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# GREENER GREEN

## A3 Set up steering comitee

January 2024

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## Introduction

This report outlines the process and evolution of the Steering Committee within the framework of the Erasmus+ Greener Green project, a consortium of partners committed to promoting sustainable practices in educational environments. This committee stands as a central element for strategic decision-making and the effective coordination of the project.

## Consortium:

The Greener Green consortium brings together partners from various institutions and organizations, each contributing valuable expertise and resources to the project:

[BLUE ROOM INNOVATION SL](#), SPAIN: Blue Room Innovation is a high-tech company with strong focus on business growth by the uptake of enabling, cutting edge IT technologies, and a perfect fit with the proper consultancy to leverage that growth by public and private funding. We are an innovative company with a prepared, versatile, and multifaceted team with experience in the implementation of innovative projects that respond to current social challenges. At the same time, we work with companies across Europe and understand their challenge to create, implement innovation project such Erasmus+. Our strategic objective is to join the platform economy and connect relevant actors with circular economy processes, promoting sustainable consumption. We view technology as a fundamental enabler to achieve the sustainability goals of the Green Deal.

[IDEC SA](#), GREECE: IDEC is a training consulting company located in Piraeus, Greece. Its activities consist of training, management consulting and participation in European projects.

[FAPEL](#), LUXEMBOURG: FAPEL (Umbrella organisation of the Luxembourg Parents' Associations) was born on 07/05/1974 under the name of FAPEEPP. FAPEL groups and represents Basic and Secondary education. parents' Committees of Students. Students' parents. With more than 3.000 members FAPEL is Luxembourg's national federation for parents' associations. We are part of four ongoing Erasmus+ projects We provide free





training & coaching sessions to Luxembourg's parents (& sometimes students). We are recognized as a national public utility organization

UNIVERSITE DE LIEGE, BELGIUM: ULiège consists of 11 faculties, 4 University cities and 25.421 students. 92.300 students have graduated from ULiège. In this project, the representant of Uliège is the Laboratory of Climatology of ULiège. The research carried out at the Laboratory of Climatology of ULiège is mainly based on results from the MAR regional climate model that we develop and that we use in particular: – Study, in the Polar Regions, the current (> 1850) and future (<2200) evolution of the climate and mass balance of the ice sheets. – Study over Belgium, at very high resolution (5km), wind and solar fields impacting energy production as well as hydro-climatic conditions favouring flooding in the Ardennes. – Study the snow cover changes over the Alps and more generally over Europe. – Study vegetation changes and impacts on climate over Africa where MAR is used to regionalize future scenarios. – Perform, every day, weather forecasts +10day over Belgium and over Greenland at high spatio-temporal resolution Some members of the Laboratory also teach courses in the Bachelor's degree in Geography, in the Master's degree in Global Change in the ULiège and in a MOOC about climate change. The number of paid staff in the Laboratory of Climatology is about 10 employees.

Instituto Agrario Bell-lloc del Pla SA, SPAIN: Bell-lloc is a pre-primary, primary, secondary and Baccaureate school in Girona. Its educational proposal blends the best of its tradition with validated innovation to respond to the educational challenges of the 21st century. The core of the educational project is personalised education, a culture of thought, multilingualism, and careful technological and robotic education, as well as educational and curriculum ingredients that are promoted in a pro-academic climate of rigour and freedom and respect for the environment.

Scuola Europea di Varese, ITALY: The European School of Varese (1380 students) has joined the Green school project. A green school is a school that promises to reduce its negative impact on the environment and educates its pupils on the active attitude towards the whole ecosystem. In past years, thanks to some teachers, our school has been following the good model in terms of energy saving, rubbish management and didactical activities leading to higher environmental awareness. The time has come to include our students, teachers, colleagues, parents and management in a long term project which leads to a respectful



attitude towards the environment. Through this project we want to focus on the primary school (550 pupils) with the goal to educate for the future.

[Primary School of Vareia](#), GREECE: The primary school of Varia has been involved for many years with environmental and health programs. More specifically, in collaboration with the University of The Aegean, it has implemented programs related to Recycling, the avoidance of the use of plastic and the utilization of garbage from the beaches. For the latter, in particular, it presented an exhibition with the students' constructions from recyclable materials and a competition for better exhibits.

Also, the school this year participates in two Erasmus programs with titles: The Greener Green and my Blue home; the two programs are interested in the protection of the seabed and the planet. Our school participates in a European social entrepreneurship program Nutrition and healthy living programs are also carried out at the school within the framework of the national curriculum.

### The Dynamic Evolution of the Steering Committee:

The Steering Committee has not just been established; it has undergone a dynamic evolution that has strengthened its position in the project's development. The three major face-to-face meetings have been crucial moments that have marked milestones in this evolutionary process.

**Meeting at the University of Liege (Belgium):** In this initial phase, during the presentation and discussion of the project modules, the need for a Steering Committee was identified. This moment planted the seed for closer collaboration and strategic decision-making.

**Meeting in Varese, Italy (M2 Final Meeting):** The epicenter of the Steering Committee's consolidation. During this meeting, strategic sessions were held to formalize roles and responsibilities. It was a critical moment to clearly define the structure and functions of the Committee.

**Evaluation and Closure at the University of Liege (Belgium):** The last meeting was not only a space for project evaluation but also to consolidate the Steering Committee's position. Crucial aspects related to financial management and project evaluation were discussed, further strengthening the Committee's role as a guiding entity.



### Clear Functions of the Steering Committee:

This Committee has not only evolved in its structure but has clearly defined its functions. Strategic coordination, informed decision-making, resource allocation, and constant project progress evaluation are fundamental functions it has effectively performed.

### Transcendent Importance in Project Implementation:

The Steering Committee has emerged as the driving force behind the successful implementation of the Erasmus+ Greener Green project. Its central role in strategic decision-making and effective coordination has been vital to ensuring that the project's goals and objectives are efficiently achieved.

### Transnational Meetings as Points of Connection:

Throughout the face-to-face meetings, Committee members have not only strengthened their professional connections but also forged strong relationships. These encounters were not just spaces to discuss strategies but also to build a solid foundation of collaboration, essential for the project's success.

### Conclusions:

The establishment and evolution of the Steering Committee are not just milestones in the Erasmus+ Greener Green project but a fundamental piece that ensures the consortium's efficient direction and coordination. Its dynamic evolution and clearly defined functions pave the way for a successful and sustainable implementation of the project, demonstrating that Greener Green's success is intrinsically linked to the effectiveness of its Steering Committee. This report not only highlights the Steering Committee's establishment process but also its essential role in the collaboration network driving sustainable change in education and establishing a solid foundation for future collaborative projects.