



Instructions for the workshops

LEAD: Workshop on sustainable internationalisation
for students

LEAD: Workshop on sustainable internationalisation for students

These are the instructions to conduct the workshop “Mobility and sustainability: How sustainable will your Erasmus experience be?” included in the Green Erasmus [Handbook for sustainable internationalisation](#). The workshop is directed at outgoing and incoming students, so that they can reflect on their actions’ impact and engage in more sustainable behaviour while on exchange abroad. You can download the [workshop slides](#), adjust them to your audience, and even shorten the duration if needed.

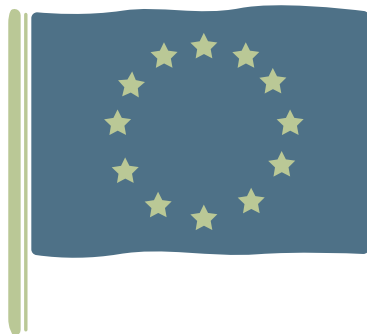


Session outline/information

Slide n° 1-4

Activity & Notes:

time: 3 min



1. Introduce the session by going through the objectives of the workshop and the agenda.
2. Mention that the session is an introduction to sustainability and aims to give some food for thought in relation to what students should consider when they are on mobility, rather than it being an exhaustive list of actions.
3. Mention that Green Erasmus is an Erasmus+ funded project that strives to improve the environmental sustainability of the Erasmus+ Programme and raise awareness across the European Higher Education sector about the importance of sustainable internationalisation. The project is coordinated by the Erasmus Student Network (ESN).
4. Mention why sustainability is important to your institution.

Slide n° 5

Activity & Notes

time: 3 min



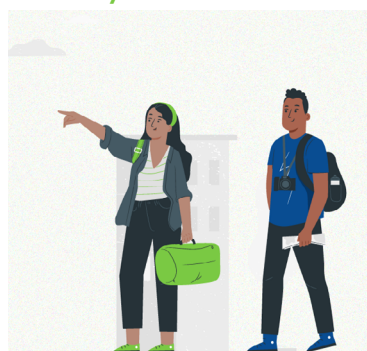
ACTIVITY:

1. As an *optional* ice-breaker exercise, and to get students to talk, ease in by asking where they are travelling for Erasmus and what mode of transport they plan to use (you can do this as a verbal exercise or by using Slido).
2. As a follow up question, ask your students how they plan to travel/how they travelled to their mobility destination.

Slide n° 6

Activity & Notes:

time: 1 min



READ THE SLIDE.

Mention that even though the Erasmus programme has been very successful, it does have a significant environmental impact due to the carbon footprint associated with air travel – over $\frac{3}{4}$ of students travel to their destination by plane according to research by Green Erasmus with 10,000 students carried out in 2021.

Slide n° 7

Activity & Notes:

time: 3 min



ACTIVITY:

1. Ask students what is the first thing that comes to mind when they think about sustainability.
2. You can either do this as a verbal exercise where students share feedback or use an online tool such as Slido to form a word cloud (we recommend the latter).
3. Talk through the most frequently mentioned words/associations.

Slide n° 8

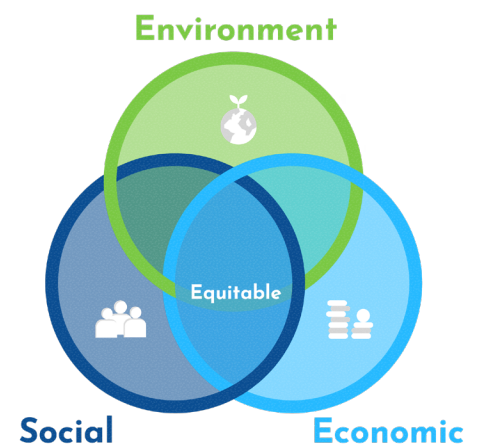
Activity & Notes:

time: 1 min

Describe what we mean by sustainability and sustainable development. You can focus on what your understanding of sustainable development is (there is no clear definition) linking back to the responses that students gave in the previous slide.

Example response:

1. You will probably have heard the word sustainability or perhaps terminology such as sustainable energy, and this has evolved from the concept of sustainable development that was originally defined in a United Nations report.
2. This is just one definition used to speak about sustainability that we can engage with critically and expand upon as sustainability is increasingly being understood to include social justice too.
3. We need to look at social, economic and social issues for something to be sustainable, but depending on the situation, there may be a need to emphasise certain issues more than others to ensure equity.
4. The term sustainable development helps us to think about using resources mindfully.
5. Within and outside of that it helps us to think about economic, social and environmental causes and impacts.
6. It may not be perfect but this is a global definition for sustainable development agreed by UN member states, with definitions shifting and changing due to context and time.



Slide n° 9

Activity & Notes

time: 3 min

Mention that throughout Europe students are involved in sustainability campaigns because they want to take action on the climate crisis.

ACTIVITY:

Verbal exercise - Ask students what does climate crisis mean to them?

Guide questions if needed:

1. What impacts have you seen/experienced?
2. How does reading about the climate crisis make you feel?
3. Are there particular aspects about climate change that you want to learn more about?
4. Ask them to share one key aspect from their discussion afterwards to the wider group.



Slide n° 10

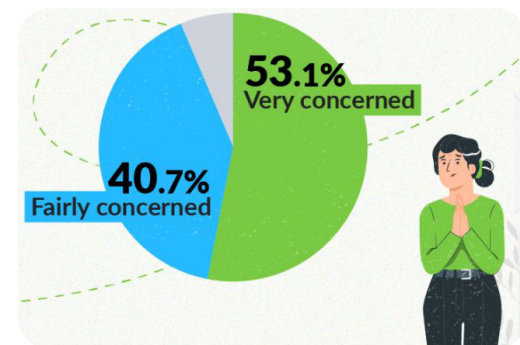
Activity & Notes:

READ THE SLIDE.

Mention that this data is from a survey conducted with 10,000 valid responses from Erasmus students in 2021. 7,776 answers were used in the analysis after data clearance.

[Source: Green Erasmus Report](#)

time: 1 min



Slide n° 11

Activity & Notes:

time: 3 min

ACTIVITY:

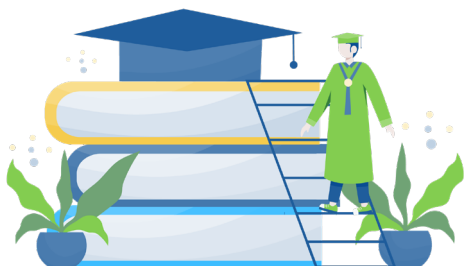
1. Ask the question “why should universities and education institutions be more sustainable?” and encourage students to respond.
2. AFTERWARDS you can say: “Our world is changing; the climate crisis and its social, environmental and political consequences are propelling this change. Students will now graduate into a world that looks a lot different from the world older generations graduated into.
3. *READ SLIDE*



Slide n° 12

Activity & Notes:

time: 3 min



OPTIONAL: Use this slide to say why it is important for your university to be taking action on climate change if you have concrete examples.

Slide n° 13

Activity & Notes:

time: 1 min

READ THE SLIDE.

1. Joan Baez is an American artist and activist.
2. Offer your own commentary on the quote or ask students what they think.



Slide n° 14-15

Activity & Notes:

time: 3 min

Explain personal actions and system change (systems change being about action taken by institutions and governments). Feel free to watch the video from slide 15 prior to running the session if you are not sure how to articulate this ([link to video](#))

ACTIVITY:

1. Ask students to discuss briefly the benefits of each (either in small groups or together as a class).
2. There is a link between both: e.g. as an individual you can support campaigns for system change, and you also have power as a consumer to, for example, choose more ethical banks or support environmentally friendly businesses.
3. Explain who Greta Thunberg is (Swedish youth activist who started the Fridays for the Future movement).



Slide n° 16

Activity & Notes:

time: 7 min



ACTIVITY:

Play the video on the slide that talks about system change vs personal action.

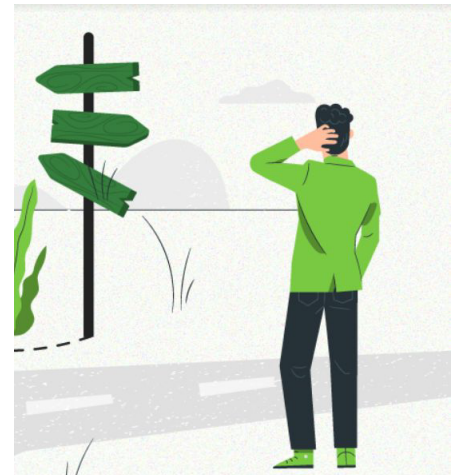
Ask students for their reflections on systemic vs personal change.

Slide n° 17

Activity & Notes:

time: 1 min

Mention that even though in the previous section we talked about systems change vs personal action, the rest of the session is going to focus on individual action that can be taken to be more sustainable. This doesn't mean that systems change is less important – it is!



Slide n° 18

Activity & Notes:

time: 2 min



- Explain that there are many actions that students can take while on mobility (and everyday life!) to be more sustainable.
- There are many different areas of their life that they can change, and for the purposes of this session we will be focusing on mobility choices, buying choices, energy usage, recycling and waste management.
- This doesn't mean that there aren't other areas of their lives that they can also change.

Slide n° 19-20

Activity & Notes:

time: 2 min



- Mention that the first area that we will be focusing on is travel choices, as this was one of the main areas that was noted as part of the Green Erasmus survey in terms of mobility behaviour.
- Describe the image on slide 22– mention that, in general, flights have some of the highest carbon emissions per passenger per km travelled. Mention that there is some nuance to be considered – for example, travelling by car, just by yourself, can emit more carbon per kilometre (and there is also variation in terms of types of energy the car is using, etc.).

Slide n° 21

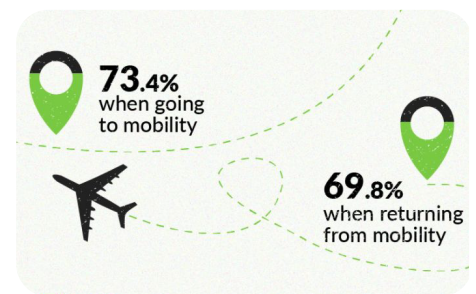
Activity & Notes:

time: 5 min

Mention that according to the survey carried out with 10,000 Erasmus students in 2021 by Green Erasmus, $\frac{3}{4}$ of students travel to and from their mobility by plane.

ACTIVITY:

As an optional activity, you can ask students if they are surprised by this statistic and why they think the statistic is so high. Ask the students why they mostly travel by plane.



Slide n° 22

Activity & Notes:

time: 5 min



ACTIVITY:

Ask students to divide into groups and discuss the following questions.

Ask students to provide feedback to the group about what they discussed.

Slide n° 23

Activity & Notes:

time: 5 min

READ THE SLIDE

Further explanation/ notes you may want to use:

1. Sometimes we can't avoid a flight!
 - Minimise layovers:
 - Short-haul flights are particularly carbon intensive per unit of distance travelled
 - Travel economy class, why?
2. If you are trying to mitigate the impact of climate change, you could donate to community-building or disaster relief efforts rather than an initiative as murky as carbon offsetting. If we are to spend money on carbon offsetting, we should invest in these schemes in addition to reducing air travel, rather than as a way to continue travelling as we please.
3. Challenge the idea that air travel represents success and global outlooks.



Slide n° 24-25

Activity & Notes:

time: 5 min

Mention that flying is one of the biggest contributors to our personal carbon footprint.

ACTIVITY:

Ask students to work out the carbon footprint of their journey to their Erasmus destination and ask them if they have any thoughts.



Slide n° 26

Activity & Notes:

time: 5 min

Either READ THE SLIDE or consider running an activity where you ask students in what way they could travel better when going on mobility or when they get there.



Slide n° 27-28

Activity & Notes:

time: 2 min



Mention that for the next section we will be talking about our purchasing choices and challenging the idea of whether we in fact need to buy new things in the first place.

READ SLIDE 29

Slide n° 29

Activity & Notes:

time: 5 min

ACTIVITY

- Ask students “what categories of consumer items they use on a regular basis – and can they give an example?”. This can be done in small groups or as a large group.



Slide n° 30

Activity & Notes:

time: 7 min



ACTIVITY

Ask the questions:

- “When thinking about what to buy for/when at your mobility, what should you consider from the sustainability perspective”?
- Do you need to get it in the first place? If the answer is yes, consider:
- Can you buy it second hand or borrow it?
- Are there locally produced alternatives?
- What are its sustainability credentials?

The exercise can be done in small groups.

Slide n° 31

Activity & Notes:

time: 5 min

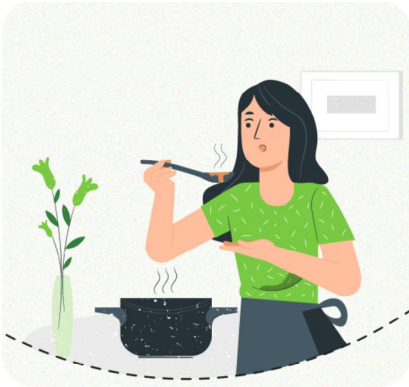
BREAK - Suggested time – 5 mins



Slide n° 32-33

Activity & Notes:

time: 3 min



Mention that the next section will focus on energy usage within the household.

Mention that according to [Eurostat](#) research, about a quarter of all energy used is used by households.

ACTIVITY:

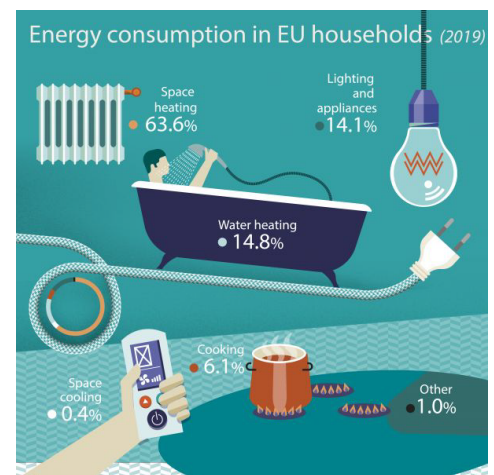
Ask students to think about how energy is used in the house. You can do this as a verbal exercise or through slido

Slide n° 34

Activity & Notes:

time: 2 min

- Describe the image, mentioning that the biggest consumption of energy within households is heating (nearly 2/3), followed by water heating & appliance use (about 15%).
- Mention that if we want to reduce our energy use, we should focus on these areas.
- Mention that when looking for accommodation they should consider that a poor energy performance (A being best) on an Energy Performance Certificate (EPC) in a cheaper house can sometimes be a false economy as they may end up paying more for energy bills. In most EU countries landlords have a legal obligation to give you the EPC before you sign your lease, so make sure to ask.



Slide n° 35

Activity & Notes:

time: 2 min



Describe the slide showing the ways in which students can save energy in their households – you can read out some specific statistics from the slide.

time: 5 min



READ THE SLIDE

Feel free to add any further energy saving measures from your experience.

ACTIVITY:

At the end of the slide, there is an *optional* activity for students to discuss (either as a group or in small groups) other ways that they can avoid energy wastage

time: 1 min

Mention that in the next section we will focus on waste and recycling



time: 2 min



READ THE SLIDE

1. Describe the waste hierarchy ([source](#)), mentioning that the best thing that we can do is to avoid waste in the first place (e.g. by buying less or getting products with less packaging).
2. Even though recycling is great and should be done, it is quite far down the waste hierarchy, and avoidance, reduction, and reuse should all come first.

Slide n° 39

Activity & Notes:

time: 5 min



ACTIVITY:

Ask students:

What do you currently do, or could be doing to avoid and reduce waste creation when on mobility? Why is this important?

The exercise can be done as a group or with students divided into small groups.

Prompts can include:

Buying items with less packaging

Having a reusable cup, bottle or bag, so that you don't need a single use one every time you buy coffee, for example

Buying only the food that you need to avoid food waste

Buying less items online (always comes with lots of packaging due to the parcel)

Borrowing items rather than buying them (especially if you plan to use them only once)

Instead of throwing items away consider mending them or donating to charity shops (if appropriate)

Optional further points to consider or discuss - What is better? Buying online or going shopping in person?

Notes: Good overall resource: imperial.ac.uk

Slide n° 40

Activity & Notes:

time: 2 min



READ THE SLIDE

Slide n° 41

Activity & Notes:

time: 3 min



Mention that hopefully the workshop has given them some inspiration on what they could be doing to live more sustainably, saying this is not an exhaustive list.

ACTIVITY:

Ask students to write down a couple of things that they pledge to do when on mobility (suggestion to use Slido).

Slide n° 42

Activity & Notes:

time: 2 min

Mention that students can visit the Green Erasmus portal to find out more about how they can make their mobility more sustainable (before, after and during). The portal includes tips and tricks to act sustainably in many aspects related to mobility, and useful resources for more information and to get involved. For example, it features the On my way and Small Steps games and Green Erasmus Quiz to test students' sustainability knowledge.

Mention that they are invited to sign the Green Erasmus petition to increase the support for more sustainable travel through Erasmus+. Specifically, the petition asks EU institutions for:

1. up to €250 for green travel, proportionate to distance covered
2. up to 7 days of additional individual support



