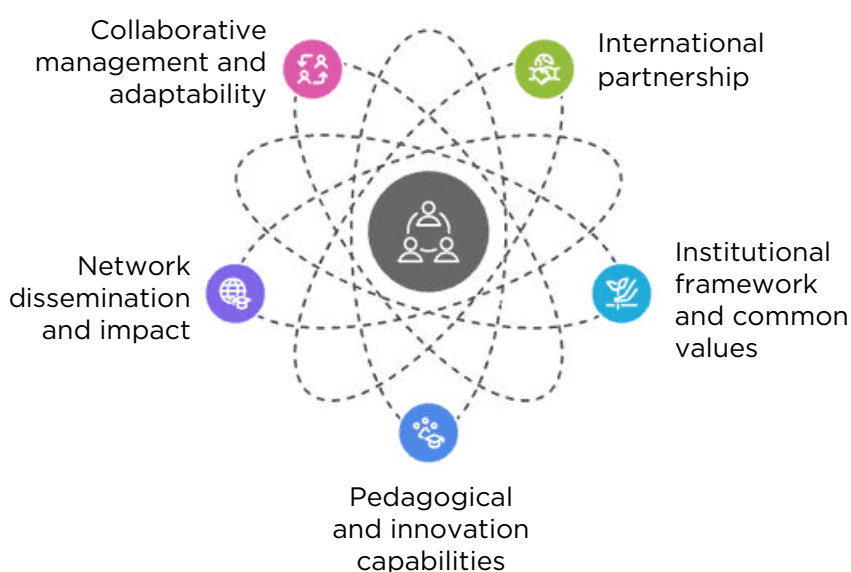


## Our eco-friendly practices

### Results of the SWOT analysis at the school in Sutesti (Romania)



#### Strengths of the project



#### Weaknesses

##### Lack of teacher training

Teachers need specialized training to teach sustainable development effectively.

##### Limited time

The loaded programs make it difficult to integrate the project activities.

##### Resurse pedagogice limitate

The lack of local educational materials hinders learning.

##### Lack of continuity

Staff changes disrupt the dynamics of the project.

##### Weak institutional support

The lack of support from the administration hinders environmental initiatives.

##### Uneven awareness

Variable levels of awareness affect collective engagement

##### Budget constraints

Tight budgets limit the purchase of eco-friendly equipment.





## Our eco-friendly practices

### Results of the SWOT analysis at the school in Sutesti (Romania)

#### Building a Sustainable School Environment

##### European Programme Support

Funding and training opportunities from European initiatives.

##### Youth Awareness

Growing environmental awareness among students.

##### School Image Enhancement

Improving school visibility through eco-responsible commitment.

##### Educational Tools

Access to innovative educational resources.



##### NGO Partnerships

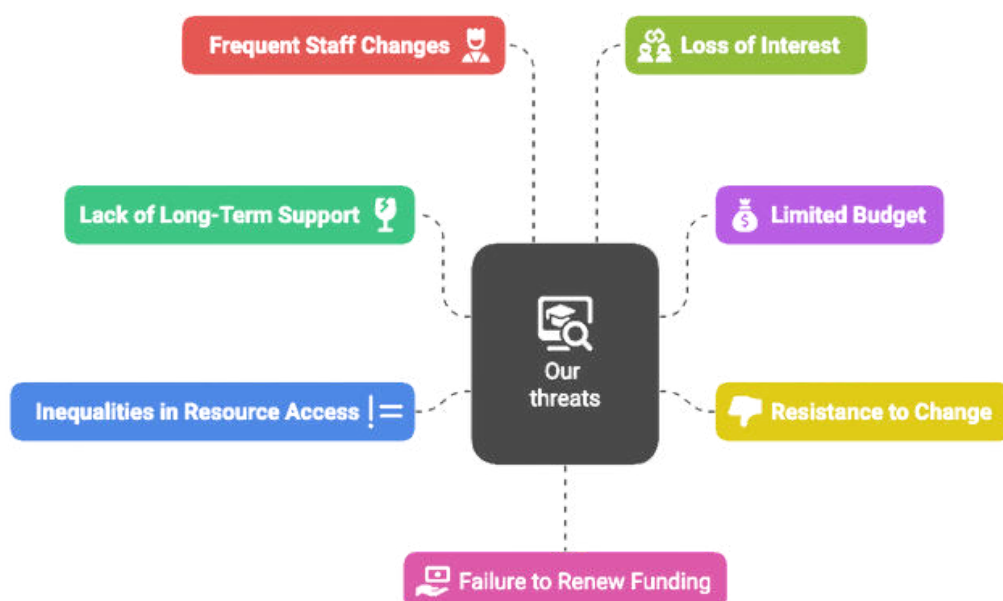
Collaborations with local NGOs for environmental project support.

##### Digital Technology

Using digital tools to disseminate educational content.

##### Green School Network

Creating a sustainable network with partner institutions.







## Our eco-friendly practices

### The Sutești School in Romania

#### Context and present circumstances

The Sutești school is engaged in an eco-responsible initiative focused on fostering sustainable development and enhancing awareness of environmental concerns within the school community.

Recognizing its responsibility in educating the future generation, the school is launching a variety of initiatives designed to minimize its ecological impact and foster environmentally conscious behaviors among students.

These actions are grounded in a comprehensive educational approach that merges theoretical coursework, hands-on activities, and collaborative involvement.

The eco-responsible initiative of the school is centered around several key areas: waste management, energy consumption reduction, environmental education, and partnerships with external organizations.

#### Context and environmental dedication

The implementation of an eco-friendly strategy at Sutești school aligns with a worldwide effort to address climate change and safeguard natural resources.

Confronted with present environmental challenges, the institution has chosen to take action on its own level to promote more sustainable practices and enhance students' understanding of ecological issues from an early age.



## Our eco-friendly practices

### The Sutesti School in Romania

#### **The school's dedication is founded on several essential principles:**

- Minimizing the ecological footprint: through the efficient use of resources and decreasing waste generation.
- Environmental education involves the incorporation of ecological themes into teaching and the creation of educational projects associated with sustainable development.
- Engaging the school community: by motivating students, teachers, and staff to embrace eco-friendly practices and by fostering collaboration with parents and local partners.

Through this holistic approach, the school seeks to establish a learning environment that fosters the adoption of sustainable values and practices, which can be integrated into the daily lives of students and those in their community.

#### **Actions executed**

- Waste management practices
- Waste management plays a crucial role in the school's dedication to environmental sustainability. A selective sorting system has been established, featuring designated bins for batteries, electronics, paper, plastic, and glass, which are placed in classrooms and communal spaces.
- Furthermore, the school frequently conducts awareness campaigns focused on recycling and the significance of waste reduction. Educational workshops are organized to teach students the correct methods for sorting waste and the environmental impacts of improperly managed waste.



## Our eco-friendly practices

### The Sutesti School in Romania

The establishment has also introduced specific initiatives to reduce the use of disposable materials, including the phased elimination of plastic bottles in favor of reusable water bottles and the adoption of recycled or recyclable school supplies.

#### Energy conservation

To decrease energy consumption, various measures have been implemented :

- Lighting optimization involves the gradual transition from traditional light bulbs to energy-efficient LED bulbs, along with efforts to educate students and teachers on the importance of turning off lights that are not in use.
- Heating control involves the regulation of room temperatures to prevent energy waste, as well as the installation of devices designed to limit overconsumption.
- Utilization of energy-efficient appliances: gradual substitution of electrical devices with models that are more efficient and consume less energy.

These initiatives contribute to lowering the establishment's energy expenses while educating students on effective energy-saving habits.





## Our eco-friendly practices

### The Sutești School in Romania

- **Student consciousness**

Environmental education is incorporated into school curricula via a range of educational and participatory activities.

Workshops and conferences: presentations by environmental experts aimed at enhancing students' understanding of sustainable development topics.

Educational projects involve the maintenance of the small park and the orchard by students to familiarize them with organic farming and natural cycles.

Outings and tangible actions: involvement in initiatives to restore local green areas and coordination of environmental days.

These initiatives enable students to cultivate ecological awareness and engage in the preservation of their environment.

- **Collaborations and community engagement**

The Sutești school works in collaboration with local associations, municipalities, and various educational institutions to enhance the effectiveness of its initiatives. These partnerships allow it to obtain additional resources and broaden the reach of its programs.

Events like "Environment Day" are organized, engaging students' families and the local community.

This collaboration fosters a shared awareness and motivates the embrace of environmentally responsible practices outside the school environment.





## Our eco-friendly practices

### The Sutesti School in Romania

- **Outcomes and effects**

**The actions taken have allowed for the observation of several positive developments:**

Enhanced sorting and recycling of waste, resulting in a notable decrease in the amount of unsorted waste.

A decrease in energy usage, attributed to collaborative initiatives regarding lighting and heating.

Increased awareness among students and staff, leading to more sustainable habits.

The influence reaches beyond the classroom, as students implement these best practices at home and within their communities.

- **Challenges and opportunities**

Despite the advancements achieved, numerous challenges persist:

Enhancing ecological infrastructure, utilizing current solar panels, and optimizing buildings to minimize their energy usage.

Enhancing awareness-raising initiatives to sustain student engagement in the long run.

The creation of innovative ecological initiatives, including the introduction of organic meals and the establishment of a composting program.

The school aims to enhance its partnerships with external organizations and engage in European initiatives focused on education for sustainable development.



## Our eco-friendly practices

### The Sutești School in Romania

The Sutești school's dedication to eco-responsibility reflects a profound commitment to educating students on environmental matters and equipping them to embrace sustainable practices.

Through concrete actions and collective mobilization, the establishment has effectively reduced its ecological impact while educating the younger generation about climate challenges.

By persisting in its endeavors and incorporating new initiatives, the school seeks to establish itself as a benchmark for sustainability and responsibility, encouraging other schools to pursue a similar direction.





## Our eco-friendly practices

### Results of the SWOT analysis at Aux couleurs du DEBA (France)

#### Strengths



##### Adaptability and structuring

The association's ability to adapt and develop realistic action plans.



##### Access to resources

The association's ability to access relevant resources and expertise.



##### Concrete action

Tangible actions already taken.

#### Weaknesses



##### Logistics

Lack of dedicated space for optimisation

##### Knowledge gap

The lack of training hinders the appropriation of the subject.

##### Lack of structure

Eco-responsibility has not yet been formalised as a major strategic focus,



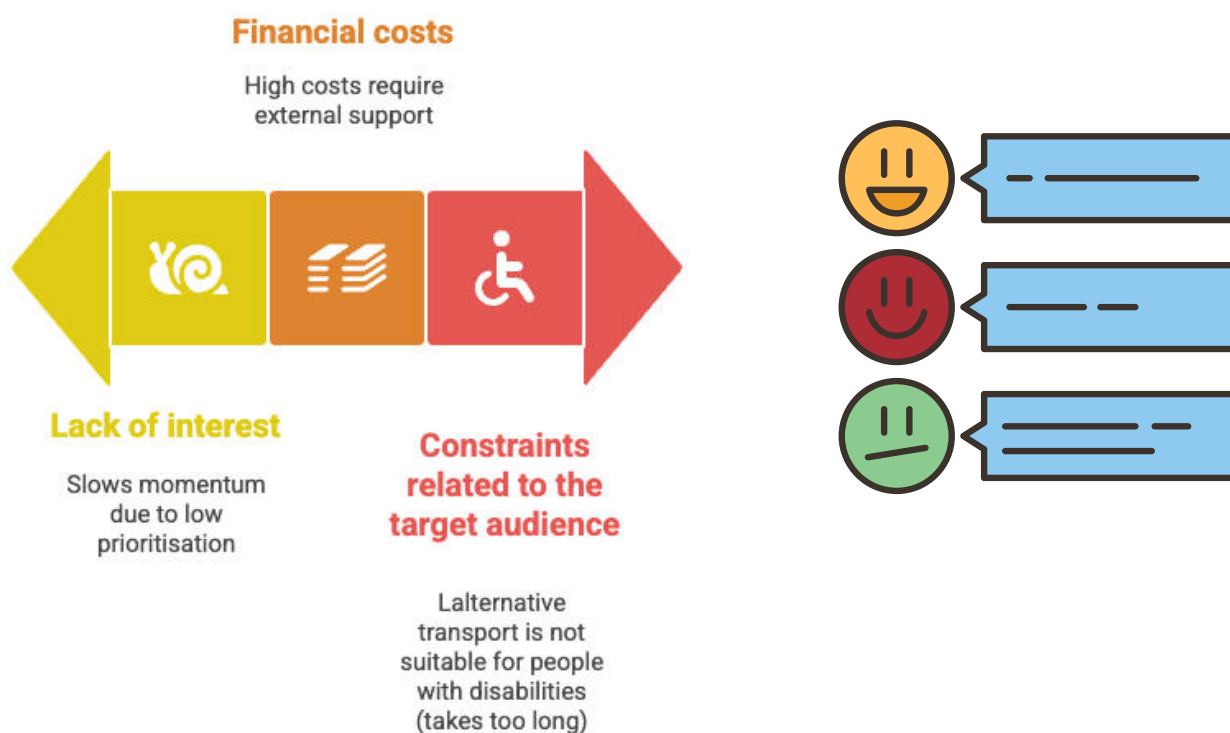
## Our eco-friendly practices

### Results of the SWOT analysis at Aux couleurs du DEBA (France)

#### Opportunities



#### Threats







## Our eco-friendly practices

### The organization Aux couleurs du DEBA (France)

#### Context and present circumstances

##### Contemplation on environmental responsibility

The association has started to consider eco-responsibility, although there is currently no specific strategy established. The absence of dedicated facilities restricts the opportunities for action regarding resource management and energy optimization.

Efforts are made whenever possible, especially through the acquisition of eco-friendly products, despite their occasionally high price. Waste sorting for paper, cardboard, and plastic is in place, along with a compost bin. However, glass sorting is not consistently practiced.

As part of its external activities, the association aligns with the sorting systems implemented in the facilities provided by its partners, particularly municipalities or other public entities.





## Our eco-friendly practices

### The organization Aux couleurs du DEBA (France)

#### Primary environmental effects

The activities of the association produce various environmental effects:

**Travel :** The movement of participants, frequently with disabilities, occasionally necessitates the use of taxis. Public transportation is favored when feasible, but team members and participants predominantly utilize their personal vehicles, especially for transporting equipment. On an international scale, air travel continues to be the main mode of transportation due to its efficiency and comfort, although the association has previously explored bus and train travel, which was considered too taxing for the intended audience.

**Materials and resources:** The association occasionally prioritizes educational materials that are certified as eco-responsible (for example, those printed with the “Imprim’Vert” label); however, the cost criterion continues to take precedence over the production method.

**Member awareness :** Currently, increasing awareness of sustainable practices is not a priority for the association, despite acknowledging their significance.

Partnerships and labels: The organization does not hold any specific label and works with partners whose dedication to eco-responsibility differs.





## Our eco-friendly practices

### The organization Aux couleurs du DEBA (France)

#### Actions executed

##### Efforts to minimize environmental impact

The association undertakes various initiatives to reduce its environmental impact:

**Responsible purchasing :** Prioritize national and local suppliers when financially feasible, even if it results in higher expenses.

**Support for certification processes :** While the association is not certified itself, it assists other organizations in the preparation of certification documents with institutions.

**Raising awareness about sustainable development :** This year, the association has initiated workshops focused on sustainable development as part of the Erasmus+ program. It also partners with specialized organizations that engage participants using enjoyable methods such as theater and video.

Education for sustainable development is essential for fostering awareness and understanding of sustainability issues. It equips individuals with the knowledge and skills necessary to contribute to a more sustainable future. By integrating sustainability into educational practices, we can empower learners to make informed decisions and take responsible actions that benefit both society and the environment.

Sustainable development is progressively being incorporated into educational materials through:

- Thematic workshops within the framework of Erasmus+ initiatives
- The involvement of specialized partners in promoting environmental awareness
- Incremental assistance for the public in adopting more responsible practices



## Our eco-friendly practices

### The organization Aux couleurs du DEBA (France)

#### Actions executed

##### Sustainable transportation

The association enables participants to select their mode of transportation according to their needs and limitations.

Whenever feasible, it promotes:

- Carpooling for brief journeys
- Utilization of public transportation
- Arranging virtual events to reduce travel

##### Member awareness and training

While actions are underway, the association has not yet established a formalized policy on eco-responsibility. Nevertheless, some initiatives are beginning to surface through European projects and local partnerships.

#### Outcomes and perspective

##### Noted advantages

The initial beneficial effects of the actions taken include:

An increasing recognition of the necessity for action

A wish to progressively incorporate additional sustainable practices

A dynamic propelled by global initiatives, fostering development.





## Our eco-friendly practices

### The organization Aux couleurs du DEBA (France)

#### Challenges faced

The primary challenges to the execution of an eco-responsible policy are:

The insufficient prioritization of this topic in comparison to the association's other objectives.

Financial limitations that restrict sustainable purchases

Adjustment to the particular requirements of the supported audience (mobility, accessibility)

#### Short-term and medium-term objectives

The association seeks to enhance its commitment by taking cues from its strategy on inclusion. The forthcoming steps involve:

The establishment of a clear and coherent eco-friendly policy

Conducting a SWOT analysis to recognize strengths and opportunities for enhancement.

The execution of a systematic action plan, featuring a timeline (Gantt) and evaluation metrics.

Assessment of the effects of initiatives utilizing specific and quantifiable criteria, with formalization scheduled for 2026.

The association recognizes the challenges linked to eco-responsibility and is initiating a process of gradual transformation. The initial measures taken, while still modest, showcase a dedication to ongoing enhancement. The challenge in the upcoming years will be to organize these efforts into a cohesive and integrated policy, embodying its commitment to inclusion.





# Sustainable development and education

## The Sustainable Development Goals of the United Nations

The Sustainable Development Goals (SDGs), established by the United Nations, represent a global initiative aimed at eliminating poverty, safeguarding the planet, and guaranteeing prosperity for everyone by the year 2030.

**These 17 interrelated goals tackle global issues including poverty, inequality, climate change, environmental degradation, prosperity, peace, and justice.**

Each Sustainable Development Goal (SDG) includes specific targets aimed at achieving its objectives. It is essential to understand that eradicating poverty and other forms of deprivation must be aligned with strategies that foster economic growth, meet various social needs such as education, health, social protection, and employment opportunities, while also tackling climate change and safeguarding the environment.

## SUSTAINABLE DEVELOPMENT GOALS





# Sustainable development and education

## The Sustainable Development Goals and education

The Sustainable Development Goals (SDGs), established in 2015 by the United Nations, serve as a worldwide framework aimed at eradicating poverty, safeguarding the environment, and guaranteeing prosperity for everyone by 2030. These goals involve all members of society, including educators, facilitators, and families, who are essential in promoting awareness and executing these objectives on a daily basis.

### Why are the Sustainable Development Goals significant for education?

The 17 Sustainable Development Goals (SDGs) are interrelated and strive to enhance the well-being of both present and future generations. Education is pivotal to their achievement, as it facilitates:

- Increasing awareness among children and young individuals regarding global issues (climate change, inequalities, social justice).
- To cultivate engaged and responsible citizens.
- Promote tangible actions within schools, families, and extracurricular activities.

### Where can I locate educational materials and tools regarding the SDGs?

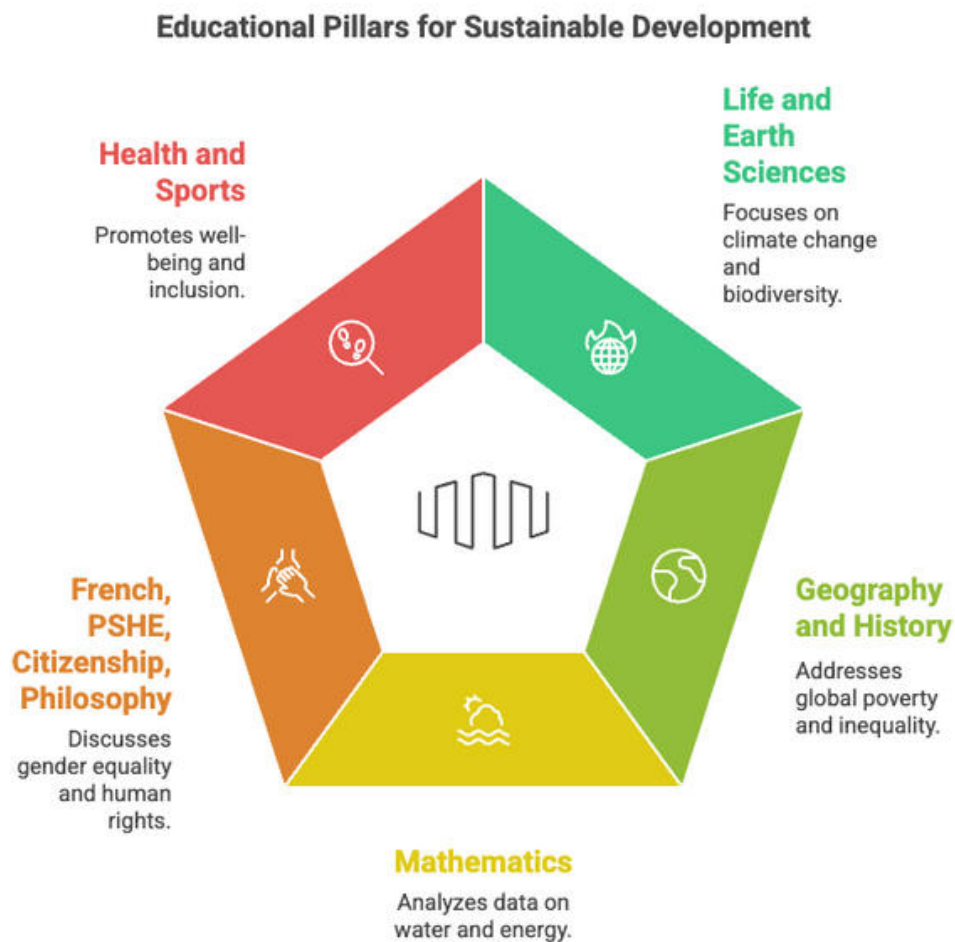
- **UN Sustainable Development :**  
<https://www.un.org/sustainabledevelopment/en/>
- **National Education (France) - SDG Resources :**  
<https://eduscol.education.fr/>
- **UNESCO - Education for Sustainable Development :**  
<https://en.unesco.org/themes/education-sustainable-development>
- **Educational games and activities can be found at :**  
<https://worldslargestlesson.globalgoals.org/>



# Sustainable development and education

## The Sustainable Development Goals and education

### How can the SDGs be integrated into the classroom ?



### Classroom Activities





# Sustainable development and education

## The Sustainable Development Goals and education

How can the SDGs be integrated into non-formal education?

### Integrating SDGs into education



#### Role-playing

Embodying stakeholders in sustainable development. This involves government, citizens, and businesses.



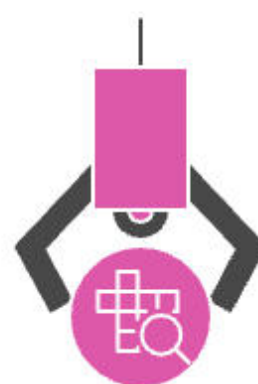
#### Creative workshops

Crafting items from recycled materials. This relates to SDG number 12.



#### Participatory initiatives

Establishing community gardens or local clean-up events. This relates to SDG number 11.



#### Thematic escape games

Enhancing awareness of water management and biodiversity through interactive games.

### Exemple of educational activity

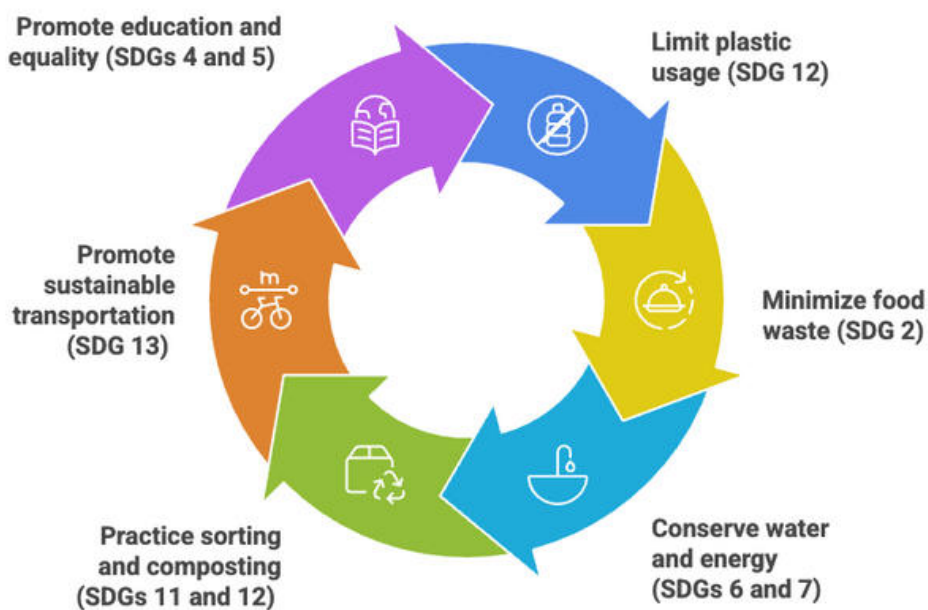




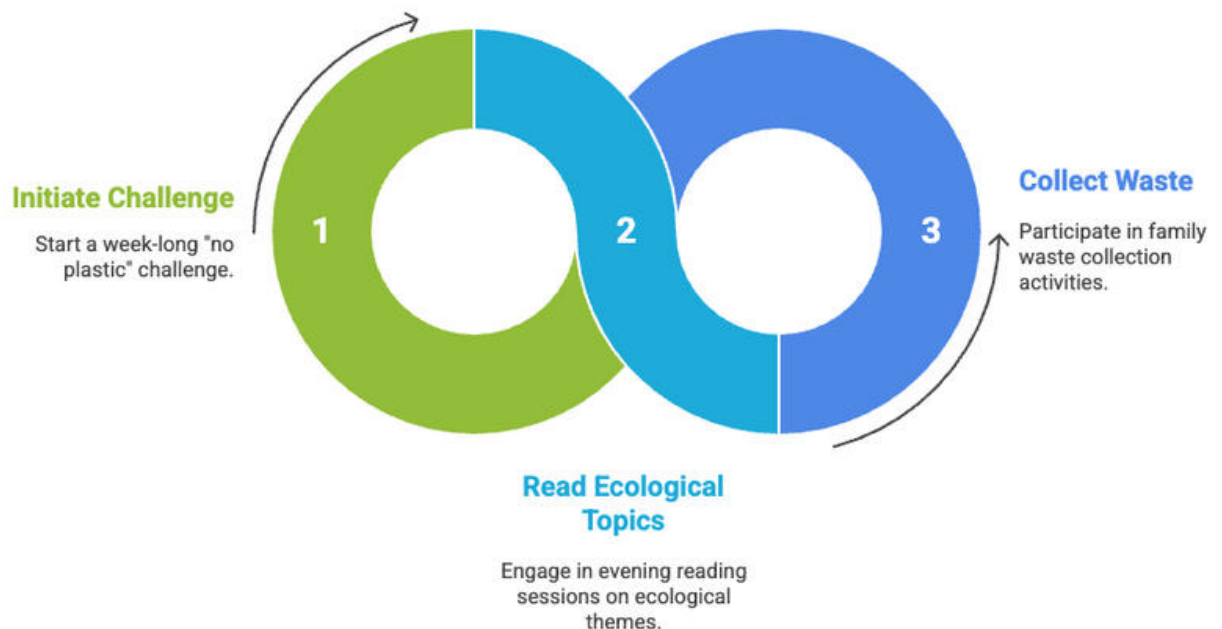
# Sustainable development and education

## The Sustainable Development Goals and education

How can the SDGs be integrated at home?



### Cycle of Familial Environmental Activities







# Sustainable development and education.

## The European Green Deal : a strategic framework for environmental transition

The European Green Deal, initiated by the European Commission, represents an ambitious strategy designed to establish the European Union as the first climate-neutral continent by 2050. This ecological roadmap encompasses all sectors, including energy, transport, industry, and agriculture, and it has a direct influence on education, teaching methodologies, and awareness-raising initiatives.

Education and civic engagement serve as fundamental pillars of the Green Deal, equipping younger generations to face environmental challenges and fostering the development of new skills in sustainability.

### Primary goals

- **Climate neutrality** : decrease greenhouse gas emissions by a minimum of 55% by 2030 and reach net zero greenhouse gas emissions by 2050.
- **Emissions reduction** : Achieve a minimum of 55% reduction by 2030 in comparison to 1990 levels.
- **Energy Transition** : Speeding up the implementation of renewable energy sources and enhancing energy efficiency.
- **Circular economy** : Minimize waste while encouraging reuse and recycling.
- **Social inclusion** : Guaranteeing that the ecological transition does not exclude anyone.



# Sustainable development and education

## The European Green Deal : a strategic framework for environmental transition

### Key focus areas for intervention

**The Green Pact** is founded on multiple strategic pillars that are directly associated with educational matters and environmentally responsible practices:

- **Energy** : Promote renewable energy sources and enhance energy efficiency (e.g. REPowerEU initiative).
- **Sustainable transportation** : Decrease the carbon footprint of mobility by encouraging public and low-emission transport.
- **Biodiversity and ecosystems** : Enact strategies to safeguard and rehabilitate the natural environment.
- **Circular economy and responsible consumption** : Transitioning from the “produce, consume, dispose” model to a framework centered on reuse, repurposing, and recycling.
- **Pollution management** : Release reduced amounts of pollutants into the air, water, and soil.

### Financial support and tangible actions

**The Green Deal** is backed by substantial investments, including NextGenerationEU, a recovery plan with a €1.8 trillion allocation aimed at environmental goals. Specific initiatives that have already been put into action include :

**European Climate Law** : Legally binds Member States to achieve carbon neutrality.

**Circular Economy Action Plans**: Promote sustainable production and consumption.

**Stricter regulations on packaging and plastic** : Target a significant decrease in single-use plastic.

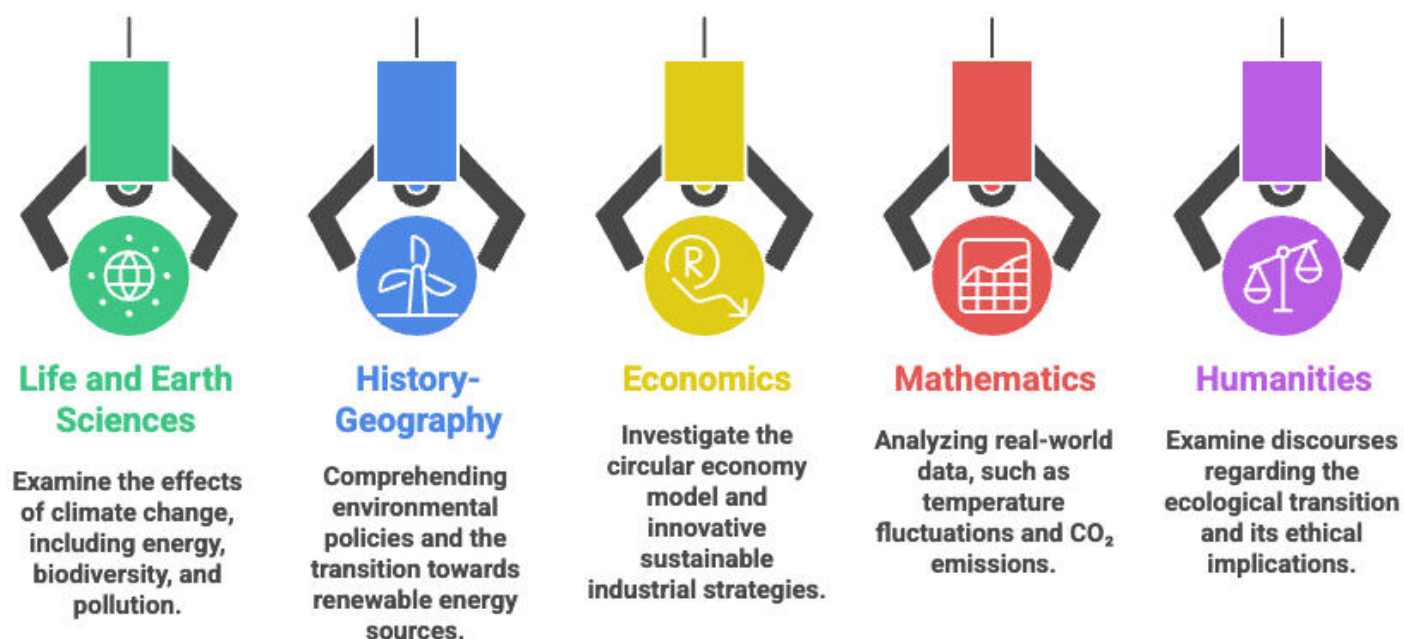


# Sustainable development and education

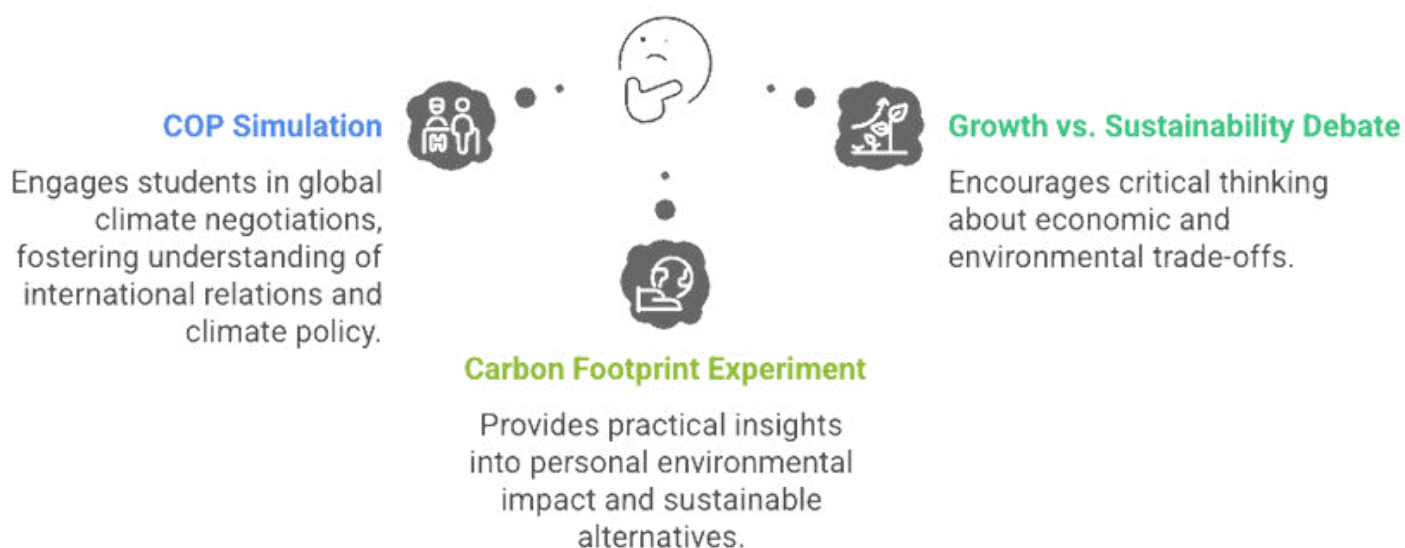
## The European Green Deal : a challenge for education

How can the Green Deal be integrated into the classroom ?

### Interdisciplinary study themes



### Which classroom activity should be implemented to enhance environmental education?





# Sustainable development and education

## The European Green Deal : a challenge for education

### How can the Green Deal be integrated into non-formal education?

Activities can be engaging and available for individuals of all ages.

#### Environmental Engagement Activities

1

##### Zero Carbon Challenge

Raises awareness with significant environmental impact.



2

##### Escape Game "Climate Mission"

Highly engaging and impactful in promoting climate action.



3

##### DIY Workshops

Offers minimal engagement with limited environmental impact.



4

##### Sustainable City" Game

Engages participants but with moderate environmental impact.





# Sustainable development and education

## The European Green Deal : a challenge for education

### How can the Green Deal be integrated at home ?

Initiatives for the planet through straightforward yet impactful actions.

#### Steps to Sustainable Living







# Sustainable development and education

## The European Green Deal : a challenge for education

The European Green Deal represents more than a political strategy; it embodies a societal initiative. Educational institutions, youth organizations, and families are essential participants in the ecological transition.

### Why is the Green Deal significant for education and awareness ?

The Green Deal encompasses more than just political and economic choices; it also involves a shift in mindset and lifestyles that starts in educational settings, during recreational activities, and within households.

- **Teaching children and younger** generations about the ecological transition.
- **Promote behavioral modifications** that lead to more sustainable practices.
- **Empower citizens** with the resources to comprehend and respond to climate change.
- **Cultivating green skills** and equipping for the careers of the future.

### Where can I locate educational resources and tools regarding the Green Deal ?

- **Official website of the European Green Deal :**  
<https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal>
- **Erasmus+ initiative and sustainable education :**  
<https://erasmus-plus.ec.europa.eu/fr>
- **Educational materials on climate and biodiversity :**  
<https://climate.ec.europa.eu>
- **Educational initiatives regarding ecological transition :**  
<https://education.ec.europa.eu>



# Sustainable development and education

## The GreenComp Handbook : The European Competence Framework for Sustainability

The creation of a European sustainability competence framework is one of the policy measures outlined in the European Green Deal, serving as a catalyst to enhance education on environmental sustainability within the European Union.

GreenComp outlines a collection of sustainability competencies that should be cultivated within educational programs to assist learners in acquiring knowledge, skills, and attitudes that promote thoughtful, responsible, and caring approaches to our planet and public health.

**Green Comp** is a framework for learning about environmental sustainability that can be utilized in various educational settings. The domains include: "Embracing Sustainability," "Embracing Complexity in Sustainability," "Envisioning a Sustainable Future," and "Acting for Sustainability." Each domain encompasses three skills that are interrelated and of equal significance.

**GreenComp serves as a non-prescriptive benchmark for educational programs that foster sustainability as a skill.**

**[Download the GreenCom manual here](#)**





# Sustainable development and education

## The GreenComp Handbook : The European Competence Framework for Sustainability

### What makes this guide significant for education and awareness ?

The GreenComp guide is significant as it seeks to incorporate sustainability across all areas of life, fostering the knowledge, attitudes, and skills necessary to comprehend and address environmental challenges.

Education is essential in enhancing understanding of the intricate relationships among the environment, society, and the economy.

It advocates for a comprehensive and transformative method to alter behaviors and foster critical thinking regarding sustainability.

#### Topics addressed:

- **Sustainability education** and sustainable development
- **Innovative teaching methods** (active learning, gamification, role-playing, project-based learning, hybrid learning)
- **Citizen engagement** for collaborative action
- **The influence of digital technologies** on sustainability





# Sustainable development and education

## The GreenComp Handbook : The European Competence Framework for Sustainability

This table shows that GreenComp is a cross-cutting tool that offers concrete ways to adapt sustainability education to different needs and audiences.

Theme of the GreenComp Guide	Usefulness in formal education (schools, universities)	Usefulness in non-formal education
<b>Systemic thinking and sustainability</b>	It allows for an interdisciplinary approach to science, geography, economics, and philosophy.	Assist in organizing debates and interactive workshops on environmental impacts.
<b>Commitment and collective action</b>	Promotes the implementation of school projects (eco-representatives, recycling, educational gardens).	Encourages community activities and local awareness projects (clean-ups, community gardens)
<b>Using digital tools for sustainability</b>	Integrating interactive platforms and simulations into the classroom.	Using fun apps and digital tools to raise awareness in workshops.
<b>Innovative pedagogical approaches</b>	Developing learning through projects, gamification, and immersive experiences.	Use of playful methods such as role-playing games and climate frescoes.
<b>Sustainable consumption and lifestyles</b>	Raising awareness in civic and economic education about consumer choices and their impact.	Practical workshops (zero waste, responsible cooking, second-hand products).
<b>Mobilization of citizens</b>	Training students to become agents of ecological and social change.	Organizing campaigns and events to engage the local community.

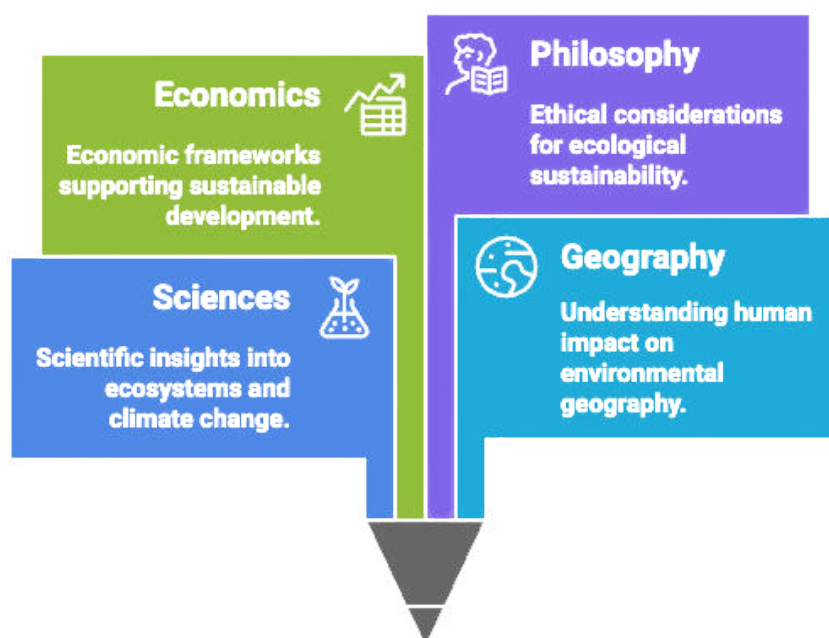


# Sustainable development and education

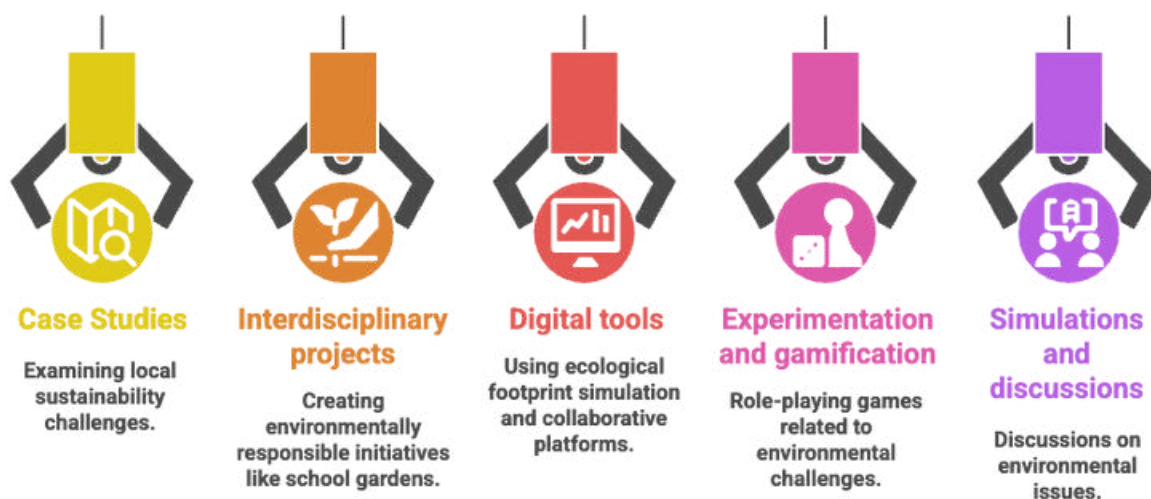
## The GreenComp Handbook : The European Competence Framework for Sustainability

How can these principles be incorporated into the classroom ?

### Pathways to Sustainability



### Educational activities







# Sustainable development and education

## The GreenComp Handbook : The European Competence Framework for Sustainability

How can these principles be incorporated into non-formal education ?

### Environmental Activities



How can these principles be incorporated at home ?

### Embracing Sustainable Living





# Sustainable development and education

## The GreenComp Handbook : The European Competence Framework for Sustainability

### Where can I locate educational resources and tools ?

The GreenComp guide lists various reference sources and educational tools :

- Sustainability Education Platforms : **The Sustainable Development Goals.**
- **Digital instruments** to evaluate environmental impact and enhance awareness among students.
- **Networks of schools** engaged in education for sustainable development.
- **Best practice manuals** provided by educational institutions and non-governmental organizations.

### Why incorporate this guide into environmentally responsible educational practices ?

Integrating GreenComp into education fosters the development of responsible citizens who are equipped to comprehend and engage in actions for a sustainable future.

This framework offers a systematic method for incorporating sustainability into every facet of education, equipping teachers, educators, and families with tangible resources to engage younger generations in ecological matters.



# Eco-friendly practices in the Erasmus+ program

## The ecological transition on the web

The Erasmus Plus Education-Training France Agency has created a page on its website dedicated to the priority **'Ecological transition in the Erasmus+ programme.'**

There you will find a wealth of information and resources to help you integrate this dimension into your projects.



**Also worth noting :** there is a European resource centre on ecological transition called **'Salto Green'.**

Active since 2023, the SALTO Green team develops **tools, resources and training courses**, and runs a network of 54 correspondents across Europe.

In practical terms, **each Erasmus+ agency or European Solidarity Corps has a Green Contact Point (GCP)**, i.e. a person dedicated to the priority of 'environment and combating climate change.'





# Eco-friendly practices in the Erasmus+ program

## The Erasmus Eco-Gesture Charter

The Eco-Action Charter of the Erasmus+ France / Education - Training Agency emphasizes the agency's dedication to eco-responsibility.

The objective is to minimize the environmental footprint of the agency's operations while enhancing workplace comfort for its staff. **This charter encompasses various initiatives, including waste reduction, energy efficiency, the promotion of sustainable transportation, and responsible procurement practices.**

The agency is dedicated to supplying the essential resources for executing these environmentally friendly initiatives, educating and informing its agents about their ecological impact, and assessing the advancements achieved in minimizing its carbon footprint.

Agents are encouraged to embrace eco-friendly practices, including waste sorting, minimizing paper usage, and opting for sustainable modes of transportation.

**In summary, the charter encourages a collaborative approach to environmental responsibility, with the goal of motivating not just the agency's representatives but also its ecosystem and partners.**

**Download the charter**  
**from this location.**



# Eco-friendly practices in the Erasmus+ program

## The EvalUE manual

**The EvalUE Guide** on Sustainable Development aims to assist Erasmus+ project leaders, evaluators, and education stakeholders in incorporating the environmental aspect into their projects.

It emphasizes the increasing significance of sustainable development within the Erasmus+ 2021-2027 programme, aligning with the European Green Deal and the United Nations Sustainable Development Goals.

### What is the significance of this guide in the context of education ?

- It offers a systematic framework for incorporating sustainable development into educational initiatives.
- It assists educators and facilitators in creating eco-friendly projects.
- It motivates organizations to minimize their carbon footprint and advocate for sustainable practices.
- It demonstrates the methods for assessing and quantifying the ecological effects of educational initiatives.

### Topics addressed:

→ Numerous online resources p.34

- **Sustainable mobility** and responsible travel in Erasmus+ projects.
- Incorporating **green skills** into education and training.
- Integrated **approach to sustainable development** in Erasmus+ applications.
- Optimal **strategies for the ecological management** of educational projects.

[Download the EvalUE manual here](#)





# Eco-friendly practices in the Erasmus+ program

## The EvalUE manual

How can these principles be incorporated into the classroom ?

### Interdisciplinary Approaches to Sustainability

1

#### Examining environmental regulations

Focuses on  
qualitative aspects of  
environmental policy.



2

#### Analyzing carbon footprint data

Uses quantitative data to  
assess environmental  
impact.



3

#### Discussing ethical implications of sustainability

Engages in qualitative  
discussions on ethical  
considerations.



4

#### Exploring circular economy innovations

Employs quantitative  
analysis to explore  
economic innovations.



### Classroom Activities



#### Erasmus+ Project

Develop an  
environmentally  
friendly Erasmus+  
project using train  
travel and  
minimizing paper.



#### Carbon Footprint

Assess your carbon  
footprint and  
recommend  
measures to  
minimize it.



#### Energy Transition

Simulate a  
discussion on the  
energy transition in  
Europe.



#### Climate Mural

Develop a climate  
mural or a  
biodiversity  
awareness initiative.



# Eco-friendly practices in the Erasmus+ program

## The EvalUE manual

How can these principles be incorporated into non-formal education ?



## Where can I locate educational resources and tools ?

- **EvalUE Guide on Sustainable Development :**  
<https://www.association-evalue.eu>
- **Erasmus+ and the green transition initiative :** <https://erasmus-plus.ec.europa.eu/fr>
- **Educational materials on climate and biodiversity :**  
<https://climate.ec.europa.eu>
- Toolkit for incorporating sustainable development into education :  
[EPALE - Adult Education Platform](#)
- **Carbon footprint assessment tool for Erasmus+:** <https://erasmus-plus.ec.europa.eu/fr/node/2626>



# Eco-friendly practices in the Erasmus+ program

## Guide to the ecological transition within the Erasmus+ program

**The Erasmus+ Ecological Transition Guide**, released in June 2022, outlines the principles and recommendations for incorporating sustainable development into Erasmus+ projects for the period 2021-2027.

This guide is closely associated with the European Green Deal and seeks to enhance the eco-responsibility of the Erasmus+ programme by promoting sustainable practices among participants and educational institutions.

### **What makes this guide significant for education and awareness ?**

It offers a strategic framework for educators, facilitators, and institutions aiming to incorporate eco-responsibility into their initiatives.

It promotes eco-friendly transportation and provides financial rewards for sustainable travel options such as trains, buses, and carpooling.

It assists educational stakeholders in cultivating engaged citizens by increasing awareness of climate issues and the circular economy.

It fosters green skills by combining training with practical experiences in areas related to ecology.

### **Three primary components of the guide:**

- **Education for sustainable development** : Educating participants on ecological matters and sustainable practices.
- **Eco-responsibility** : Minimizing the environmental impact of Erasmus+ projects through the encouragement of green mobility and sustainable options.
- **The advancement of new skills and professions** : Promote the establishment of training tailored to the fields of ecological transition.



# Eco-friendly practices in the Erasmus+ program

## The Green Erasmus Guide

This guide presents a collection of activities and strategies designed to encourage sustainable behaviors among students participating in Erasmus+ mobility programs.

Its content is organized around three main axes:

- athletics and recreational pursuits
- awareness-raising and advocacy
- sustainable consumption.

### Educators can utilize this guide to :

- **Incorporate environmentally sustainable practices** into global commerce.
- **Promote experiential learning** by organizing workshops focused on biodiversity, recycling, and environmental activism.
- **Promote student involvement** by engaging them in tangible projects aimed at increasing awareness and minimizing their ecological footprint.

### Youth workers and non-formal educators may utilize these resources to :

- **Organize events and workshops** focused on the creation of ecological cosmetics, the repair of items, or campaigns promoting responsible consumption.
- **Promote ecological volunteering** by incorporating initiatives aimed at cleaning natural areas and safeguarding wildlife.

### Families and individuals can find motivation in this guide to :

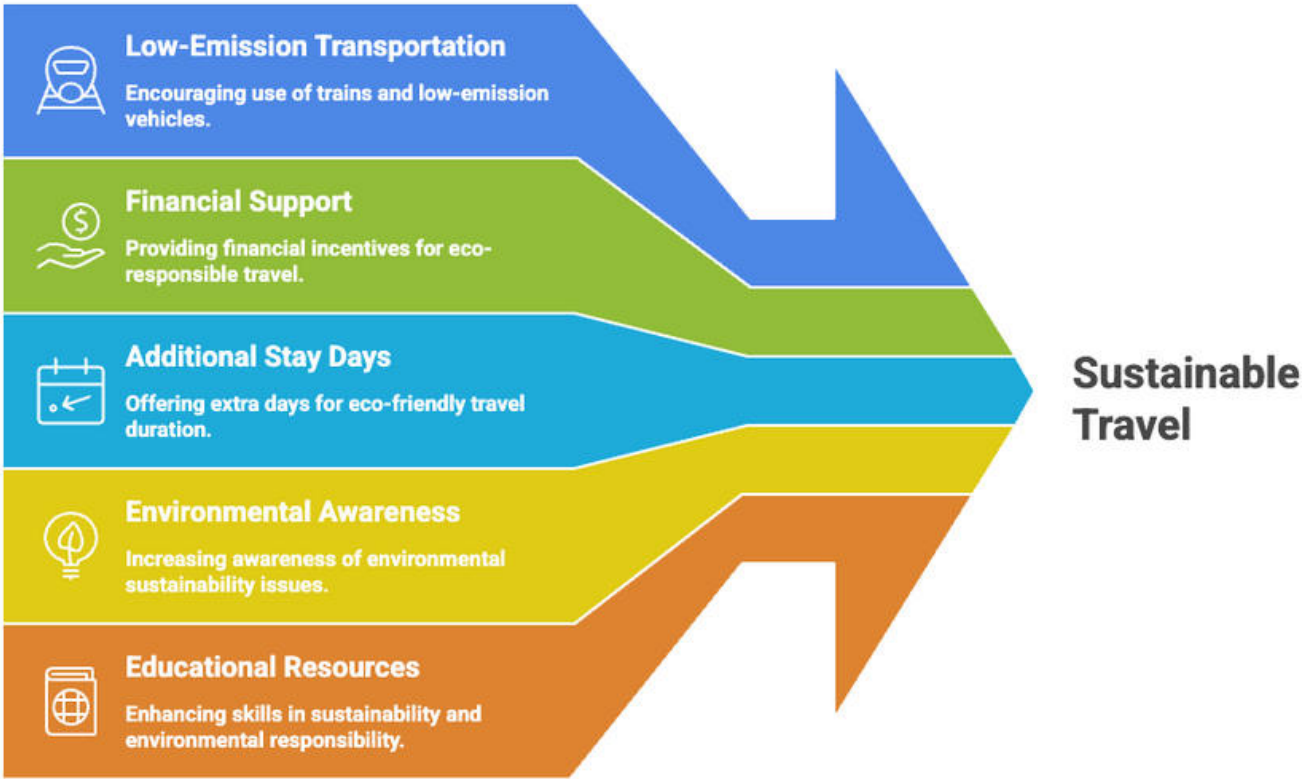
- **Embrace environmentally responsible habits** in everyday life (e.g., buying second-hand items, minimizing waste).
- **Start initiatives** like establishing a vegetable garden or engaging in environmental awareness workshops.



# Eco-friendly practices in the Erasmus+ program

## Creative approaches for eco-friendly transportation

### Pathways to Eco-Friendly Travel







# Eco-responsibility in initiatives and gatherings

## Tkit 13 Sustainability in Youth Work

**The T-Kits series** consists of thematic resource guides designed for youth work, while also being beneficial for individuals engaged in both formal and non-formal education.

The T-Kits are released through a collaboration between the European Commission and the Council of Europe in the area of youth.

To gain further insights, please **visit the website:**

<https://pjp-eu.coe.int/en/web/youth-partnership/t-kits>

### What does youth work entail for sustainability?

#### Youth Engagement Cycle for Sustainability



**Download Tkit 13 from this link.**



# Eco-friendly practices in the Erasmus+ program

## Tkit 13 Sustainability and Youth Work

What does youth work entail for sustainability ?

### Foundations of Sustainable Education



#### Environmental Awareness

Understanding the environment and its importance.

#### Skill Development

Acquiring skills for responsible action.

#### Knowledge

Gaining knowledge about environmental and societal issues.

#### Responsible Attitudes

Encouraging attitudes that promote responsible interactions.

#### Community Engagement

Participating in community initiatives for positive impact.



# Eco-friendly practices in the Erasmus+ program

## Tkit 13 Sustainability and Youth Work

Which activities should be implemented to promote sustainability?



These activities are designed to engage young individuals in a tangible manner, enabling them to comprehend and address sustainability challenges in an interactive and informal environment.



**Example activity :**  
**Calculate your  
ecological footprint  
(p.54)**





# Adopt an eco-friendly approach

## Green Square Training Materials

**The Green Square Training Materials document** is designed to offer educational resources and training tools that enhance awareness and educate young individuals about environmental responsibility. It addresses various facets of environmental education, placing a strong emphasis on interactive and participatory methods that are appropriate for young workers and educators.

### Goals of the guide

- Inspire young individuals to embrace environmentally responsible practices.
- Cultivate abilities in environmental education and sustainable management.
- Offer practical resources for incorporating sustainability into training and educational initiatives.

### Key themes addressed

The document is organized into multiple chapters addressing essential aspects of education for sustainable development :

- **Ecological food** : advocacy for sustainable diets (vegetarian, vegan, local).
- **Waste management** : principles of classification, recycling, and waste awareness.
- **Sustainable practices in the workplace** : minimizing paper usage, enhancing energy efficiency.
- **Outdoor ecology** encompasses the respect for ecosystems, the practice of sustainable camping, and the protection of biodiversity.
- **Methodology and pedagogy** : employing theatre and improvisation as tools for teaching sustainability.



# Adopt an eco-friendly approach

## Green Square Educational Resources

### Examples of suggested activities

The guide provides a range of interactive activities designed to engage young individuals :

#### **"Food Storming": a collaborative examination of responsible consumption.**

**Objective :** To increase participants' awareness of the environmental effects of their food choices and to examine sustainable alternatives.

**Procedure :**

- Group discussion on common foods and their environmental impact.
- Ranking foods based on their effects (e.g., local versus imported, organic versus conventional).
- Creation of a sustainable menu.

#### **A straightforward activity to implement that promotes both reflection and action.**



#### **"From Waste to Wealth": workshops focused on waste management and recycling.**

**Objective :** To assist participants in comprehending methods to reduce and recycle waste.

**Procedure:**

- Identification of prevalent waste types in an educational institution.
- Seeking suggestions for minimizing or repurposing this waste (DIY projects, composting, innovative recycling).
- Presentation of solutions as a mini-project.

#### **An initiative that fosters awareness and promotes practical solutions within an educational environment.**





# Adopt an eco-friendly approach

## Green Square Educational Resources

**"Improv for Eco-Warriors": Utilizing theater to promote awareness of ecological issues.**

**Objective :** Utilize play and improvisation to promote reflection on environmental concerns.

**Procedure :**

- Role-playing: each participant assumes a role (e.g., a contaminated river, a conscientious consumer, an industrialist, etc.).
- Spontaneous discussion on an ecological topic.
- Development of a brief play or sketch focused on an environmentally responsible theme.

**An interactive and enjoyable approach that enhances learning and communication.**



**"Outdoor Museum": creating environments to comprehend the effects of waste on nature.**

**Objective :** To demonstrate the effects of waste on the environment and enhance awareness of biodiversity.

**Procedure:**

- Participants engage in an exploration of a natural environment while gathering waste.
- Classification of waste based on decomposition time.
- Exhibition presentation featuring informative posters.

**An engaging experience that connects education with tangible action.**



# Adopt an eco-friendly approach

## Toolkit for Green Soft Skills

**This guide** is designed to cultivate green soft skills that promote a sustainable and responsible transition. It emphasizes soft skills such as critical thinking, collaboration, resilience, and civic engagement, which are vital for creating a more environmentally conscious future.

The document suggests educational resources and hands-on activities to incorporate these skills into various educational and social environments. It highlights the necessity for a shift in mindset and a collaborative strategy to tackle climate challenges.

Education is essential for cultivating environmental skills.

### **This guide can serve to :**

- **Promote understanding of environmental issues** by utilizing interactive and inclusive methods.
- **To cultivate responsible citizens** who can incorporate eco-friendly practices into their everyday lives.
- **Cultivate transversal skills** that are beneficial for both academic pursuits and the professional realm.

**This guide serves as an essential resource for any educational institution aiming to incorporate environmental awareness into its operations.** It empowers individuals to embrace a proactive mindset when confronting climate and social issues.

**Its adaptable approach allows it to be suitable for all age groups and diverse learning contexts,** including school settings as well as community and family environments.



# Adopt an eco-friendly approach

## Toolkit for Green Soft Skills

### Potential activities in the classroom (school, college, high school)

- **Discussions and debates** on environmental topics (e.g., carbon footprint, renewable energy sources).
- **Role-playing games and simulations** focused on ecological decision-making (e.g. sustainable city council).
- **Class projects** : establishing a vegetable garden, conducting an energy audit of the facility.

### In extracurricular programs (educational institutions, recreational centers)

- **Practical workshops** : creating eco-friendly products (soap, laundry detergent, compost).
- **Litter collection activities and clean-up walks** to promote awareness of waste management.
- **Creation of murals or posters** to encourage responsible behavior.

### In a youth facility, community facility

**Collaborative workshops** focused on responsible consumption (ethical fashion, sustainable food).

**Ecological hackathons** : generating ideas and developing local solutions for the green transition.

**Discussions regarding environmental documentaries in film.**

### For families and dedicated citizens

- Family environmental **challenges** (e.g. decreasing water and plastic usage).
- **DIY workshops** focused on teaching participants how to repair, recycle, and repurpose everyday items.
- **Engagement in community initiatives** : communal gardens, joint composting, civic actions.

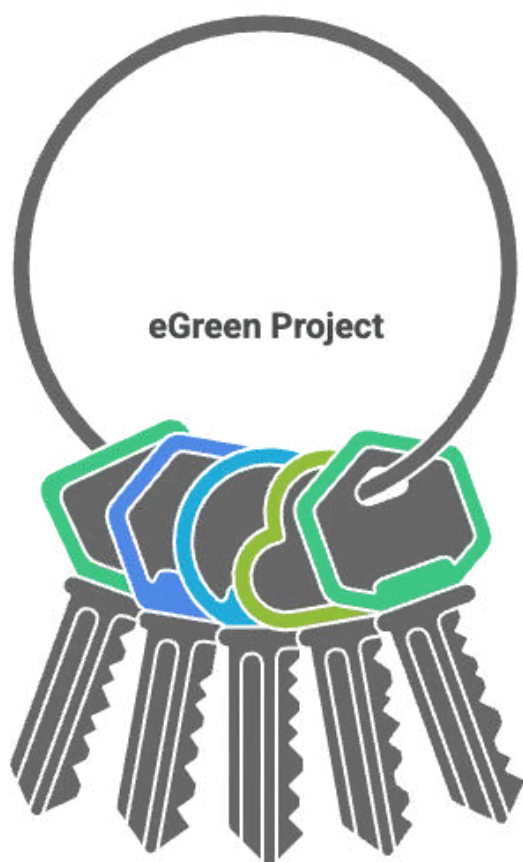


# Adopt an eco-friendly approach

## eGreen Kit for Educating Professionals

**The eGreen initiative** seeks to minimize the ecological footprint of digital activities within the vocational training industry. It targets professionals and learners to encourage a more sustainable digital transformation.

### eGreen Project's Sustainability Pillars



#### Email Management

Reducing carbon footprint through efficient email practices

#### Cloud Storage

Promoting eco-friendly data storage and deletion

#### Video Streaming

Minimising CO<sub>2</sub> emissions by adjusting streaming habits

#### Social Media

Reducing carbon footprint by limiting social media use

#### Device Production

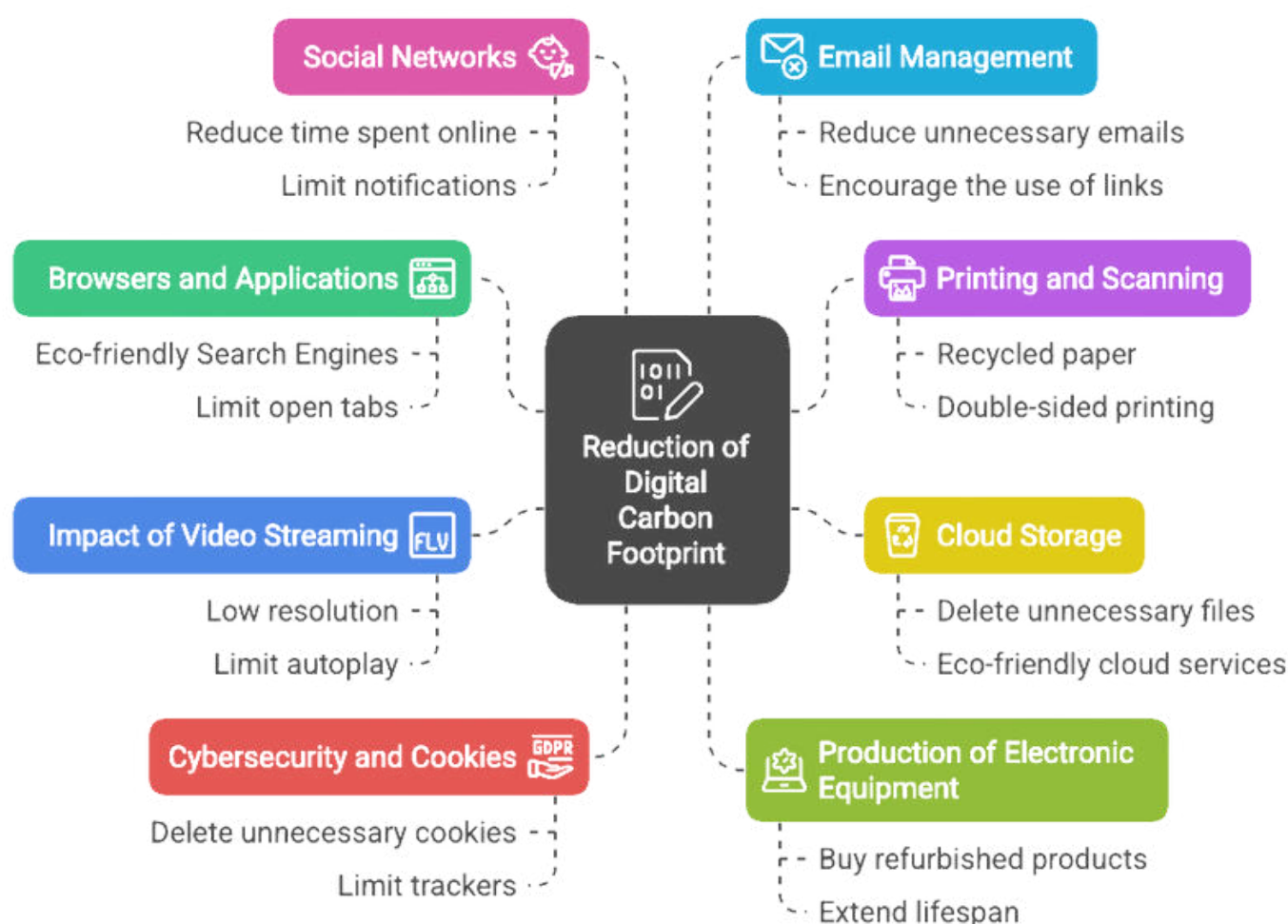
Encouraging sustainable device purchasing and recycling



# Adopt an eco-friendly approach

## eGreen Kit for Educating Professionals

### Reduction of Digital Carbon Footprint



**Download the eGreen kit from this link.**

Implementing straightforward measures can greatly lessen the environmental footprint of digital technology. This kit provides practical solutions for professionals and training organizations to incorporate sustainable digital transformation.





# Adopt an eco-friendly approach

## Guide to environmentally responsible events

This guide provides effective solutions for organizing more sustainable events. It emphasizes strategies to minimize the environmental footprint of events by integrating principles such as responsible resource management, waste minimization, and social inclusion.

This guide is applicable in diverse educational environments to enhance awareness among youth and the general public regarding sustainable practices. It functions as an educational resource to incorporate values of environmental responsibility through tangible and participatory activities.

### Potential classroom activities:

- Case studies examining the environmental effects of events.
- Development of environmentally responsible event projects by students.
- Promoting understanding of carbon footprint and eco-friendly alternatives.

### In extracurricular activities / youth center:

- Organization of eco-citizen events (waste collection, awareness campaigns).
- DIY workshops (crafting decorations using recycled materials).
- Educational games focused on sorting and food waste.

### As a family and for dedicated citizens:

- Planning zero waste family events (birthdays, parties).
- Involvement in community eco-friendly events.
- Adopting sustainable practices at home (minimizing plastics, composting).

[Download the manual](#)



# Adopt an eco-friendly approach

## Guide to environmentally responsible events

### Eco-Responsible Event Areas

#### Venue Selection

Choose a venue that aligns with eco-friendly practices.

#### Digital Communication

Use targeted and digital communication to reduce paper waste.

#### Audience Reach

Aim for a wide audience to maximize the impact of the event.

#### Waste Management

Implement effective waste management strategies to minimize environmental impact.

#### Water Management

Conserve water through efficient usage and responsible disposal.

#### Energy Control

Monitor and reduce energy consumption throughout the event.

#### Noise Reduction

Mitigate noise pollution to protect the surrounding environment.

#### Transport & Accommodation

Provide adapted transport and accommodation options for attendees.

#### Responsible Procurement

Source materials and services responsibly, considering environmental impact.

#### Accessibility

Ensure guaranteed accessibility for all participants.

#### Local Solidarity

Support local businesses and communities through the event.

#### Systematic Evaluation

Evaluate the initiative systematically to improve future events.



# Adopt an eco-friendly approach

## The checklist for achieving eco-responsible company status

From basic actions to altering your status, here are 10 suggestions from <https://www.hellocarbo.com/> to transform into a (more) eco-friendly organization.





# Adopt an eco-friendly approach

## General Framework for the Eco-Design of Digital Services

This reference framework (in french) is a non-binding framework developed by ARCEP, ARCOM and ADEME to reduce the environmental footprint of digital technology.



### Aims



**Extend the lifespan of devices :** by designing services compatible with older devices and systems.



**Reduce attention capture :** by countering energy-intensive and addictive digital practices.



**Optimize resources :** by minimizing data traffic, reducing the load on infrastructures, and promoting efficient hosting.



**Enhance transparency :** by publishing reliable indicators on the environmental footprint of digital services.



### Target cible

**All professionals** involved in the design and management of digital services: project managers, designers, developers, CSR managers, etc.



### Scope

Applies to **all types of digital services** : websites, APIs, SaaS, AI platforms, etc

[Click here to download the framework](#)



# Adopt an eco-friendly approach

## General Framework for the Eco-Design of Digital Services

### Framework Structure



**78 criteria grouped by theme:** strategy, specifications, architecture, UX/UI, content, frontend, backend, hosting, algorithms.

Each criterion is accompanied by:

- a **priority level:** Priority, Recommended, or Moderate
- a **difficulty level** ;
- **practical guides** for their technical implementation.



### Included Tools



**Self-assessment kit** : spreadsheet allowing the calculation of a progress score based on weighted validation of the criteria.



**Eco-design declaration** : public document describing the efforts undertaken to comply with the framework.



**Methodology** : to ensure transparency, a multi-criteria impact analysis is recommended.

**[Click here to download the framework](#)**





## Appendix 1



### The questionnaire on eco-friendly practices in our organizations

This questionnaire was adapted to the profile of each partner organisation (sports club, school and association). It was completed by all European partners. It is structured in three parts:

**Current situation** : Identify the club's current situation.

**Actions implemented** : Details of eco-responsible initiatives.

**Results and prospects** : Impact of actions and areas for improvement.

#### Context and current situation :

1. Has the club already considered eco-responsibility? If so, what are the initial findings?
2. What are the club's main sources of environmental impact (travel, infrastructure, water and energy consumption, waste, etc.)?
3. Are members and volunteers aware of environmental issues?
4. Do you have any partners or labels that support your eco-responsibility approach?





## Appendix 1



### The questionnaire on eco-friendly practices in our organizations

#### Actions implemented

- What concrete initiatives have been put in place to reduce the club's ecological footprint (e.g. waste sorting, plastic reduction, soft mobility, eco-design of equipment) ?
- How does the club manage sporting events to minimise their environmental impact ?
- Have you established partnerships with local stakeholders (associations, local authorities, businesses, etc.) to strengthen your approach ?
- Are incentives or training offered to members and volunteers to encourage them to adopt more sustainable practices ?



#### Results and prospects

- Have you seen any concrete benefits as a result of these actions (waste reduction, energy savings, increased awareness) ?
- What are the main difficulties encountered in implementing this approach ?
- What are your future objectives in terms of environmental responsibility ?
- How does the club measure the impact of its actions and adjust its strategy based on the results



## Appendix 2



### Our detailed eco-friendly approach

#### 1. Inventory of existing resources

The first step was to identify and collect resources that would enable us to adopt an eco-responsible approach to the project.

#### 2. Analysis of partners' practices

Each partner assessed its sustainable development practices using a common questionnaire (see Appendix 1). The results obtained are presented for each organisation on the following pages.

#### 3. Summary of the key elements of an eco-responsible approach

Based on existing guides and standards, we identified the essential aspects to be taken into account.

#### 4. Definition of evaluation criteria

Based on this summary, we selected the key criteria to be included in a common evaluation grid (see Appendix 4). The results are presented in the first part of this guide (page 9).

#### 5. SWOT analysis of eco-responsible practices

In order to gain a strategic overview of the initiatives to be implemented, a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) was carried out. The detailed results are in Appendix 3.

#### 6. Analysis of results and suggestions for improvement

The analysis of the results highlighted strengths and areas for improvement. Recommendations were made to strengthen eco-responsibility in our actions.





## Appendix 3

Practice  
makes  
PROGRESS

### The results of our SWOT analysis

In order to gain a strategic overview of the initiatives implemented, a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) was carried out:

#### Our strengths (Common strengths)

##### Initial commitment and willingness to transform

- The three entities show a clear willingness to integrate eco-responsibility, even if it is at different levels of formalisation.
- Creation of logos, action plans (SPUC), workshops (DEBA), Erasmus+ integration (Sutesti).

##### Concrete actions already undertaken

- Selective sorting, eco-cups, equipment repair, SD workshops, responsible purchasing.

##### Access to resources and networks

- Good use of online resources, specialised partners and European programmes.
- International partnerships (particularly via Erasmus+), sources of inspiration and good practices.
- Adaptability and collaboration
- Organisational flexibility, pooling of efforts, diversity of audiences involved.





## Appendix 3

Practice  
makes  
PROGRESS

### The results of our SWOT analysis

#### Our weaknesses (common weaknesses)

##### Lack of strategic structure

- Eco-responsibility often remains an intention rather than a structured focus.
- Little formalised strategy, lack of indicators and steering.

##### Limited knowledge and awareness

- Little training on sustainable development.
- Members, teachers or subscribers are not always aware or involved.

##### Logistical and material constraints

- Non-owners of premises: little control over infrastructure (sorting, energy).
- Teaching resources sometimes absent or unsuitable (e.g. Romanian language).

##### Lack of continuity

- Projects often driven by key individuals: risk in the event of departures.







## Appendix 3

Practice  
makes  
PROGRESS

### The results of our SWOT analysis

#### Our opportunities (Common favourable factors)

##### Support from European programmes

- Erasmus+, Green Deal, SEMVA: levers for funding, training and dissemination.

##### Mobilisation of a local ecosystem

- Opportunities for cooperation with local authorities, NGOs, schools and other associations.

##### New digital and educational tools

- Use of digital technology for awareness-raising, dissemination and collaborative workshops.

##### Enhanced value and positive image

- Eco-responsible commitment boosts visibility and local or European appeal.

##### Inter-partner synergies

- Shared experiences between partners: a source of efficiency and innovation.





## Appendix 3

Practice  
makes  
PROGRESS

### The results of our SWOT analysis

#### Our threats (common risks)

##### **Uneven mobilisation and resistance to change**

- Difficulty in engaging all members on a long-term basis (members, teachers, families, etc.).

##### **Financial constraints**

- Eco-labelled products and alternative solutions are often more expensive, which is a barrier for organisations with limited budgets.

##### **Lack of long-term institutional support**

- Low level of commitment from local authorities or school management.

##### **Discontinuity of projects**

- Changes in teams or contacts: disruption in momentum.

##### **Inequalities in access (geographical, digital)**

- Rural or disadvantaged areas have fewer resources to implement sustainable initiatives.





## Appendix 3



### SWOT analyses of eco-responsible practices : SPUC Roller

#### STRENGTHS

##### **Adaptability and organisational skills**

The association is actively committed to an eco-responsible approach, making sustainable development a priority in its association project for the next Olympic Games, with the creation of a 'rollergreen' logo and a 'roller green' eco-supporter kit.

##### **Access to resources and expertise**

Information about the club is mainly communicated via social networks such as Facebook and Instagram, as well as on the official website. This digital communication strategy allows all information to be conveyed effectively while reducing the use of paper, thus contributing to a more eco-responsible approach.

##### **First concrete actions already in place**

During events organised by the club, eco-cups are used to limit single-use plastic waste. In addition, particular attention is paid to the maintenance and repair of equipment, with a view to sustainability and extending its lifespan. All team travel is done by carpooling or minibus, which is a more economical, environmentally friendly and social means of transport.





## Appendix 3



### SWOT analyses of eco-responsible practices : SPUC Roller

#### WEAKNESSES

##### **Lack of structure and prioritisation of the issue**

Eco-responsibility is not yet an integral part of practitioners' daily habits and remains an approach that needs to be encouraged and developed within their practices. Becoming a sustainable sports club requires reflection on all aspects of the association's operations. And that is where the great difficulty lies. Indeed, certain aspects such as travel (competitions, training camps) have a negative impact on the environment. Solutions must be found that allow the club to continue operating while taking into account the concept of sustainable development.

##### **Knowledge and awareness still limited**

The lack of specific training or accessible information is a major obstacle to the implementation of effective awareness-raising actions for members.

##### **Logistical and material constraints**

The fact that the association does not own its premises considerably limits its ability to optimise energy consumption. It would be essential for local authorities to provide recycling bins for the facilities where associations carry out their activities. This would be an important step towards raising awareness among participants in the long term and enabling a region to achieve its objectives.





## Appendix 3



### SWOT analyses of eco-responsible practices : SPUC Roller

#### OPPORTUNITIES

##### **Synergies with other European projects**

The recurring theme of eco-responsibility in Erasmus+ programmes makes it possible to capitalise on European projects and draw inspiration from best practices.

##### **Mobilisation of a local ecosystem**

A network of committed local actors can support the association in developing its skills (local authorities, partner associations, etc.).

Opportune moment for strategic reflection

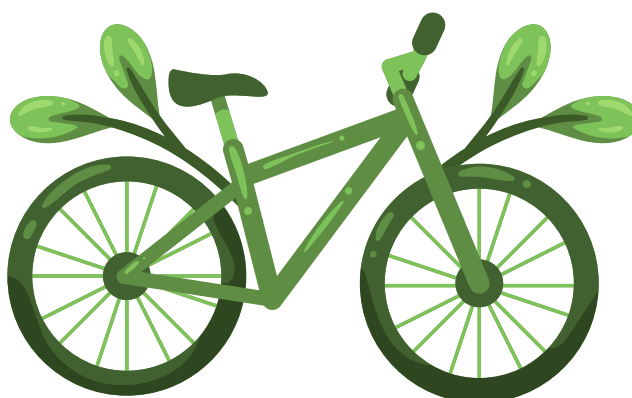
The start of an internal dynamic can serve as a springboard for building a multi-year action plan and anchoring this transformation in the long term.

##### **Access to resources and expertise**

The team knows where to look for best practices, educational tools and useful information: the web, specialised partners or European programmes.

##### **First concrete actions already in place**

Use of eco-cups, repair and maintenance of equipment, association project aimed at applying the French sports Agenda 21 at the level of our club.







## Appendix 3



### SWOT analyses of eco-responsible practices : SPUC Roller

#### THREATS

##### **Lack of interest or collective mobilisation**

Members do not systematically incorporate eco-responsible practices into their habits, often due to a lack of awareness or understanding of the environmental issues related to their activities.

##### **Financial costs of sustainable practices**

The use of eco-labelled products or alternative modes of transport represents a significant financial investment, which can be a barrier to their adoption, particularly for organisations or members with limited resources.





## Appendix 3



### SWOT analyses of eco-responsible practices : Sutesti school

#### STRENGTHS

##### 1. International partnership

- Viewpoints: Partners come from two countries, allowing for a variety of experiences in eco-responsibility.
- Learning: Opportunity to adopt practices that have already been tried and tested in their countries, facilitating green innovation.

##### 2. Institutional framework and shared values

- Alignment with the objectives of Erasmus+ and the EU, which promote sustainability and ecological transition.
- Common commitment to social and environmental objectives, facilitating collective mobilisation.

##### 3. Educational and innovation capacities

- Training and awareness expertise: Allows for the integration of modules or workshops dedicated to eco-responsibility.
- Creativity and educational innovation: Development of resources, digital tools, or participatory methods to disseminate good practices.

##### 4. Dissemination network and impact

- Multiplication: For schools and partner associations, the project reaches a large audience.
- Dissemination: Results can be disseminated on a large scale through Erasmus+ platforms.

##### 5. Collaborative management and adaptability

- Organisational flexibility: Encourages the adaptation of best practices to different local contexts.
- Shared responsibilities: Each partner can play a specific role in the eco-responsible strategy according to their strengths.



## Appendix 3



### SWOT analyses of eco-responsible practices : Sutesti school

#### WEAKNESSES

##### **1. Lack of specific teacher training**

Many teachers have not received in-depth training on sustainable development or environmental education, which limits their ability to integrate these topics into their lessons in a consistent and effective manner.

##### **2. Limited teaching resources in Romanian**

There are few educational materials adapted to the local context, particularly in Romanian, making it difficult to implement eco-responsible projects across the whole school.

##### **3. Weak local institutional support**

School administrators or local authorities may not give sufficient priority or support to environmental initiatives.

##### **4. Budgetary constraints**

Romanian schools often have very tight budgets, which makes it difficult to purchase eco-responsible equipment (recycling bins, etc.) or implement larger-scale projects.

##### **5. Uneven awareness among pupils and families**

Not all pupils and their families have the same level of awareness or commitment to sustainable development, which can lead to resistance or a lack of collective involvement.

##### **6. Lack of continuity**

Staff changes (coordinator, management) can undermine the momentum of the project.

##### **7. Limited time in the school timetable**

Difficulty integrating project activities into an already busy school schedule.



## Appendix 3



### SWOT analyses of eco-responsible practices : Sutesti school

#### OPPORTUNITIES

##### **1. Support from European programmes**

Thanks to the SEMVA project and other European initiatives (such as Erasmus+, the European Green Deal and eTwinning), we have access to funding, training and exchanges of best practices with other committed institutions.

##### **2. Opening up to partnerships**

New collaborations with local NGOs to support our environmental projects through advice, resources or mentoring.

##### **3. Growing awareness among young people**

Pupils are increasingly aware of environmental issues. This awareness provides fertile ground for the adoption of responsible behaviour at school and at home.

##### **4. Use of digital technology to raise awareness**

Digital tools (videos, games, collaborative platforms) enable the widespread dissemination of engaging educational content on sustainable development.

##### **5. Enhancing the school's image**

The school's commitment to an eco-responsible approach improves its reputation and visibility at local, national and European level.

##### **6. Creating a network of green schools**

By working with other SEMVA project partners, we can create a sustainable network for exchange and support around green practices.

##### **7. Access to new educational tools**

Creating and sharing innovative educational resources with European partners.



## Appendix 3



### SWOT analyses of eco-responsible practices : Sutesti school

#### THREATS

##### **1. Lack of long-term institutional support**

Without a lasting commitment from local authorities, environmental efforts may not be sustained.

##### **2. Limited budget and competing priorities**

Schools often have insufficient financial resources, and educational priorities (infrastructure, basic equipment, etc.) can hinder investment in eco-friendly projects.

##### **3. Resistance to change**

Some members of the school community (teachers, parents, administrative staff) may be reluctant to change their habits or get involved in new initiatives.

##### **4. Unequal access to resources between schools**

Schools in rural or disadvantaged areas may find it more difficult to access the tools, partners or funding needed to implement sustainable practices.

##### **5. Frequent staff changes**

Teacher or headteacher turnover can interrupt the continuity of environmental projects, especially if they rely on a small group of motivated individuals.

##### **6. Loss of interest or motivation during the project**

If the visible returns are not concrete or are too slow, some stakeholders may become demotivated.

##### **7. Non-renewal of long-term funding**

As the project is time-limited, it can be difficult to maintain its effects without additional financial support after it ends.





## Appendix 3



### SWOT analyses of eco-responsible practices : Aux couleurs du DEBA

#### STRENGTHS

##### **Adaptability and organisational skills**

- The association demonstrates rigour and relevance in developing realistic action plans, consistent with its socially-focused culture.
- A desire to progress makes it possible to envisage expanding into an environmental strategy.

##### **Access to resources and expertise**

The team knows where to find best practices, educational tools and useful information, particularly through online resources, specialised partners and European programmes.

##### **First concrete actions already in place**

Workshops on sustainable development, selective sorting, eco-responsible purchasing when the budget allows.

#### WEAKNESSES

##### **Lack of structure and prioritisation of the subject**

Eco-responsibility is not yet formalised as a major strategic focus, nor is it integrated into the daily lives of members.

##### **Knowledge and awareness still limited**

The lack of systematic training or regular activities around sustainable development hinders the appropriation of the subject by all members and partners of the consortium.

##### **Logistical and material constraints**

The lack of dedicated premises limits the scope for optimising energy consumption or implementing sustainable resource management.



## Appendix 3



### SWOT analyses of eco-responsible practices : Aux couleurs du DEBA

#### OPPORTUNITIES

**Synergies with other European projects :** The recurring theme of eco-responsibility in Erasmus+ programmes makes it possible to capitalise on European projects and draw inspiration from best practices.

**Mobilisation of a local ecosystem:** A network of committed local actors can support the association in developing its skills (local authorities, partner associations, etc.).

**Opportune moment for strategic reflection :** The start of an internal dynamic can serve as a springboard for building a multi-year action plan and anchoring this transformation in the long term.

**Access to resources and expertise:** The team knows where to look for best practices, educational tools and useful information: the web, specialised partners or European programmes.

**First concrete actions already in place :** Workshops on sustainable development, selective sorting, eco-responsible purchasing.

#### THREATS

**Lack of interest or collective mobilisation :** Some members of the association or European partners do not yet see the issue as a priority, which can slow down the momentum that has been built up.

**Financial costs of sustainable practices :** Eco-labelled products and alternative means of transport represent a significant cost that is difficult to absorb without external support.

**Constraints related to the target audience :** Alternative means of transport do not meet the well-being and accessibility needs of our disabled audiences.



## Appendix 4



### The evaluation grid of our eco-friendly practices in the SEMVA project

GLOBAL STRATEGY	    		YES	NON
		Have you implemented an action plan with criteria and indicators?	<input type="radio"/>	<input type="radio"/>
		Have you implemented an action plan with criteria and indicators?	<input type="radio"/>	<input type="radio"/>
		If so, have you evaluated your action plan?	<input type="radio"/>	<input type="radio"/>
		Do you provide information documents dedicated to eco-responsibility?	<input type="radio"/>	<input type="radio"/>
		Have you implemented an eco-responsible charter in your establishment?	<input type="radio"/>	<input type="radio"/>
		Have you implemented an eco-responsible charter in the project?	<input type="radio"/>	<input type="radio"/>
		Do you communicate publicly about your eco-responsible practices?	<input type="radio"/>	<input type="radio"/>
		Were the children made aware of sustainable development, environmental protection, eco-friendly actions, etc.?	<input type="radio"/>	<input type="radio"/>
		Did the project raise awareness among your audiences, teams and partners about eco-responsible practices?	<input type="radio"/>	<input type="radio"/>
		Do you work with suppliers committed to an eco-responsible approach?	<input type="radio"/>	<input type="radio"/>
		Have accessibility and inclusion been considered in the project?	<input type="radio"/>	<input type="radio"/>
		For your project, have you created specific partnerships dedicated to eco-responsibility?	<input type="radio"/>	<input type="radio"/>





## Appendix 4



### The evaluation grid of our eco-friendly practices in the SEMVA project

WASTE MANAGEMENT AND RECYCLING		
	YES	NO
Is waste sorting implemented in your structure?	<input type="radio"/>	<input type="radio"/>
Do you limit your printing on paper?	<input type="radio"/>	<input type="radio"/>
Do you buy products with little or no packaging?	<input type="radio"/>	<input type="radio"/>
Do you print the sheets double-sided?	<input type="radio"/>	<input type="radio"/>
Do you use printed sheets as draft paper?	<input type="radio"/>	<input type="radio"/>
Do you reuse your used equipment for a purpose other than that originally intended?	<input type="radio"/>	<input type="radio"/>
Do you use reusable equipment (cups, etc.)?	<input type="radio"/>	<input type="radio"/>
Do you dispose of your specific waste in dedicated areas (e.g. computers, printers, printer cartridges, batteries, etc.)?	<input type="radio"/>	<input type="radio"/>
Do you recycle your specific equipment (e.g. office furniture, classroom furniture, used roller skates, etc.)?	<input type="radio"/>	<input type="radio"/>
In your establishment, do you practice waste recycling? (e.g.: compost)	<input type="radio"/>	<input type="radio"/>



## Appendix 4



### The evaluation grid of our eco-friendly practices in the SEMVA project

SUSTAINABLE MOBILITY	
	<p>When traveling abroad, do you prefer alternative transportation (bus, carpooling)?</p> <p>YES <input type="radio"/> NON <input type="radio"/></p>
	<p>For your local travel, do you favor alternative transport (bus, carpooling, bicycle, walking)?</p> <p><input type="radio"/> <input type="radio"/></p>
	<p>Is the vehicle you use for work hybrid or electric?</p> <p><input type="radio"/> <input type="radio"/></p>
<b>FOOD AND RESPONSIBLE CONSUMPTION</b>	<p>Are food purchases organic?</p> <p>YES <input type="radio"/> NON <input type="radio"/></p>
	<p>If so, do you shop for food at a local market or specialty store?</p> <p><input type="radio"/> <input type="radio"/></p>
	<p>Do you care about the geographical origin of food?</p> <p><input type="radio"/> <input type="radio"/></p>
	<p>Do you prioritize seasonal foods?</p> <p><input type="radio"/> <input type="radio"/></p>
	<p>Are your eating habits environmentally friendly?</p> <p><input type="radio"/> <input type="radio"/></p>
	<p>Are you taking action against food waste?</p> <p><input type="radio"/> <input type="radio"/></p>
	<p>Do you use eco-cups?</p> <p><input type="radio"/> <input type="radio"/></p>
<p>Are salty or sweet foods purchased in individual formats (e.g. individual sachets, etc.)?</p> <p><input type="radio"/> <input type="radio"/></p>	





## Appendix 4



### The evaluation grid of our eco-friendly practices in the SEMVA project

RESPONSIBLE PRODUCTION		
	YES	NON
When traveling abroad, do you prefer alternative transportation (bus, carpooling)?	<input type="radio"/>	<input type="radio"/>
For your local travel, do you favor alternative transport (bus, carpooling, bicycle, walking)?	<input type="radio"/>	<input type="radio"/>
Is the vehicle you use for work hybrid or electric?	<input type="radio"/>	<input type="radio"/>

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RESOURCE AND ENERGY MANAGEMENT			
	YES	NON	
	Have you ever used apps to assess your consumption and calculate your carbon footprint?	<input type="radio"/>	<input type="radio"/>
	Have you already implemented actions to offset your carbon footprint?	<input type="radio"/>	<input type="radio"/>
	Do you use renewable energy in your establishment?	<input type="radio"/>	<input type="radio"/>
	In your establishment, have you implemented measures to reduce energy consumption?	<input type="radio"/>	<input type="radio"/>
Have ecological solutions been implemented in the design of interior and/or exterior spaces? (e.g.: carrying out escape games in a green space, using natural or recycled materials for decoration, etc.)	<input type="radio"/>	<input type="radio"/>	



## Appendix 4



### The evaluation grid of our eco-friendly practices in the SEMVA project

	YES	NO
Is the project drive provider hosted in a green data center?	<input type="radio"/>	<input type="radio"/>
Are unnecessary files deleted?	<input type="radio"/>	<input type="radio"/>
Is your search engine eco-friendly?	<input type="radio"/>	<input type="radio"/>
Do you limit the number of open tabs?	<input type="radio"/>	<input type="radio"/>
Are you conducting awareness-raising actions to reduce the digital footprint?	<input type="radio"/>	<input type="radio"/>
Is the project website designed taking into account the digital eco-design framework?	<input type="radio"/>	<input type="radio"/>
Is the project website designed with digital accessibility standards in mind?	<input type="radio"/>	<input type="radio"/>
Are you reducing your email sending to the bare minimum?	<input type="radio"/>	<input type="radio"/>
Are the documents you share sent as attached files?	<input type="radio"/>	<input type="radio"/>
Are the documents you share transmitted via a cloud/drive access link?	<input type="radio"/>	<input type="radio"/>
Are you using an environmentally friendly video conferencing tool?	<input type="radio"/>	<input type="radio"/>
When multiple people participating in a meeting are in the same room, do you use a single connection (one computer, one tablet, one smartphone)?	<input type="radio"/>	<input type="radio"/>
Is the meeting evaluation questionnaire in digital format?	<input type="radio"/>	<input type="radio"/>

RESPONSIBLE DIGITAL TECHNOLOGY





REDUCE



REUSE



RECYCLE



<https://semva.auxcouleursdudeba.eu/>

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Convention Erasmus + No. 2023-2-FR01-KA210-SCH-000177895.

