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# U-GREEN Label Handbook



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## 1. INTRODUCTION

***U-GREEN Label Handbook*** is the second Result (R2) obtained through the ***U-GREEN Project (University cooperation for promoting the GREEN transition and sustainable practices in education and training)*** co-funded by the European Union under the frame of the Erasmus+ Programme, Action Type KA2020-HED-Cooperation partnerships in higher education, in the Round 1 of Call 2021.

### 1.1. U-GREEN Project and Goals

The transition towards a resource-efficient, circular, digitised and climate neutral economy requires a change in peoples' behaviour and new skills to think and act green, starting with Education and Training institutions as catalysts of change. Education and Training institutions, through their leaders, professionals, and experts, have a fundamental role in:

- a) Training and empowering the next generation of EU citizens and workforce.
- b) Generating and transferring knowledge and practices to society in order to solve global problems.
- c) Introducing green and sustainable practices.

More than ensuring that buildings meet today's energy standards, the greening of Education and Training institutions needs skilled teaching and non-teaching staff that cooperate towards embedding green and sustainability practices and that lead by example to enable a change in their local ecosystems.

Even though there are international rankings addressing the sustainability performance of **HEIs (Higher Education Institutions)**, they tend to focus more on infrastructural or quantitative aspects. However, the common vision of the *U-GREEN Consortium* is that the greening of Education and Training institutions is a process that extends beyond the use of resources; it requires a true transformation of teaching and learning and of how institutions operate, are managed and reach out to their local communities.

*U-GREEN Consortium* members have been working towards promoting, in their institutional ecosystem and among local communities, sustainable development, and they are aware that Education and Training Institutions share the same mission and a common need to:





- Reduce the environmental footprint and enhance the greening of institutions from a transversal point of view;
- Promote the adoption of green and sustainability principles and embed such principles in all aspects of HEIs action, including as part of curricula, teaching and learning, and mobility;
- Favour sustainability education and the development of green skills, as well as to build the capacities of staff to become agents of change and master the green transition;
- Empower Education and Training institutions in acting as catalysts and in promoting behavioural change that supports the green transition among students and the wider community;
- Reinforce working networks at EU level, promote the exchange of practices and experiences and test new cooperation models for more inclusive ecosystems;
- Strengthen the role of HEIs (Higher Education Institutions) in generating and transferring the knowledge and skills that will help society to address common problems, such as climate, environmental and sustainability challenges.

Moreover, by reinforcing transnational cooperation, *U-GREEN* will also contribute to:

- Make the vision for the European Education Area by 2025 a reality;
- Work towards achieving the priorities defined in the Council Resolution on a Strategic Framework for European Cooperation in Education and Training towards the European Education Area and beyond (2021-2030);
- Enhance green readiness and digital transformation of Education and Training institutions;
- Introduce new cooperation models with lower environmental impact;
- Increase/update the training offer focused on green skills;
- Favour new approaches for promoting behavioural change in the educational and wider community.

In particular, the **U-GREEN Project** intends to undertake the goals shared in the common mission of the *U-GREEN Consortium* and, moreover, specific objectives of the project are:

- To foster sustainable Education and Training infrastructures by providing easily adoptable standards on topics such as energy efficiency, water consumption, heating and cooling systems, sustainable food, recycling and waste management, digitalization practices, as well as how to engage the community.
- To raise-awareness on how to adopt green and sustainability principles among teaching and non-teaching staff and to increase the number of HEIs professionals that master more green/sustainable alternatives and strategies.
- To embed green and sustainability principles in curricula and to promote the development of green skills among a new generation of committed European citizens.



- To strengthen and implement new cooperation models among Education and Training institutions and to promote the exchange of practices and experiences.

*U-GREEN* will tackle these needs by:

1. Establishing a set of common standards, practices and approaches to support the green transition in in 3 main areas: *Infrastructure & Resources; Administrative Management, Teaching & Learning; Community Engagement and Awareness.*
2. **Defining the U-GREEN Label**, based on 3 progression levels and a labelling process with 2 assessment formats, to understand to what extent green and sustainability practices are embedded in Education and Training institutions.
3. Building the capacities of Education and Training practitioners to master the green transition and implement new practices and methodologies in line with the *U-GREEN* approach.
4. Developing a Virtual Knowledge Hub with Open Educational Resources to promote the European Green Deal and to raise awareness on the topic of environmental sustainability and promote green competences among their institutional ecosystems.

## 1.2. U-GREEN Consortium

A consortium of nine institutions (including 8 Higher Education Institutions- HEIs/Universities) has been created for the development of this project. These are the members of this consortium:

- **Agricultural University of Iceland**  
Focuses on sustainable use of land and animal resources, including traditional agriculture, horticulture and forestry, nature conservation, environmental planning, landscape architecture, planning, restoration sciences and sustainable development.
- **Agricultural University – Plovdiv (Bulgaria)**  
Occupies leading positions in Crop Science, Animal Breeding and Husbandry and Plant Protection in Bulgaria, according to the Rating System of the Higher Education Institutions.
- **Paris Sup’Biotech (France)**  
Trains the best biotechnology engineers in Europe through a multidisciplinary approach that brings together science and engineering, management skills, industrial knowledge of national and international biotechnology markets.
- **Polytechnic of Coimbra (Portugal)**  
IPC is a Higher Education Institution and was founded in 1979. It is composed by 6 colleges, inheriting the tradition and experience which makes it today one of the largest polytechnic schools in the country and one of the top 10 among portuguese HEIs.





- **University College of the Province of Liège (Belgium)**  
Collaborates closely with the educational, social, economic, and cultural environment, providing services to the community and developing partnerships with professional circles.
- **University of Almeria (Spain)**  
UAL has achieved a high specialization in the agri-food sector, being one of the leading Spanish universities in agricultural sciences, biotechnology, engineering, and others linked, as business or law.
- **University of Modena and Reggio Emilia (Italy)**  
Founded in 1175, it is one of the oldest universities in the world with strong links to industry and numerous companies producing agricultural machinery, automated industrial equipment, etc.
- **Warsaw University of Life Sciences (Poland)**  
The oldest agricultural academic school in Poland and one of the firsts in the world. It focuses on sustainable rural development, resource protection, biodiversity, and socio-cultural environment.
- **INCOMA (Spain)**  
It is a training and research centre with extensive know-how and experience in the development and coordination of international cooperation projects mainly funded within the framework of EU programmes, especially in the field of education, training, and research.

### 1.3. Reference to R1: U-GREEN Guidelines for Education and Training Institutions

*U-GREEN Guidelines for Education and Training Institutions* is a document that provides recommendations for incorporating green and sustainability practices that Education and Training institutions can easily follow in order to contribute to achieve EU goals.

*U-GREEN Guidelines for Education and Training Institutions* gathers a total of 98 standards and each of these standards has been defined with baseline information as an approach to its implementation and monitoring. The standards are grouped by areas and topics, allowing each partner institution to determine which ones it considers suitable and feasible for implementation.

Main objectives of *U-GREEN Guidelines for Education and Training Institutions* are:

- To foster the green transition adapted to the context and needs of Education and Training institutions;
- To offer recommendations for incorporating updated green and sustainability practices in line with EU goals and policies in Education and Training institutions;





- To provide tips and guidance towards creating a road map to become a carbon neutral institution.

The *U-GREEN Guidelines for Education and Training* were the first Result (R1) of *U-GREEN Project*, and the document was released in September 2022.

The next step of the *U-GREEN Project* is the definition of the *U-GREEN Label* award process, which will be explained in this handbook. This labeling process has been designed and developed starting, precisely, from the standards collected in these guidelines (R1) and which have been reworked into indicators.

## 2. U-GREEN Label Handbook

***U-GREEN Label Handbook*** is the main Result of the *U-GREEN Project R2*, the second part of the whole project, whose output leader is University of Modena and Reggio Emilia (UNIMORE). UNIMORE coordinated the preparation of this handbook describing the rationale and needs underpinning the *U-GREEN Label*, as well as the methodological framework (result from A2 of R2 – Definition of the U-GREEN Label) adopted and the practical steps towards obtaining the label (including the application form).

The purpose of this handbook is to illustrate the *U-GREEN Label* award process, by describing the methodology based on a set of criteria and indicators applicable to each of the three progression levels (Starter, Advanced and Master) in the 3 main areas and their topics tackled by U-GREEN. In the following sections, the checklist provided for supporting the labelling process, how to fill it in and how to calculate the score necessary to obtain the label will be explained in detail.

The principles of *U-GREEN Label* award process based on the compilation of the *U-GREEN Label Checklist* contained in this guide have been defined by considering information coming from different sources:

- ✓ Elaboration 98 standards gathered and defined in the *U-GREEN Guidelines for Education and Training Institutions* (R1).
- ✓ Analysis of the answer of the Template 2.1 “*Questionnaire: Definition of Green Label*”, sent to all the partners (Consortium members) to collect their opinion.
- ✓ The experience and know-how of Consortium members: discussions between partners during the Liège Meeting and other online meetings.
- ✓ Valorisation of international recognised standard and practices

### 2.1. The U-GREEN Label

The *U-GREEN Label* offers an opportunity for Education and Training institutions that are in the process of updating their practices and developing/introducing sustainability strategies in order to contribute to the goal of achieving a resource-efficient, circular, digitized and climate neutral economy, as well as to answer to the need of empowering





the next generation of EU citizens and workforce and becoming agents of change in their institutional ecosystem and the wider community.

Therefore, building on the U-GREEN common standards, practices, and approaches (as described in the Guidelines for Education and Training institutions – project R1), **main objectives of the U-GREEN Label** are:

- To **offer a common framework** to assess to what extent green and sustainability practices are transversally embedded in Education and Training institutions, at the same time providing easily adoptable recommendation on how to update practices towards achieving greener institutions.
- To **raise awareness** on – and contribute to adopt measures towards reducing – the environmental impact of Education and Training institutions.
- To **support** the process of **introducing/updating green practices** and sustainability strategies in Education and Training institutions.

The U-GREEN labeling process approach, however, extends beyond the use of resources; it requires a true transformation of teaching and learning and how institutions operate, are managed, and reach out to their local communities.

Under the leadership of UNIMORE, Consortium members jointly defined the U-GREEN Label (Activity A2 of project R2), including the principles, methodology and criteria applicable to the three progression levels in the 3 areas and their topic tackled by U-GREEN (Infrastructure & Resources; Administrative management, Teaching & Learning; Community Engagement and Awareness). Moreover, this labeling process is based on 2 assessment formats: self-assessment and peer-auditing.

The 3 progression levels with the respective assessment format of the U-GREEN Label are:

- Starter Level: it requires only a self-assessment format.
- Advanced Level: it requires only a self-assessment format.
- Master Level: it requires a peer-auditing from Consortium members.

While non-Consortium institutions can conduct a self-assessment on their own, the certification will be awarded after an expert (trained under project result 3) from a Consortium institution corroborates the results, assesses compliance with the U-GREEN framework and based on results, awards the label. The label will include a checklist/scorecard supporting the labelling process. Whenever necessary, internal, and external stakeholders will be consulted.

### 2.1.1 Who can apply?

All **Higher Education Institutions (HEIs)** can apply to obtain the U-GREEN Label certification.

Higher Education Institution (HEI) is the term used in Europe to designate organizations providing higher, postsecondary, tertiary and/or third-level education and usually







affording at the end of a course of study, a name degree, diploma, or certificate of higher studies. Universities, colleges, institutes of technology and professional schools that offer courses in disciplines like law, theology, medicine, business, technology, engineering and other sciences, music, and art are all considered higher education institutions. HEIs also includes teacher-training schools and junior colleges. <sup>1</sup>

The *U-GREEN Label* can be assigned to the whole Higher Education Institution or only to a part of it. In this document and in those concerning the U-GREEN Label award process, we refer to these respectively using the following abbreviations:

- **HEI (Higher Education Institution).**
- **PHEI (Part of Higher Education Institution).**

A PHEI is identified, for U-GREEN Label award process, as a Campus or a part of the HEI with well-defined boundaries, which may include several and different faculties, departments, organizations providing higher, postsecondary, tertiary and/or third-level education and which includes spaces, such as green areas, buildings, classrooms, libraries and canteens.

For example, University of Modena and Reggio Emilia (Unimore) is an HEI, while the “Via Araldi” Campus (which includes the Department of Physical, Computer and Mathematical Sciences, the Department of Life Sciences, the Department of Biomedical, Metabolic and Neuroscience Sciences and the Department of Chemical and Geological Sciences) is a PHEI. This Campus of Unimore is located in Modena between “Via Araldi” and “Via Campi” roads, in an area with well-defined boundaries and which contains common green areas, buildings, libraries and canteens shared by students of different degree courses in science and technology of Unimore.

So, HEI or PHEI are the reference options to be included in the label scope.

If an institution (HEI or PHEI) already has a green certification or a sustainability certification (i.e., EMAS, ISO certifications, Eco-label, etc.) that covers label areas (Infrastructure & Resources; Administrative Management, Teaching & Learning; Community Engagement and Awareness), the reference staff member for the *U-GREEN Label* must ask for the opinion of *U-GREEN Consortium* who will evaluate the attribution of the Starter level label (depending on the criteria and qualification needed by the certification itself and their consistency with the *U-GREEN Label* requirements).

<sup>1</sup> Definition of Higher Education Institution:  
<https://www.britannica.com/topic/higher-education>; <https://www.igi-global.com/dictionary/inciting-grassroots-change/13097>





## 2.2. The Checklist

The *U-GREEN Label* can be obtained by compiling a specific *Checklist* form which sets definite points for each answer given (detailed explanation of the scoring system is provided in paragraph 2.3). The *U-GREEN Checklist* is organized following logical steps using specific indicators for different issues. First of all, it is divided into the U-Green 3 main areas: *Infrastructure & Resources*; *Administrative Management, Teaching & Learning*; *Community Engagement and Awareness* and their relative topics.

The division of areas and topics is the same of the *U-GREEN Guidelines for Education and Training*; the areas are indicated with a number (i.e., area 1, 2 and 3), whereas sub-topics are identified by a letter (i.e., A, B, C, etc.)

### 1) *Infrastructure & Resources* area:



- a. Energy efficiency and adoption of new forms of energy
- b. Water consumption and reuse
- c. Heating and cooling systems
- d. Recycling, waste management and single-use consumables
- e. Sustainable food (locally sourced products and offering dietary alternatives with lower environmental impact)
- f. Green travel and mobility (low-emissions means of transport for the main part of the travel, such as bus, train or car-pooling)
- g. Preventing pollution
- h. Green areas and maintaining biodiversity

### 2) *Administrative Management, Teaching & Learning* area:



- a. Digitalisation of Education and Training institutions (paperless administrative procedures)
- b. Embedding green and sustainability principles in HE curricula and developing green skills for new labour market scenarios
- c. Implementing innovative teaching and learning pedagogies (prioritising pedagogies that are relevant for Agro, Green Biotech and Life Sciences, but extending to other areas of knowledge)

### 3) *Community Engagement and Awareness* area:



- a. Engaging the educational community and reaching out to the wider recognition of voluntary and community work in students' academic results).



For each topic the *U-GREEN Label* provides one or more criteria which are, in turn, subdivided into specific indicators. See Figure 1 here below.

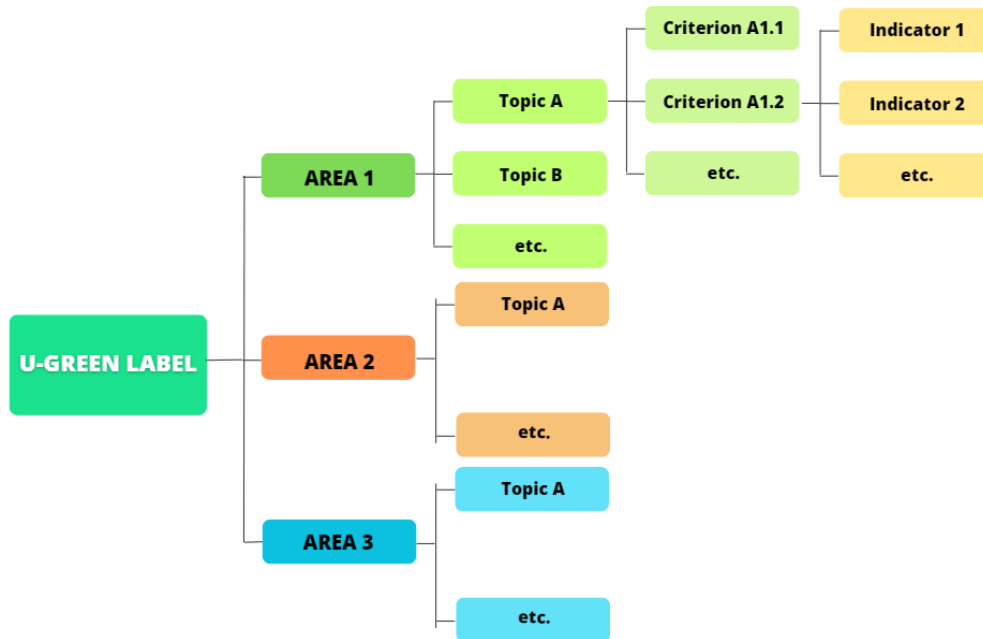


Figure 1: Hierarchical diagram of U-GREEN Label area-topic-criteria-indicator system

For each indicator it is possible to choose between 4 answers and sometimes there is a fifth possibility to obtain the Master Level. The thresholds of the indicators may change over the years to adapt to new trends, they will depend a lot on the individual participants and their responses. Detailed explanation and examples of compilation will be provided in paragraph 2.5.

In the Tables (1,2,3) below are shown all the *U-GREEN Label* criteria with respective indicators, as they are reported in the Checklist form, divided by area and topic.



AREA 1. Infrastructure & Resources	
TOPIC A - Energy efficiency and adoption of new forms of energy	
Criteria	Indicators
A1.1 Energy Plan	<u>Indicator 1</u> : Presence of an HEI or PHEI's Energy Plan (for energy consumption monitoring)
A1.2 Renewable energies (self-produced and/or purchased)	<u>Indicator 1</u> : n°of renewable energy sources on HEI or PHEI. <u>Indicator 2</u> : % of renewable energy production out of total energy usage per year. <u>Indicator 3</u> : % of renewable sources energy purchased out of total energy usage per year.
A1.3 Energy saving systems	<u>Indicator 1</u> : % of lights with energy saving systems in buildings (LED Technology, motion sensors for lights, etc.) out of total lights. <u>Indicator 2</u> : % of buildings with Energy Certificate ( <i>Energy Performance of Buildings Directive 2010/31/EU and the Energy Efficiency Directive 2012/27/EU</i> ) out of total n° of HEI or PHEI buildings.
TOPIC B - Water consumption and reuse	
Criteria	Indicators
B1.1 Water Saving: installation of low consumption taps	<u>Indicator 1</u> : % of low-consumption faucets out of total faucets in the HEI or PHEI buildings.
B1.2 Water recycling	<u>Indicator 1</u> : % of recycled water out of total water used.
B1.3 Permeable surfaces for water absorption	<u>Indicator 1</u> : % of total area of ground surface dedicated for water absorption out of the total HEI or PHEI area.
TOPIC C - Heating and cooling systems	
Criteria	Indicators
C1.1 Smart Heating and cooling systems	<u>Indicator 1</u> : % of buildings with an energy-efficient heating & cooling system compared to the total number of buildings in the HEI or PHEI.
TOPIC D – Recycling, waste management and single-use consumables	
Criteria	Indicators
D1.1 Reduction of waste; plastic free projects	<u>Indicator 1</u> : Presence of Single-use consumable reduction programs in HEI or PHEI. <u>Indicator 2</u> : % of reusable water bottles distributed to students, academic and administrative staff compared to the total number of HEI or PHEI population. <u>Indicator 3</u> : Presence of tap water fountain infrastructures on the HEI or PHEI area.
D1.2 Waste collection on HEI or PHEI area	<u>Indicator 1</u> : What are the HEI or PHEI policies for separate waste collection?
D1.3 Waste recycling	<u>Indicator 1</u> : % of waste sent for recycling, considering the total amount of waste produced on HEI or PHEI area.
TOPIC E - Sustainable food (locally sourced products and offering dietary alternatives with lower environmental impact)	
Criteria	Indicators
E1.1 Sustainable canteens on all HEI or PHEI	<u>Indicator 1</u> : Availability of vegetarian and vegan alternatives in HEI or PHEI's canteens.



		<p><u>Indicator 2</u>: Promotion of local and seasonal food with less environmental impact.</p> <p><u>Indicator 3</u>: Communication campaign about sustainable and healthy food available on HEI or PHEI.</p>
<b>TOPIC F - Green travel and mobility (low-emissions means of transport for the main part of the travel, such as bus, train or car-pooling)</b>		
	<b>Criteria</b>	<b>Indicators</b>
F1.1	Promotion of public transport and soft mobility	<u>Indicator 1</u> : Presence of programs for the promotion of sustainable mobility.
F1.2	Institution Mobility Plan	<u>Indicator 1</u> : Presence of a HEI or PHEI's Mobility Plan.
F1.3	Electric Mobility	<u>Indicator 1</u> : What are the Electric Mobility promotion policies on HEI or PHEI?
<b>TOPIC G - Preventing pollution</b>		
	<b>Criteria</b>	<b>Indicators</b>
G1.1	Computation of "Carbon Footprint"	<u>Indicator 1</u> : Value of "Carbon Footprint" of the HEI or PHEI expressed in User-base CO <sub>2</sub> equivalent [CO <sub>2</sub> /person]
<b>TOPIC H - Green areas and maintaining biodiversity</b>		
	<b>Criteria</b>	<b>Indicators</b>
H1.1	Green areas on HEI or PHEI (gardens)	<u>Indicator 1</u> : Square meters of the HEI or PHEI (mq) dedicated to green areas compared to total HEI or PHEI area [%area]
H1.2	Green spaces suitable for biodiversity conservation	<u>Indicator 1</u> : Area (mq) dedicated to green spaces for biodiversity conservation compared to total HEI or PHEI green area [% area]

Table 1: Area 1. Criteria and indicators

<b>AREA 2. Administrative Management, Teaching &amp; Learning</b>		
<b>TOPIC A - Digitalisation of Education and Training Institutions (paperless administrative procedures)</b>		
	<b>Criteria</b>	<b>Indicators</b>
A2.1	Digitalization of HEI or PHEI administrative procedures (paper free institution)	<u>Indicator 1</u> : % of online administrative procedures provided by HEI or PHEI's offices.
A2.2	Digital Library resources, digital teaching materials	<u>Indicator 1</u> : Availability of online library resources.
A2.3	Implementation of environmental regulations	<u>Indicator 1</u> : Is there any external green certification?
<b>TOPIC B - Embedding green and sustainability principles in HE curricula and developing green skills for new labor market scenarios</b>		
	<b>Criteria</b>	<b>Indicators</b>
B2.1.	Include Green and sustainability (SDGs) principles in curriculum and extracurricular activities	<p><u>Indicator 1</u>: Number of teaching programmes delivered by the HEI or PHEI including sustainability aspects compared to total number of teaching programmes (%).</p> <p><u>Indicator 2</u>: Sustainability skills delivered for all students (interdisciplinary lectures).</p>



<b>B2.2</b>	<b>Promote the production of monographs and theses around sustainability, bioeconomy and circularity</b>	<b>Indicator 1:</b> Number of monographs and/or theses around sustainability compared to total number of monographs and theses drafted (%).
<b>TOPIC C - Implementing innovative teaching and learning pedagogies (prioritising pedagogies that are relevant for Agro, Green Biotech and Life Sciences, but extending to other areas of knowledge)</b>		
	<b>Criteria</b>	<b>Indicators</b>
<b>C2.1</b>	<b>Adopt and promote innovative digital teaching practice</b>	<b>Indicator 1:</b> Number of innovative digital teaching techniques implemented by the HEI or PHEI.
<b>C2.2</b>	<b>Webinar courses on sustainability for the internal (students and workers) and external community through digital tools</b>	<b>Indicator 1:</b> Number of webinars on sustainability delivered per year.

Table 2: Area 2. Criteria and indicators

AREA 3. Community Engagement and Awareness	
TOPIC A. Engaging the educational community and reaching out to the wider community for promoting behavioural change (promotion and recognition of voluntary and community work in students' academic results)	
Criteria	Indicators
<b>A3.1</b> Projects and programs related to sustainability organised by the HEI or PHEI involving students.	<b>Indicator 1:</b> Number of programs or initiatives related to sustainability involving teaching staff and students. <b>Indicator 2:</b> Number of students involved in programs compared to total students (%).
<b>A3.2</b> Environmental Education through digital materials	<b>Indicator 1:</b> Presence of HEI or PHEI-run sustainability website and/or social network profiles (i.e., Instagram, You Tube, Twitter, TikTok, etc...).
<b>A3.3</b> Sustainability Awareness Events organised by the HEI or PHEI.	<b>Indicator 1:</b> Number of sustainability awareness events organised (also online events) in reference period (e.g., conferences, workshops, practical trainings, etc.).

Table 3: Area 3. Criteria and indicators

### 2.3. Score system and level definition

The *U-GREEN Label* is awarded on the basis of the score achieved by the HEI or PHEI after answering the *U-GREEN Label Checklist*. Figure 2 below shows how many points could be reached for the 3 main areas and how to compute score for each indicator.

For every indicator, the compiling HEI or PHEI could choose between 4 different options. A Maximum Score is assigned for each indicator that could be equal to 20, 30 or 40 points. To compute the reached score for the indicator, the compiling HEI or PHEI, should multiply the maximum point per a coefficient that is different for each option. These coefficients are equal to 0.05 for Option 1, 0.35 for Option 2, 0.65 for Option 3 and 1 for Option 4.

In this way it is possible to obtain a maximum score of 650 points for Area 1, 250 points for Area 2 and 100 points for Area 3. So, the total score of the *U-GREEN Label* award process is 1000 points.



The “Master Level Bonus” option gives to the compiler 1 Star (★) and not additional points. It corresponds to the fifth option, available only for some indicators. These Stars are used only to reach the “Master Level” of the *U-GREEN Label* award process.

N.B.: If your answer falls within a range between two integers, please round the value to the nearest integer. For example: 2.01 - 2.49 = 2; 2.50 - 2.99 = 3.

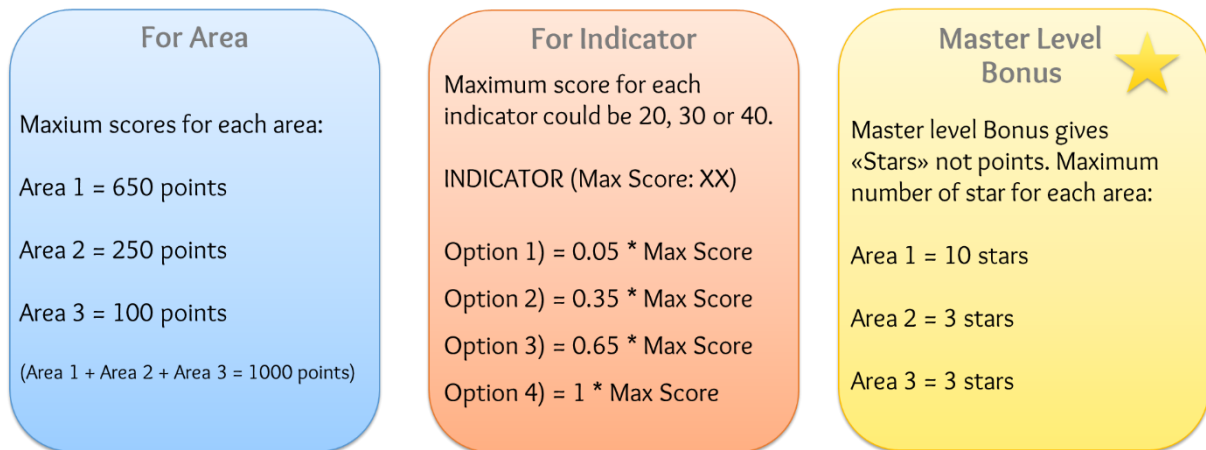


Figure 2: U-GREEN Label score system

The U-GREEN Label can be awarded by HEI or PHEI at 3 different progression levels, as mentioned in the paragraphs above.

- **Starter Level:** it is the lower level of the U-GREEN label, for which the minimum required score is equal to 55% of the maximum obtainable points (≥ 550 points). Obtaining the Starter U-GREEN Label means that the HEI or PHEI who apply has already undertaken basic green and sustainable actions.
- **Advanced Level:** it is the intermediate level of the U-GREEN label, for which the minimum required score is equal to 70% of the maximum obtainable points (≥ 700 points).
- **Master Level:** it is the higher level reachable of the U-GREEN label, for which the minimum required score is equal to 85% of the maximum obtainable points (≥ 850 points) and, moreover, the HEI or PHEI who apply for this level must collect at least five Stars (★★★★★) corresponding to the already mentioned “Master Level Bonus” options.





The score system by progression level just described is presented in the Figure 3 below.

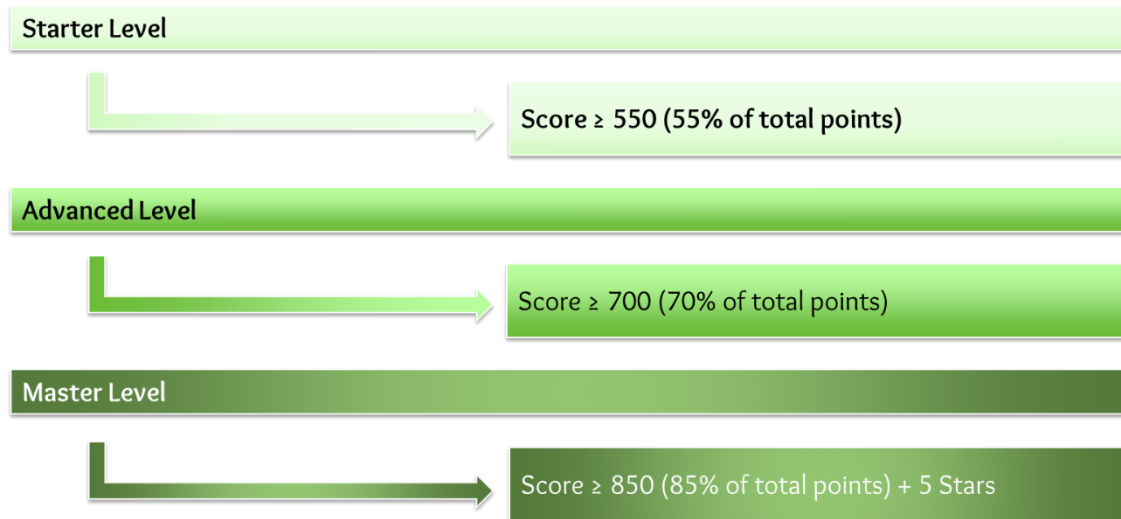


Figure 3: Scheme of U-GREEN Label progression levels with minimum required score

## 2.4. Evidence

Evidence is a pdf document which should collect for example, graphs, pictures, calculation tables, reports, website links with the aim to demonstrate that the HEI or PHEI satisfies the requirements of the *U-GREEN Label* selected by answering to the checklist form.

In order to provide the evidence in a clear and complete way to demonstrate the answers chosen and the scores obtained, the *U-GREEN Label* award process requires 3 pdf files, one for each area.

Evidence should be 3 PDF file, one for each area, that includes graphs, document, pictures, website or link that demonstrate the chosen option. The “size” of each pdf file should be no more than 10 MB for each area evidence file.

Evidence templates (for example, “Area1 Evidence\_Unimore.pdf”, and so on for other areas) could be downloaded from U-GREEN website (<http://www2.ual.es/u-green/>).

Evidences may be randomly requested in the self-assessment awarding process for starter and advanced level, for at least 50% of indicators. In the master level awarding process with a peer-auditing, three evidence documents for each area and indicator must be provided.

An example of templates for the reporting of the evidence is presented below (Figures 4, 5, 6).





EVIDENCE - AREA 1. INFRASTRUCTURES & RESOURCES

**Topic A. Energy efficiency and adoption of new forms of energy**

A1.1 Energy Plan

**Indicator 1: Has the HEI or PHEI an Energy Plan (for monitoring of energy consumption)? Please choose one of the following options.**

Description: .....

Website link: .....

And/or

Picture: .....

And/or

Reports: .....

And/or

Graphs: .....

And/or

Tables: .....

A1.2 Renewable energies (self-produced and/or purchased)

**Indicator 1: Please indicate the number of renewable energy sources on HEI or PHEI.**

Description: .....

Website link: .....

And/or

Picture: .....

And/or

Reports: .....

And/or

Graphs: .....

And/or

Tables: .....

..... And so on for other indicators.....

Figure 4: Example of Area 1 evidence template PDF file





Evidence - AREA 2. ADMINISTRATIVE MANAGEMENT, TEACHING & LEARNING  
**Topic A. Digitalisation of Education and Training institutions (paperless administrative procedures)**

**A2.1 Digitalization of HEI or PHEI administrative procedures (paper free institution)**  
**Indicator 1: Please indicate the percentage (%) of online administrative procedures provided by your HEI or PHEI offices.**

Description: .....

Website link: .....

And/or

Picture: .....

And/or

Reports: .....

And/or

Graphs: .....

And/or

Tables: .....

..... And so on for other indicators.....

Figure 5: Example of Area 2 evidence template PDF file

Evidence: AREA 3. COMMUNITY ENGAGEMENT AND AWARENESS  
**Topic A. Engaging the educational community and reaching out to the wider community for promoting behavioural change.**

**A3.1 Projects and programs related to sustainability organised by the HEI or PHEI involving students.**

**Indicator 1: Number of programs or initiatives related to sustainability involving teaching staff and students. Please choose one of the following options.**

Description: .....

Website link: .....

And/or

Picture: .....

And/or

Reports: .....

And/or

Graphs: .....

And/or

Tables: .....

..... And so on for other indicators.....

Figure 6: Example of Area 3 evidence template PDF file





## 2.5. The checklist- how to compile? Useful examples.

The HEI or PHEI who apply must complete the Checklist entirely by choosing one option for each indicator. As mentioned in paragraph 2.1, the checklist is divided into the three main areas already identified in the *U-GREEN guidelines for Education and Training*. In addition, there is a new area called "Area 0 – General information" which does not provide a score but only collects some information on the HEI or PHEI. So, the Checklist compilation form is provided at chapter 3 of this handbook and includes these parts:

- ✓ Area 0: General information
- ✓ Area 1: Infrastructure & Resources
- ✓ Area 2: Administrative Management, Teaching & Learning
- ✓ Area 3: Community Engagement and Awareness

The HEI or PHEI could apply to Starter Level or Advanced Level by compiling the *U-GREEN Checklist* form and calculating their own score, by a self-assessment. The consortium will check the answers and the evidence for the first two levels and will assign the *U-GREEN Label*.

For Master Level, HEI or PHEI should compile the Checklist form and count the "Master Level Bonus" stars (★) collected. Then there will be the peer-auditing procedure by the consortium to assign the label.



The first part of the Checklist form is the one dedicated to the General information of the HEI or PHEI who apply for *U-GREEN Label*. In this section, as shown in the following example (Figure 7), the compiler should provide the information requested by answering to open-ended question as indicated in the form.

**AREA 0 - General Information**

General information will provide basic information about the Institution's setting.

**NAME OF THE HEI OR PHEI FOR THE U-GREEN LABEL APPLICATION**  
*[Please provide the name of the "Higher Education Institution" (HEI) or the "Part of HEI" (PHEI) included under the U-GREEN Label; it can be the whole Campus (i.e., HEI), different Campus and/or specific Departments of the HEI (i.e., PHEI). If the Label is requested for a PHEI, please write the name of the reference HEI]*

\_\_\_\_\_

\_\_\_\_\_

1. HEI or PHEI description.

a. **Institution type:** \_\_\_\_\_

b. **Country:** \_\_\_\_\_

c. **City:** \_\_\_\_\_

d. **Please provide a short description (500 – 1000 words) of your institution.**  
 Answer \_\_\_\_\_

2. HEI or PHEI website. *Please provide the link to the website.*

a. Answer \_\_\_\_\_

Figure 7: Example of Area 0 - General Information Checklist template

The checklist is organized as shown in the example below (Figure 8): the areas, topics, criteria, and indicators are presented in a hierarchical order. For each indicator a "Short Description (SD)" is provided. Then the four answer options, and the presence of the "Master Level Bonus" are reported. In this User-Guide, paragraph 3 reports the complete checklist with all the indicator descriptions. An "Application form" (Excel File) is available on U-Green website (<http://www2.ual.es/u-green/>) for the compilation of the checklist and the computation of scores.





## AREA 1. INFRASTRUCTURES & RESOURCES

### Topic A. Energy efficiency and adoption of new forms of energy

#### A1.1 Energy Plan

**Indicator 1: Has the HEI or PHEI an Energy Plan (for monitoring of energy consumption)?  
Please choose one of the following options.**

*Short Description (SD): An Energy Plan mainly consists in elaborating an energy consumption inventory and in collecting and updating available information on building envelopes and existing energy systems.*

[Max points:20]

- (1) Not available
- (2) In preparation
- (3) Available, but not publicly accessible or occasionally reviewed.
- (4) Available, published and revised periodically (annually or more)

#### A1.2 Renewable energies (self-produced and/or purchased)

**Indicator 1: Please indicate the number of renewable energy sources on HEI or PHEI.**

*Short Description (SD): For example, installed power of solar systems, wind energy systems, geothermal energy systems, etc.*

[Max points:30]

- (1) None
- (2) Not now but in process
- (3) At least 1 renewable source
- (4) 2 or more renewable sources

MASTER LEVEL BONUS (1 star): The university intends to embark on the path of becoming a Renewable Energy Community (REC or CER).

Figure 8: Example of Area 1 Checklist template

The compiler should answer the issues by placing a cross (X) in the “U-GREEN Label Application Form” Excel file in the cell (highlighted in yellow) next to the chosen option, like in the following example (Figure 9). Only one response per indicator, chosen from the 4 options, is acceptable. It is mandatory to answer all the questions and for each indicator to choose one of the 4 options. The Master Level Bonus is present only in some cases and must be added, if satisfied, to the previous choice, which should be the fourth option.

N.B.: If your answer falls within a range between two integers, please round the value to the nearest integer. For example: 2.01 - 2.49 = 2; 2.50 - 2.99 = 3.



# U-GREEN Label Handbook



AREA 1 - INFRASTRUCTURES & RESOURCES											
Total score		55		Score and stars are automatically computed							
Number of Master Level Stars		1									
The cells highlighted in yellow are the ones in which to insert the answers (X)											
only one response per indicator, chosen from the 4 options, is acceptable											
For Master level Bonus use an [X] in the yellow cell											
TOPIC	N°	CRITERIA/REQUIREMENTS		INDICATOR		Short Description					
A. Energy efficiency and adoption of new forms of energy	A1.1	Energy Plan		Has the HEI or PHEI an Energy Plan (for monitoring of energy consumption)? Please choose one of the following options.		An Energy Plan mainly consists in elaborating an energy consumption inventory and in collecting and updating available information on building envelopes and existing energy systems. Every "green" institution should draft this paper in order to monitor its consumptions, to identify possible critical issues and to define and plan short, medium and long term actions with the aim of increasing the energy efficiency of the structures and reducing CO2 emissions related to energy consumption.					
	A1.2	Renewable energies (self produced and/or purchased)		Please indicate the number of renewable energy sources on HEI or PHEI.		For example, installed power of solar systems, wind energy systems, geothermal energy systems, etc.					
				Please indicate the percentage (%) of renewable energy production [kWh] out of total energy usage per year.		The HEI or PHEI purchases an amount of renewable energy from Renewable Energy Certificate System (R.E.C.S.) or the Guarantee of Origin (GO) producers through certified green energy contracts (like GSE certifications).					
A1.3	Energy saving systems.		Please indicate the percentage (%) of lights with energy saving systems in buildings (LED Technology, motion sensors for lights, etc.) out of total lights.		This standard focuses on the implementation of Energy Efficiency in Buildings (LED Technology, motion sensors for lights)						
		Please indicate the % of buildings with Energy Certificate compared to the total number of buildings in the HEI or PHEI to be included in the label scope.		This standard focuses on the energy performance of HEI or PHEI buildings. Building energy performance class (EU Label). This performance could for example be certified based on EU's legislative framework that includes the Energy Performance of Buildings Directive 2010/31/EU and the Energy Efficiency Directive 2012/27/EU.							
Max Points	Option 1	Option2		Option3		Option4		MASTER LEVEL BONUS ★			
20	Not available		In preparation		Available, but not publicly accessible or occasionally reviewed	X	Available, published and revised periodically (annually or more)				
30	None		Not now but in process	X	At least 1 renewable source		2 or more renewable sources		The HEI or PHEI's organization intends to embark on the path of becoming a Renewable Energy Community (REC or CER).		

Figure 9: Example of U-GREEN Application form and compiling way





The Excel File will automatically provide the score for each indicator, for each area and the total score obtained for the U-GREEN Label and will give the result comment like shown in the figure (Figure 10) below.

SCORE COMPUTATION			
0,05	0,35	0,65	1
Option 1	Option 2	Option 3	Option 4
0	0	13	0
0	10,5	0	0
1,5	0	0	0

<b>U-GREEN Label score:</b>	<b>55</b>	<i>Total score (area1+area2+area3)</i>
	<b>1</b>	<i>Mastel Level Stars (area1+area2+area3 bonus)</i>
<b>U-GREEN Label Result:</b>	You can NOT apply for the STARTER LEVEL	
	You can NOT apply for the ADVANCED LEVEL	
	You can NOT apply for the MASTER LEVEL	

Figure 10: Example of the automatic score computation system and result of U-GREEN Label award process



The indicators in the checklist are the result of the reworking, correction and extension of the standards identified by the *U-Green Guidelines for Education and Training Institution (R1)*. Therefore, for examples of implementation of the standards and for ideas on the various topics and on which actions to take, it is necessary to refer to this document which presents the 98 standards declined with detailed description, timing, required costs, etc. In the following Tables (4 and 5) there are the standards from which the criteria and indicator of the previous example derive.

1.1.3. Installation of renewable sources of energy	
<b>Short description</b>	Renewable energy should be the main source of energy for the university. So, green energy solutions should be installed on all buildings on the university campus. For example, installing solar panels, you can generate your own renewable energy. The same goal could also be reached by being connected to a wind energy farm.
<b>Prerequisites</b>	In case of solar panels, they need a lot of space, so it has to be taken into consideration if there is enough space on the roofs that are facing the sun. Maybe special permission must be applied for in advance when installing solar panels. Other prerequisites here refer to practical aspects regarding how the university could be connected to a renewable energy source.
<b>Involved groups</b>	Financial & Administrative staff, energy companies, Building & support staff, Executive management
<b>Time needed for implementation</b>	6 – 36 months
<b>Costs</b>	Price of materials and technology Installation cost Administrative cost Cost of energy
<b>Resources Needed</b>	Human resources Material resources
<b>Indicators</b>	% of energy generated through renewable sources out of total energy CO2 emissions from energy sources in comparison to a baseline year Number of buildings connected to a renewable energy source out of total buildings

Table 4: Standard from which Criterion 1.2 and its indicator derive.





1.1.4. Drafting of the University Energy Plan: (for monitoring of thermal and electrical consumption)	
<b>Short description</b>	<ul style="list-style-type: none"> <li>- Collect and update available information on building envelope and existing energy systems</li> <li>- Inventory of annual energy consumption</li> <li>- Monitoring of thermal and electrical consumption,</li> <li>- Identifying possible critical issues</li> <li>- Define and plan short, medium and long-term actions to reduce energy consumption</li> </ul>
<b>Prerequisites</b>	Previous energy data collection
<b>Involved groups</b>	Academic staff, Administrative staff
<b>Time needed for implementation</b>	1 year
<b>Costs</b>	Human resources costs related to data collection and plan drafting
<b>Resources Needed</b>	Staff Materials
<b>Indicators</b>	Yearly release of the Energy Plan: yes-no

Table 5: Standard from which Criterion 1.1 and its indicator derive.

## 2.6. U-GREEN Label – how to apply?

The U-GREEN Label Application Form (excel file) is uploaded in the U-GREEN Project website: <http://www2.ual.es/u-green/> where all the documents for application and, also, this user guide are provided and available for the download.



Figure 11: Homepage of U-GREEN Project Website





Once HEI or PHEI has completed the Checklist and calculated the scores using the application form, this file together with evidence should be uploaded in the U-Green website (at the same link reported above) into a specific section.

At this stage the HEI or PHEI compiler should indicate the level of the U-GREEN Label required: Starter, Advanced or Master.

The Consortium will examine the files directly in the case of Starter or Advanced Level and may request integrations if not all the evidence is exhaustive.

In the case of an application for the Master level, the Consortium will contact the HEI or PHEI to plan the peer-auditing process.

## 2.7. U-GREEN Label – Awarding process Flowchart

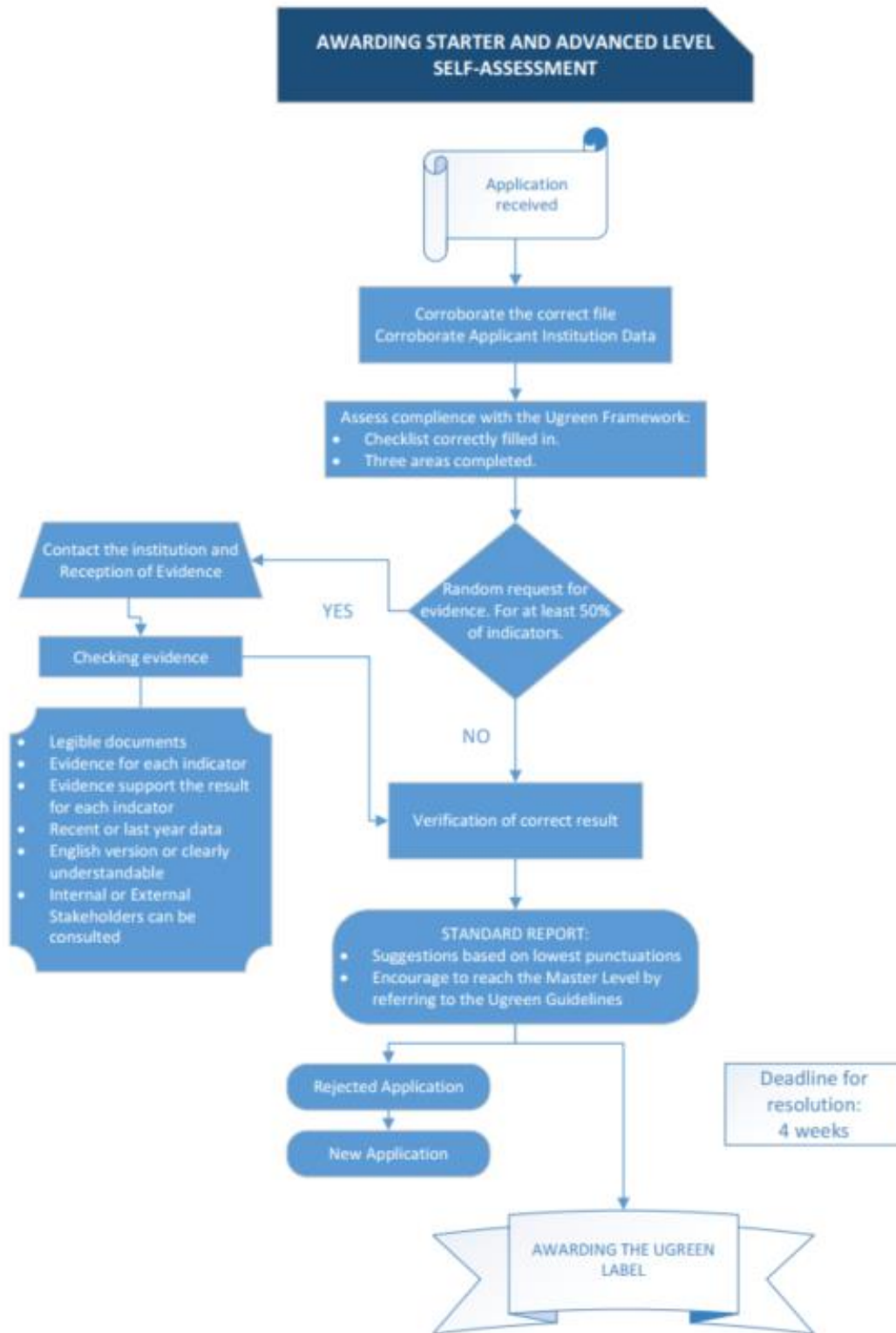
In this section of U-GREEN Label Handbook, a focus on different awarding process for the U-GREEN Label is presented with two flowcharts:

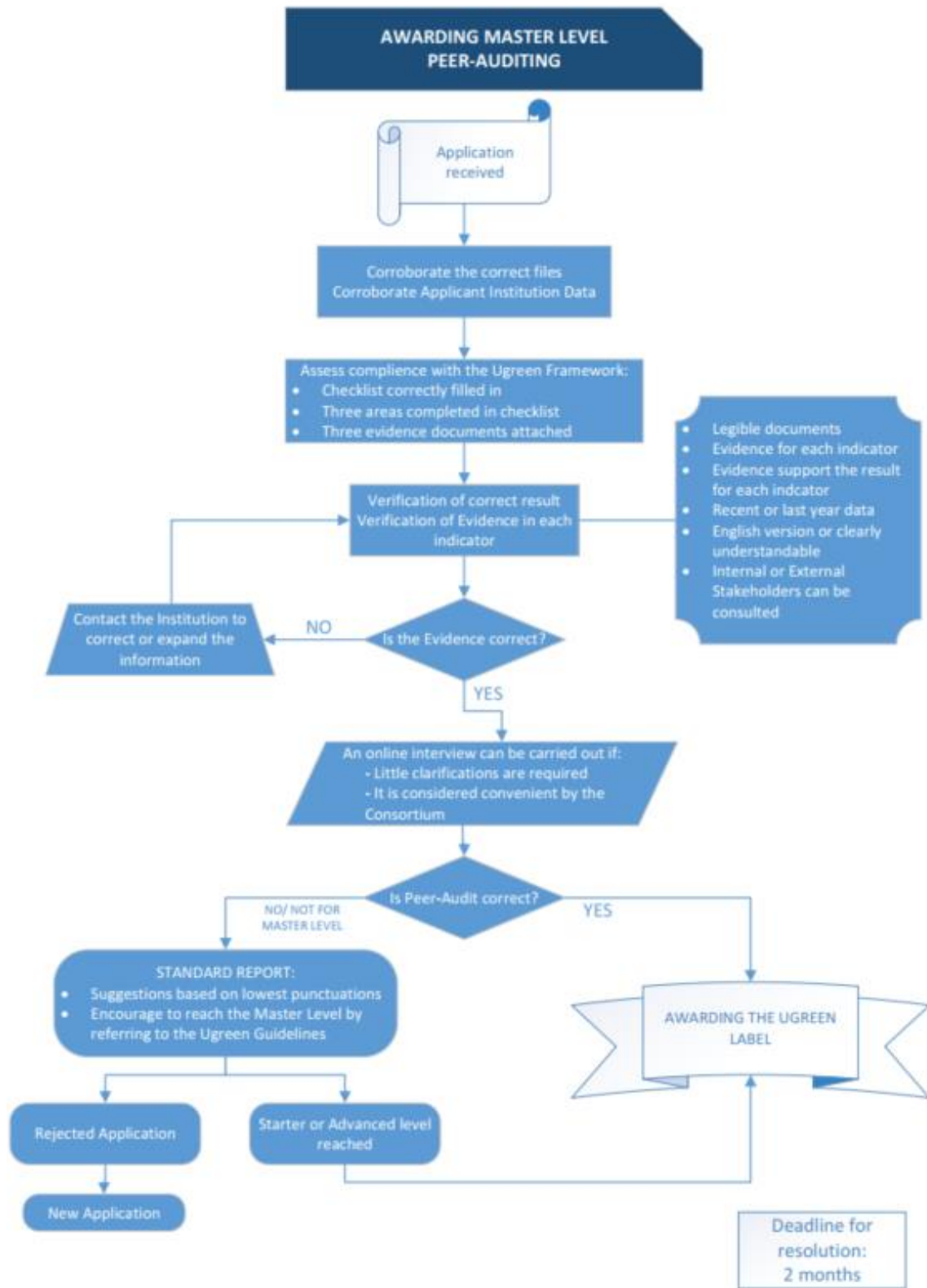
- Flowchart for Starter and Advanced Level – self-assessment;
- Flowchart for Master Level – peer-auditing.

For standard and advanced level evidences are not compulsory, but are randomly requested. The Consortium will provide a final report with suggestions based on lowest punctuations, an encourage to reach the Master Level by referring to the U-Green Guidelines. The Consortium will evaluate the application and will give a feedback resolution into 4 weeks from the request of application.

For master level evidences are compulsory for each indicator. The Consortium will verificate the evidence and could ask for clarifications and possibly carry out an online interview. If the peer-audit is not correct a standard report with suggestions should be sent by the Consortium to the Institution. The deadline for the resolution of the awarding process in this case is 2 months.









### 3. U-GREEN Label Checklist Form (R-2)

In this section of U-GREEN Label Handbook the whole Checklist form provided to support the award process is reported and so, it is available to every HEI or PHEI who would like to apply.

#### U-GREEN LABEL CHECKLIST FORM (R-2)

There are four main categories in the U-Green Label checklist:

- AREA 0: General information
- AREA 1: Infrastructure and resources
- AREA 2: Administrative management, teaching and learning
- AREA 3: Community engagements and awareness

These areas are divided into several topics, with a list of criteria (or standards). For each criterion there is a set of indicators, with a short description: the institution could choose between four available options. The maximum points are specified for each indicator.

N.B. The reference period considered for data collection is the last 12 months for which data is available and it could coincide with the solar year (January - December) or the academic year.

N.B. For each indicator EVIDENCE are required. The institution must provide a PDF file (max 2 MB) that includes graphs, documents, pictures, websites, or links that demonstrate the chosen option.

#### 3.1. AREA 0 - General Information

**General information will provide basic information about the Institution's setting.**

**NAME OF THE HEI OR PHEI FOR THE U-GREEN LABEL APPLICATION**

*[Please provide the name of the "Higher Education Institution" (HEI) or the "Part of HEI" (PHEI) included under the U-GREEN Label; it can be the whole Campus (i.e., HEI), different Campus and/or specific Departments of the HEI (i.e., PHEI). If the Label is requested for a PHEI, please write the name of the reference HEI]*

---

---

1. HEI or PHEI description.

- a. **Institution type:** \_\_\_\_\_
- b. **Country:** \_\_\_\_\_
- c. **City:** \_\_\_\_\_

d. **Please provide a short description (500 – 1000 words) of your institution.**  
Answer \_\_\_\_\_

2. HEI or PHEI website. Please provide the link to the website.

a. Answer \_\_\_\_\_

3. HEI or PHEI sustainability website. Please provide the link to the Institution's sustainability website if it is available.

a. Answer \_\_\_\_\_





4. Total built-up area (m<sup>2</sup>). Please state the total built-up area of your HEI or PHEI to be included in the label scope. It is expected that the total area counted includes the administration buildings, student and staff activities buildings, classrooms, dormitories, and canteens.
  - a. Answer \_\_\_\_\_
  
5. Total green area (m<sup>2</sup>). Please state the total green area of your HEI or PHEI to be included in the label scope.
  - a. Answer \_\_\_\_\_
  
6. Total number of official courses in your HEI or PHEI.
  - a. Answer \_\_\_\_\_
  
7. Total number of students in your HEI or PHEI.
  - a. Answer \_\_\_\_\_
  
8. Total number of academic and administrative staff in your HEI or PHEI. Please indicate the total number of effective full-time academic staff (lectures, professors, and researchers) and administrative staff working in your institution.
  - a. Answer \_\_\_\_\_
  
9. Reference period. Please indicate the reference period considered for data gathering (12 months, for example January – December 2022 or September 2021 – August 2022).
  - a. Answer \_\_\_\_\_
  
10. Which staff member will be the contact person from the HEI or PHEI for the U-Green Label?
  - a. **First and Second Name** \_\_\_\_\_
  - b. **Role in the Institution** \_\_\_\_\_
  - c. **Contact (email address)** \_\_\_\_\_





## 3.2 AREA 1 - INFRASTRUCTURES & RESOURCES

### Topic A. Energy efficiency and adoption of new forms of energy

#### A1.1 Energy Plan

**Indicator 1: Has the HEI or PHEI an Energy Plan (for monitoring of energy consumption)?  
Please choose one of the following options.**

*Short Description (SD): An Energy Plan mainly consists in elaborating an energy consumption inventory and in collecting and updating available information on building envelopes and existing energy systems.*

[Max points: 20]

- (1) Not available
- (2) In preparation
- (3) Available, but not publicly accessible or occasionally reviewed.
- (4) Available, published and revised periodically (annually or more)

#### A1.2 Renewable energies (self-produced and/or purchased)

**Indicator 1: Please indicate the number of renewable energy sources on HEI or PHEI.**

*Short Description (SD): For example, installed power of solar systems, wind energy systems, geothermal energy systems, etc.*

[Max points: 30]

- (1) None
- (2) Not now but in process
- (3) At least 1 renewable source
- (4) 2 or more renewable sources

MASTER LEVEL BONUS (1 star): The HEI or PHEI's organization intends to embark on the path of becoming a Renewable Energy Community (REC or CER).

**Indicator 2: Please indicate the percentage (%) of renewable energy production [kWh] out of total energy usage per year.**

[Max points: 30]

- (1) No data or < 1%
- (2) 1 - 2%
- (3) 3 - 5%
- (4) > 5%

MASTER LEVEL BONUS (1 star): > 10%

**Indicator 3: Please indicate the percentage (%) of renewable sources energy purchased out of total energy usage per year.**

*Short Description (SD): The HEI or PHEI purchases an amount of renewable energy from Renewable Energy Certificate System (R.E.C.S.) or the Guarantee of Origin (GO) producers through certified green energy contracts (like GSE certifications).*

[Max points: 30]

- (1) No data or < 1%
- (2) 1 - 10%



- (3) 11 - 20%
- (4) > 20%

MASTER LEVEL BONUS (1 star): > 50%

### A1.3 Energy saving systems.

**Indicator 1: Please indicate the percentage (%) of lights with energy saving systems in buildings (LED Technology, motion sensors for lights, etc.) out of total lights.**

*Short Description (SD): This standard focuses on the Implementation of Energy Efficiency in Buildings (LED Technology, motion sensors for lights)*

[Max points: 20]

- (1) No data or < 1%
- (2) 1 - 10%
- (3) 11 - 20%
- (4) > 20%

MASTER LEVEL BONUS (1 star): > 50%

**Indicator 2: Please indicate the % of buildings with Energy Certificate compared to the total number of buildings in the HEI or PHEI to be included in the label scope.**

*Short Description (SD): This standard focuses on the energy performance of HEI or PHEI buildings. Building energy performance class (EU Label). This performance could for example be certified based on EU's legislative framework that includes the Energy Performance of Buildings Directive 2010/31/EU and the Energy Efficiency Directive 2012/27/EU.*

[Max points: 40]

- (1) No data or < 5%
- (2) 5 - 15%
- (3) 16 - 30%
- (4) 31 - 50%

MASTER LEVEL BONUS (1 star): > 50%

## Topic B. Water consumption and reuse

### B1.1 Water Saving: installation of low consumption taps water.

**Indicator 1: Please indicate the percentage (%) of low-consumption faucets out of total faucets in the HEI or PHEI buildings.**

*Short Description (SD): Installation of efficient taps with sensors and automatic shut-off in buildings.*

[Max points: 30]

- (1) None
- (2) 1 - 25%
- (3) 26 - 50%
- (4) 51 - 75%

MASTER LEVEL BONUS (1 star): > 75%





## B1.2 Water recycling

**Indicator 1: Please indicate the percentage (%) of recycled water out of total water used.**

*Short Description (SD): This indicator refers to the installation of rainwater harvesting systems to use recycled water (I.e., for toilet flushing, car washing, watering plants, etc.)*

[Max Points: 20]

- (1) None
- (2) 1 - 2%
- (3) 3 - 5%
- (4) > 5%

## B1.3 Permeable surfaces for water absorption

**Indicator 1: Please indicate the percentage (%) of total area of ground surface dedicated for water absorption out of the total HEI or PHEI area to be included in the label scope.**

*Short Description (SD): Permeable surfaces for water absorption are for example grass, green roofs, concrete permeable blocks, synthetic fields (such as the Nature Based Solutions – NBS) which may be present for example in parking areas.*

[Max points: 20]

- (1) No data or < 5%
- (2) 5 - 15%
- (3) 16 - 25%
- (4) > 25%

## Topic C. Heating and cooling systems

### C1.1 Smart Heating and cooling systems

**Indicator 1: Please indicate the % of buildings with an energy-efficient heating & cooling system compared to the total number of buildings in the HEI or PHEI to be included in the label scope.**

*Short Description (SD): Examples of energy-efficient heating & cooling systems technologies: installation of energy efficient air-conditioning and heating systems such as heat pumps, condensing boiler; correct thermoregulation and ventilation of buildings; installation of sensors for control of air quality (related to human health and well-being of people), temperature and humidity in buildings; technologies for monitoring and remote control of heating systems in buildings (scheduled shutdown of heating and cooling system based on time and/or temperature).*

[Max points: 30]

- (1) No data or < 5%
- (2) 5 - 15%
- (3) 16 - 30%
- (4) 31 - 50%

MASTER LEVEL BONUS (1 star): > 50%



## Topic D. Recycling, waste management and single-use consumables.

### D1.1 Reduction of waste: plastic free projects

**Indicator 1: Is there any Single-use consumables reduction program? Please choose one of the following options.**

*Short Description (SD): Plastic free programs and initiatives adopted by the HEI or PHEI. For example, distribution of reusable bottles, promotion of the use of compostable plates and cutlery in canteens and cafeterias, installation of tap water fountains in the HEI or PHEI, promotion of the reduction of plastic packaging in meals distributed in canteens and cafeterias, and so on.*

[Max points: 30]

- (1) None
- (2) In preparation
- (3) 1 -2 programs
- (4) > 2 programs

**Indicator 2: Please indicate the percentage (%) of reusable water bottles distributed to students, academic and administrative staff compared to the total number of HEI or PHEI population.**

*Short Description (SD): Mass distribution of reusable bottles for the academic community (students, teachers, and other institution staff).*

[Max points: 30]

- (1) 0 - 25%
- (2) 26 - 50%
- (3) 51 - 75%
- (4) > 75%

**Indicator 3: Is there any tap water fountain infrastructure on the HEI or PHEI area? Please choose one of the following options.**

*Short Description (SD): Presence on the HEI or PHEI of tap water fountains to fill reusable bottles.*

[Max points: 20]

- (1) None
- (2) Tap water fountains infrastructure planned
- (3) Tap water fountains infrastructure under construction or limited availability
- (4) Tap water fountains infrastructure completed (suitable for all HEI or PHEI)

### D1.2 Waste collection on HEI or PHEI area

**Indicator 1: What are the HEI or PHEI policies for separate waste collection? Please choose one of the following options.**

*Short Description (SD): e.g., Use of separate waste collection bins; correct waste management and treatment (dangerous waste plan).*

[Max points: 40]

- (1) None



- (2) Separated waste collection for main materials (at least 2 materials like plastic, paper, etc...)
- (3) Separated waste collection for main materials (more than 2 materials like plastic, paper, glass, organic waste, batteries etc...)
- (4) Separated waste collection for main materials (more than 2 materials like plastic, paper, glass, organic waste, batteries, electronic equipment, etc...) and hazardous waste plan.

MASTER LEVEL BONUS (1 star): Implementation of Strategic Waste Management plan. *It's a system to control the amount of waste produced on HEI or PHEI, by category (recyclable, non-recyclable waste and/or dangerous, non-dangerous waste).*

### D1.3 Waste recycling

**Indicator 1: Indicate the percentage (%) of waste sent for recycling, considering the total amount of waste produced on HEI or PHEI**

*Short Description: This indicator focuses on the existence of a system to control the amount of recyclable waste produced on HEI or PHEI.*

*Calculation of the indicator: (Amount of waste sorted correctly and sent for recycling / Amount of waste produced on HEI or PHEI) X 100*

[Max points: 30]

- (1) No data or < 5%
- (2) 5 - 15%
- (3) 16 - 45%
- (4) > 45%

## Topic E. Sustainable food (locally sourced products and offering dietary alternatives with lower environmental impact)

### E1.1 Sustainable canteens on all HEI or PHEI

**Indicator 1: Availability of vegetarian and vegan alternatives in HEI or PHEI's canteens. Please choose one of the following options.**

*Short Description (SD): Sustainable food delivery and consumption at the students' canteen or cafeteria.*

[Max points: 20]

- (1) None
- (2) Availability of vegetarian alternatives in HEI or PHEI's canteen menus
- (3) Availability of vegetarian and vegan alternatives in HEI or PHEI's canteen menus
- (4) Availability of vegetarian and vegan alternatives in HEI or PHEI's canteen menus and purchase of locally sourced products (km zero).



**Indicator 2: Promotion of local and seasonal food with less environmental impact. Please choose one of the following options.**

*Short Description (SD): Promotion of locally produced food and seasonal food reduces the environmental impact (km zero)*

[Max points: 20]

- (1) None
- (2) At least seasonal food or locally food is provided wherever possible
- (3) Seasonal and locally food is provided at least in one canteen
- (4) Seasonal and locally food is provided in all the canteens

**Indicator 3: Communication campaign about sustainable and healthy food available on HEI or PHEI. Please choose one of the following options.**

*Short Description (SD): Provide information about sustainable and healthy food available in HEI or PHEI.*

[Max points: 10]

- (1) None
- (2) Presence of informative material about sustainable food only in HEI or PHEI's canteens (like ingredients, products origin and so on)
- (3) Presence of informative material about sustainable food in all HEI or PHEI buildings, so also in classrooms and libraries (like ingredients, products origin and so on) or on HEI or PHEI's website.
- (4) Presence of informative material about sustainable food in all HEI or PHEI buildings, so also in classrooms, libraries, website (like ingredients, products origin and so on) + Newsletters and training meetings about sustainable food available for students and academic staff.

## Topic F. Green travel and mobility (low emissions means of transport for the main part of travel, such as bus, train, or car-pooling)

### F1.1 Promotion of public transport and soft mobility.

**Indicator 1: Is there any program for the promotion of sustainable mobility? Please choose one of the following options.**

*Short Description (SD): Presence of initiatives to reduce the use of private vehicles in favour of public transport and/or soft mobility. E.g., Grants for sustainable mobility: conventions for bus (agreements with public transports) and train tickets for students and administrative and technical staff (PTA) and for teachers. Bicycles and scooters rental system for green mobility and economic grants for the purchase of bicycles and scooters aimed at students.*

[Max points: 30]

- (1) None
- (2) 1 initiative
- (3) 2 initiatives
- (4) 3 or more initiatives



## F1.2 Institution Mobility Plan

**Indicator 1: Has the HEI or PHEI a Mobility Plan? Please choose one of the following options.**

*Short Description (SD): Monitoring of the mobility of the HEI or PHEI population in home-workplace/study location travel*

[Max points: 30]

- (1) None
- (2) In preparation
- (3) Available, but not publicly accessible or occasionally reviewed
- (4) Available, published and revised periodically (annually or more)

## F1.3 Electric Mobility

**Indicator 1: What are the Electric Mobility promotion policies on HEI or PHEI? Please choose one of the following options.**

*Short Description (SD): Presence of actions to promote electric mobility on HEI or PHEI.*

[Max points: 20]

- (1) None
- (2) Presence of parking spaces reserved for electric vehicles on HEI or PHEI area
- (3) Presence of charging stations for electric vehicles on HEI or PHEI area or in the immediate vicinity of the HEI or PHEI area.
- (4) Presence of charging stations for electric vehicles on HEI or PHEI area or in the immediate vicinity of the HEI or PHEI area + Economic grants for recharging electric vehicles

MASTER LEVEL BONUS (1 star): Electric vehicles and/or bikes available and provided for free by HEI or PHEI.

## Topic G. Preventing pollution

### G1.1 Computation of "Carbon Footprint"

**Indicator 1: Please indicate the value of Carbon Footprint of your HEI or PHEI expressed in User-base CO<sub>2</sub> equivalent [CO<sub>2</sub>/person].**

*Short Description (SD): The "Carbon Footprint (CFP)" is the amount of greenhouse gases emitted. The computation of the CFP consists in estimating greenhouse gas emissions to assess the environmental impact of HEI or PHEI's activities and propose plans to reduce and mitigate emissions themselves. To do this, it is necessary to calculate two types of emissions: direct and indirect, according to the GHG Protocol and the UNI EN ISO 14064-1 standard.*

[Max points: 40]

- (1) No data or > 2 tons CO<sub>2</sub>/person
- (2) 1 - 2 tons CO<sub>2</sub>/person
- (3) 0.5 – 0.99 tons CO<sub>2</sub>/person
- (4) < 0.5 tons CO<sub>2</sub>/person

MASTER LEVEL BONUS (1 star): Presence of a plan and or actions for the reduction of CO<sub>2</sub> emissions in the HEI or PHEI's programs.



## Topic H. Green areas and maintaining biodiversity

### H1.1 Green areas on HEI or PHEI (gardens)

**Indicator 1: Square meters of the HEI or PHEI (m<sup>2</sup>) dedicated to green areas compared to total HEI or PHEI area [% area].**

*Short Description (SD): Creation of green areas on HEI or PHEI, such as gardens available for HEI or PHEI population (students, teachers, academic and administrative staff).*

[Max points: 40]

- (1) No data or < 5%
- (2) 5 - 15%
- (3) 16 - 25%
- (4) > 25%

### H1.2 Green spaces suitable for biodiversity conservation

**Indicator 1: Area (m<sup>2</sup>) dedicated to green spaces for biodiversity conservation compared to total green area [% area].**

*Short Description (SD): Creation of green spaces suitable for biodiversity conservation. E.g., habitat for bees, insects, animals, and organic gardens managed by students and workers in HEI or PHEI.*

[Max points: 20]

- (1) No data or < 1%
- (2) 1 - 5%
- (3) 6 - 15%
- (4) > 15%



## 3.3 AREA 2 - ADMINISTRATIVE MANAGEMENT, TEACHING & LEARNING

### Topic A. Digitalisation of Education and Training institutions (paperless administrative procedures)

#### A2.1 Digitalization of HEI or PHEI administrative procedures (paper free institution)

**Indicator 1: Please indicate the percentage (%) of online administrative procedures provided by your HEI or PHEI offices.**

*Short Description (SD): Programs for the digitalization of HEI or PHEI's administrative procedures with the aim of reducing paper consumption. Administrative procedures include, for example, enrolment in degree courses, tax payment, graduation application, activation of internships.*

[Max points: 40]

- (1) None
- (2) 1 - 25%
- (3) 26 - 50%
- (4) > 50%,

MASTER LEVEL BONUS (1 star): Declared as a "Paperless Administration". All administrative procedures have been digitalized.

#### A2.2 Digital Library resources, digital teaching materials

**Indicator 1: Availability of online library resources. Please choose one of the following options.**

*Short Description (SD): Availability of a digital platform to collect teaching materials (for example, Unimore has a platform called "Moodle"). Lecture materials include slides, multimedia material (like recordings) shown in class and provided by teachers. Bibliographic resources include papers, books and manuals recommended by professors and available in an online library.*

[Max points: 30]

- (1) None
- (2) Work in progress
- (3) Available digital platform with a collection of lectures materials (slides, provided by teachers) or bibliographic resources
- (4) Available digital platform (1 or more) with collection of lectures materials and bibliographic resources.

#### A2.3 Implementation of environmental regulations

**Indicator 1: Is there any external green certification?**

*Short Description (SD): for example, ISO-14001 / EMAS / ECOLABEL / EPD or similar green certifications*

[Max points: 20]

- (1) None
- (2) Work in progress to obtain a certificate
- (3) An external local or regional external certificate obtained
- (4) One or more external international certificates obtained



## Topic B. Embedding green and sustainability principles in HE curricula and developing green skills for new labour market scenarios.

### B2.1 Include Green and sustainability (SDGs) principles in curriculum and extracurricular activities.

**Indicator 1: Number of teaching programmes delivered by the HEI or PHEI including sustainability aspects compared to total number of teaching programmes (%). Please choose one of the following options.**

*Short Description (SD): HEI or PHEI courses and extracurricular activities include references to the 17 Sustainable Development Goals (SDGs) of the UN 2030 Agenda for Sustainable Development.*

[Max points: 40]

- (1) None
- (2) 1 - 5%
- (3) 6 - 10%
- (4) > 10%

MASTER LEVEL BONUS (1 star): References to the SDGs are explicitly reported in the teaching sheets.

**Indicator 2: Sustainability skills delivered for all students (interdisciplinary lectures). Please choose one of the following options.**

*Short Description (SD): i.e. Teaching Programme "Transversal skills on sustainability" delivered by Unimore. The course (3 ECTS) is open to all students at the HEI or PHEI belonging to any bachelor's or master's degree course. The objective of the course is to provide an overview of Sustainability in its many aspects with reference to the UN 2030 Agenda, the Green Deal and the 17 SDGs.*

[Max points: 30]

- (1) None
- (2) Work in progress
- (3) Sustainability skills delivered only for specific courses
- (4) Sustainability skills delivered for all students

### B2.2 Promote the production of monographs and theses around sustainability, bioeconomy and circularity.







**Indicator 1: Number of monographs and/or theses around sustainability compared to total number of monographs and theses drafted (%). Please choose one of the following options.**

[Max points: 20]

- (1) None
- (2) 1 - 5%
- (3) 6 - 10%
- (4) > 10%

MASTER LEVEL BONUS (1 star): Presence of study awards reserved for theses on sustainability

**Topic C. Implementing innovative teaching and learning pedagogues (prioritising pedagogies that are relevant for Agro, Green Biotech and Life Science, but extending to other area of knowledge)**

**C2.1 Adopt and promote innovative digital teaching practice**

**Indicator 1: Number of innovative digital teaching techniques implemented by the HEI or PHEI. Please choose one of the following options.**

*Short Description (SD): Online courses. Lectures with digital tools. Digital teaching practices implemented (free Wi-Fi, free digital platform of cloud and of document sharing, free digital tools support such as Microsoft Office, Google, Zoom and so on., to meet other students online)*

[Max points: 40]

- (1) None
- (2) 1 to 2
- (3) 3 to 5
- (4) > 5

**C2.2 Webinar courses on sustainability for the internal (students and workers) and external community through digital tools**

**Indicator 1: Number of webinars on sustainability delivered per year. Please choose one of the following options.**

[Max points: 30]

- (1) None
- (2) 1 to 2
- (3) 3 to 5
- (4) > 5



## 3.4 AREA 3 - COMMUNITY ENGAGEMENT AND AWARENESS

### Topic A. Engaging the educational community and reaching out to the wider community for promoting behavioural change.

#### A3.1 Projects and programs related to sustainability organised by the HEI or PHEI involving students.

*Short Description (SD): To involve students in the practical resolution of sustainability problems existing at the HEI or PHEI and to communicate the actions that are being carried out to reduce the environmental impact.*

**Indicator 1: Number of programs or initiatives related to sustainability involving teaching staff and students. Please choose one of the following options.**

*SD: For example, workshop and practical trainings on sustainability skills reserved to institution's students, involving also teaching staff and external stakeholders (e.g., companies, local authorities' members, associations, etc.).*

[Max points: 20]

- (1) None
- (2) 1 program
- (3) 2 programs
- (4) 3 programs

MASTER LEVEL BONUS (1 star): > 3 programs

**Indicator 2: Number of students involved in programs compared to total students (%). Please choose one of the following options.**

[Max points: 20]

- (1) None
- (2) 1 - 5%
- (3) 6 - 10%
- (4) 11 - 15%

MASTER LEVEL BONUS (1 star): > 15%

#### A3.2 Environmental Education through digital materials.

**Indicator 1: Presence of HEI or PHEI-run sustainability website and/or social network profiles (i.e., Instagram, You Tube, Twitter, TikTok, etc...). Please choose one of the following options.**

*Short Description (SD): HEI or PHEI's organizations manage website and social network profiles by posting digital contents (i.e., videos, Instagram reels, posts, etc.) which promote several topics of environmental sustainability among the HEI or PHEI's population (students and workers) and external community.*

[Max points: 30]

- (1) None
- (2) Sustainability Website and/or Sustainability social network profiles under construction



- (3) Sustainability Website and/or Sustainability social network profiles available, accessible and updated occasionally
- (4) Sustainability Website and/or Sustainability social network profiles available, accessible and updated regularly

### A3.3 Sustainability Awareness Events organised by the HEI or PHEI.

**Indicator 1: Number of sustainability awareness events organised (also online events) in reference period (e.g., conferences, workshops, practical trainings, etc.). Please choose one of the following options.**

*Short Description (SD): To attend and organize sustainability awareness events and activities related to sustainability, bio economy or for popularizing green transition and behavioural change. These events should involve all the community (children, young people, citizens, students, University, High Education Institution, school system, and workers).*

[Max points: 30]

- (1) None
- (2) 1 to 4
- (3) 5 to 10
- (4) 11 to 15

MASTER LEVEL BONUS (1 star): > 15

