

D2.2 GUIDE FOR YOUTH ORGANIZATIONS

SUSTAINABLE ORGANISATIONS



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I INTRODUCTION

1.1 EXECUTIVE SUMMARY

This deliverable is developed as part of the European project Sustain Youth, an initiative aimed at building a more resilient and sustainable youth sector, capable of addressing today's environmental challenges. It is one of the four educational tools foreseen in the project — alongside the Guide for Youth NGOs, Webinars, and the Manual of Sustainable Plans — and plays a central role in supporting youth organizations to integrate environmental sustainability into their policies, strategies, and activities.

The Self-Assessment Tool for Youth NGOs is designed as a practical and adaptable instrument enabling youth work bodies to evaluate their existing sustainability policies and practices, identify areas for improvement, and receive tailored guidance to enhance their environmental performance. Rooted in a needs-based approach, the tool encourages organizations to reflect on their current state, align their strategies with sustainability goals, and take ownership of their development process.

Beyond organizational diagnosis, the self-assessment serves as both a capacity-building instrument and a project impact measurement tool. During the pilot phase, participating NGOs will complete the assessment at the start and end of their involvement, allowing project partners to monitor changes in policy integration, operational practices, and youth engagement in environmental sustainability.

By providing a structured framework, clear indicators, and access to follow-up resources such as mentoring and targeted training, this deliverable empowers youth NGOs to embed sustainability as a core organizational value — fostering long-term, systemic change within the youth sector across Europe and beyond.

1.2 PROJECT PARTNERS

The Sustain Youth project builds on the collective expertise, tools, and best practices developed through a wide range of previous initiatives led by the coordinator and project partners. This strong foundation ensures that the project benefits from proven methodologies in environmental sustainability, youth engagement, participatory approaches, and organizational development.



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1.3 ABOUT THE PROJECT

The Sustain Youth project is a pioneering European initiative designed to empower youth organizations to embed environmental sustainability into their policies, strategies, and everyday practices. In line with the 2030 Agenda for Sustainable Development, the project translates the Sustainable Development Goals (SDGs) into concrete actions, fostering a strong commitment from all stakeholders to implement these global objectives at organizational, local, regional, national, and European levels.

Operating under Erasmus+ Key Action 2: Cooperation among Organisations and Institutions, Sustain Youth focuses on developing, transferring, and implementing innovative practices that improve the capacity of youth work bodies. By applying participatory approaches and digital methodologies, the project enhances the effectiveness of youth work activities, especially for marginalized groups and young people facing social, economic, or geographical barriers.

Aligned with the EU Youth Strategy 2019–2027 pillars—Engage, Connect, Empower—the project directly addresses Erasmus+ Youth priorities, notably:

- Increasing the quality, innovation, and recognition of youth work;
- Supporting transformation and change within youth organizations;
- Strengthening cooperation across local, national, and transnational networks.

Purpose and Objectives

The primary goal of Sustain Youth is to reduce the negative environmental impact of youth organizations by implementing strategic and effective environmental quality management systems. The project's methodology encourages organizations to rethink their values and culture, reinforcing their commitment to sustainability and integrating environmentally responsible practices into daily operations.

Specific objectives include:



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Self-Assessment and Awareness – Using the Self-Assessment Tool, organizations evaluate their current sustainability practices, identify gaps, and determine needs.

Guided Improvement – The accompanying Guide for Youth NGOs offers tailored instructions, best-practice examples, and strategic recommendations to enhance environmental performance.

Capacity Building – Webinars, training sessions, and mentoring strengthen the skills of youth workers, staff, and managers, enabling long-term organizational transformation.

Sustainability Planning – At least 18 organizations will develop concrete sustainability plans to integrate project outcomes into their regular operations.

Networking and Cooperation – Strengthening partner networks and fostering collaboration beyond existing partnerships to promote shared environmental and social values.

Sustainability rests on three interconnected pillars—environmental, social, and economic—as outlined in the UN’s Sustainable Development framework. Climate change undermines all three, making environmental action essential for long-term societal and economic resilience. For youth organizations, adopting sustainability is not only about reducing ecological impact but also about equipping young people with the mindset, skills, and opportunities to become active changemakers in their communities.

Despite growing awareness, many youth organizations have yet to prioritize sustainability in their strategies. Research confirms that integrating environmental education and practices can foster environmental responsibility, promote active citizenship, and prepare young people to address urgent ecological challenges. Sustain Youth addresses this gap by positioning sustainability as a core, cross-cutting priority in youth work—essential to every theme and activity.

By mainstreaming sustainable policies and practices, Sustain Youth will enhance the capacity of youth organizations to inspire, engage, and mobilize young people, enabling them to realize their full potential and drive meaningful social change across Europe.

2. THE GUIDE



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2.1 WHAT THIS GUIDE IS FOR (MONITORING, EVALUATION, AND ORGANISATIONAL DEVELOPMENT FOR SUSTAINABILITY)

This Guide supports youth organisations in strengthening environmental sustainability through practical organisational development and a minimal, workable monitoring and evaluation approach. It is designed to help organisations move from “good intentions” to consistent implementation by translating sustainability into (a) policies and governance decisions, (b) everyday work practices (office operations, procurement, events, programmes), and (c) simple evidence of progress over time.

The Guide focuses on three outcomes:

- Organisational development: establishing roles, routines, and decision rules so sustainability work remains consistent despite staff/volunteer turnover.
- Monitoring: selecting a small set of feasible indicators and collecting lightweight evidence (not complex reporting systems).
- Evaluation and learning: using periodic reflection to decide what to keep, improve, or stop, and updating policies and practices accordingly (continuous improvement).

Where this approach comes from (conceptual grounding):

- OECD DAC evaluation criteria are widely used to structure evaluative judgement (e.g., relevance, effectiveness, impact, sustainability).
- UNEG norms and standards provide a reference point for credible evaluation practice and the use of evidence for learning and accountability.

2.2 WHO THIS GUIDE IS FOR (YOUTH NGOS; LEADERSHIP, STAFF, YOUTH WORKERS, VOLUNTEERS)

This Guide is intended for organisations working with young people (local, national, or international), including associations, informal groups with structure, youth centres, networks, and project-based NGOs.

Primary users:



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- Leadership and governance (board members, directors, coordinators): to adopt commitments, approve standards, and allocate resources.
- Staff and youth workers: to integrate sustainability into programmes, operations, and decision-making.
- Volunteers and young people: to co-design actions, take meaningful roles, and help make changes real in practice.
- Partners and stakeholders (optional): to align shared standards for events, projects, and procurement.

Required prior knowledge: none. The Guide assumes readers may have limited sustainability expertise and therefore uses plain language, facilitator-ready tools, and step-by-step activities.

2.3 WHAT YOU WILL GET: GOOD PRACTICES, READY-TO-USE TOOLS, FACILITATION ACTIVITIES, MONITORING PACK

For each of the six topics (Policies; Operations; Awareness/Training; Stakeholders; Events; Monitoring/Improvement), the Guide provides:

- A short introduction explaining the topic's meaning for youth organisations.
- A “research and frameworks snapshot” (2–4 pages) translating key concepts into practical implications, with sources.
- Good practices split into two levels:
 - Policies: what to formalise (charters, standards, roles, review routines).
 - Work practices: what changes in day-to-day operations (checklists, meeting habits, decision gates).
- 2–3 non-formal education activities (COMPASS-style structure: aims, steps, debrief, follow-up), including ready handouts.
- Tips and pitfalls (including credibility risks such as communicating commitments without evidence).



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- A monitoring mini-pack: 1–3 feasible indicators per topic, suggested evidence, and a simple review rhythm.

In the annexes, you will find:

- Copy/paste templates (policy/charter, purchasing mini-policy, sustainable event standard, training plan, partnership tools).
- Checklists (eco-office, sustainable event, supplier/partner criteria, communications credibility checks).
- A minimal monitoring pack (baseline sheet, indicator menu, quarterly review agenda, one-page reporting template).

Methodological grounding for the facilitation approach:

- The Guide's activity design follows non-formal learning principles commonly used in European youth work (learner-centred, participatory, learning-by-doing, reflection and democratic agency).

3. START HERE (LINK TO THE SELF-ASSESSMENT IN 5 LINES)

3.1 COMPLETE THE SELF-ASSESSMENT, IDENTIFY 1–2 LOWEST-SCORING AREAS, AND COME TO THE MATCHING CHAPTER

Start by completing the Sustain Youth Self-Assessment. Then look at your results and identify one or two priority areas where your organisation scored lowest (typically 0–1). Use those priorities to select the corresponding chapter(s) in this Guide and focus your effort there first.

3.2 CHOOSE ONE ACTIVITY + ONE ORGANISATIONAL TOOL + ONE INDICATOR, THEN REVIEW AND REPEAT (CONTINUOUS IMPROVEMENT)

In the chapter(s) you selected, choose:

- one activity (to build shared understanding and ownership in the team),
- one organisational tool (a policy, standard, checklist, or decision-gate to embed the change into routine practice),
- one indicator (a simple measure or piece of evidence you can track).

Implement for 6–12 weeks, then hold a short review to decide what to keep, improve, or adjust. Repeat the cycle by returning to the Self-Assessment or selecting the next priority area. This reflects the tool's intended pathway: assess, review results, consult the Guide, develop actions, and monitor and adjust over time.

4. HOW THIS GUIDE IS BUILT (SO USERS TRUST AND NAVIGATE IT EASILY)

4.1 THE 6 TOPIC AREAS (AND WHY THEY COVER THE ORGANISATION "END-TO-END")

The Guide is organised around six topic areas that together cover the full organisational system, from governance to daily operations to learning and external relations, and finally to monitoring and improvement. These six areas mirror the structure of the Sustain Youth Self-Assessment, so users can move directly from a low score to the relevant chapter without interpretation work.

The six areas are:

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1. Environmental Policies and Commitment (governance, leadership, rules, accountability)
2. Workspace and Daily Operations (office practices, procurement, travel, digital footprint, waste/energy routines)
3. Environmental Awareness and Training (staff/volunteer capacity, organisational culture, youth learning)
4. Community and Stakeholder Engagement (partnerships, outreach, inclusion, community impact)
5. Events & Activities (venues, catering, materials, mobility, participant engagement)
6. Monitoring & Improvement (indicators, feedback loops, organisational learning)

Why this is “end-to-end”: if any one layer is missing, progress becomes fragile. For example, operational improvements without policy and roles tend to fade over time; policies without daily routines remain symbolic; actions without monitoring can’t be improved credibly. This logic is consistent with the Self-Assessment’s implied pathway of assess → act → monitor → adjust.

4.2 THE CHAPTER TEMPLATE USED IN ALL TOPICS (SAME ORDER EVERY TIME)

Every topic chapter uses the same internal structure so readers can quickly find what they need and facilitators can run sessions consistently. The repeated template is:

1. Topic meaning in youth organisations (plain language and typical challenges)
2. Research and frameworks snapshot (key ideas translated into practical implications, with sources)
3. What “good” looks like (observable practices)
4. Good practices in policies (what to formalise)
5. Good practices in daily work practices (what changes operationally)
6. Activities (2–3 non-formal education activities, facilitator-ready, with handouts)
7. Tips and pitfalls (including credibility risks)
8. Monitoring mini-pack (1–3 feasible indicators + review routine)
9. “How it looks in practice” micro-case
10. Deepening resources (annotated)

The activity format follows a COMPASS-style structure (aims, time, group size, materials, steps, debrief, follow-up) to ensure the activities are easy to facilitate and comparable across chapters.

4.3 VISUAL LANGUAGE / ICONS (QUICK WIN, SYSTEM CHANGE, YOUTH-LED, NEEDS BUDGET, RISK/GREENWASHING)

To make the Guide scannable, actions and tools are labelled using a simple visual



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language that signals effort level, governance relevance, and credibility risks. This is inspired by BE-IN's use of clear practice marking (e.g., highlighting recommended vs not recommended practices) to support fast navigation.

The suggested labels are:

- Quick win: low effort, implementable immediately
- System change: requires a policy/process/routine change, more durable impact
- Youth-led: meaningful youth role required (co-design, facilitation, decision input)
- Needs budget: requires resources (time, funds, procurement)
- Risk/greenwashing: a common pitfall where communication outpaces practice; includes safeguards to maintain credibility

PART I – TOPIC CHAPTERS (EACH CHAPTER USES THE SAME INTERNAL STRUCTURE)

Standard chapter structure (repeated in Chapters 6–11)

This Guide is designed for practical use. To make navigation predictable and to ensure each topic leads to concrete organisational change, every chapter follows the same structure and produces three outputs: (1) a shared understanding, (2) at least one embedded organisational tool (policy/standard/checklist), and (3) at least one measurable indicator.

A. Topic meaning in youth organisations (plain language)

This opening section defines the topic in simple terms and explains why it matters in youth organisations (often volunteer-based, project-driven, and affected by turnover). It clarifies what the topic covers, what it does not cover, and what typically changes in daily organisational life when the topic is strengthened.

B. Research and frameworks snapshot (2–4 pages, with sources)

This section provides a short, accessible synthesis of key ideas from relevant frameworks and research. It is not a literature review. The purpose is credibility and clarity: to show that the recommendations are grounded in recognised approaches and to translate those approaches into practical implications for youth NGOs. For example, chapters may reference the UN SDGs as a shared language for priorities and communication, and continuous improvement (PDCA) logic from management system approaches as a basis for “plan–implement–review–adjust.”

C. “What good looks like” (practical observable practices)

This is a one-page checklist of observable behaviours and routines—things you could see



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happening in the organisation without needing specialist knowledge. It helps organisations quickly self-locate (“we do this / we do not do this yet”) and makes the topic measurable in practice, not only in intention.

D. Good practices in policies (what to formalise)

This section lists the minimum viable policy elements needed to make the topic durable. It focuses on lightweight formalisation (often one-page tools): charters, standards, role descriptions, decision rules, review rhythms. It distinguishes between:

- Minimum viable version (small NGO, low capacity)
- More mature version (greater consistency, stronger accountability)

E. Good practices in daily work practices (what changes operationally)

This section converts policy intentions into operational routines. It describes what changes “on Monday morning”: meeting agenda habits, procurement steps, event planning gates, communication defaults, onboarding practices, and simple checklists. The aim is to prevent “policy without practice” by making implementation explicit.

F. Activities (2–3 non-formal sessions, COMPASS-style, with handouts)

Each chapter includes 2–3 facilitator-ready activities designed for internal organisational workshops. Each activity follows a COMPASS-style structure—aims, time, group size, materials, preparation, step-by-step process, debrief, follow-up action—so facilitators can run it consistently.

Every activity produces at least one concrete output (e.g., a draft standard, a checklist, an action plan) and is paired with ready handouts.

G. Tips, common pitfalls, and “avoid” box (anti-greenwashing / realism checks)

This section helps organisations implement credibly and feasibly. It includes:

- Quick wins (low effort, immediate) and system changes (policy/process)
- Common pitfalls in youth NGOs (capacity constraints, turnover, inconsistency)
- An “avoid” box that flags behaviours that create credibility risks (e.g., communication that outpaces implementation), and suggests safeguards (evidence, exceptions policy, honest messaging). This reflects the Guide’s focus on embedding sustainability into regular practice rather than performative commitments.

H. Monitoring mini-pack (1–3 feasible indicators + review routine, PDCA logic)

This section provides a minimum viable monitoring approach for the topic: one to three indicators that are feasible for small organisations, how to collect them, and what evidence to keep. It also defines a simple review routine (typically quarterly) using continuous improvement logic (plan–do–check–act) to turn data into decisions, not reporting burden.

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I. “How it looks in practice” micro-case (half page)

A short example shows how a youth organisation implemented changes under realistic constraints (limited budget, volunteer turnover, project deadlines). It describes what they did, what tools they adopted, what they measured, and what they adjusted after review. The intention is to normalise incremental improvement rather than perfection.

J. Deepening resources (annotated list)

A short, curated list of further resources supports organisations that want to go deeper. Each item is annotated in one line (what it is useful for, for whom). This section prioritises authoritative sources (e.g., UN/UNESCO, OECD/UNEG, Council of Europe, ISO/standards bodies, major research synthesis such as IPCC where relevant), to maintain credibility.

5. ENVIRONMENTAL POLICIES AND COMMITMENT

5.1 MEANING AND SCOPE; GOVERNANCE, LEADERSHIP, ACCOUNTABILITY, POLICY CYCLE

In this Guide, “Environmental Policies and Commitment” means the governance layer that turns sustainability from values into repeatable organisational behaviour. It covers:

- Governance: what is formally adopted (policy/charter/standards), who approves it, how exceptions are handled, and how decisions are recorded.
- Leadership: visible endorsement and resourcing (time, roles, budget lines where possible) so sustainability is not dependent on one motivated individual.
- Accountability: clear responsibilities and a light review routine so the organisation can say what it has done, what has changed, and what will be improved next.
- Policy cycle: draft → adopt → communicate → apply → review → update.

This aligns directly with what your Self-Assessment checks in this area: (1) a formal policy adopted by leadership, (2) sustainability integrated into mission/values, (3) goals defined and communicated internally, and (4) policies regularly reviewed and updated.

Practical boundary (what this topic is and is not)

- It is: a lightweight system that makes sustainability “how we decide and work.”
- It is not: a long strategic document, nor an external certification requirement.



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5.2 RESEARCH & FRAMEWORKS; MANAGEMENT SYSTEMS / CONTINUOUS IMPROVEMENT LOGIC (PDCA), SUSTAINABILITY COMMITMENTS AND SDG ALIGNMENT

A. Continuous improvement (PDCA) as a minimal management system

A widely used way to structure organisational improvement is the Plan–Do–Check–Act cycle: plan actions, implement them, check results, then adjust. PDCA is explicitly embedded in ISO 14001’s environmental management system logic (ISO’s own standard text includes a PDCA model section), and it is also described in public guidance on ISO 14001-based EMS approaches.

What this means for a youth NGO: you do not need a full EMS; you can adopt the cycle in a “minimum viable” way:

- Plan: choose 1–2 priorities; set 1–3 indicators.
- Do: apply one organisational tool (e.g., decision gate).
- Check: quarterly review (30–60 minutes).
- Act: update the policy/tools and set the next actions.

B. Sustainability commitments that are operational (not symbolic)

Your self-assessment feedback already warns that informal/ad-hoc sustainability efforts lose momentum and recommends formalising policy, setting objectives, communicating them internally, and ensuring leadership involvement.

This chapter operationalises that advice by providing: (i) a 1-page charter, (ii) a decision-gate checklist, (iii) a review rhythm, and (iv) evidence indicators.

C. SDG alignment as a communication and prioritisation tool (use selectively)

The UN Sustainable Development Goals (SDGs) can be used as a shared public language to explain “why these choices” (e.g., procurement, waste prevention, event design). SDG 12 (Responsible Consumption and Production) is particularly relevant to organisational operations and events.

Practical rule: do not claim alignment with “all SDGs.” Choose 1–3 SDGs that genuinely match your mission and work practices, then link them to concrete organisational rules and indicators.

5.3 POLICIES TO ADOPT; SUSTAINABILITY CHARTER, ROLES/RESPONSIBILITIES, REVIEW CYCLE MINIMUM VIABLE POLICY PACK (RECOMMENDED FOR MOST YOUTH NGOS)

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1. Sustainability Charter (1 page)

A short document adopted by leadership that includes:

- Scope (operations / events / programmes / partnerships)
- 4–6 commitments (principles)
- 4–6 practices (“We will...”)
- Governance: who owns it and when it is reviewed

This directly supports the self-assessment statements on policy adoption, mission/values integration, internal communication of objectives, and regular review.

2. Roles and responsibilities (half page)

Define three roles (one person can cover more than one in small organisations):

- Sustainability focal point (coordinates, maintains tools, prepares quarterly review)
- Leadership sponsor (approves policy, resolves trade-offs, ensures resourcing)
- Youth participation role (ensures meaningful youth input—co-design, agenda-setting, or facilitation support)

3. Review cycle (lightweight)

- Quarterly: short review meeting (30–60 minutes) using 1–3 indicators and a “Keep/Improve/Stop/Try” agenda.
- Annual: revise the charter (one page) and publish a short internal update.

Optional “maturing” policies (add once the minimum pack is working)

- Sustainable purchasing mini-policy (ties directly to daily operations)
- Sustainable events standard
- Travel and meetings guidance

These are referenced in later chapters, but the governance mechanism starts here.

5.4 ACTIVITIES (2–3) + HANDOUTS (CHARTER TEMPLATE, DECISION-GATE CHECKLIST, INTERNAL COMMS PLAN)

ALL ACTIVITIES BELOW ARE NON-FORMAL, FACILITATOR-READY, AND PRODUCE CONCRETE ORGANISATIONAL OUTPUTS.



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ACTIVITY 5.4.1 – SUSTAINABILITY CHARTER SPRINT (OUTPUT: 1-PAGE CHARTER)

PURPOSE	- Draft a credible, lightweight sustainability charter adopted by leadership. - Translate values into 4–6 practical “We will...” rules.
TIME;	75–90 minutes
GROUP;	6–20 (include 1 leadership representative; include youth reps if possible)
MATERIALS;	flipchart/board, sticky notes, markers; Handout A (Charter Template)
STEPS	- Reality mapping (10 min): “What do we already do?” “Where is our biggest footprint?” - Commitments vs practices (15 min): split notes into “commitments” (principles) and “practices” (rules). - Draft the charter (25 min): fill Handout A together. - Reality test (15 min): apply the draft to 2 real upcoming decisions (purchase/event/travel). - Adoption plan (10 min): confirm who approves, where it is stored, and review date. Debrief (10 min) - Which rule will be hardest to apply and why (capacity, cost, habits)?



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- What exceptions are legitimate and how will we document them?

HANPOUT A – ONE-PAGE SUSTAINABILITY CHARTER

Organisation:

[Name]

Version:

[v1.0]

Date:

[DD/MM/YY
YY]

Purpose (2–3 lines)

[Write a short purpose statement here.]

Scope (tick)

☐ operations ☐ events ☐ programmes ☐ partnerships

Our commitments (max 6 bullets)

- [commitment 1]
- [commitment 2]
- [commitment 3]



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- [commitment 4]
- [commitment 5]
- [commitment 6]

Our practices (max 6 bullets — “We will...”)

- We will [practice 1].
- We will [practice 2].
- We will [practice 3].
- We will [practice 4].
- We will [practice 5].
- We will [practice 6].

Roles

Focal point:

[name/role]

Sponsor:

[name/role]

Youth involvement:

[how youth are involved]

Review

Quarterly check-in:

[month/quarter]

**Annual
update
date:**

[DD/MM/YY
YY]



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ACTIVITY 5.4.2 – DECISION GATE CHECKLIST WORKSHOP (OUTPUT: 1-PAGE DECISION GATE)

PURPOSE	• Make sustainability part of approvals (purchases, events, travel, partnerships). • Reduce “policy without practice” by requiring a short sustainability check before confirming decisions.
TIME;	60 minutes
GROUP;	4–15
MATERIALS;	Handout B, A4 papers, pens, markers
STEPS	1. Choose 3 decision types (10 min): e.g., supplier purchase, event venue/catering, travel reimbursement. 2. Draft 10 questions (25 min) using Handout B. 3. Set thresholds and exceptions (15 min): what decisions must use the checklist; who can approve exceptions. 4. Pilot (10 min): test the checklist on one real upcoming decision and refine.

HANDOUT B – DECISION GATE CHECKLIST

Decision type:	[procurement / travel / venue / printing / supplier / other]
----------------	--

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Date:		[DD/MM/YYYY]	Owner:	[name/role]	Approver: [name/role]
#	Question / prompt	Y	N	P	Notes / decision rationale
1	Can we avoid buying/travel by reusing, borrowing, or going online?				
2	Is there a lower-impact option that still meets the need?				
3	What minimum environmental criteria must the supplier/venue meet?				
4	What waste/materials will this create and how will we prevent it?				
5	Can we default to digital materials?				
6	Does this decision create inclusion barriers (cost, access, language, disability)?				
7	What is the lowest feasible carbon travel option for staff/participants?				
8	What is the budget impact and what is the justification if we choose a higher-impact option?				
9	What will we measure to know this worked (1 indicator)?				

10	What learning will we capture for next time?				
Decision					
Outcome:		[Proceed / Revise / Do not proceed]			
Key condition(s):		[e.g., switch supplier; reduce printing; use rail; add accessibility support]			
Evidence link:		[link/folder]			

ACTIVITY 5.4.3 – INTERNAL COMMUNICATION PLAN (OUTPUT: 1-PAGE INTERNAL COMMS PLAN)

PURPOSE	- Ensure sustainability goals and objectives are clearly communicated internally (an explicit self-assessment element). - Prevent “information loss” when volunteers/staff rotate.
TIME;	60–75 minutes
GROUP;	6–20
MATERIALS;	Handout C (Internal Comms Plan)

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STEPS

1. Audience mapping (10 min): staff, volunteers, youth participants, board, project coordinators.
2. Message design (15 min): define the “minimum message set” (what everyone must know).
3. Channel selection (15 min): where will this live (onboarding pack, shared drive, Slack/Teams, meeting agenda).
4. Rhythm and responsibilities (15 min): monthly/quarterly touchpoints; who sends what.
5. Credibility check (10 min): ensure you only communicate what you can evidence (avoid over-claiming).

HANDOUT C – INTERNAL COMMS PLAN (ONE PAGE)

Organisation:**[Name]****Owner (name/role):****[Name/Role]****What we are committing to (link to charter)****[Short statement linking to the Sustainability Charter / policy.]****5 key rules everyone should know**Co-funded by
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1) [rule]

2) [rule]

3) [rule]

4) [rule]

5) [rule]

Where it is stored (single source of truth)

Location/link:

[drive/folder/wiki link]

How we onboard newcomers (who, when, what)

Who:

[role/name]

When:

[e.g., first week / quarterly onboarding module]

What:

[what they receive/learn: charter + key rules + tools + decision gate]

Meeting rhythm

Cadence:

[e.g., 5-minute sustainability check monthly]

Quarterly update format

Use a simple format: one datapoint + one improvement.

Datapoint: [indicator + value + trend] | Improvement: [one change we will make next quarter]



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5.5 MONITORING MINI-PACK: POLICY ADOPTION EVIDENCE + REVIEW CADENCE INDICATORS

CHOOSE 1-3 INDICATORS ONLY (MINIMUM VIABLE MONITORING).
THIS SECTION IS INTENTIONALLY LIGHTWEIGHT AND ALIGNED
WITH PDCA.

Recommended indicators (pick at least two)

1. Policy adopted by leadership
 - Evidence: approved charter (version/date), board/minutes or leadership sign-off.
 - Indicator: Yes/No + adoption date.
(Directly matches the self-assessment statement on leadership-adopted policy.)
2. Policy communicated internally
 - Evidence: onboarding pack updated; internal post/email; meeting note where policy was introduced.
 - Indicator: % of team who confirm they received it (quick pulse survey) or “communication completed” (Yes/No + date).
(Directly matches the self-assessment statement on internal communication of goals/objectives.)
3. Decision gate use (turning policy into practice)
 - Evidence: completed checklists attached to decisions (even sampled).
 - Indicator: % of major decisions in the quarter that used the decision gate (sample 10 if needed).
4. Review cadence (continuous improvement)
 - Evidence: quarterly review notes (Keep/Improve/Stop/Try) + updated action list.
 - Indicator: number of review meetings held vs planned (e.g., 1 per quarter) and number of policy/tool updates made.

Quarterly review routine (30–60 minutes)

- Look at 1–3 indicators.
- Decide: one quick win to keep, one system change to implement, one practice to stop/adjust.
- Update: charter or checklist if needed; set owners and dates.

6. WORKSPACE AND DAILY OPERATIONS

6.1 MEANING AND SCOPE; OFFICE SYSTEMS, PROCUREMENT, TRAVEL, DIGITAL FOOTPRINT, WASTE/ENERGY ROUTINES

This topic covers the operational “engine room” of a youth organisation: the everyday routines and choices that create a large share of your direct environmental footprint and that set the credibility of your public sustainability messaging. In practical terms, it includes:

Office systems and routines: paper use, printing norms, meeting set-ups, onboarding habits, shared drive rules, and “default choices” (digital-first, reuse-first).

Procurement: how you choose products and services (office supplies, IT, catering contracts, printing suppliers), including sustainability criteria and life-cycle thinking.

Travel and meetings: travel reimbursements, travel planning, and when virtual/hybrid is acceptable; encouraging low-carbon options without excluding people.

Energy and waste: how you monitor consumption, reduce energy use, and implement waste reduction and recycling routines.

Digital footprint: awareness of the environmental impacts of data storage, streaming, and device use, and adopting basic “digital hygiene” rules.

This aligns directly with what your Self-Assessment measures under “Workspace and daily operations”: minimising paper via digital workflows; monitoring and reducing energy; implementing waste reduction and recycling; having environmentally friendly purchasing policies; encouraging low-carbon travel; and being aware of the organisation’s digital footprint with policies to reduce it.

6.2 RESEARCH & FRAMEWORKS:

sustainable consumption/production (SDG 12), operational EMS logic (PDCA), demand-side mitigation (behaviour + structures)

A. Sustainable consumption and production (SDG 12) as the strategic “why”

SDG 12 frames the organisational logic behind reducing waste, choosing sustainable supplies, and improving resource efficiency—i.e., changing consumption patterns, not only adding recycling bins. The UN’s SDG 12 page and SDG platform position SCP as a core pathway to reducing waste and improving resource and energy use.

What this means for youth NGOs: daily operations are not “small stuff.” They are the operational expression of SDG 12 and a visible part of your organisational integrity.



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B. PDCA (Plan–Do–Check–Act) as a lightweight operational management system
ISO environmental management systems use PDCA as an iterative method for continual improvement: plan changes, implement, check outcomes, and adjust. ISO’s own TC207 PDCA model page is a practical reference point for this approach.
What this means for a youth NGO: you can run “minimum viable PDCA” without certification:

- Plan: choose 1–2 operational priorities (e.g., paper + travel).
- Do: adopt one tool (e.g., eco-office rules + travel policy).
- Check: track 2–4 indicators monthly/quarterly.
- Act: adjust rules and set the next improvement.

C. Demand-side mitigation: behaviour plus enabling conditions
The IPCC AR6 (WGIII) places strong emphasis on demand-side mitigation, describing it as a combination of infrastructure use, end-use technology, and socio-cultural/behavioural change, with large potential reductions in end-use sectors.
What this means for this chapter: do not rely on “awareness only.” Pair behaviour prompts (turn off lights, avoid printing) with enabling structures (default settings, procurement standards, travel reimbursement rules) so sustainable choices become easier than unsustainable ones.

D. Procurement as a leverage point (even for small organisations)
Sustainable procurement guidance (including UNEP materials and implementation guidelines) frames procurement as a mechanism to shift markets and reduce life-cycle impacts.
What this means for youth NGOs: you do not need complex tendering. You need a small set of criteria used consistently for your most frequent purchases.

6.3 DAILY PRACTICES: eco-office rules, procurement criteria, travel-first choices, digital hygiene

Below is a “minimum viable practice set” that is realistic for small organisations and directly maps to your self-assessment statements.

A. Eco-office rules (one page, posted and included in onboarding)
Paper and printing

- Default: no printing unless required (legal/accessibility); print double-sided by default.
- Meeting packs: digital-first; print only on request.

Energy

- End-of-day routine: shut down devices; power strips off where possible.



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- Heating/cooling: simple rules and responsibilities (who checks; how settings are decided).

Waste and recycling

- “Reduce first”: avoid single-use items for office and meetings.
- Clear bin system with simple signage; assign one monthly “waste check” owner.

B. Procurement criteria (simple, consistent, documented)

Start with your top 10 recurring purchases (paper, stationery, cleaning supplies, IT, printing services). Apply a short criteria list:

- Necessity: can we avoid or reuse?
- Durability and repairability (especially for IT).
- Recycled content / certified materials for paper and stationery.
- Local sourcing where relevant (and where it does not create other trade-offs).
- Supplier practices: minimal packaging, take-back options.

C. Travel-first choices (encourage low carbon, protect inclusion)

- Default travel hierarchy: virtual/hybrid → public transport → carpooling → car (single occupancy) → flights (exception only with justification).
- Reimbursement rule: reimburse “best available low-carbon option” up to a defined threshold; document exceptions.
This matches the self-assessment emphasis on low-carbon travel and virtual meetings.

D. Digital hygiene (reduce digital footprint without moralising)

Digital footprint policies can stay simple:

- Storage hygiene: shared drive clean-up routine; avoid duplicate file trees.
- Video calls: default to “camera optional” and avoid unnecessary HD streaming when not needed.
- Device lifecycle: extend device life; repair-first; responsible disposal (where possible through certified channels).
This maps to the self-assessment statement on digital footprint awareness and policies.

6.4 ACTIVITIES (2-3) + HANDOUTS (ECO-OFFICE WALKTHROUGH, PURCHASING MINI-POLICY, TRAVEL POLICY BUILDER)

Each activity is non-formal, participatory, and produces an organisational output. Use these with mixed groups (staff, volunteers, youth reps) so operational change is co-owned, not imposed.

ACTIVITY 6.4.1 – ECO-OFFICE WALKTHROUGH AUDIT (OUTPUT: ECO-OFFICE RULES + ACTION LIST)

PURPOSE	- Identify 10 concrete operational improvements in your actual workspace. - Co-create a one-page Eco-Office Rules sheet and assign owners.
TIME;	75 minutes
GROUP;	6–20
MATERIALS;	Handout 6A; phone/camera; sticky notes; markers
STEPS	- Briefing (5 min): focus on “reduce first,” not only recycling. - Walkthrough in small teams (20 min): teams audit zones (kitchen, printers, meeting room, waste points, devices). “Evidence wall” (10 min): each team posts findings as “Keep / Improve / Stop.” - Rule drafting (20 min): collectively draft 8–12 Eco-Office rules (one page).

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5. Action assignment (20 min): choose 3 quick wins (this week) and 2 system changes (this month); assign owners.

HANDOUT 6A – ECO-OFFICE WALKTHROUGH (1 PAGE)

Organisation:	[Name]	Date:	[DD/MM/YYYY]		
Zones (tick): ☐ printing ☐ energy ☐ waste ☐ kitchen ☐ meeting room ☐ storage ☐ devices					
For each zone, answer the 4 prompts below. Keep it short: defaults + biggest change + what support is needed.					
Zone	Default behaviour now	Waste/energy/paper created	Single change to reduce most	What we need (rule/signage/equipment/responsibility)	Owner
Printing	[]	[]	[]	[]	[name/role]
Energy	[]	[]	[]	[]	[name/role]
Waste	[]	[]	[]	[]	[name/role]
Kitchen	[]	[]	[]	[]	[name/role]

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Meeting room	☐	☐	☐	☐	[name/role]
Storage	☐	☐	☐	☐	[name/role]
Devices/IT	☐	☐	☐	☐	[name/role]
Quick wins (this week): 1) ____ 2) ____ 3) ____					
System change (this month): 1) ____ 2) ____					

ACTIVITY 6.4.2 – PURCHASING MINI-POLICY SPRINT (OUTPUT: 1-PAGE SUSTAINABLE PROCUREMENT MINI-POLICY)

PURPOSE	• Create a consistent purchasing rule-set for the top 10 recurring purchases. • Embed “avoid/reuse first” and basic sustainability criteria.
TIME;	60–75 minutes
GROUP;	4–15
MATERIALS;	Handout 6B; list of your top purchases (or generate in the session)

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STEPS

1. Identify top 10 purchases (10 min).
2. Decide your “minimum criteria” (20 min): 6–8 criteria maximum.
3. Decide approval thresholds (15 min): which purchases require a second approval or a checklist.
4. Adoption and storage (10 min): where it lives; who maintains supplier list.
5. Credibility check (10 min): are criteria feasible and measurable?

This is aligned with SDG 12’s focus on sustainable consumption patterns and with procurement guidance that positions purchasing as a demand-side lever.

HANDOUT 6B – SUSTAINABLE PURCHASING MINI-POLICY

Organisation:

[Name]

Version:

[v1.0]

Owner:

[Finance/Procurement]

Scope**Applies to:**

all purchases above €__ and to recurring supplies

Principles (tick)
☐ avoid ☐ reuse ☐ repair ☐ recycle ☐ choose low-impact
Minimum criteria (max 8 bullets)Co-funded by
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- [criterion 1]
- [criterion 2]
- [criterion 3]
- [criterion 4]
- [criterion 5]
- [criterion 6]
- [criterion 7]
- [criterion 8]

Supplier list (preferred suppliers and why)

Preferred supplier	Why preferred (criteria / proof)
[name]	[reason/evidence]
[name]	[reason/evidence]
[name]	[reason/evidence]

Approval and exceptions

Approver for exceptions:	[role/name]
What must be documented:	[brief rationale + options considered + evidence (invoice/spec) + inclusion/safety notes if relevant]

Review date

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Cadence:	[quarterly / annually]	Next review:	[DD/MM/YYYY]
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ACTIVITY 6.4.3 – TRAVEL POLICY BUILDER (OUTPUT: TRAVEL AND MEETINGS GUIDANCE + REIMBURSEMENT RULE)

PURPOSE	• Build a travel policy that reduces emissions while protecting inclusion and accessibility. • Define a clear reimbursement rule and an exceptions process.
TIME;	75 minutes
GROUP;	6–20
MATERIALS;	Handout 6C
STEPS	1. Reality map (10 min): list common travel types (local meetings, national events, international mobility). 2. Build your travel hierarchy (15 min): set default choices (virtual → public transport → carpooling...). 3. Inclusion and fairness test (15 min): identify cases where low-carbon choices are not feasible; define support options. 4. Draft reimbursement rule (20 min): what is reimbursed, what requires justification, what evidence is kept.

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5. Implementation plan (15 min): communication, onboarding, and review date.

This connects directly to the self-assessment statement on encouraging low-carbon options including virtual meetings.

HANPOUT 6C – TRAVEL & MEETINGS GUIDANCE

Organisation:	[Name]		
Version:	[v1.0]	Owner:	[Ops/Finance]

Default hierarchy

1. Avoid (is travel necessary?)
2. Replace (virtual/hybrid first)
3. Shift (walk/bike/public transport/rail)
4. Share (carpool)
5. Fly last (only when strongly justified)

When virtual/hybrid is acceptable

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[Define the default cases where virtual/hybrid should be used (e.g., dispersed participants; short meetings; cost barriers).]

Reimbursement rule (simple)

Default: [public transport/rail] reimbursed.

Car: [conditions for reimbursement].

Exceptions

Allowed when:

[accessibility needs / no feasible alternative /
safety/legal / time-critical]

Approved by:

[role/name]

Evidence required:

[short rationale + options considered +
ticket/receipt + inclusion notes if relevant]

Accessibility and inclusion safeguards



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- Ensure sustainability choices do not exclude participants (cost, timing, mobility needs, language, disability).
- Offer reasonable accommodations and document them when needed.

Review date

Cadence:

[quarterly / annually]

Next
review:

[DD/MM/YYYY]

6.5 MONITORING MINI-PACK: A SMALL SET OF OPERATIONAL INDICATORS (ENERGY, TRAVEL MODES, PAPER, WASTE)

Keep monitoring operational and light. Choose 4 indicators maximum and review quarterly (PDCA “Check/Act”).

Recommended minimum set (pick 3–4)

Energy

- Indicator: monthly kWh (or cost) per month (use utility bills).
- Evidence: energy bills or meter snapshots.

Paper

- Indicator: number of paper reams purchased per month (or prints per month if tracked).
- Evidence: purchase records.

Travel

- Indicator: % of trips by mode (public transport / carpool / car / flight / virtual).
- Evidence: a simple travel log (one spreadsheet tab).

Waste

- Indicator: number of general waste bags collected per week (simple proxy) and recycling contamination issues (count).
- Evidence: caretaker/office log + periodic photo checks.

Quarterly review (30 minutes)

1. Look at the 3–4 indicators (trend: up/down/stable).
2. Decide one quick win and one system change for next quarter.
3. Update the eco-office rules / purchasing list / travel guidance accordingly.



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Note: Your self-assessment feedback explicitly suggests starting with visible operational changes (paper, recycling, energy monitoring), then formalising guidelines and procurement, and eventually setting measurable reduction targets and tracking carbon footprint elements.

7. ENVIRONMENTAL AWARENESS AND TRAINING

7.1 MEANING AND SCOPE; ORGANISATIONAL CULTURE, STAFF/VOLUNTEER CAPACITY, YOUTH AS CO-EDUCATORS AND CO-DECIDERS

This topic addresses how sustainability becomes part of “how we think and work” in the organisation—through regular learning, internal communication routines, and meaningful youth participation in shaping the sustainability agenda.

In Sustain Youth, this area is operationalised through four concrete expectations:

- Staff and volunteers receive training on environmental sustainability practices.
- Environmental sustainability is a regular topic in organisational meetings and communications.
- Youth participants are educated on sustainability topics as part of programmes or activities.
- Youth representatives have a role in shaping the organisation’s sustainability agenda.

Scope boundaries (to keep it feasible):

- This is not a “full curriculum” or an academic training track.

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- It is a practical capacity-building system: short learning moments, repeatable formats, and real organisational outputs (rules, checklists, decisions) that reinforce behaviours.

7.2 RESEARCH & FRAMEWORKS; NON-FORMAL LEARNING, EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) AND COMPETENCIES, YOUTH WORK LEARNING PRINCIPLES

A. Youth work and non-formal learning principles (voluntary, participatory, learner-centred)
Council of Europe youth work definitions emphasise that youth work is based on non-formal/informal learning processes, focused on young people, and relies on voluntary participation.

Practical meaning for organisations: sustainability learning works best when it is participatory (co-created), linked to real decisions, and designed for varied motivation and confidence levels—not delivered as a one-way lecture.

B. ESD as “competence to act,” not only knowledge

UNESCO’s Education for Sustainable Development Goals: Learning Objectives frames ESD as developing knowledge, skills, values, and attitudes that enable people to take informed decisions and act responsibly.

Practical meaning: training should include behavioural and socio-emotional elements (e.g., agency, collaboration, critical thinking, systems thinking), not only facts about climate or recycling.

C. Competence frameworks that help you design training without guessing

Two practical competence references commonly used in Europe:

- GreenComp (European sustainability competence framework) provides a structured set of sustainability competences and language educators can use to design learning experiences.
- UNESCO’s ESD learning objectives include cross-cutting competencies and SDG-related learning objectives across cognitive, socio-emotional, and behavioural domains.

D. Why this matters organisationally (culture and continuity)

Your Self-Assessment feedback explicitly frames awareness as the foundation for long-term change and recommends making training regular and systematic, linking it to decision-making, and involving youth representatives in shaping the agenda.

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7.3 PRACTICES; TRAINING PLAN, MEETING ROUTINES, YOUTH-LED LEARNING COMPONENTS

MINIMUM VIABLE PRACTICE SET (RECOMMENDED STARTING POINT)

A. A simple annual training plan (lightweight)

- 3–6 micro-sessions per year (30–60 minutes each), embedded in existing meetings where possible.
- One longer session (half-day) annually for deeper work (e.g., designing the sustainability plan or reviewing progress).
- Target groups: staff, volunteers, and youth leaders (not only “the sustainability person”).

B. Meeting routines (make sustainability “normal”)

- Standing agenda item: “Sustainability check” (5 minutes) in staff/volunteer meetings.
- Decision habit: when a decision affects events, purchasing, or travel, explicitly ask “what is the lower-impact option?” and record the outcome.

C. Youth-led learning components (youth as co-educators and co-deciders)

- Youth representatives co-design at least two learning moments per year and have a defined role in shaping priorities.
- Youth participants learn sustainability through programmes/activities that include practical action and reflection, not only information.

7.4 ACTIVITIES (2–3) + HANDOUTS (MYTH/FACT/ACTION CARDS, MICRO-LEARNING MODULE TEMPLATE, YOUTH CO-DESIGN SESSION PLAN)

All activities are facilitator-ready and designed for mixed groups (staff/volunteers/youth reps). They follow a COMPASS-style structure, including debrief and follow-up action.

ACTIVITY 7.4.1 – MYTH / FACT / ACTION CARDS (OUTPUT: SHARED “WHAT WE WILL DO” LIST + MEETING MICRO-ROUTINE)

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PURPOSE	Surface misconceptions, build a shared baseline, and convert learning into 3–5 concrete actions relevant to the organisation’s daily work.
TIME;	60 minutes
GROUP;	8–25
MATERIALS;	Handout 7A (cards), flipchart, markers
STEPS	1. Sort (15 min): small groups sort cards into Myth / Fact / Depends. 2. Evidence discussion (15 min): groups justify choices; facilitator clarifies (keep it practical, not academic). 3. Action mapping (20 min): each group chooses 2 cards and answers: “What should our organisation do differently?” 4. Commitment (10 min): agree 3–5 actions and one meeting micro-routine (e.g., 5-minute sustainability check). Debrief prompts • Which “depends” topics require a policy or decision rule rather than debate? • What is one change we can trial for 6–12 weeks?

HANDOUT 7A – MYTH / FACT / ACTION CARDS

MYTH / FACT / ACTION

MYTH / FACT / ACTION

MYTH / FACT / ACTION

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Statement (simple)	Statement (simple)	Statement (simple)
Recycling is the main thing we can do.	Digital is always better than paper.	Sustainability means extra costs.
Why it matters (one line)	Why it matters (one line)	Why it matters (one line)
Depends; prevention often matters more.	Depends; set a digital hygiene rule to avoid duplication/storage waste.	Depends; many measures save money; track evidence.
Action in our organisation (one line)	Action in our organisation (one line)	Action in our organisation (one line)
Action: identify 1 prevention step (avoid single-use / reduce printing / cut waste).	Action: adopt a simple digital hygiene rule (naming, cleanup, no duplicate uploads).	Action: note the budget impact + one cost-saving measure to try next quarter.

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MYTH / FACT / ACTION	MYTH / FACT / ACTION	MYTH / FACT / ACTION
Statement (simple)	Statement (simple)	Statement (simple)
[statement]	[statement]	[statement]
Why it matters (one line)	Why it matters (one line)	Why it matters (one line)
[why it matters]	[why it matters]	[why it matters]
Action in our organisation (one line)	Action in our organisation (one line)	Action in our organisation (one line)
[action prompt]	[action prompt]	[action prompt]

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MYTH / FACT / ACTION	MYTH / FACT / ACTION	MYTH / FACT / ACTION
Statement (simple)	Statement (simple)	Statement (simple)
[statement]	[statement]	[statement]
Why it matters (one line)	Why it matters (one line)	Why it matters (one line)
[why it matters]	[why it matters]	[why it matters]
Action in our organisation (one line)	Action in our organisation (one line)	Action in our organisation (one line)



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[action prompt]	[action prompt]	[action prompt]
MYTH / FACT / ACTION	MYTH / FACT / ACTION	MYTH / FACT / ACTION
Statement (simple)	Statement (simple)	Statement (simple)
[statement]	[statement]	[statement]
Why it matters (one line)	Why it matters (one line)	Why it matters (one line)
[why it matters]	[why it matters]	[why it matters]
Action in our organisation (one line)	Action in our organisation (one line)	Action in our organisation (one line)

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[action prompt]	[action prompt]	[action prompt]

ACTIVITY 7.4.2 – MICRO-LEARNING MODULE BUILDER (OUTPUT: ONE 30-MINUTE INTERNAL TRAINING MODULE + SLIDE/HANDOUT)

PURPOSE	Create a repeatable micro-session that can be delivered during onboarding or staff/volunteer meetings.
TIME;	75 minutes
GROUP;	4–15

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MATERIALS;	Handout 7B
\$TEPS	
1. Choose one competence goal (10 min): pick 1–2 competences from GreenComp/ESD framing (e.g., systems thinking; acting for sustainability; collaboration). 2. Define the “one behaviour change” (10 min): what should people do differently after this session? 3. Design the micro-session (30 min): use the template (hook → short input → practice → reflection → one commitment). 4. Build the materials (15 min): one-page handout or 3–5 slides. 5. Pilot plan (10 min): who delivers it, when, and to whom.	

HANDOUT 7B – MICRO-LEARNING MODULE (COPY/PASTE)

Title (topic):	[topic]				
Target group:	[staff/volunteers/youth leaders]	Duration:	~24 min	Owner:	[name/role]
Competence focus (from GreenComp / ESD)					
[competence / short description]					

One behaviour change (observable)

[e.g., ‘Use the event checklist for every event’ / ‘Default to rail for domestic travel’]

Module flow

Step	Time	Facilitator guide (what you do)	Notes / prompts
Hook	2 min	[short hook: question, mini poll, scenario]	[prompt]
Key input	5 min	[1–2 key messages + one concrete example]	[avoid over-claiming; link to charter/tool]
Practice activity	10 min	[pair/small group task; apply checklist/decision gate]	[task instructions]
Reflection	5 min	[ask reflection questions; capture learning]	[questions below]
Follow-up commitment	2 min	[each participant chooses one action]	[commitment statement]

Reflection questions (5 minutes)



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1) What is one thing you will change in practice?

2) What support or clarification do you need to do it?

3) What barrier might make this hard—and how can we reduce it?

Materials list

- [links/handouts]
- [checklist/template]
- [optional: slides/board]

Evidence to keep

Attendance + one action chosen per participant (simple commitment list).



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ACTIVITY 7.4.3 – YOUTH CO-DESIGN SESSION (OUTPUT: YOUTH-SHAPED SUSTAINABILITY LEARNING AGENDA + ROLES)

PURPOSE	Ensure youth representatives have a real role in shaping the sustainability agenda and that sustainability learning is relevant to young people's realities.
TIME;	90 minutes
GROUP;	8–20 (ensure youth are at least 40–50% of participants)
MATERIALS;	Handout 7C, sticky notes, markers
STEPS	1. What matters to us (15 min): youth identify priority sustainability themes linked to their lived experience. 2. What the organisation can influence (15 min): map priorities to organisational levers (events, travel, purchasing, programmes). 3. Design two learning moments (25 min): define format, audience, and outputs (e.g., one workshop + one campaign/action). 4. Roles and decision points (20 min): define youth roles (co-facilitation, review of decisions, communication). 5. Agreement (15 min): confirm which proposals go to leadership, by when, and what feedback loop will exist.

HANDOUT 7C – YOUTH CO-DESIGN CANVAS

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Organisation:	[Name]	Date:	[DD/ MM/Y YYY]
Youth priorities (top 3)		Organisational levers (where we can act)	
1) [priority] 2) [priority] 3) [priority] Notes: []		[Where we can act: rules, purchasing, events, comms, travel, training, partnerships] Levers: • [lever] • [lever] • [lever] Constraints: []	
Youth roles (real responsibilities)		Two learning moments (title, format, output)	
Role 1: [what youth decide/do] Role 2: [what youth decide/do] Role 3: [what youth decide/do] How decisions are made:		Learning moment 1 • Title: [] • Format: [workshop / micro-learning / peer session] • Output: [tool, message, rule, action] Learning moment 2 • Title: []	

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[e.g., vote/consensus + staff facilitation]	• Format: [] • Output: []
Support needed from staff/leadership	Decision points and timeline
• Time & facilitation: [] • Budget/resources: [] • Access/permissions (data, comms, suppliers): [] • Safeguarding / inclusion support: [] • Approval needed from: [role]	Milestones: 1) Co-design session: [date] 2) Draft outputs ready: [date] 3) Decision/approval: [date] 4) Pilot/implementation: [date] 5) Review & learning note: [date] Key decision points: • [decision] • [decision]

7.5 MONITORING MINI-PACK: TRAINING PARTICIPATION + LEARNING-TO-PRACTICE INDICATORS

Keep monitoring minimal and behavioural (evidence that learning changes practice), consistent with the self-assessment emphasis on training, regular internal discussion, youth learning, and youth involvement in shaping the agenda.

Recommended indicators (pick 2–4)

1. Training delivery and reach
 - Indicator: number of sustainability training sessions delivered per quarter; attendance by role (staff/volunteers/youth leaders).
 - Evidence: agenda, attendance list, materials used.
2. Meeting integration



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- Indicator: % of staff/volunteer meetings that included the “sustainability check” agenda item.
 - Evidence: meeting minutes template (tick box) or rotating “minute-taker” log.
3. Learning-to-practice conversion (most important)
- Indicator: number of operational or programme decisions that changed due to training (e.g., adoption of a new event rule; procurement criterion; travel option).
 - Evidence: short decision log linking “what we learned” → “what we changed.”
4. Youth participation in shaping the agenda
- Indicator: number of agenda-setting moments with youth reps per year; number of youth-proposed actions adopted.
 - Evidence: notes from co-design sessions; the final action list with owners.

Quarterly review routine (30 minutes)

- Check the indicators (2–4).
- Identify one learning topic that needs reinforcement (repeat as micro-learning).
- Identify one organisational tool to update (checklist/standard/policy) so learning becomes structural.

If you want the next step in the same chapter, I can draft the “What good looks like” one-page observable checklist and the “Tips/pitfalls + avoid” box specifically for common training failures (one-off sessions, too abstract, no behavioural follow-up, youth tokenism).

8. COMMUNITY AND STAKEHOLDER ENGAGEMENT

8.1 MEANING AND SCOPE; PARTNERSHIPS, ADVOCACY, COMMUNITY PROJECTS, INCLUSION OF MARGINALIZED YOUTH

This topic covers how a youth organisation engages beyond its internal operations to create wider sustainability impact and legitimacy. In practice it includes:

Partnerships: building working relationships with organisations, institutions, and community actors (municipalities, schools, NGOs, youth councils, businesses, informal groups) to co-deliver activities or improve practices.

Advocacy and outreach: influencing behaviours, norms, and decisions through



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campaigns, public communication, and dialogue with decision-makers.

Community projects: tangible local actions (repair initiatives, community learning, sustainable event collaborations) that connect sustainability to lived experience.

Inclusion of marginalised youth: ensuring that youth with fewer opportunities can access, shape, and benefit from sustainability actions—so sustainability work does not become a “privilege agenda.”

This scope fits youth work’s core function of facilitating young people’s participation and inclusion in communities and in decision-making.

8.2 RESEARCH & FRAMEWORKS; STAKEHOLDER ENGAGEMENT LOGIC FOR ORGANISATIONS, SDGS AS SHARED LANGUAGE FOR PARTNERSHIPS AND PUBLIC ACCOUNTABILITY

A. Stakeholder engagement as a structured organisational practice (not ad-hoc networking)

The AA1000 Stakeholder Engagement Standard positions stakeholder engagement as something integrated into governance, strategy, and operations, using a practical framework rather than one-off consultations. A widely cited element of AA1000 is the “accountability principles” approach—commonly summarised as inclusivity, materiality, and responsiveness—i.e., involve relevant stakeholders, focus on what matters most, and respond with actions and communication.

What this means for youth NGOs: partnership work becomes stronger when you (1) identify who is affected/needed, (2) prioritise a small number of relationships, and (3) close the loop by acting on input and communicating outcomes.

B. Stakeholder engagement as part of responsible organisational behaviour

ISO 26000 (Guidance on social responsibility) explicitly treats stakeholder identification and engagement as central to implementing social responsibility.

What this means: even without adopting ISO processes, you can treat engagement as a core organisational competency—especially where your work affects communities and young people’s opportunities.

C. SDGs as a shared language for partnerships and accountability

The SDGs provide a common reference point for explaining goals and aligning actions across partners. The UN SDG platform frames the SDGs as a universal call to action in a global partnership. For stakeholder engagement, SDG 17 is directly relevant because it focuses on revitalising partnerships for sustainable development.

Practical rule: use SDGs to clarify shared outcomes (e.g., SDG 12 for consumption patterns; SDG 13 for climate action; SDG 17 for partnerships), but always connect them to concrete actions and evidence to avoid “logo alignment without practice.”



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D. Inclusion is not automatic—design is required

European youth work policy and practice sources emphasise social inclusion and special attention to young people with fewer opportunities. Practical inclusion guidance (e.g., Youth Forum diversity/inclusion guidelines) highlights targeted outreach, accessible communication, and intersectionality checks to avoid excluding marginalised groups.

What this means: engagement work should include explicit safeguards—who is missing, what barriers exist, and what support mechanisms are needed.

8.3 PRACTICES; PARTNERSHIP PIPELINE, CAMPAIGN PLANNING, INCLUSION SAFEGUARDS

MINIMUM VIABLE PRACTICE SET (RECOMMENDED STARTING POINT)

A. Partnership pipeline (turn “contacts” into collaboration)

1. Map stakeholders (who affects/helps/benefits/blocks).
2. Prioritise 3–5 partners maximum for the next cycle (avoid overreach).
3. Define a “first action” with each partner (one small, concrete joint activity).
4. Assign one relationship owner per partner (accountability).
5. Close the loop: after the first action, run a short review (what worked, what to change).

This is consistent with structured engagement standards emphasising integration into organisational practice and responsiveness.

B. Campaign planning (small, realistic, behaviour-linked)

- Choose one behaviour or decision you want to influence (not “raise awareness” alone).
- Specify target audience(s) and channels.
- Link the message to your own organisational practices (credibility).
- Include one offline/community action where feasible (makes participation tangible).

C. Inclusion safeguards (minimum standard for engagement)

- Outreach: targeted invitations and channels that reach marginalised youth (not only your usual networks).
- Accessibility: timing, location, cost, language, and support needs accounted for.
- Meaningful participation: youth are involved in shaping priorities and decisions, not only attending activities.
- Intersectionality check: ask “who might this exclude?” before finalising activities.

8.4 ACTIVITIES (2-3) + HANDOUTS (STAKEHOLDER MAPPING CANVAS, PARTNERSHIP “FIRST ACTION” PLAN, CAMPAIGN-IN-A-BOX CALENDAR)

All activities are designed for mixed groups (staff, volunteers, youth reps) and produce concrete outputs.

ACTIVITY 8.4.1 – STAKEHOLDER MAPPING CANVAS (OUTPUT: PRIORITY STAKEHOLDER MAP + ENGAGEMENT GOALS)

PURPOSE	Identify, prioritise, and clarify engagement goals so efforts are focused and inclusive.
TIME;	75 minutes
GROUP;	6–25
MATERIALS;	Handout 8A (canvas), sticky notes, markers
STEPS	

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1. Brainstorm stakeholders (10 min): list all relevant actors (community, institutions, youth groups, suppliers, funders, media).
2. Map by influence and relationship (15 min): place stakeholders on a 2×2 (influence vs closeness/relationship).
3. Add inclusion lens (10 min): mark which stakeholder groups represent marginalised youth; identify gaps.
4. Prioritise (15 min): choose 3–5 stakeholders for the next 6–12 weeks.
5. Define engagement purpose (25 min): for each priority stakeholder, define: why engage, what success looks like, and what first contact/action will be.

HANDOUT 8A – STAKEHOLDER MAPPING CANVAS

Organisation:	[Name]	Date:	[DD/MM/YYYY]
Stakeholder list		Who is missing? (marginalised youth groups, underserved communities)	
• [stakeholder] • [stakeholder] • [stakeholder] • [stakeholder] • [stakeholder] • [add more]		• [group/community] • [group/community] • [group/community] Notes: []	
Influence / relationship map (2×2)			

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High influence	Low influence
[Strong relationship] • [stakeholder names]	[Weak relationship] • [stakeholder names]
[Strong relationship] • [stakeholder names]	[Weak relationship] • [stakeholder names]

Top 5 priorities + engagement goal per stakeholder

Stakeholder	Priority / interest	Engagement goal	Owner (person)	Next step	Date
[stakeholder]	[priority]	[goal]	[name]	[next step]	[DD/MM/YYYY]
[stakeholder]	[priority]	[goal]	[name]	[next step]	[DD/MM/YYYY]
[stakeholder]	[priority]	[goal]	[name]	[next step]	[DD/MM/YYYY]
[stakeholder]	[priority]	[goal]	[name]	[next step]	[DD/MM/YYYY]
[stakeholder]	[priority]	[goal]	[name]	[next step]	[DD/MM/YYYY]

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ACTIVITY 8.4.2 – PARTNERSHIP “FIRST ACTION” PLAN (OUTPUT: 1-PAGE JOINT ACTION PLAN + ROLES)

PURPOSE	Convert a partnership intention into a small, achievable first collaboration that builds trust.
TIME;	60 minutes
GROUP;	4–15 (include at least one youth representative)
MATERIALS;	Handout 8B
STEPS	



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1. Choose one priority partner (5 min).
2. Define shared value (10 min): what each partner gains; what community problem you address.
3. Design the first action (20 min): a low-resource joint activity (e.g., co-hosted workshop, repair event, sustainable event pilot, local campaign action).
4. Roles and responsibilities (15 min): who does what; youth role defined meaningfully.
5. Credibility check (10 min): are we claiming anything we cannot evidence? what will we measure?

HANDOUT 8B – FIRST ACTION PLAN (ONE PAGE)

Organisation:	[Name]	Date:	[DD/MM/YYYY]
Partner			
Partner name:		[Partner organisation]	
Shared objective (one sentence)			
[One sentence describing the shared objective.]			

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What:	[activity/action]		
Where:	[location/community]		
When:	[DD/MM/YYYY]	Duration:	[e.g., 90 days / 1 event]

Roles (our org / partner / youth roles)

Our org:	[roles + responsibilities]
Partner:	[roles + responsibilities]
Youth roles:	[real responsibilities / decision points]

Resources needed



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[budget / staff time / materials / space / comms / translation / accessibility costs]

Inclusion / access needs

[cost barriers / mobility needs / language / safeguarding / timing / digital access]

Indicator(s) and evidence to collect

Indicator(s): [1–2 indicators]

Evidence: [photos, minutes, checklist, attendance, travel mode question, invoice, short feedback]



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Review date

Review date:

[DD/MM/YYYY]

Owner:

[name/role
]**ACTIVITY 8.4.3 – CAMPAIGN-IN-A-BOX CALENDAR (OUTPUT: 4-WEEK CAMPAIGN PLAN + ONE OFFLINE ACTION)**

PURPOSE	Design a small, realistic sustainability campaign that links outreach to measurable behaviour and does not exceed capacity.
TIME;	90 minutes
GROUP;	8–25

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MATERIALS;	Handout 8C (calendar), example channels list
STEPS	
1. Choose one campaign focus (10 min): one behaviour/decision (e.g., sustainable travel to events; reduce single-use; community repair). 2. Define audiences (10 min): youth participants, parents, municipality, schools, community members. 3. Build message spine (20 min): one core message; one call-to-action; one “we do it too” credibility statement. 4. Build calendar (30 min): 4 posts + 1 offline/community action + 1 partner amplification. 5. Define measurement (20 min): 1–2 simple indicators (participation count, pledge count, travel mode share, etc.).	

HANDOUT 8C – CAMPAIGN-IN-A-BOX (4-WEEK CALENDAR)

Organisation:	[Name]	Owner:	[name/role]	Start date:	[DD/MM/YYYY]		
4-week plan							
Week	Theme	Message / story	Action	Channels / partners	Owner	Date	Evidence link

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Week 1	Message + action	[key message]	[one simple action people can do]	[channels + partner tag]	[name]	[DD/M M]	[link]
Week 2	Story + action	[story angle]	[one simple action people can do]	[channels + partner tag]	[name]	[DD/M M]	[link]
Week 3	Partner amplification + action	[partner message]	[one simple action people can do]	[partners + repost plan]	[name]	[DD/M M]	[link]
Week 4	Offline action + results share	[offline activity + results]	[participation ask]	[offline + online share]	[name]	[DD/M M]	[link]

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Indicators and evidence							
Indicators: [e.g., reach, engagement, # participants, travel mode responses, waste avoided, checklist completion] Evidence: [screenshots/links, photos, attendance list, short feedback, decision log]							
Owner and timeline							
Owner:	[name/role]			End date:	[DD/M M/YYYY]	Review:	[DD/M M/YYYY]

8.5 MONITORING MINI-PACK: PARTNERSHIP/OUTPUT INDICATORS + INCLUSION CHECKS

Keep monitoring minimal but meaningful. Track both “what we did” (outputs) and “who benefited/participated” (inclusion), and ensure you close engagement loops (responsiveness), consistent with stakeholder engagement principles.

Recommended indicators (pick 3–5)

Partnership and engagement indicators



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1. Number of priority partnerships activated (with a completed “first action plan”).
 - Evidence: signed/confirmed plan, meeting notes, shared materials.
2. Joint actions delivered
 - Indicator: number of co-delivered activities/events/campaign actions.
 - Evidence: attendance lists, photos, agendas, partner comms.
3. Responsiveness / feedback loop
 - Indicator: % of engagement activities where feedback was collected and “what we changed” was documented.
 - Evidence: short feedback form + one-paragraph “what we learned/changed.”

Inclusion checks (minimum standard)

4) Participation diversity proxy

- Indicator: proportion of participants from target groups with fewer opportunities (using safe, consent-based, non-invasive proxy measures where appropriate).
- Evidence: voluntary self-identification categories or partner referral counts; accessibility support provided.

5. Barrier reduction actions

- Indicator: number of concrete inclusion supports provided (travel support, accessible venue, adapted materials, targeted outreach actions).
- Evidence: budget line, accessibility checklist, outreach log.

Quarterly review routine (30–45 minutes)

- Review partnership progress: keep / improve / stop / try.
- Review inclusion: who participated, who is missing, what barriers remain.

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- Decide one adjustment (e.g., change outreach channels, provide support, redefine partner roles) and update the partnership pipeline.

If you want to proceed, the next logical piece is to draft the one-page “What good looks like” checklist and the “Avoid” box for this chapter (common traps: tokenistic youth participation, partnerships that remain symbolic, campaigns disconnected from organisational practice, inclusion not budgeted).

9. EVENTS & ACTIVITIES

9.1 MEANING AND SCOPE; VENUES, CATERING, MOBILITY, MATERIALS, WASTE; EVENTS AS “LIVE SUSTAINABILITY LABS”

In youth organisations, events and activities are where sustainability becomes most visible and where your organisation often has the greatest “controllable” footprint in a short time. This topic covers the operational choices that shape an event’s impacts and also its educational value for participants.

Scope (what is included):

- Venues: location, accessibility, energy practices, waste systems, local infrastructure.
- Catering: menu design, sourcing (local/seasonal), plant-based defaults, waste prevention.
- Mobility: how staff and participants travel to/from the event; incentives and guidance; hybrid/online alternatives where appropriate.
- Materials and communication: “digital-first” information; printing rules; banners/signage reuse; procurement of supplies and merchandising.
- Waste and circularity: prevention, reuse systems, sorting, and responsibilities during the event.

Events as “live sustainability labs”

An event is not only logistics. It can be a learning space where participants practice sustainable choices (travel, consumption, waste prevention) and reflect on them. This links directly to youth work’s non-formal learning logic: learning-by-doing, reflection, and participation.

In your Self-Assessment, this area is measured through the consistent application of

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sustainability guidelines to all events, environmentally informed venue selection, sustainable catering choices, and digital alternatives to print.

9.2 RESEARCH & FRAMEWORKS: SUSTAINABLE CONSUMPTION/PRODUCTION (SDG 12) AND DEMAND-SIDE CHANGE (SOCIAL NORMS + ENABLING CONDITIONS)

A. SDG 12 as the “why” for event redesign

SDG 12 (Responsible Consumption and Production) emphasises reducing waste, improving resource efficiency, and changing consumption patterns. For events, this translates into preventing waste and unnecessary materials, choosing lower-impact catering, and adopting procurement and reuse systems.

B. Demand-side change: behaviour plus enabling conditions

Event sustainability improves most when behaviour expectations (e.g., “bring a bottle,” “travel low-carbon”) are paired with enabling structures (water refill points, clear travel info, default catering choices, easy waste stations). The IPCC AR6 (WGIII) highlights that demand-side mitigation involves changes in service demand and enabling conditions, and includes socio-cultural and behavioural dimensions alongside technology and infrastructure.

Practical meaning: avoid relying on “awareness messages” alone. Build defaults and supports that make sustainable choices easy.

C. Standards logic (optional deepening)

If an organisation wants a formal management approach for events, ISO 20121 is specifically focused on event sustainability management systems.

Practical meaning for this Guide: you do not need certification, but you can adopt the standard’s logic—clear roles, procedures, supplier choices, stakeholder engagement, and improvement over time.

9.3 Practices: sustainable event standard, checklists, participant engagement roles

Minimum viable practice set (recommended)

A. Sustainable Event Standard (one page, applies to all events)

Your organisation adopts a short standard that defines:

- minimum requirements (must),
- preferred options (should),
- exception rules (allowed only with justification and approval).

This is the main tool that turns “we care” into consistent behaviour across events.

B. Event checklist (used for every event)

A short checklist that organisers complete before confirming:



- venue, catering, mobility plan, materials/communications, waste set-up, inclusion/access.

C. Participant engagement roles (make sustainability visible and educational)

Define 3–5 micro-roles for participants or volunteers (rotating where appropriate):

- “Mobility helper” (travel guidance and tracking)
- “Waste station guide” (sorting support; contamination prevention)
- “Digital comms helper” (reducing print needs; sharing links/QRs)
- “Leftover food coordinator” (waste prevention)

These roles strengthen both impact and learning, consistent with non-formal education principles.

9.4 ACTIVITIES (2–3) + HANDOUTS (EVENT REDESIGN LAB, SUSTAINABLE EVENT STANDARD TEMPLATE, PARTICIPANT CO-OWNERSHIP ROLES)

All activities below are designed for internal organisational workshops and produce concrete outputs. They follow a COMPASS-style structure (aims, materials, steps, debrief, follow-up).

ACTIVITY 9.4.1 – EVENT RE-DESIGN LAB (OUTPUT: REDESIGNED PLAN + CHECKLIST ACTIONS)

PURPOSE	Redesign one real upcoming event using the five impact areas (venue, catering, mobility, materials, waste) and produce a concrete implementation plan.
TIME;	90 minutes
GROUP;	6–25 (include organisers + at least 2 youth participants where feasible)
MATERIALS;	Handout 9A (Event Canvas), sticky notes, markers

STEPS

1. Reality brief (10 min): present the real event (constraints, participants, budget, accessibility).
2. Impact scan (10 min): small groups identify current risks/opportunities in each area.
3. Redesign teams (35 min): teams propose:
 - 3 quick wins,
 - 2 system changes,
 - 1 non-negotiable rule per area.
4. Integration (20 min): merge proposals into one plan; resolve 2 key trade-offs openly.
5. Commitments (15 min): assign owners, timeline, and choose 1–2 indicators to measure.

Debrief prompts

- Which change depends on changing a “default” rather than asking people to behave differently?
- What is one inclusion risk and how will we prevent it?

HANDOUT 9A – EVENT RE-DESIGN CANVAS (1 PAGE)

Event name:	[Name]	Date:	[DD/MM/YYYY]
Constraints (budget, access, location):		[short notes]	
Targets (max 3):	1) [target] 2) [target] 3) [target]		



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Area	Quick wins	System changes	Non-negotiable
Venue	[]	[]	[]
Catering	[]	[]	[]
Mobility	[]	[]	[]
Materials / Comms	[]	[]	[]
Waste	[]	[]	[]

Owners + deadlines

[Action] | [Owner] | [Deadline]

- []

- []



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- []

Indicators chosen

[Choose 1–3 indicators + evidence]

- [indicator] — [evidence]

- [indicator] — [evidence]

- [indicator] — [evidence]

ACTIVITY 9.4.2 — SUSTAINABLE EVENT STANDARD SPRINT (OUTPUT: 1-PAGE STANDARD FOR ALL EVENTS)



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PURPOSE	Create the organisation's one-page Sustainable Event Standard that can be adopted and reused across all events.
TIME;	75 minutes
GROUP;	4–15 (include a leadership representative if possible)
MATERIALS;	Handout 9B (template)
STEPS	1. Define scope (5 min): confirm it applies to all events and who can approve exceptions. 2. Draft “must/should” rules (30 min): fill template for venue, catering, mobility, materials, waste. 3. Exceptions process (15 min): define when exceptions are allowed and how they are documented. 4. Adoption plan (15 min): approval, where stored, onboarding, and review date. 5. Credibility check (10 min): are rules feasible and measurable? what evidence will we keep?

HANDOUT 9B – SUSTAINABLE EVENT STANDARD



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Organisation:	[Org]		
Version:	[v1.0]	Owner:	[Events/Ops]
Scope			
Applies to:	all events organised by [Org].		
Minimum requirements (MUST)			
Venue:	• [] • [] • []		
Catering:	• [] • [] • []		
Mobility:	• []		



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	• [] • []
Materials/ Comms:	• [] • [] • []
Waste:	• [] • [] • []
Preferred options (SHOULD)	
Venue:	• [] • []



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	• []
Catering:	• [] • [] • []
Mobility:	• [] • [] • []
Materials/ Comms:	• [] • [] • []
Waste:	• []

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• []

• []

Exceptions**Allowed when:**[accessibility/inclusion needs / no feasible
alternative / safety/legal / time-critical]**Approved by:**

[role/name]

Evidence required:[brief rationale + options considered +
invoice/menu/venue spec + inclusion notes]**Review date****Cadence:**

[quarterly / annually]

**Next
review:**

[DD/MM/YYYY]

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ACTIVITY 9.4.3 – PARTICIPANT CO-OWNERSHIP ROLES (OUTPUT; ROLE CARDS + PARTICIPANT ENGAGEMENT PLAN)

PURPOSE	Turn event sustainability into participant practice, not only organiser logistics, by assigning micro-roles and designing participation “nudges.”
TIME;	60 minutes
GROUP;	10–30
MATERIALS;	Handout 9C (role card templates), flipchart
STEPS	1. Choose 3 participant actions (15 min): e.g., refill bottles, travel choices, waste sorting. 2. Design 3–5 roles (20 min): define responsibilities, briefing needs, and support resources. 3. Build the engagement plan (15 min): when roles are introduced, how volunteers rotate, and what is communicated. 4. Choose 1 indicator to share publicly at the end of the event (10 min): ensure it is honest and evidence-based (avoid over-claiming).

HANDOUT 9C – PARTICIPANT ROLE CARDS (PRINT-READY TEMPLATE)

ROLE CARD	ROLE CARD	ROLE CARD	ROLE CARD
Role title:	Role title:	Role title:	Role title:
[title]	[title]	[title]	[title]
What you do (3 bullets):	What you do (3 bullets):	What you do (3 bullets):	What you do (3 bullets):
• [] • [] • []	• [] • [] • []	• [] • [] • []	• [] • [] • []
What you need (briefing/tools):	What you need (briefing/tools):	What you need (briefing/tools):	What you need (briefing/tools):
[briefing/tools]	[briefing/tools]	[briefing/tools]	[briefing/tools]
Who supports you (contact person):	Who supports you (contact person):	Who supports you (contact person):	Who supports you (contact person):
[name/role/contact]	[name/role/contact]	[name/role/contact]	[name/role/contact]



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Why it matters (one line):	Why it matters (one line):	Why it matters (one line):	Why it matters (one line):
[one line]	[one line]	[one line]	[one line]
ROLE CARD	ROLE CARD	ROLE CARD	ROLE CARD
Role title:	Role title:	Role title:	Role title:
[title]	[title]	[title]	[title]
What you do (3 bullets):	What you do (3 bullets):	What you do (3 bullets):	What you do (3 bullets):
• [] • [] • []	• [] • [] • []	• [] • [] • []	• [] • [] • []
What you need (briefing/tools):	What you need (briefing/tools):	What you need (briefing/tools):	What you need (briefing/tools):
[briefing/tools]	[briefing/tools]	[briefing/tools]	[briefing/tools]



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Who supports you (contact person):	Who supports you (contact person):	Who supports you (contact person):	Who supports you (contact person):
[name/role/contact]	[name/role/contact]	[name/role/contact]	[name/role/contact]
Why it matters (one line):	Why it matters (one line):	Why it matters (one line):	Why it matters (one line):
[one line]	[one line]	[one line]	[one line]
ROLE CARD	ROLE CARD	ROLE CARD	ROLE CARD
Role title:	Role title:	Role title:	Role title:
[title]	[title]	[title]	[title]
What you do (3 bullets):	What you do (3 bullets):	What you do (3 bullets):	What you do (3 bullets):
• []	• []	• []	• []
• []	• []	• []	• []



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• []	• []	• []	• []
What you need (briefing/tools):	What you need (briefing/tools):	What you need (briefing/tools):	What you need (briefing/tools):
[briefing/tools]	[briefing/tools]	[briefing/tools]	[briefing/tools]
Who supports you (contact person):	Who supports you (contact person):	Who supports you (contact person):	Who supports you (contact person):
[name/role/contact]	[name/role/contact]	[name/role/contact]	[name/role/contact]
Why it matters (one line):	Why it matters (one line):	Why it matters (one line):	Why it matters (one line):
[one line]	[one line]	[one line]	[one line]

ROLE CARD	ROLE CARD	ROLE CARD	ROLE CARD
Role title:	Role title:	Role title:	Role title:



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[title]	[title]	[title]	[title]
What you do (3 bullets):	What you do (3 bullets):	What you do (3 bullets):	What you do (3 bullets):
• [] • [] • []	• [] • [] • []	• [] • [] • []	• [] • [] • []
What you need (briefing/tools):	What you need (briefing/tools):	What you need (briefing/tools):	What you need (briefing/tools):
[briefing/tools]	[briefing/tools]	[briefing/tools]	[briefing/tools]
Who supports you (contact person):	Who supports you (contact person):	Who supports you (contact person):	Who supports you (contact person):
[name/role/contact]	[name/role/contact]	[name/role/contact]	[name/role/contact]
Why it matters (one line):	Why it matters (one line):	Why it matters (one line):	Why it matters (one line):

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[one line]

[one line]

[one line]

[one line]

9.5 MONITORING MINI-PACK: SIMPLE EVENT INDICATORS (PRINTING AVOIDED, CATERING CHOICES, PARTICIPANT MOBILITY)

Keep event monitoring simple, consistent with PDCA logic: choose a small number of indicators, collect evidence during the event, and review to improve next time.

Recommended indicators (pick 2–4)

1. Printing avoided
 - Indicator: number of pages not printed compared to a baseline (last similar event) OR “digital-only info pack used” (Yes/No).
 - Evidence: print order records; digital links/QR use.
2. Catering choices (sustainable defaults)
 - Indicator: % of plant-based servings (from catering order) and/or % local/seasonal items (proxy: menu design).
 - Evidence: catering invoice/menu; supplier info.
3. Participant mobility
 - Indicator: share of participant travel modes (public transport / carpool / car / flight / virtual).
 - Evidence: registration question or quick arrival survey (one question).
4. Waste prevention and sorting (simple proxy)
 - Indicator: number of general waste bags vs recycling bags; contamination issues observed (count).
 - Evidence: staff/volunteer log + photos of waste stations.

Event review routine (20–30 minutes, within one week)

- What we did (checklist compliance)
- What the indicators show (2–4 numbers)
- One improvement for next time (update the standard/checklist)
- One communication point (only what you can evidence; avoid inflated claims)

If you want the next refinement, I can add the one-page “What good looks like” checklist and the “Avoid” box tailored to event risks (e.g., sustainability claims without



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measurement; imposing travel restrictions without inclusion support; treating recycling as the main solution while ignoring prevention).

10. MONITORING & IMPROVEMENT

10.1 MEANING AND SCOPE; BASELINE, INDICATORS, FEEDBACK LOOPS, REPORTING, ORGANISATIONAL LEARNING

Monitoring & Improvement is the organisational function that turns sustainability into an ongoing, evidence-informed process rather than a one-off initiative. For youth organisations, the goal is not to build a complex reporting system, but to establish a minimal learning cycle that you can repeat despite turnover and changing projects.

This topic covers five practical elements:

Baseline: a simple starting point (“where we are now”) using a small set of feasible measures (e.g., paper purchased, travel modes, number of sustainable events applying the checklist).

Indicators: a few measures that show whether practice is changing (not only intentions).

Feedback loops: structured moments to review evidence, decide what to change, and update tools (standards, checklists, routines).

Reporting: brief internal and external communication that is honest, proportional, and evidence-based.

Organisational learning: capturing lessons so practices improve over time and are not lost when people change roles.

10.2 RESEARCH & FRAMEWORKS; PDCA/CONTINUOUS IMPROVEMENT (ISO LOGIC), EVIDENCE AND LEARNING CYCLES; DEMAND-SIDE/SYSTEM CHANGE EMPHASIS

A. PDCA as a lightweight improvement backbone (ISO logic)

The Plan–Do–Check–Act cycle is a well-established approach for continual improvement and is explicitly represented by ISO TC 207/SC 1 in its PDCA model materials connected

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to ISO 14001 environmental management systems.

Practical translation for youth NGOs:

- Plan: select priorities and indicators.
- Do: implement tools and actions.
- Check: review a small evidence set regularly.
- Act: adjust rules and next steps.

B. Evidence and learning cycles (evaluation principles, scaled down)

Monitoring and evaluation are stronger when they serve both learning and accountability. The OECD DAC evaluation criteria (2019 updated definitions) provide a widely used structure for evaluative judgement (relevance, coherence, effectiveness, efficiency, impact, sustainability).

UNEG Norms and Standards (2016) emphasise credible evaluation practice, including quality, independence, ethics, and the role of evaluation in organisational learning and accountability.

Practical translation for this Guide: use evaluation thinking in a “minimum viable” way—clear questions, a few indicators, honest reflection, and documented decisions.

C. Demand-side/system change emphasis (what to measure and why)

The IPCC AR6 Working Group III highlights demand-side mitigation and notes that it is “about more than behavioural change,” involving societal, technological, and institutional changes and enabling conditions.

Practical translation: measure not only individual behaviour (“people try”), but also structural changes (“we changed defaults and rules”)—for example, adoption of a travel reimbursement rule or a sustainable event standard.

10.3 PRACTICES; INDICATOR SELECTION RULES, QUARTERLY REVIEW ROUTINE, STAKEHOLDER REPORTING, YOUTH INVOLVEMENT IN REVIEW

A. Indicator selection rules (keep it feasible and decision-relevant)

Use these rules to choose indicators:

1. Feasible: data can be collected with your capacity (avoid heavy data burdens).
2. Decision-relevant: the indicator will influence choices (otherwise it becomes bureaucracy).



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3. Behaviour + structure: include at least one indicator that captures a system change (policy/tool adoption) and one that captures an operational outcome.
4. Comparable over time: measure consistently each quarter.
5. Limited in number: 6–10 core indicators total across the organisation is usually enough for small NGOs (you can add optional indicators later).

B. Quarterly review routine (the core learning mechanism)

A 60–90 minute quarterly review meeting is sufficient if it is consistent and structured:

- Review 6–10 indicators (trends only; no long analysis).
- Identify 3 decisions:
 1. Keep: what is working and should become standard practice?
 2. Improve: what needs adjustment (tool, role, budget, communication)?
 3. Stop: what is not effective or creates burden without benefit?
- Assign owners and deadlines for the next cycle.
This implements PDCA at the organisational scale.

C. Stakeholder reporting (minimal, credible, and proportional)

Reporting should match your evidence. A simple approach:

- Internal: a quarterly one-page update (2–3 indicators, one learning, one next action).
- External: an annual short note (what you did, what changed, what you will improve next).
Use SDG language sparingly and only when linked to actions and indicators, to avoid “logo alignment without practice.”

D. Youth involvement in review (meaningful participation)

Youth involvement is not only delivering activities; it includes shaping priorities and reviewing progress. Practical mechanisms:

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- Include youth representatives in the quarterly review meeting (or in a pre-review session feeding into it).
- Give youth a defined review role (e.g., “credibility and inclusion check,” “event sustainability feedback lead”).
- Ensure feedback loops: youth proposals receive a documented response (“accepted / adapted / not feasible now, because...”).

10.4 ACTIVITIES (2-3) + HANDOUTS (BASELINE-IN-30-MIN, QUARTERLY SUSTAINABILITY RETRO, INDICATOR MENU WORKSHOP)

All activities are designed to produce usable monitoring artefacts and to strengthen organisational learning.

ACTIVITY 10.4.1 – BASELINE IN 30 MINUTES (OUTPUT: BASELINE SHEET + FIRST TARGETS)

PURPOSE	Create a starting baseline for a small set of indicators using data you already have.
TIME;	45–60 minutes
GROUP;	4–15
MATERIALS;	Handout 10A (baseline sheet), last 3 months of bills/invoices if available
STEPS	

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1. Choose core indicators (10 min) from the Indicator Menu (see Activity 10.4.3).
2. Collect baseline values (15–25 min): use simple proxies if needed (e.g., paper reams purchased).
3. Set a realistic target for next quarter (10 min): improvement, not perfection.
4. Assign data owners (10 min): who updates what and when.

HANDOUT 10A – BASELINE SHEET (TEMPLATE)

Organisation:	[Name]		Start period:	[Quarter/Year]	
Owner:	[Name/Role]		Review:	Quarterly	
Indicator	Baseline value	Data source	Owner	Quarterly target	Notes/assumptions

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ACTIVITY 10.4.2 – QUARTERLY SUSTAINABILITY RETRO (OUTPUT; DECISIONS + UPDATED ACTION LIST)

PURPOSE	Run a structured learning session that converts monitoring into organisational decisions (PDCA “Check/Act”).
TIME;	75–90 minutes
GROUP;	6–20 (include youth reps if possible)
MATERIALS;	Handout 10B (retro board), indicators dashboard, markers

STEPS

1. Review indicators (15 min): trend arrows only (up/down/stable).
2. Retro board (30 min): participants add notes in four columns:
 - Keep (working)
 - Improve (adjust)
 - Stop (not useful)
 - Try (new experiment)
3. Decide next cycle actions (20 min): choose 3 actions maximum; assign owner + deadline.
4. Update one organisational tool (10 min): revise a checklist/standard to embed learning.
5. Communication note (10 min): agree one internal message that is evidence-based.

HANDOUT 18B – QUARTERLY RETRO BOARD (KEEP / IMPROVE / STOP / TRY)

Organisa- tion:	[Name]	Quarter:	[Q#/Year]	[Name/Role]
	KEEP	IMPROVE	STOP	
	• []	• []		



• [] • [] • [] • []	• [] • [] • [] • []
STOP	TRY
• [] • [] • [] • [] • []	• [] • [] • [] • [] • []



Decision log

Action	Owner	Deadline	Evidence expected
[]	[name/role]	[DD/MM/YYYY]	[what evidence/proof]
[]	[name/role]	[DD/MM/YYYY]	[what evidence/proof]
[]	[name/role]	[DD/MM/YYYY]	[what evidence/proof]
[]	[name/role]	[DD/MM/YYYY]	[what evidence/proof]
[]	[name/role]	[DD/MM/YYYY]	[what evidence/proof]

ACTIVITY 18.4.3 – INDICATOR MENU WORKSHOP (OUTPUT: INDICATOR SET + DATA COLLECTION PLAN)

PURPOSE	Select a small, balanced indicator set (policy/tool adoption + operational outcomes) and define feasible collection methods.
TIME;	60 minutes
GROUP;	4–15

MATERIALS;	Handout 10C (indicator menu), markers
STEPS	
- Review the menu (10 min) and mark indicators as: - Easy now - Possible later - Not feasible - Choose 6–10 core indicators total (20 min). - Define how each will be measured (20 min): source, frequency, owner, and evidence. - Risk check (10 min): ensure indicators do not create undue burden and are decision-relevant.	

HANDOUT 10C – INDICATOR MENU (TEMPLATE STRUCTURE)

Organisation:		[Name]		Owner:	[Name/Role]	
For each topic area						
Topic area	Tool adoption indicator (policy/standard/c hecklist use)	Operational outcome indicator (e.g., paper purchased, travel modes)	Participation / inclusion indicator (where relevant)	Unit	Frequen cy	Evidence source

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[topic area]	[indicator]	[indicator]	[indicator]	[unit]	[monthl y/quarte rly]	[invoice/log /checklist/ minutes]
[topic area]	[indicator]	[indicator]	[indicator]	[unit]	[monthl y/quarte rly]	[invoice/log /checklist/ minutes]
[topic area]	[indicator]	[indicator]	[indicator]	[unit]	[monthl y/quarte rly]	[invoice/log /checklist/ minutes]
[topic area]	[indicator]	[indicator]	[indicator]	[unit]	[monthl y/quarte rly]	[invoice/log /checklist/ minutes]
[topic area]	[indicator]	[indicator]	[indicator]	[unit]	[monthl y/quarte rly]	[invoice/log /checklist/ minutes]
[topic area]	[indicator]	[indicator]	[indicator]	[unit]	[monthl y/quarte rly]	[invoice/log /checklist/ minutes]
[topic area]	[indicator]	[indicator]	[indicator]	[unit]	[monthl y/quarte rly]	[invoice/log /checklist/ minutes]
[topic area]	[indicator]	[indicator]	[indicator]	[unit]	[monthl y/quarte rly]	[invoice/log /checklist/ minutes]

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10.5 MONITORING MINI-PACK; RECOMMENDED CORE INDICATORS FOR YOUTH NGOS + MINIMAL REPORTING TEMPLATE

A. Recommended core indicators (6–10 total; choose what fits)

Governance and embedding

1. Sustainability policy/charter adopted and reviewed (Yes/No; date of last review).
2. % of major decisions using a decision gate (sample-based).

Operations

- 3) Energy use (monthly kWh or cost trend).
- 4) Paper purchased (reams/month or quarter).
- 5) Travel mode split for organisational travel (% by mode; include virtual where relevant).
- 6) General waste proxy (bags/week) + basic recycling contamination notes.

Events

- 7) % of events applying the Sustainable Event Standard/checklist.
- 8) One event indicator (choose one): printing avoided OR % plant-based servings OR participant mobility split.

Learning and participation

- 9) Number of sustainability learning moments delivered + attendance (staff/volunteers/youth leaders).
- 10) Youth agenda-setting/review involvement (number of review/co-design moments; number of youth proposals adopted).

These core indicators intentionally combine behaviour and enabling structures, consistent with the IPCC's demand-side emphasis that mitigation is more than individual behaviour and includes institutional change.

B. Minimal reporting template (one page, evidence-based)

Internal quarterly update (one page)

- What we implemented this quarter (tools adopted/updated)
- 3 indicator highlights (trend + one sentence interpretation)
- One learning ("what we adjusted")
- Next quarter's top 2 actions (owners + dates)



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External annual note (short)

- What we changed (policies/standards implemented)
- What improved (2–3 indicators)
- What we will improve next (honest, specific)
- Optional: SDGs referenced only where linked to actions and evidence.

PART II – SUPPORT MATERIALS (READY-TO-USE ANNEXES)

II. TEMPLATES (COPY/PASTE)

These templates are designed to operationalise what the Sustain Youth Self-Assessment expects organisations to put in place: formal policy commitment and review, eco-office operations (including purchasing and travel), sustainable events guidance, training routines, stakeholder collaboration, and a basic monitoring/reporting loop.

Where relevant, the templates reflect continuous improvement logic (PDCA) and stakeholder engagement quality principles.

II.1 SUSTAINABILITY CHARTER / POLICY TEMPLATE (COPY/PASTE)

SUSTAINABILITY CHARTER / ENVIRONMENTAL POLICY

Organisation:	[Name]	Version:	[v1.0]
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Owner (role):	[e.g., Sustainability Lead]	Approved by:	[Board/Executive]
Approval date:	[DD/MM/YYYY]	Next review date:	[DD/MM/YYYY] (recommended: every 12 months)

1) Purpose

This charter sets our organisation's commitment and minimum standards for environmental sustainability across governance, daily operations, programmes/events, learning, partnerships, and improvement.

2) Scope

Applies to (people):	[staff / volunteers / youth participants / suppliers / partners]
Applies to (activities):	[office operations / travel / procurement / events / communications / projects]

3) Principles (plain language)

- We reduce impacts where we have control (office, travel, procurement, events).
- We use “digital-first” and avoid unnecessary materials/consumption.
- We prioritise inclusion and accessibility in sustainability measures.
- We communicate only what we can evidence (avoid over-claiming).
- We improve continuously using a Plan–Do–Check–Act (PDCA) cycle.

4) Commitments (minimum expectations)



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A. Governance & leadership

- Leadership endorses this charter and assigns accountable roles.
- Sustainability is integrated in our mission/values and decision-making.
- Goals are defined and communicated internally.

B. Workspace & daily operations

- Paper minimisation through digital workflows.
- Energy monitoring and reduction actions.
- Waste reduction and recycling procedures.
- Environmentally friendly purchasing rules.
- Low-carbon travel and meetings guidance.
- Digital footprint reduction practices.

C. Awareness, training, youth involvement

- Regular sustainability learning moments for staff/volunteers.
- Sustainability is a recurring topic in meetings/communications.
- Youth have a role in shaping the sustainability agenda.

D. Community and stakeholder engagement

- We collaborate with partners on sustainability initiatives.
- We include environmental themes in outreach/advocacy where relevant.
- We aim for inclusion of marginalised youth in sustainability actions.

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E. Events & activities

- Sustainability guidelines are applied to all events.
- Venues consider environmental credentials.
- Catering prioritises local/seasonal and plant-based options.
- Digital alternatives replace printed participant materials.

F. Monitoring & improvement

- We track progress with a small set of indicators.
- We use feedback from staff, volunteers, and youth to improve.
- We report sustainability performance to stakeholders proportionally and honestly.

5) Targets (keep short; update annually)

Target 1: [e.g., “Increase % of events using the event standard to 80% by Q4.”]

Target 2: [e.g., “Reduce paper purchasing by 30% within 12 months.”]

Target 3: [optional]

6) Roles and accountability

Accountable role(s):

[Board sponsor / Sustainability Lead / Ops lead]

Decision gate:

[what decisions must consider sustainability, and by whom]

7) Review and evidence



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We review this policy every [6/12] months using indicators and documented evidence.

Evidence kept: [meeting minutes, invoices, checklists, attendance lists, short logs]

8) Signature

Name/Role: _____

Date: _____

Name/Role: _____

Date: _____

Built to match the Self-Assessment expectations: formal policy adopted by leadership, internal communication of goals, and regular policy review; plus the operational and improvement items across all topic areas.

PDCA framing is aligned with ISO's presentation of PDCA in the context of environmental management systems.

11.2 ROLES AND RESPONSIBILITIES (RACI-STYLE LIGHT VERSION)

ROLES & RESPONSIBILITIES (RACI-LITE)

Organisation:	[Name]	Versi on:	[v1.0]	Dat e:	[DD/MM/YYYY]
Roles (adapt as needed)			RACI definitions		



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• Board/Leadership (BL) • Sustainability Lead / Green Team Coordinator (SL) • Operations / Office Manager (OP) • Programme & Events Lead (EV) • Finance & Procurement (FP) • Communications (CO) • Youth Representatives / Youth Advisory (YR) • All Staff & Volunteers (AS)	R = Responsible (does the work) A = Accountable (final decision/ownership) C = Consulted (two-way input) I = Informed (kept updated)
---	--

Key processes

- 1) Update sustainability charter/policy
- 2) Set annual sustainability targets
- 3) Apply purchasing mini-policy
- 4) Apply travel & meetings guidance
- 5) Apply sustainable event standard
- 6) Deliver training plan and learning routines
- 7) Collect indicators & run quarterly review
- 8) Stakeholder/partner reporting and engagement

Process	BL	SL	OP	EV	FP	CO	YR	AS	Notes
1 Policy	A	R	C	C	C	C	C	I	

2 Targets	A	R	C	C	C	I	C	I	
3 Purchase	I	C	R	C	A/R	I	I	I	
4 Travel	I	C	R	C	A	I	I	I	
5 Events	I	C	C	A/R	C	C	C	I	
6 Training	I	A/R	C	C	I	I	C	R (partici pate)	
7 Monitor	I	A/R	R	R	R	C	C	C (feedba ck)	
8 Engage	A	R	I	C	I	A/R	C	I	
Decision gate (optional)									
Decisions requiring sustainability check:			[procurement > X €, travel flights, venue choice, printing > X pages, suppliers]						
Approver(s):			[role]						

This structure is designed to make “objectives, timelines, and responsibilities” explicit, as recommended in the Sustain Youth process guidance, and to support regular review and improvement.

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11.3 SUSTAINABLE PURCHASING MINI-POLICY (COPY/PASTE)

SUSTAINABLE PURCHASING MINI-POLICY

Organisation:	[Name]	Version:	[v1.0]	Owner:	[Finance & Procurement]
----------------------	--------	-----------------	--------	---------------	-------------------------

Applies to: office supplies, IT, cleaning, print, catering, merch, services

1) Purpose

To reduce environmental impacts through purchasing decisions that consider need, durability, and life-cycle impacts.

2) Basic rules (always apply)

- Buy only what is needed (avoid “nice-to-have” purchases).
- Prefer reuse/repair/borrow before buying new.
- Prefer durable, repairable, and low-energy products.
- Prefer suppliers with transparent environmental practices (where feasible).
- Document decisions for higher-impact purchases.

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3) Minimum criteria (MUST)

Office supplies

- Paper only when necessary; default recycled content where possible.
- Avoid single-use items (cups, cutlery, giveaways) unless justified.

IT and electronics

- Prioritise repair/upgrade; consider refurbished options.
- Choose energy-efficient equipment; keep devices longer via maintenance.

Cleaning products

- Prefer low-toxicity and eco-labelled options where possible; avoid unnecessary chemicals.

Print and merchandising

- “Digital-first” communications; print only when needed.
- If printing, choose recycled paper and minimal colour/ink coverage.
- Merchandise only if it has a clear programme purpose; prioritise durable, ethically sourced items.

Catering (when procured by the organisation)

- Default to plant-based options; prioritise local/seasonal ingredients where feasible.
- Prevent food waste (portion planning; leftover plan).

4) Preferred criteria (SHOULD)

- Ask suppliers for product specifications (recycled content, energy class, durability, take-back schemes).
- Use life-cycle thinking for significant purchases (not only price, but operating and end-of-life impacts).
- Consolidate orders to reduce transport impacts.

5) Exceptions

Exceptions are allowed when:

- Accessibility/inclusion requires a different option; or
- No feasible alternative exists in time/budget; or
- Safety/legal requirements apply.

Exceptions must be approved by: [role] and documented briefly.

6) Records (simple)

Keep: invoices, supplier info, and a short note for exceptions/high-impact items.

7) Review

Review annually using purchasing records and 1–2 indicators (e.g., % recycled paper, share of refurbished IT, single-use items avoided).

This directly supports the Self-Assessment expectation that “environmentally friendly purchasing policies are in place.” Life-cycle and criteria-based procurement approaches are consistent with UNEP guidance on sustainable public procurement and implementation guidelines.

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11.4 SUSTAINABLE EVENT STANDARD TEMPLATE (COPY/PASTE)

SUSTAINABLE EVENT STANDARD (MINIMUM REQUIREMENTS)					
Organisation:	[Name]	Version:	[v1.0]	Applies to:	all events and activities
Event types covered:		[trainings / workshops / camps / conferences / local activities]			
Exception approval role:		[role]			
A) Venue					
MUST			SHOULD		
• Provide waste sorting options or allow us to set them up. • Provide tap water access / refill option (or allow us to provide it).			• Choose venues with credible environmental practices (energy, waste, transport access).		
B) Catering					

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MUST	SHOULD
• Offer vegetarian/plant-based options as the default (unless justified). • Plan to prevent food waste (numbers, portioning, leftover plan).	• Prioritise local/seasonal options; minimise single-use packaging.
C) Mobility	
MUST	SHOULD
• Provide participants with low-carbon travel information (public transport, carpooling). • Avoid flights for short distances when feasible; justify when unavoidable.	• Incentivise low-carbon travel (meeting point coordination, schedule alignment).
D) Materials & communication	
MUST	SHOULD
• Digital-first participant information; print only when necessary. • Reuse banners/materials where possible.	• Avoid “merch” unless programme-justified; if used, choose durable items.
E) Waste & circularity on-site	
MUST	SHOULD
• Assign responsibility for waste stations (setup + monitoring).	• Use reusable cups/plates when feasible; avoid single-use.



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- End-of-event check: leave venue with sorted waste and minimal leftover materials.

F) Participant co-ownership (optional but recommended)

- Sustainability roles assigned: [mobility helper / waste guide / comms helper / leftover coordinator]

G) Evidence to keep (minimal)

- Completed checklist
- Venue/catering invoices (menu)
- Mobility survey (1 question)
- Short waste note

H) Review

- After each event: 10-minute review
- Quarterly: aggregate 1–2 indicators

This standard is aligned with the Sustain Youth Events & Activities indicators (guidelines applied to all events, venue credentials, catering choices, digital alternatives).



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11.5 TRAVEL AND MEETINGS GUIDANCE TEMPLATE (COPY/PASTE)

TRAVEL & MEETINGS GUIDANCE

Organisation:

[Name]

Version:

[v1.0]

Owner:

[Ops/Finance]

1) Travel hierarchy (use in planning)

1. Avoid: is travel necessary? Can we meet objectives without it?
2. Replace: virtual/hybrid meeting first choice where appropriate.
3. Shift: choose lower-carbon modes (walk/bike/public transport/rail).
4. Share: carpool if no public transport is feasible.
5. Fly last: flights only when strongly justified.

2) Booking and reimbursement rules



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- Default: public transport/rail for domestic and regional travel where feasible.
- Flights require: justification + approval by [role] before booking.
- Car use: carpool encouraged; reimburse only with route and passenger note where applicable.

Flight approval role:

[role/name]

3) Meeting design (to reduce travel and maximise inclusion)

- Default to hybrid when participants are geographically dispersed.
- Share agendas and materials digitally; avoid printing.
- Schedule to align with public transport timetables where feasible.
- Provide accessibility accommodations (cost, timing, mobility needs) so sustainability choices do not exclude participants.

4) Simple evidence to keep

Evidence item	What to record (simple)
Travel mode log	Per trip or per event: mode + purpose + distance band.
Virtual meetings replacing travel (optional)	Count per month/quarter (and what travel it replaced, if known).

5) Review

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Quarterly: review travel mode split and one improvement action.

Quarterly improvement action:

[one action]

This template supports the Self-Assessment expectation that “travel policies encourage low-carbon options (public transport, carpooling, virtual meetings)” and that organisations provide digital alternatives to printed materials.

11.6 TRAINING PLAN TEMPLATE (STAFF/VOLUNTEERS + YOUTH CO-LEARNING)

SUSTAINABILITY TRAINING & LEARNING PLAN

Organisation:

[Name]

Year:

[YYYY]

Owner: [role]

1) Purpose

Build staff/volunteer capacity and embed sustainability into organisational culture, with youth as co-learners and co-deciders.

2) Target groups



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Staff (core):	[roles]
Volunteers:	[roles]
Youth representatives / youth leaders:	[roles]
Optional (partners/suppliers):	[selected topics]

3) Learning outcomes (adapt)

Participants will be able to:

- Apply our sustainability policy and standards in daily work and events.
- Make practical choices in procurement, travel, and communications.
- Use basic indicators and feedback to improve practice over time.
- Facilitate youth participation in sustainability decisions.

4) Training format (low burden)

Format	Duration	Frequency / audience	Notes / materials
Onboarding module	30–45 min	New staff/volunteers (quarterly)	[link/module]
Micro-learning in team meetings	10–15 min	Monthly	[topic]

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Deeper sessions (2/year)	90–120 min	Priority gaps	[topic]
Youth co-learning session	60–90 min	At least twice/year	[topic]

5) Annual calendar (example)

Quarter	Focus
Q1	onboarding + eco-office routines
Q2	sustainable events standard + participant co-ownership
Q3	procurement + travel/meetings guidance
Q4	monitoring retro + next-year priorities

6) Methods (non-formal approach)

- Short inputs + practice tasks (checklists, role-play decisions, mini audits)
- Reflection and debrief (what changed in practice?)
- Co-design with youth (what matters, what is feasible?)

7) Evidence and learning-to-practice indicators

- Attendance list + one “what I will change” commitment per participant
- Follow-up check (after 4–6 weeks): one example of applied practice

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8) Review

Quarterly: adjust modules based on feedback and monitoring results.

This template aligns with the Self-Assessment expectations on staff/volunteer training, sustainability as a regular topic in meetings/communications, youth education, and youth role in shaping the sustainability agenda.

The “competencies and learning outcomes” logic is consistent with UNESCO’s Education for Sustainable Development learning objectives framing.

11.7 PARTNERSHIP “FIRST ACTION” AGREEMENT TEMPLATE (COPY/PASTE)

PARTNERSHIP “FIRST ACTION” AGREEMENT (98 PAYS)

Organisation A:	[Name]	Organisation B:	[Name]
Contact persons:	[names/roles]		
Start date:	[DD/MM/YYYY]	End of cycle:	[DD/MM/YYYY]



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1) Shared purpose (1–2 lines)

We collaborate to: [e.g., run a community sustainability action / deliver a youth campaign / improve event sustainability standards]

2) Scope of collaboration

Activities included:

[list]

Geographic/community focus:

[list]

**Target groups (incl.
marginalised youth):**

[list]

3) Principles (quality and inclusion)

- We engage stakeholders meaningfully and transparently.
- We define what success looks like and how we will evidence it.
- We ensure accessibility and non-discrimination in participation.

4) First 90-day actions (concrete)

Action (what)	Owner A	Owner B	Deadline	Evidence (document/proof)
Action 1: [what]	[role]	[role]	[date]	[what document/proof]
Action 2: [what]	[role]	[role]	[date]	[what document/proof]

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Action 3: [what]	[role]	[role]	[date]	[what document/proof]
5) Decision-making and communication				
Decisions made by:		[roles]	Frequency:	[e.g., biweekly 30 min call]
Public communication rules:				
• Claims must match evidence; no “impact claims” without data. • Shared messages are approved by both organisations.				
6) Data and safeguarding				
What data we collect (minimal):		[e.g., participant numbers, travel mode question, feedback]		
Data protection approach:		[brief note]		
Safeguarding / code of conduct:		[link/doc]		
7) Review and next steps				
End-of-cycle review meeting:		[date]	Decision options:	[continue / scale / pause / redesign]
Short learning note: [what worked, what didn't, what to change]				

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Signatures:

Organisation A: _____

Organisation B: _____

12. CHECKLISTS

These checklists are designed to be printed or used digitally. They translate sustainability commitments into repeatable routines, which your Self-Assessment explicitly frames as necessary for consistent implementation and improvement.

They also support a PDCA-style approach by making it easy to “Do” (apply a standard) and “Check” (collect simple evidence) without heavy reporting.



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12.1 ECO-OFFICE WALKTHROUGH CHECKLIST (PRINT-READY)

Use this checklist during Activity “Eco-Office Walkthrough Audit.” It is designed to produce two outputs: (1) a list of quick wins and system changes, and (2) a one-page Eco-Office Rules sheet.

ECO-OFFICE WALKTHROUGH CHECKLIST					
Organisation:	[Name]			Date:	[DD/MM/YYYY]
Facilitator:	[Name]			Participants:	[Names/Roles]
Zones audited (tick): ☐ Printing/Paper ☐ Meeting room ☐ Kitchen ☐ Devices/IT ☐ Waste points ☐ Storage ☐ Energy/Heating-Cooling ☐ Other: ____					
Instructions (5 minutes)					
• Walk through your actual workspace. • For each item: mark Status (Yes/No/Partly), note evidence, and propose one improvement. • Prioritise: 3 quick wins (this week) + 2 system changes (this month).					
#	Audit item	Y	N	P	Evidence / improvement
A) Paper & printing (digital-first)					
1	Digital workflows exist for internal documents (no “print by default”).				

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Evidence/notes:		[]			
Improvement:		[]			
2	Printing defaults to double-sided and black-and-white where possible.				
Evidence/notes:		[]			
Improvement:		[]			
3	Meetings use digital agendas/materials; print only on request/need.				
Evidence/notes:		[]			
Improvement:		[]			
B) Energy (monitoring + routines)					
4	We can locate energy bills/usage and review it periodically.				
Evidence/notes:		[]			
Improvement:		[]			
5	End-of-day routine exists (devices off/standby avoided; lights off).				

Evidence/notes:		[]			
Improvement:		[]			
6	Heating/cooling rules are clear (who sets, how decisions are made).				
Evidence/notes:		[]			
Improvement:		[]			
C) Waste prevention + recycling					
7	Waste stations are clearly labelled; separation is easy to understand.				
Evidence/notes:		[]			
Improvement:		[]			
8	Single-use items are avoided in the office/kitchen (cups, cutlery, etc.).				
Evidence/notes:		[]			
Improvement:		[]			
9	There is a routine to prevent contamination (someone checks monthly).				

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Evidence/notes:		[]			
Improvement:		[]			
D) Procurement and storage (avoid/reuse/repair)					
10	We reuse/borrow before buying new where feasible.				
Evidence/notes:		[]			
Improvement:		[]			
11	We have basic sustainability criteria for common purchases.				
Evidence/notes:		[]			
Improvement:		[]			
12	Storage is organised to avoid duplicate purchases (shared inventory).				
Evidence/notes:		[]			
Improvement:		[]			
E) Digital footprint (basic digital hygiene)					

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13	Shared drive structure reduces duplication; there is a clean-up routine.				
Evidence/notes:		[]			
Improvement:		[]			
14	Video call norms consider bandwidth (camera optional; unnecessary HD avoided).				
Evidence/notes:		[]			
Improvement:		[]			
15	Device lifecycle practices exist (repair-first; extend device life).				
Evidence/notes:		[]			
Improvement:		[]			
Outputs					
Quick wins (this week): 1) ___ 2) ___ 3) ___					
System changes (this month): 1) ___ 2) ___					
Owners + deadlines: _____					
Evidence to keep (photos/notes): _____					

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This checklist covers the same operational elements your Self-Assessment measures for “Workspace and daily operations.”

12.2 EVENT CHECKLIST (VENUE/CATERING/MATERIALS/MOBILITY/WASTE) (PRINT-READY)

Use this checklist for every event. It is aligned with the Self-Assessment items on applying sustainability guidelines to all events, choosing venues with environmental credentials, sustainable catering, and digital alternatives to printing.

EVENT SUSTAINABILITY CHECKLIST (PRE-EVENT)					
Event:	[Name]	Date(s):	[DD/MM/YYYY]		
Organiser:	[Name]	Event type:	[training/workshop/camp/conference/other]		
Location(s):	[Venue]	Est. participants:	[#]		
#	Checklist item	Y	N	P	Notes / action
A) Venue					
1	Venue accessible by public transport; travel info will be provided.				
	Notes/action: []				

2	Venue has waste separation or allows us to set up sorting stations.				
Notes/action: []					
3	Venue has water refill access (tap water) or we will provide refill points.				
Notes/action: []					
4	Environmental credentials checked (basic): energy/waste practices, lighting, heating/cooling norms.				
Notes/action: []					
B) Catering					
5	Plant-based options are default (not only “on request”).				
Notes/action: []					
6	Menu prioritises local/seasonal options where feasible.				
Notes/action: []					
7	Single-use catering items avoided (cups/cutlery/packaging).				

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	Notes/action: []				
8	Food waste plan exists (portion planning, leftovers, donation if applicable).				
	Notes/action: []				
C) Mobility (staff + participants)					
9	Participant travel guidance sent (public transport, carpool options, timing).				
	Notes/action: []				
10	Organiser travel minimised (virtual/hybrid where appropriate; rail/public transport preferred).				
	Notes/action: []				
11	Flights avoided where feasible; exceptions documented and approved.				
	Notes/action: []				
D) Materials & communications (digital-first)					
12	Participant info pack is digital (links/QR codes); printing is limited to necessity.				
	Notes/action: []				

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13	Reusable signage/materials planned (avoid new banners where possible).				
Notes/action: []					
14	Merchandise avoided unless programme-justified; if used, durable choices.				
Notes/action: []					
E) Waste & circularity on-site					
15	Waste stations planned (location + signage + who monitors).				
Notes/action: []					
16	Reusables planned for water/coffee breaks where feasible.				
Notes/action: []					
17	End-of-event “leave no trace” routine assigned (who checks and closes).				
Notes/action: []					
F) Participant co-ownership (learning component)					
18	Sustainability roles assigned (e.g., mobility helper, waste guide).				

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	Notes/action: []			
19	One sustainability message is communicated honestly (what we do + why).			
	Notes/action: []			
Exceptions (if any)				
What we could not do and why: [text]				
Approved by (role/name):	[name]	Date:	[DD/MM/YYYY]	
Evidence to keep (minimal)				
☐ Checklist completed	☐ Menu/invoice	☐ Travel mode question/survey		
☐ Photo of waste stations	☐ Print order (if any)			

12.3 SUPPLIER/PARTNER SUSTAINABILITY CRITERIA CHECKLIST (PRINT-READY)

Use this for suppliers (printing, catering, venues, IT) and for partners when you co-deliver activities. It supports consistent procurement and partnership practices, aligned with your Self-Assessment emphasis on sustainable purchasing and stakeholder engagement.

SUPPLIER / PARTNER SUSTAINABILITY CRITERIA CHECKLIST					
Supplier/ Partner:	[Name]		Type: [venue/catering/print/IT/partner NGO/other]		
Date:	[DD/MM/YYYY]		Evaluated by:	[Name]	
#	Criterion	Y	N	P	Notes / evidence
A) Basic information and transparency					
1	Provides clear information about services/materials (menu specs, product specs, sourcing).				
2	Willing to adapt to our sustainability requirements (waste, reusables, digital-first).				
Notes:					

[notes]

B) Environmental practices (choose relevant)

3	Venue: Waste separation available and supported.				
4	Venue: Energy practices: efficient lighting/heating/cooling norms.				
5	Catering: Plant-based options available as default.				
6	Catering: Local/seasonal sourcing where feasible; packaging minimised.				
7	Print: Recycled paper options; low-ink practices; digital alternatives offered.				
8	IT/Equipment: Repair/maintenance options; refurbished available; energy-efficient options.				

C) Circularity and waste prevention

9	Minimises single-use; supports reuse (cups, dishes, containers).				
10	Offers take-back, reusable packaging, or waste reduction measures.				

D) Inclusion and accessibility (critical for youth NGOs)

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11	Accessible facilities/services and willingness to accommodate needs.				
12	Pricing and conditions do not create barriers for youth participation (where relevant).				

E) Decision	
Overall assessment:	[Preferred / Acceptable / Not recommended]
Conditions (if any):	[text]
Evidence collected:	[links, specs, emails]
Review date (optional):	[DD/MM/YYYY]

12.4 COMMUNICATIONS CHECKLIST (AVOID GREENWASHING; CLARITY AND HONESTY) (PRINT-READY)

Use this checklist for internal and external communications (website, social posts, reports, event pages). It is designed to reduce credibility risks by ensuring claims match evidence, consistent with the Guide's emphasis on honest, evidence-based reporting.

SUSTAINABILITY COMMUNICATIONS CHECKLIST (CREDIBILITY)					
Communication item:	[post/page/report/event description]				
Date:	[DD/MM/YYYY]	Owner:	[Name]		
#	Checklist statement	Y	N	P	Notes / evidence
A) Clarity and scope					
1	The message is specific (what we did / what we are doing), not vague ("we care").				
2	Scope is clear (which activity/event/period the claim refers to).				

B) Evidence alignment (anti-greenwashing)

3	Every key claim has evidence (indicator, checklist, invoice, log, photo, minutes).				
4	If evidence is partial, the message reflects uncertainty (“we are piloting...”).				
5	We avoid exaggerated impact claims (e.g., “carbon neutral”) unless verified.				

C) Honesty about trade-offs and improvement

6	We acknowledge limitations (what we could not do yet) when relevant.				
7	We state the next improvement step (shows learning, not perfection).				

D) Inclusion and tone

8	Tone avoids blame/shaming; focuses on systems and shared responsibility.				
9	The communication does not create exclusion or moral superiority narratives.				

E) SDGs and labels (if used)

10	SDGs referenced only when linked to concrete actions and indicators.				
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11	Logos/labels are not used as substitutes for evidence.				
F) Approval and record					
Approved by:	[role/name] (if required)				
Evidence stored at:	[link/folder]				
Decision					
[Publish / Revise / Do not publish]					
Revision notes:	[notes]				

13. MONITORING PACK

This monitoring pack is designed to be minimal, feasible for small youth organisations, and usable as an organisational development cycle: select a small set of indicators, establish a baseline, review quarterly, and communicate progress honestly. This reflects PDCA-style continuous improvement logic used in environmental management approaches.



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13.1 INDICATOR MENU (SIMPLE + INTERMEDIATE)

How to use this menu

- Choose 6–10 indicators total across the organisation (recommended).
- Include at least: (a) one “tool adoption” indicator (policy/checklist use), and (b) one operational outcome indicator (paper, travel, energy, etc.).
- Mark each chosen indicator as Simple (easy now) or Intermediate (add later).
- Define: owner, source, frequency, and evidence to store.

Indicator menu (copy/paste)

A. Governance and embedding (Policies & Commitment)

1. Policy adopted and reviewed (Simple)
Definition: sustainability charter/policy approved; last review date updated.
Evidence: signed policy + meeting minutes link.
Frequency: annual (review), quarterly check (status).
2. Decision gate use (Intermediate)
Definition: % of major decisions with completed sustainability checklist (sample-based).
Evidence: decision checklists.
Frequency: quarterly.

B. Workspace and daily operations

3) Energy use (Simple)

Definition: monthly kWh or monthly energy cost (trend).

Evidence: bills/meter snapshots.

Frequency: monthly; review quarterly.

4. Paper use (Simple)

Definition: reams purchased per month/quarter OR print order counts.

Evidence: invoices/purchase log.

Frequency: monthly/quarterly.

5. Waste proxy (Simple)

Definition: number of general waste bags/week (or month) + contamination incidents (count).



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Evidence: office log + photos as needed.

Frequency: weekly/monthly; review quarterly.

6. Sustainable purchasing application (Intermediate)

Definition: % of purchases above €X that meet minimum criteria or have documented exceptions.

Evidence: purchase notes; supplier checklist.

Frequency: quarterly.

7. Digital hygiene practice (Intermediate)

Definition: shared drive clean-up performed (Yes/No) + duplicate storage reduced (proxy).

Evidence: brief log entry; screenshots optional.

Frequency: quarterly.

C. Awareness and training

8) Sustainability learning moments delivered (Simple)

Definition: number of sessions delivered + attendance by role (staff/volunteers/youth leaders).

Evidence: attendance list + materials.

Frequency: quarterly.

9. Sustainability on meeting agenda (Simple)

Definition: % of staff/volunteer meetings with “sustainability check” item.

Evidence: minutes template tick-box.

Frequency: quarterly.

10. Learning-to-practice conversion (Intermediate)

Definition: number of decisions/practices changed due to learning (documented examples).

Evidence: short decision log (1–2 lines each).

Frequency: quarterly.

D. Community and stakeholder engagement

11) Active partnerships (Simple)

Definition: number of partners with a completed “First Action Plan” in the last 90 days.

Evidence: signed plan/notes.

Frequency: quarterly.

12. Joint actions delivered (Simple)

Definition: number of co-delivered activities/events/campaign actions.



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Evidence: agenda + attendance/outputs.

Frequency: quarterly.

13. Inclusion proxy (Intermediate)

Definition: participation of youth with fewer opportunities (consent-based proxy) + supports provided.

Evidence: outreach log; support list; voluntary self-identification where appropriate.

Frequency: quarterly.

E. Events and activities

14) Event standard applied (Simple)

Definition: % of events with completed event sustainability checklist / standard applied.

Evidence: completed checklist.

Frequency: quarterly.

15. Catering sustainability proxy (Simple)

Definition: % plant-based servings (from order) or “plant-based default implemented” (Yes/No).

Evidence: menu/invoice.

Frequency: per event; review quarterly.

16. Participant mobility split (Intermediate)

Definition: distribution of participant travel modes (from one registration question).

Evidence: survey export.

Frequency: per event; review quarterly.

F. Monitoring and improvement

17) Quarterly review held (Simple)

Definition: review meeting held + decisions logged.

Evidence: review notes + action list.

Frequency: quarterly.

18. Tool updates made (Intermediate)

Definition: number of standards/checklists/policies updated based on evidence.

Evidence: version history.

Frequency: quarterly/annual.

BASELINE & TRACKING SHEET (MONTHLY/QUARTERLY)

Organisation [Name]
Start [Month/Quarter/Year]
Review frequency: [Monthly/Quarterly/Yearly]

Owner: [Role/Name]
Last updated: [DD/MM/YYYY]
Sheet version: [v1.0]

Indicator	Type (S/I)	Baseline value	Unit	Data source	Owner	Update frequency	Latest value	Trend (↑↓→)	Notes/assumptions	Evidence link
1. Policy adopted/reviewed	S	[Yes + date]	-	Policy doc	[]	Quarterly	[]	[]		[link]
2. Energy use	S	[]	kWh or €	Bill	[]	Monthly	[]	[]		[link]
3. Paper purchased	S	[]	reams	Invoice	[]	Monthly/Q	[]	[]		[link]
4. Travel mode split	I	[]	%	Travel log	[]	Quarterly	[]	[]		[link]
5. Event checklist applied	S	[]	%	Checklists	[]	Quarterly	[]	[]		[link]

6. Training sessions	S	[]	#	Attendance	[]	Quarterly	[]	[]		[link]
7. [Add indicator]	[S/I]	[]	[]	[]	[]	[]	[]	[]		[link]
8. [Add indicator]	[S/I]	[]	[]	[]	[]	[]	[]	[]		[link]
9. [Add indicator]	[S/I]	[]	[]	[]	[]	[]	[]	[]		[link]
10. [Add indicator]	[S/I]	[]	[]	[]	[]	[]	[]	[]		[link]

Rules to keep it feasible

- If exact data is hard, use proxies (e.g., paper reams purchased; waste bags; travel mode counts).
- Document assumptions in the “Notes” column so trends remain interpretable.

13.3 QUARTERLY REVIEW AGENDA (90 MINUTES)

Goal: convert monitoring into decisions (Keep/Improve/Stop/Try) and update tools. This is the core feedback loop (“Check/Act”).

QUARTERLY SUSTAINABILITY REVIEW (90 MINUTES)

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ation: [Name]

Quarter / Year:

[Q#/YYYY]

Date:
[DD/MM/YYYY]Facilitat
or: [Name/Role]

Decision method:

[Consensus /
Sponsor call / Next review: [date]
Vote]

Participants (recommended)

- Leadership sponsor
- Sustainability lead / Green team
- Ops / event representatives
- Youth representatives

Materials

- Indicator dashboard (baseline sheet)
- Decision log
- Templates / checklists to update

Agenda (90 minutes)

Time	Segment	Focus / prompts	Notes	Decisions / outputs
0–10	Opening and purpose	Confirm agenda, roles, and decision-making method. Reminder: aim is learning and improvement, not blame.	[notes]	[output]
10–30	Indicator snapshot (trends only)	Review 6–10 indicators (max 2 minutes each). Note what improved, worsened, stayed stable.	[notes]	[output]
30–55	Retro reflection (Keep / Improve / Stop / Try)	Keep: practices/tools that worked and should be standard.	[notes]	[output]

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		Improve: what needs adjustment (rule, support, resources). Stop: actions that create burden without impact. Try: one new experiment for next quarter.		
55–75	Decisions and next-quarter priorities	Choose 3 actions maximum for next quarter. Assign owner + deadline + evidence expected.	[notes]	[actions decided]
75–85	Update one organisational tool (system change)	Update one policy/standard/checklist based on learning. Record new version/date.	[notes]	[tool updated]
85–90	Communication and close	Agree one internal update message (and optional external note). Confirm next review date.	[notes]	[message + next date]
Outputs (end of session)				
☐ Updated action list (max 3 actions) ☐ Updated tool version (policy/standard/checklist) + date ☐ One-page quarterly update drafted				

13.4 ONE-PAGE REPORTING TEMPLATE (INTERNAL + EXTERNAL VERSIONS)

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THESE ARE DESIGNED TO PREVENT OVER-CLAIMING AND KEEP REPORTING PROPORTIONAL.

INTERNAL SUSTAINABILITY UPDATE (QUARTERLY) – ONE PAGE

Organisation:	[Name]	Period:	[Q#/Year]
Owner:	[Name/Role]	Last updated:	[DD/MM/YYYY]
1) WHAT WE IMPLEMENTED (TOOLS AND PRACTICES)			
Policy/standard/checklist adopted or updated	[add text]		
Operational changes implemented	[add text]		
Training/learning moments delivered	[add text]		
2) EVIDENCE HIGHLIGHTS (3 INDICATORS ONLY)			
Indicator	Value + trend	What it means (one sentence)	Source / note
Indicator 1	[value + trend]	[one sentence meaning]	[optional]

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Indicator 2	[value + trend]	[one sentence meaning]	[optional]
Indicator 3	[value + trend]	[one sentence meaning]	[optional]
3) WHAT WE LEARNED (HONEST)			
What worked:	[bullets or short text]		
What did not work / constraints:	[bullets or short text]		
What we changed as a result:	[bullets or short text]		
4) NEXT QUARTER PRIORITIES (MAX 2–3)			
Action	Owner	Deadline	Evidence expected
[Action 1]	[Name/Role]	[date]	[what proof]
[Action 2]	[Name/Role]	[date]	[what proof]
[Action 3]	[Name/Role]	[date]	[what proof]
5) YOUTH INPUT AND INCLUSION (SHORT)			
Youth involvement this quarter:	[short text]		

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Inclusion supports/barriers noted:	[short text]
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EXTERNAL SUSTAINABILITY NOTE (ANNUAL) – SHORT VERSION

Organisation: [Name]

Year: [YYYY]

1) WHAT WE CHANGED (GOVERNANCE AND PRACTICE)

•	[Sustainability policy/standard adopted]
•	[Key operational practices embedded]
•	[Events sustainability improvements]

2) WHAT IMPROVED (2–3 INDICATORS)

Indicator	Value	Short interpretation
[Indicator]	[Value + trend]	[One-sentence interpretation]
[Indicator]	[Value + trend]	[One-sentence interpretation]
[Indicator]	[Value + trend]	[One-sentence interpretation]

3) WHAT WE WILL IMPROVE NEXT (SPECIFIC)

•	[One improvement commitment for next year]
•	[Optional second commitment]

4) CREDIBILITY STATEMENT

We communicate commitments and progress based on the evidence available. Where data is partial, we describe pilots and learning rather than claiming final impact.

(OPTIONAL) SDG REFERENCES (ONLY IF LINKED TO ACTIONS)

SDG	Linked actions	Indicator / evidence
[SDG X]	[Specific actions]	[Indicator]
[SDG X]	[Specific actions]	[Indicator]

14. GLOSSARY

14.1 KEY SUSTAINABILITY TERMS USED IN THE GUIDE



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Environmental sustainability: Organising activities and decisions so that environmental impacts (resource use, pollution, emissions, waste) are reduced over time while maintaining the organisation's ability to operate and deliver its mission.

Sustainable Development Goals (SDGs): A UN framework of 17 global goals used as a shared language for sustainability priorities and accountability across organisations and sectors.

SDG 12 (Responsible Consumption and Production): The SDG focused on ensuring sustainable consumption and production patterns; in this Guide it is used to frame operational choices (procurement, materials, waste prevention) and event design.

Demand-side mitigation: Climate mitigation actions that reduce emissions by changing demand for high-emission services and products (e.g., travel choices, catering choices, energy use), typically combining behaviour, social norms, and enabling conditions.

Enabling conditions: The structural supports that make sustainable choices easy and realistic (default settings, procurement rules, travel reimbursement guidance, water refill points), rather than relying on “awareness” alone. This logic is emphasised in IPCC AR6 discussions on demand, services and social aspects of mitigation.

Environmental Management System (EMS): A structured organisational approach to manage environmental responsibilities through policies, procedures, roles and improvement cycles. ISO 14001 frames EMS improvement as iterative, based on PDCA.

PDCA (Plan–Do–Check–Act): A continuous improvement cycle used to plan actions, implement them, review evidence, and adjust. ISO presents PDCA as the basis for the approach underlying an EMS.

Sustainable procurement (or sustainable purchasing): Buying goods/services using criteria beyond price alone (need, durability, life-cycle impacts, supplier practices) to reduce environmental impacts. UNEP positions procurement as a lever for sustainable consumption and production.

Life-cycle perspective (life-cycle thinking): Considering impacts beyond “purchase moment” (production, use, and end-of-life), so decisions do not shift impacts elsewhere. ISO 14001 explicitly references a life-cycle perspective as part of environmental management approaches.

Digital footprint: The environmental impacts associated with digital activities (data storage, streaming, device production and use). In this Guide it is treated practically via “digital hygiene” (reducing unnecessary storage/streaming and extending device life).



Circularity / circular economy: Approaches that reduce waste and resource extraction by keeping products and materials in use longer (reuse, repair, refurbish, recycle), prioritising prevention first.

Waste prevention: Avoiding waste before it is created (e.g., digital-first materials, reusable items, portion planning), rather than relying only on recycling.

Greenwashing: Giving a false impression of environmental impacts or benefits through misleading or vague claims that are not substantiated by evidence. The European Commission uses this framing in its “green claims” guidance.

Inclusion (in sustainability work): Designing sustainability measures so they do not exclude people (cost, access, language, disability, participation barriers). In this Guide it is treated as a core quality criterion for all sustainability actions, not an “add-on.”

14.2 KEY M&E TERMS USED IN THE GUIDE

Monitoring: Ongoing, systematic tracking of a small set of indicators to see whether actions are being implemented and whether results are moving in the intended direction.

Evaluation: A structured assessment of merit or worth of an intervention (policy, programme, activity), using evidence to answer “what worked, for whom, under what conditions, and why,” supporting learning and accountability. UNEG Norms and Standards provide a reference point for credible evaluation practice in the UN system.

Baseline: The “starting value” of an indicator before (or at the start of) an improvement cycle, used to compare progress over time.

Indicator: A measurable sign (number, percentage, yes/no status, or documented evidence) used to track progress. In this Guide, indicators are intentionally minimal and decision-relevant.

Proxy indicator: A practical substitute measure used when a direct measure is too costly or complex (e.g., “paper reams purchased” as a proxy for printing volume).

Target: A specific intended level of performance by a given date (e.g., “80% of events use the checklist by Q4”).

Output: A direct deliverable produced (e.g., a training session delivered, a policy adopted, a checklist completed).

Outcome: A change in practice, behaviour, or organisational routine resulting from outputs (e.g., reduced printing, increased low-carbon travel choices, consistent event standards).



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Impact: Broader, longer-term effects to which your organisation may contribute (often shared with other actors). OECD DAC treats “impact” as one of the core criteria for evaluative judgement.

Effectiveness: The extent to which objectives are achieved (did it work?). OECD DAC evaluation criteria provide adapted definitions used widely in evaluation practice.

Efficiency: The extent to which results are achieved in relation to resources used (time, money, effort).

Sustainability (evaluation criterion): The extent to which benefits/results are likely to continue after support ends (e.g., after a project cycle), not to be confused with “environmental sustainability” as a topic.

Coherence (evaluation criterion): Compatibility with other interventions and alignment with organisational/system context. OECD DAC includes coherence as a sixth criterion (added in the 2019 revisions).

Evidence: Any reliable information that supports a claim (completed checklists, invoices, minutes, attendance lists, simple logs, survey results).

Data source: Where indicator values come from (bills, procurement records, travel log, event checklist, short survey).

Frequency: How often an indicator is updated (monthly, quarterly, annually). In this Guide, quarterly review is the standard “learning rhythm.”

Owner: The person/role responsible for updating an indicator and storing evidence.

Feedback loop: A routine that turns monitoring results into decisions and updates to tools/practices (e.g., quarterly review → adjust checklist → implement next cycle).

Organisational learning: Capturing and reusing what you learn (what worked, what did not, what changed) so improvement survives turnover and becomes institutional, not individual.

15. REFERENCES AND FURTHER READING



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15.1 CORE FRAMEWORKS (UN SDGS; UNESCO ESP; PDCA/EMS; IPCC DEMAND-SIDE MITIGATION)

United Nations Sustainable Development Goals (SDGs) – official platform. Use as shared language for priorities, partnerships, and public accountability (avoid “SDG logo use” without linking to actions/indicators).

UN SDG 12 (Responsible Consumption and Production) – official UN Goal 12 page. Use to frame procurement, materials, waste prevention, and sustainable events as “consumption pattern” changes, not only recycling.

UNESCO – Education for Sustainable Development Goals: Learning Objectives (ESD for the SDGs). Use as a backbone for your “Environmental Awareness and Training” chapter: learning objectives, competence-oriented design (cognitive/socio-emotional/behavioural).

ISO/TC 207/SC 1 – Plan–Do–Check–Act (PDCA) model for ISO 14001:2015. Use as the minimal continuous improvement logic behind your Monitoring & Improvement chapter and the quarterly review cycle.

IPCC AR6 Working Group III – Climate Change 2022: Mitigation of Climate Change (report landing page) and Summary for Policymakers (SPM). Use to ground “demand-side mitigation” logic (behaviour plus enabling conditions/systems) in Workspace/Operations and Events chapters.

Optional (specialised) – ISO 20121 Event sustainability management systems. Use as deepening reference for organisations that want a management-system lens specifically for events (no certification needed for guidance value).

Optional (procurement deepening) – UNEP Sustainable Public Procurement Implementation Guidelines (and UNEP overview page). Use to strengthen sustainable purchasing criteria and supplier selection logic.

15.2 NON-FORMAL EDUCATION METHODOLOGY REFERENCES (COUNCIL OF EUROPE COMPASS; YOUTH PARTNERSHIP)

Council of Europe – Compass (official site). Use as your methodological model for activity structure (aims, materials, steps, debrief, follow-up action) and participant-centred facilitation style.

Compass manual PDF (example accessible edition). Use as a practical source of activity-format conventions and facilitation language, especially “taking action” orientation.





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Council of Europe–EU Youth Partnership – Non-formal learning/education. Use for concise definitions and core principles (voluntary participation, intrinsic motivation, critical thinking, democratic agency) to justify the Guide’s facilitation approach.

Council of Europe–EU Youth Partnership – T-Kit series (methodological publications). Use as a wider methodological library for trainers/facilitators in youth work.

T-Kit 6: Training Essentials (Youth Partnership). Use for training design basics and facilitation competence in non-formal settings (relevant to your “Awareness and Training” chapter).

Optional (M&E in youth work) – T-Kit 10: Educational Evaluation in Youth Work (reference page). Use as additional methodological grounding for evaluating learning and training activities in a youth work context.



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