



# GoGreen

## Green Business is Smart Business

Project Number:  
510424 LLP 1 2010 1 GR LEONARDO LMP

## WP2: IMPLEMENTATION PLAN



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## EXECUTIVE SUMMARY

Many studies have shown that the adoption of “**greener practices**” and the design of environmental friendly processes, products and services contribute to enterprise competitiveness in many ways, including more business opportunities, cost reduction, improvement of enterprise’s image, marketing advantage and the creation of healthy workplaces. In this frame, GOGREEN focuses on the delivery of a personalized “**Green Training Programme**”, aiming to **improve the knowledge and the skills of entrepreneurs and professionals related to the effective introduction and management of green business practices**.

In the frame of **WP2 Development of GoGreen Training Model**, this report will present the **GOGREEN Implementation plan** for the “Training model” that will be applied for the development and provision of the training services. This report will be publicly available via the project portal and will describe the training needs regarding green practices of the SMEs from the participating countries involved and will present the proposed methodology for the creation of a personalised training programme in the field of Green practices, suitable for VET professionals and consultants.

The methodology adopted to set the research basis to research the training needs of SMEs has consisted in a 3-step exercise:

1. Identification of the **field of investigation** (that was agreed after an initial proposal circulated right before the kick-off meeting in Tripolis);
2. Issue of a **questionnaire**, which was integrated by all partners in EN after the meeting in Tripolis. All the partners were requested to translate it to their languages if necessary so as to carry out the field research and insert it onto an online questionnaire in EN that was implemented by ALLWEB and made available from the project website:

<http://www.gogreenproject.eu/tabid/102/language/en-US/Default.aspx>

This step was followed by the development of a scoping exercise in each partner country to identify the SMEs to be involved;

3. **Completion** of questionnaires by each partner, insertion online in EN, issue of an excel file by ALLWEB, conversion into SPSS **and initial analysis** by Scienter España of the results achieved by all the partners.

We had a total of **1108 questionnaires filled in** from Greece, Italy, Romania, Bulgaria, Spain, and Turkey. An initial analysis of the results of the training needs regarding green practices of the SMEs has been carried out having as main results:

**A. - PROFILE OF THE RESPONDENTS: 88% are whether micro or small** (55% of them are micro and 33% small. Regarding the sector, almost **half of them are Manufacturing, Wholesale and retail trade, Hotels and restaurants and construction**:

**B.- AWARENESS ON ENVIRONMENTAL RELATED ISSUES:** Concerning the question about green practices currently implemented in SMEs, the Efficient use of energy (rational use of energy, installation of high efficiency equipment and machinery...etc.) does reach 41% of the replies, followed by Adoption of ecological waste management and disposal procedures with 18%.

- As to the REASONS for SMES to implement green practices, we find no surprises in the feedback: 38% point out the *reduction of costs* as main reason, followed by *Future local and EU taxes and rules regarding environmental impact* reaching 20% and *Improvement of company image*, 18%.
- As to the MAJOR DRAWBACKS on the introduction of environmentally friendly practices in SMEs, *eEconomic aspects related to the introduction of more efficient systems as well as renewable energy based ones* reached 44% of the replies, followed by the *lack of infrastructures*, 14% and *low impact*, 14%.  
We find a combined 21%, in mentioning *Difficulties in finding specialized personnel-10%/lack of knowledge on how to implement green practices-11%* as major drawbacks. That is, even though 38% pointed out in the previous question that the *reduction of costs* was main reason to adopt green practices, still the lack of knowledge and specialised staff is found to be a major drawback for 21% of the SMEs surveyed.
- Regarding THE BENEFITS expected to achieve by implementing green policies, we find similar replies to those to the main reasons for adopting green practices:
  - *Cost and energy consumption*, 47% followed by
  - *Revenue in terms of company image and publicity by adopting environmentally friendly processes and procedures*: 25% and
  - *Potential to attract new customers*: 15%.
- As to the question, Do you think that in the long term benefits of environmental investments will be more valuable than the costs of these investments?, 79% answers YES; ad 57% of the respondents would also like to receive information about environmentally friendly practices that could increase their company's environmental performance:
- Regarding QUALITY ISSUES, the majority of SMES, 81%, are NOT implementing quality standards. Of those implementing standards, EN ISO 14001 is the most adopted reaching 67% of those 19% adopting quality standards. As to the question about interest in receiving more information or in adoption of the other standards, 45% did not answer to this question. And again ISO 14001 attracted most of the attention of the respondents plus the need to know more about general Quality regulations.  
105 Romanian SMEs adopted quality standards, followed by 27 Greek, 27 Turkish, 25 Bulgarian and 13 Spanish.

**C.-INVOLVEMENT OF SME IN TRAINING:** As to the position of the SMEs involved regarding training, 61% have regular or occasional implementation of training courses, while 25% assured the implementation of training courses is "rare".

**D.- USE OF ICT FOR LEARNING:** 80% of the respondents use the computer every day, but **63% declare to have NOT followed ICT related training courses**. Form those 30% who have followed ICT related training courses **72% declare to have followed blended learning courses (including face to face sessions and online learning)**. **73% do use it to search info and only 10 perfect to follow courses** (supported by 12% that followed once a course on the Internet):

**E.-RATE OF SPECIFIC FEATURES OF LEARNING COURSES: The respondents rated over 4 -very important-:**

- the Quality of learning contents,
- Loading time,
- Text easy to read and use
- and Usefulness of certification.

**F.-INTEREST OF SME WORKERS** to follow training courses: 48% said “maybe” and 31% “would love to.

Having in mind that the GOGREEN focus is designing and testing a “Green Training Programme”, aiming to improve the knowledge and the skills of entrepreneurs and professionals related to the effective introduction and management of green business practices, **we have introduced in this report some basic requirements related to methodology, education and technology to guide the following WP3 – Gogreen Training Material Development, WP4 - resource center development and WP5 - pilot training meaning to be a starting point with WP3, 4 and 5 WP leaders.**

The implementation plan has been structured according to:

- Methodological requirements
- Educational requirements
- Technological requirements

**METHODOLOGICAL REQUIREMENTS:**

We have included recommendations for the development of the Training Trainers’ workshop regarding the structure. As to the Trainees blended learning Seminars, we recommend the trainers to ask all the trainees who have participated in the learning courses to report on previous experiences and try to build on “good practices examples” while trying to cope with the problems the participants have had in the past.

It is recommended to hold **at least 3 face to face sessions:** at the beginning, in the middle and at the end of the online courses and use ad hoc evaluation grids to be filled in by the participants.

As to the online component, the **role of the trainer or e-tutor is crucial** as this requires a transformation process to that of learning facilitator.

Regarding the structure of the 15 Training modules, we have proposed a preliminary structure – including Title of session, Learning Outcomes, Preparation, Procedures etc. - and to include a Forum to allow discussion: provide some questions to provoke discussion about what has been learnt at the end of the session.

**Regarding the supporting training materials and tools** it is advised to produce: Trainees handbook; FAQ which will solve questions emerged after reading the trainee handbook; Case studies and Bibliographic written and online resources. As to the case studies and Bibliographic written and online resources in the frame of WP3, all “Piloting” partners are expected to look for legal institutional and country specific issues.

**EDUCATIONAL REQUIREMENTS**

**In the frame of the topics of the 15 training modules, we add to the topics mentioned in the proposal** (Corporate energy policy, Energy efficiency, Recycling, Renewable energy sources, Biofuel, Employee environmental attitudes). And we propose to add:

- And *introduction module* explaining the reasons and benefits for SMEs to follow “Green courses”

- *Quality issues related to Green practices*
- and also maybe *Sustainable Manufacturing* as many of the SMEs involved in the learning needs were manufacturing SMEs.

As to **certification**: It has been mentioned by the participants in the survey as “very important” for which we recommend the pilot leaders in each country to check their national regulations and the possibilities their institutions have to provide a certification of the learning being implemented in the pilots.

## TECHNOLOGICAL REQUIREMENTS

We have introduced some tips for designers and trainers before they prepare the online courses.

### Considerations for learning designers:

- Integrate a Variety of Technologies
- Set Clear Expectations
- Adopt a Clear Organizational System
- Select Active Learning Techniques
- Offer Differentiated Learning
- Tailor Teaching to an Assortment of Learning Styles
- Take Advantage of Online Resources
- Offer Collaborative Learning Options
- Allow for Easy Communication
- Use Multiple Assessment Methods

The flexibility in scheduling and format is critical to success.

### Considerations for trainers: We recommend the trainers to:

- Hold 3 **face to face sessions** (recommended: at the beginning, in the middle and at the end of the online courses) and use ad hoc evaluation grids to be filled in by the participants.
- Ask all the trainees who have participated in the learning courses in all the sessions to **report orally on previous experiences** and try to build on “good practices examples” while trying to cope with the problems the participants have had in the past.
- Prepare and encourage the trainees to fill in **ad hoc assessment forms** and base each session on the results of the previous evaluation results

Not all the trainees will have the same needs and their role needs to be customised to the need of each trainee being available as much as possible.

# 1. INTRODUCTION: THE PROJECT AND THIS REPORT

## 1.1 THE GOGREEN PROJECT

During the last decades the movement towards environmentally responsible enterprises is growing worldwide and the **Lisbon Agenda** clearly proposes that innovation and development should go hand in hand with the protection of the environment. Many studies have shown that the adoption of “**greener practices**” and the design of environmental friendly processes, products and services contribute to enterprise competitiveness in many ways, including more business opportunities, cost reduction, improvement of enterprise’s image, marketing advantage and the creation of healthy workplaces. It is also with no doubt that when SMEs are attempting to initiate such Green Business activities, an important set of skills and competences in the field is required. Based on the rationale that a “**green business is smart business**”, green business training programmes are considered necessary in order to effectively support enterprises in the integration and management of environmentally-friendly practices.

The project is designed to address the needs and involve SMEs owners and senior managers, procurement and HR managers, Green Business consultants, as well as VET professionals, public authorities’ executives, policy makers and practitioners in the field.

### Objectives

Although green entrepreneurship provides many advantages to the SMEs there is only limited number of enterprises who have been able to follow the trend towards growing concern for the environment. Indeed the surveys show that only 1% of the SMEs use alternative energy sources.

This can be justified as:

- The majority of entrepreneurs have poor knowledge in the field of green entrepreneurship.
- There is a lack of wide range organized awareness raising campaigns.
- There is limited access to information and relevant training material.

In response to the limited, or lack of, environmental business support, the project focuses on the delivery of a personalized “**Green Training Programme**”, aiming to **improve the knowledge and the skills of entrepreneurs and professionals related to the effective introduction and management of green business practices**.

One of the basic aims is to attract small to medium sized enterprises that will realize the importance of “green” business as a critical factor for their competitiveness and growth. These SMEs shall be voluntarily involved in almost all the lifetime of the project and they will acquire a unique experience and know how to do business in “Green”. The project plans to involve a large number of SMEs for the conduct of the training needs surveys and invite them to participate to the Pilot Training. The GoGreen project will focus to various SMEs from various sectors willing to transform their business to Green Entrepreneurships.

Special GoGreen bureaus will be established inside the Chambers that will participate for the exploitation and sustainability of the projects outputs.

## Methodology

In order to raise awareness and create a sustainable multistakeholder network the project will be organized in a way that involves the following steps:

- Analysis of the knowledge gap: through surveys in all the participating countries and field research;
- Description of Methodological, Educational and Technological requirements for the training: Training Model;
- Preparation of training material and technological infrastructure (GoGreen Resource Center);
- Linguistic and Cultural Localisation: the e-learning Platform communication interface will be localized in Greek, Romanian, Italian, Turkish, Bulgarian and Spanish, together with the contents of the training modules; and,
- Pilot testing and evaluation of the Training Programme: both “Training of Trainers” and “Workshops and Trainees Seminars”.

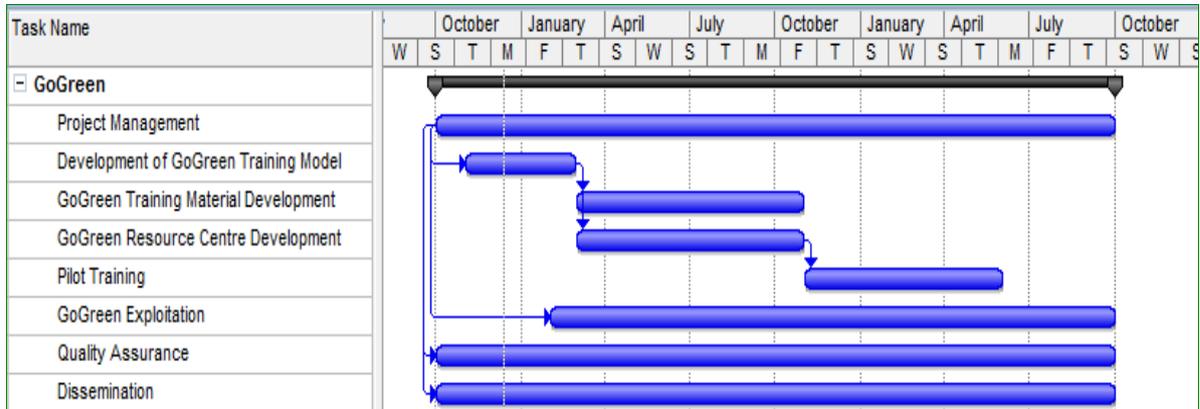
## Project Work Packages: organisation of activities

From the planning point of view, the project is articulated into relevant Work Packages, which on their turn are articulated in Tasks allocated among the partners according to each partner’s area of expertise. The projects have been planned in 7 different WPs, as in the table below:

Work Package Title	Start (month)	End (month)
<b>WP1 Project Management</b>	1	24
<b>WP2 Development of GoGreen Training Model</b>	2	6
<b>WP3 GoGreen Training Material Development</b>	6	13
<b>WP4 GoGreen Resource Center Development</b>	6	13
<b>WP5 Pilot Training</b>	13	21
<b>WP6 GoGreen Exploitation</b>	5	24
<b>WP7 Quality Assurance</b>	1	24
<b>WP8 Dissemination</b>	1	24

Furthermore, targeted transversal Dissemination and Exploitation of the project results is planned and a special detailed Exploitation Plan will be elaborated to achieve maximum impact.

The GANTT chart including all the project WPs in the project lifecycle is included below:



**More information at the project website: <http://www.gogreenproject.eu/>**

## **1.2 WP2: DEVELOPMENT OF GOGREEN TRAINING MODEL**

We have copied below the contents included in the proposal for WP2 under *Description of work package*:

**The purpose of this WP is to identify and analyse the training needs of the target group in the involved countries related to the design and implementation of innovative environmental-friendly processes, products and services and, according to these needs, define the systematic training model for the delivery of the GoGreen Training Programme.**

**The activities that will take place are the following:**

### **WP2.1. Identification of the users' training needs**

**Based on specially designed questionnaires and predetermined indicators, the partners will administer a survey across the participating countries in order to assess the level of eco-capability awareness degree and define the existing knowledge gap of the target group in the field of Green Entrepreneurship.**

### **WP2.2. Analysis of the different application contexts**

**In order to design a targeted Training Programme, the different contexts under which eco-friendly business can be applied will be investigated in depth. Parameters that will be taken into account will include, but not be restricted to, industry-specific and region-specific characteristics, enterprise structure and size, as well as and the extend of already adopted "Green practices" in the enterprise. This process will result in the creation of an innovative Personalised E-learning Model suitable to the different training needs of the target group.**

**The findings from the previous steps for each participating country will be mapped in corresponding National Reports. A Synthesis Report will also be produced to summarise and compare the results of the reports.**

### **WP2.3. Elaboration of Implementation Plan**

**Based on these Reports, the Implementation Plan will define the GoGreen Training Model in terms of methodological, educational and technological requirements. The topics and typology of the training material will be described. The necessary supporting training tools (e.g. self-assessment tool, virtual field practice exercises etc.) will also be determined.**

3 main activities are mentioned:

- 1. ID of users' training needs**
- 2. Analysis of different application contexts**
- 3. Implementation plan**

This will cover the main sections of this report.

### 1.3 TARGET GROUP ADRESSED

The short term target groups as indicated in the proposal are SMEs:

One of the basic aims of the project is to attract small to medium-sized enterprises that will realize the importance of "green" business as a critical factor for their competitiveness and growth. These SMEs shall be voluntarily involved in almost all the lifetime of the project and they will acquire a unique experience and know-how about how to do business in "Green". Nowadays, more and more SMEs are realizing the megatrend of their customers to buy products and services from Green Companies. The project plans to involve a large number of SMEs for the conduct of the training needs surveys (200 completed questionnaires in each country = 1200 questionnaires) and approximately 10-15 small to medium-sized enterprises from each participating country (it is planned to involve 2 trainees from each SME = approx. 150 trainees) who will participate to the WP5 - Pilot Training. The requirement for an enterprise to participate to the project is to commit in the serious involvement of two executives from the top management of the company, from which the at least is the shareholder - businessman that commits the administration of enterprise. Furthermore, the project targets professionals in vocational training (2-3 from each country = approximately 15 trainers) who will participate in the training of trainers Workshops.

On 6 May 2003 the Commission adopted Recommendation 2003/361/EC regarding the SME definition which replaced *Recommendation 96/280/EC* as from 1 January 2005.

The revision takes account of the economic developments since 1996 and the lessons drawn from the application of the definition. In particular, it raises the financial ceilings to take into account price and productivity increases since 1996 and introduces a typology of enterprises (difference between the three categories: autonomous, partner and linked) and a calculation method for the thresholds, which gives a realistic picture of their economic strength. It ensures that enterprises which are part of a larger grouping and could therefore benefit from a stronger economic backing than genuine SMEs, do not benefit from SME support schemes.

**Enterprises qualify as micro, small and medium-sized enterprises (SMEs) if they fulfil the criteria laid down in the Recommendation which are summarized in the table below.** In addition to the staff headcount ceiling, an enterprise qualifies as an SME if it meets either the turnover ceiling or the balance sheet ceiling, but not necessarily both.

Enterprise category	Headcount	Turnover OR	Balance sheet total
medium-sized	< 250	≤ € 50 million	≤ € 43 million
small	< 50	≤ € 10 million	≤ € 10 million
micro	< 10	≤ € 2 million	≤ € 2 million

The proposal mentions that **10-15 SMEs should be involved per country** (GR, IT, RO, BU, ES and TK) so as to meet the requested 200 surveys per country and 150 trainees.

## **1.4 DELIVERABLES**

The deliverables mentioned in the application are:

### **SURVEY QUESTIONNAIRE**

The questionnaires will be created in English and translated by each partner in its language. Paper versions, as well as online version of the questionnaires will be available. Selected practitioners and SMEs managers, which represent different sectors will be contacted to participate in the survey. A standardised analysis framework will be provided for the analysis of the inputs from the questionnaires, which will be summarised in the national reports.

This is included as annex 1 of this report.

### **GO GREEN IMPLEMENTATION PLAN**

*This report will present the GOGREEN Training model that will be applied for the development and provision of the training services, based on the target group's training needs identified in the preceding activities. The report also will be publicly available via the project portal and it will describe the methodology for the creation of a personalised training programme in the field of Green practices, suitable for VET professionals and consultants.*

That is, This report.

### **WP2 WORKSHOP IN SPAIN**

In the framework of the 1st Partners' Meeting an Internal WP2 Workshop will take place. For this reason it is planned towards the end of this WP, in order to discuss and compare the findings of the surveys, finalise the Implementation Plan and discuss the next project steps that result from the above. Special workshops for the preparation of WP3 & WP4 will be included. The meeting will be held in Spain in March 2011 (M6).

## **1.5 DOCUMENT OVERVIEW**

This document is organised as follows:

### EXECUTIVE SUMMARY

#### Section 1. INTRODUCTION: THE GOGREEN PROJECT AND THIS REPORT

- 1.1 THE GOGREEN PROJECT
- 1.2 WP2: DEVELOPMENT OF GOGREEN TRAINING MODEL
- 1.3 TARGET GROUP ADDRESSED
- 1.4 DELIVERABLES
- 1.5 DOCUMENT OVERVIEW

#### Section 2. USERS NEEDS ANALYSIS

- 2.1 Process followed
- 2.2 Questionnaire
- 2.3 Main Findings
  - 2.3.1 Short analysis by sections
  - 2.3.2 Short analysis by country

#### SECTION 3. IMPLEMENTATION PLAN – Draft for discussion

- 3.1 Methodological requirements
  - 3.2 Educational requirements
  - 3.3 Technological requirements
- References

## 2. USERS NEEDS ANALYSIS

### 2.1 PROCESS FOLLOWED

The methodology adopted to research the SMEs training needs in the Partners' countries has consisted in a 3-step exercise implemented from October 2010 to end of February 2011:

1. Identification of the **field of investigation** (that was agreed after an initial proposal circulated right before the kick-off meeting in Tripolis);
2. Issue of a **questionnaire**, which was integrated by all partners in EN after the meeting in Tripolis. All the partners were requested to translate it to their languages if necessary so as to carry out the field research and insert it onto an online questionnaire in EN that was implemented by ALLWEB and made available from the project website:

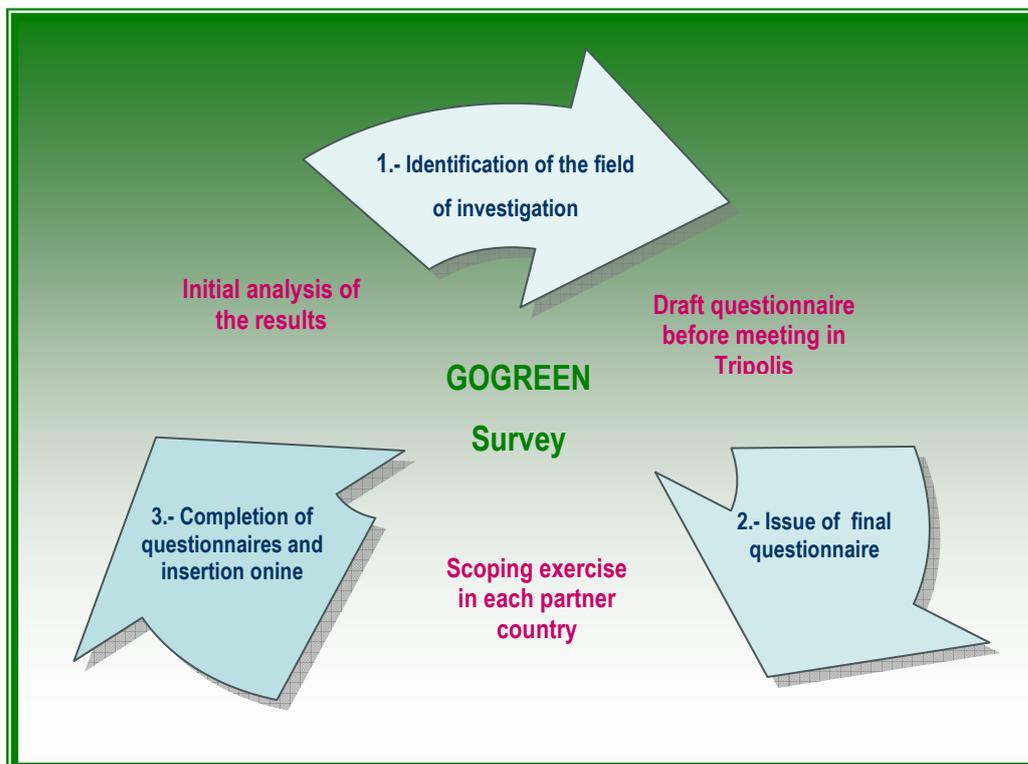
<http://www.gogreenproject.eu/tabid/102/language/en-US/Default.aspx>

This step was followed by the development of a scoping exercise in each partner country to identify the SMEs to be involved;

3. **Completion** of questionnaires by each partner, insertion online in EN, issue of an excel file by ALLWEB, conversion into SPSS **and initial analysis** by Scierter España of the results achieved by all the partners.

The following graph summarises the cycle described above:

**Graph 1: Methodology cycle**



## 2.2 QUESTIONNAIRE

The UNIVERSE considered is formed by **SME staff in the partner countries** (Greece, Italy, Romania, Bulgaria, Spain, and Turkey: GR, IT, RO, BU, ES and TK, from now on).

Regarding the SAMPLE, we have used a sampling methodology called “*Judgement sampling*”, particularly, *purposive sampling*, in which each sample does not have a known probability of being selected; that is, partners have selected SME staff providing interesting information for the survey according to a selection process followed in each country. By using this sampling methodology, we have obtained a strategic representation of the universe considered, not due to the size but to the information provided.

As for the SIZE OF THE SAMPLE, we have had a total of 1108 valid questionnaires filled in, distributed as follows:

**Table 1: questionnaires per country**

COUNTRY	QUESTIONNAIRES
BULGARIA	206
ESPAÑA	117
GERMANY	1
GREECE	272
HUNGARY	1
ITALY	200
ROMANIA	201
TURKEY	110
<b>TOTAL</b>	<b>1108</b>

As to the structure of the questionnaire the following table includes its final articulation according to selected indicators that were agreed by the partners in an integration participative process:

**Table 2: Indicators and items of the questionnaires**

INDICATOR	ITEM TO ELABORATE QUESTION
<p><b>Profile of the respondents</b></p>	<p>Name Of SME, sector, position in the SME, country, size/number of employees, e/mail address</p>
<p><b>Awareness on environmental related issues</b></p>	<p>Concerning the <b>green practices currently implemented</b>:</p> <ul style="list-style-type: none"> <li>○ efficient use of energy (rational use of energy, installation of high efficiency equipment and machinery, and so on);</li> <li>○ ecological design of production processes;</li> <li>○ adoption of processes allowing the recycling of materials;</li> <li>○ direct or indirect use of renewable energy sources such as hydro, wind, solar (thermal and photovoltaic), biomass, and so on;</li> <li>○ adoption of ecological waste management and disposal procedures.</li> </ul> <p><b>Major drawbacks</b> on the introduction of environmentally friend practices:</p> <ul style="list-style-type: none"> <li>○ economic aspects related to the introduction of more efficient systems as well as renewable energy based ones;</li> <li>○ difficulties in finding specialized personnel for the introduction of green practices;</li> <li>○ low impact of company activities on the environment;</li> <li>○ lack of knowledge on how to implement green practices;</li> <li>○ lack of infrastructures in the local context to support environmentally friend procedures (e.g. waste disposal, recycling, etc.).</li> </ul> <p><b>Benefits</b> that SMEs expect to achieve by implementing green policies:</p> <ul style="list-style-type: none"> <li>○ cost and energy consumption;</li> <li>○ revenue in terms of company image and publicity by adopting environmentally friend processes and procedures;</li> <li>○ potential to attract new customers;</li> <li>○ potential to stipulate contracts with public bodies.</li> </ul> <p>It is of interest to assess what are the <b>main reasons for the implementation of green practices</b>:</p> <ul style="list-style-type: none"> <li>○ reduction of costs related to reduced energy consumption;</li> <li>○ push from customers and suppliers;</li> <li>○ improvement of company image;</li> <li>○ availability of information and learning tools;</li> </ul> <p>future local and EU rules in matter of environmental impact and taxes.</p> <p>Focus on Quality:</p>

	<p style="text-align: center;"><b>Management of environmental issues according to standards</b> such as:</p> <ul style="list-style-type: none"> <li>○ EMAS Regulation</li> <li>○ EN ISO 14001</li> <li>○ CEI/EN 16001</li> <li>○ EN ISO 14064</li> </ul> <p style="text-align: center;"><b>Interest in more information or in adoption of the following standards:</b></p> <ul style="list-style-type: none"> <li>○ Regulation (environmental management + communication)</li> <li>○ EN ISO 14001 (environmental management)</li> <li>○ CEI/EN 16001 (energy management)</li> <li>○ ISO 14064 (CO2 emissions management)</li> <li>○ EN ISO 14031 (Environmental management - Environmental performance evaluation – Guidelines)</li> <li>○ EN ISO 14040 (Environmental management - Life cycle assessment - Principles and framework)</li> <li>○ EN ISO 14044 (Environmental management - Life cycle assessment - Requirements and guidelines)</li> <li>○ EN ISO 14020 Environmental labels and declarations - General principles (ISO 14020:2000)</li> <li>○ EN ISO 14021 Environmental labels and declarations - Self-declared environmental claims (Type II environmental labelling)</li> <li>○ EPD or PCR (product category rules according to ISO 14025 Environmental labels and declarations - Type III environmental declarations - Principles and procedures)</li> <li>○ EU Eco label or national environmental labels: EN ISO 14024: Environmental labels and declarations - Type I environmental labeling - Principles and procedures</li> <li>○ Eco label regulation: Regulation (EC) No 66/2010 of the European Parliament and of the Council of 25 November 2009 on the EU Ecolabel</li> <li>○ EN ISO 14067 (Product carbon foot print) or PAS 2050:2008 Specification for the assessment of the life cycle greenhouse gas emissions of goods and services.</li> </ul>
<p><b>Involvement of SME in training</b></p>	<ul style="list-style-type: none"> <li>○ Regular implementation and follow up of training courses in your SME</li> <li>○ Occasional implementation and follow up of training courses in your SME</li> <li>○ Rare implementation and follow up of training courses in your SME</li> <li>○ ...</li> </ul>

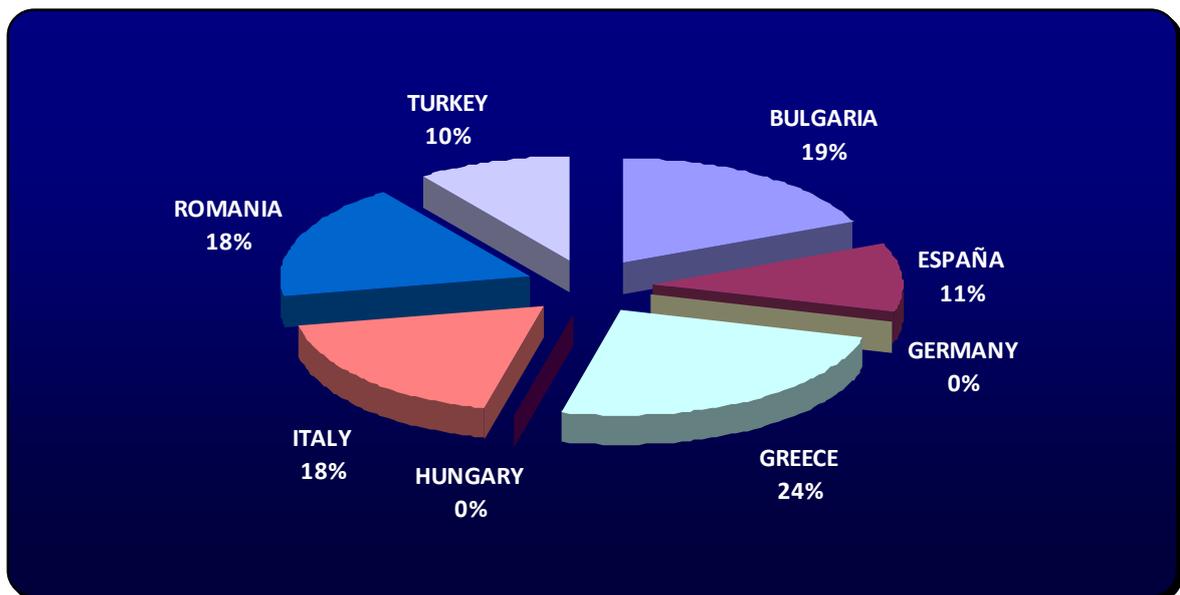
## 2.3 MAIN FINDINGS

### 2.3.1 SHORT ANALYSIS BY SECTIONS

#### 1.- PROFILE OF THE RESPONDENTS

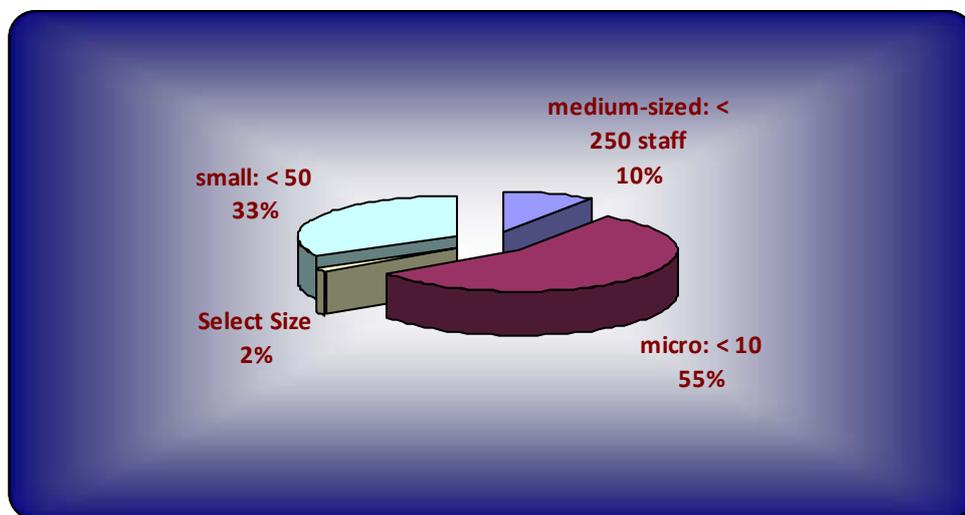
We obtained a total of 1108 questionnaires filled in distributed as follows in the following graph:

**Graph 1: percentage of questionnaires per country:**



As to the size of the SMES involved: **88% are whether micro or small** (55% of them are micro and 33% small):

**Graph 2: Size of the SMES involved:**



Regarding the sector, almost **half of them are manufacturing, wholesale and retail trade, hotels and restaurants and construction:**

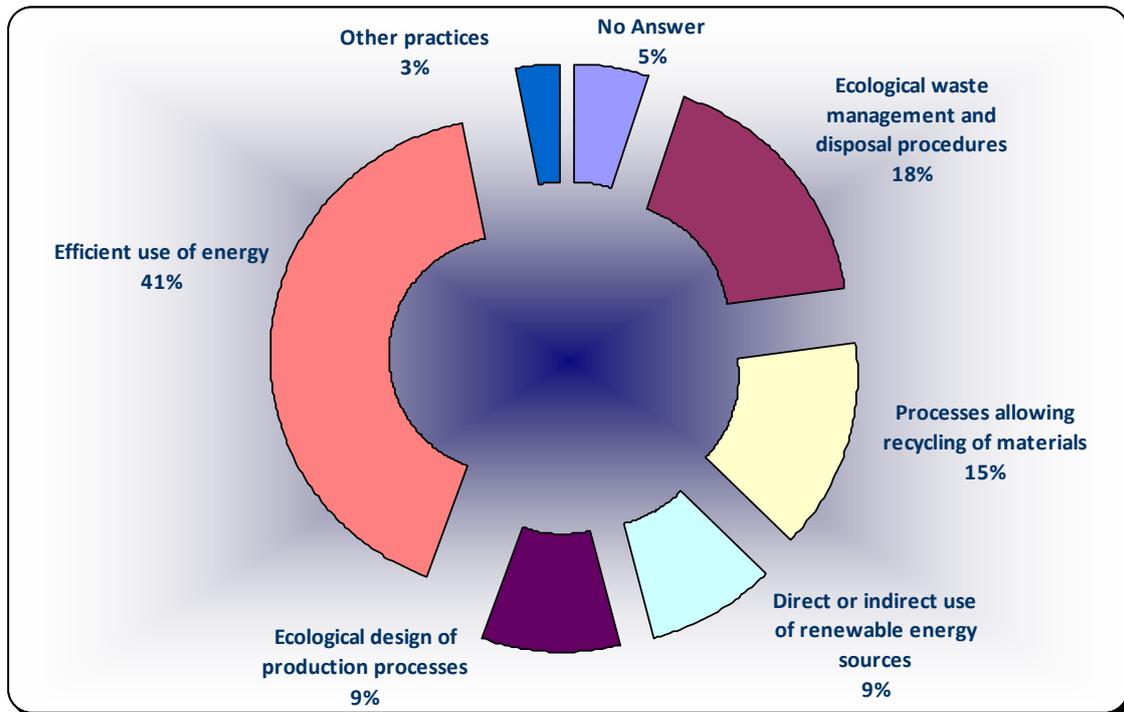
**Table 2: Economic sector of Participating SMES**

SECTOR	NUMBER
<b>Manufacturing</b>	<b>284</b>
<b>Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods</b>	<b>213</b>
<b>Hotels and restaurants</b>	<b>109</b>
<b>Construction</b>	<b>98</b>
Other community, social and personal service activities	72
Electricity, gas and water supply	63
Other	56
Agriculture, hunting and forestry	47
Real estate, renting and business activities	34
Transport, storage and communication	30
Health and social work	22
Private households with employed persons	17
Financial intermediation	14
Education	13
Mining and quarrying SubSection CA : Mining and quarrying of energy producing materials	5
Public administration and defence; compulsory social security	5
Fishing	2

## 2.-AWARENESS ON ENVIRONMENTAL RELATED ISSUES

Concerning the question about green practices currently implemented in SMEs, asking specifically “Can you identify any of the following areas?”:

**Graph 3: Green practices currently implemented in SMEs:**



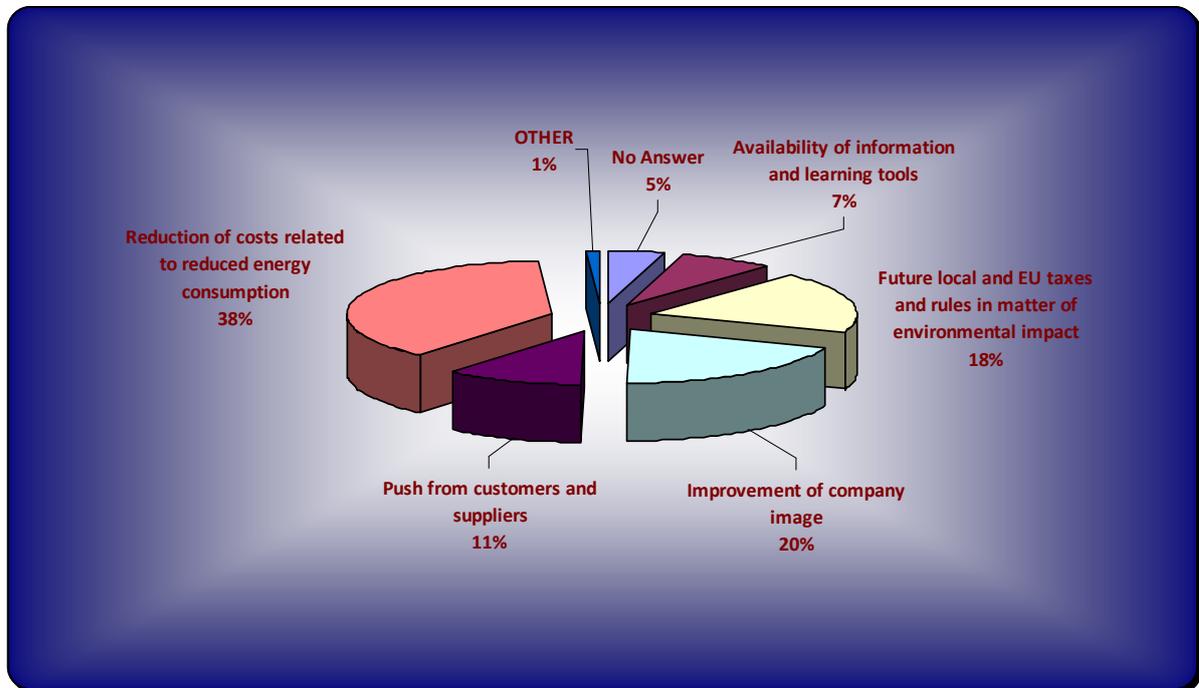
The Efficient use of energy (rational use of energy, installation of high efficiency equipment and machinery...etc.) does reach 41% of the replies, followed by Adoption of ecological waste management and disposal procedures with 18%.

The “other” practices identified include some comments of specific practices such as:

- *50% of the workforce separate and recycle office waste.*
- *use of recycled paper for printing*
- *intelligent management of water resources*
- *Our activity is not productive but environmental consultancy*
- *Sale of environmental friendly products, energy and cost savings*
- *Treatment, decontamination*
- *REFORESTATION*
- *Ecologic products*
- *Commerce with utility vans*
- *Today, we only have study and research activity.*
- *USE OF LOW ENERGY LAMPS*

As to the REASONS for SMEs to implement green practices, we find no surprises in the feedback:

**Graph 4: Reasons for SMEs to implement green practices:**



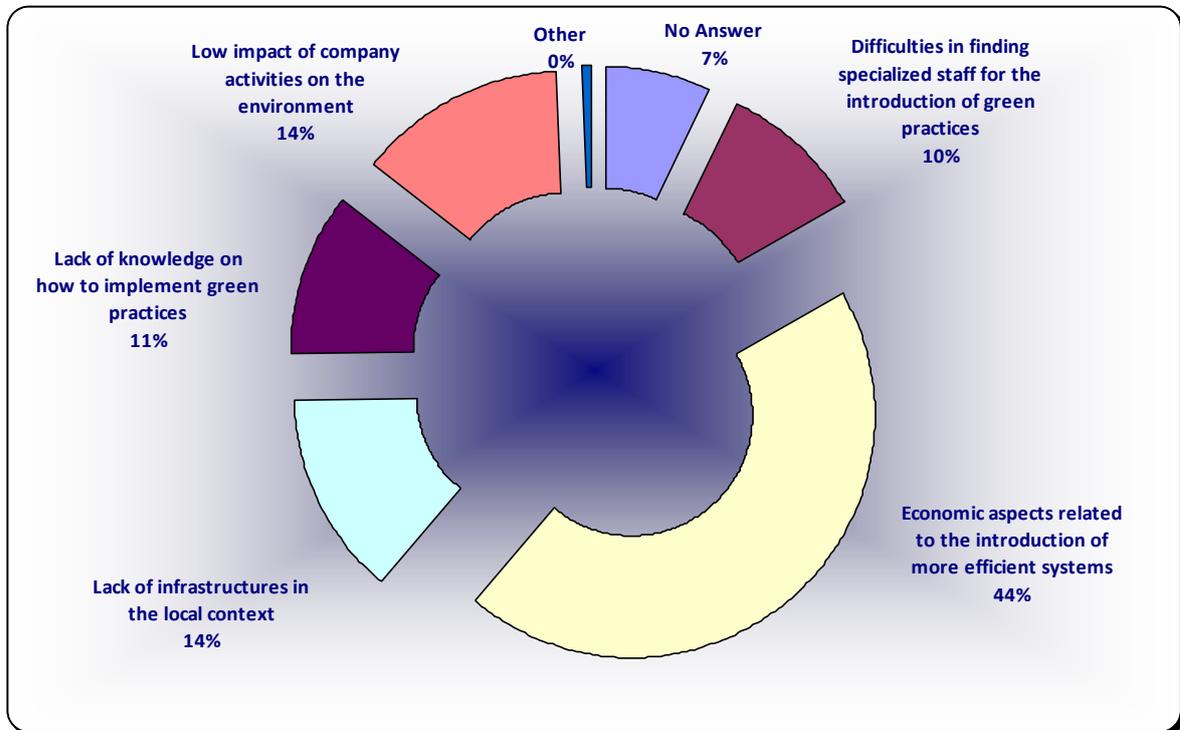
38% point out the *reduction of costs* as main reason, followed by *Future local and EU taxes and rules regarding environmental impact* reaching 20% and *Improvement of company image*, 18%.

The “other” reasons identified include:

- *Ethic choice*
- *For protecting natural sources of the country and the world*
- *Personal motivations*
- *Personal environmental awareness*
- *Informing the public regarding the offer of Mercedes-Benz ecologic cars*
- *Sensitivity of workers*
- *choice, conviction, dedication*
- ***Ecological responsibility (2 answers)***
- ***Sensitive about environment (6 answers)***
- *Awareness of in the end all the systems will have to adapt to eco efficiency issues*
- *awareness of in the end all the systems will have to adapt to eco efficiency issues*
- *Environmental culture*
- *ISO 14001*

As to the major drawbacks on the introduction of environmentally friendly practices in SMEs,

**Graph 5: Major drawbacks on the introduction of environmentally friendly practices in SMEs:**



*Economic aspects related to the introduction of more efficient systems as well as renewable energy based ones reached 44% of the replies, followed by the lack of infrastructures, 14% and low impact, 14%.*

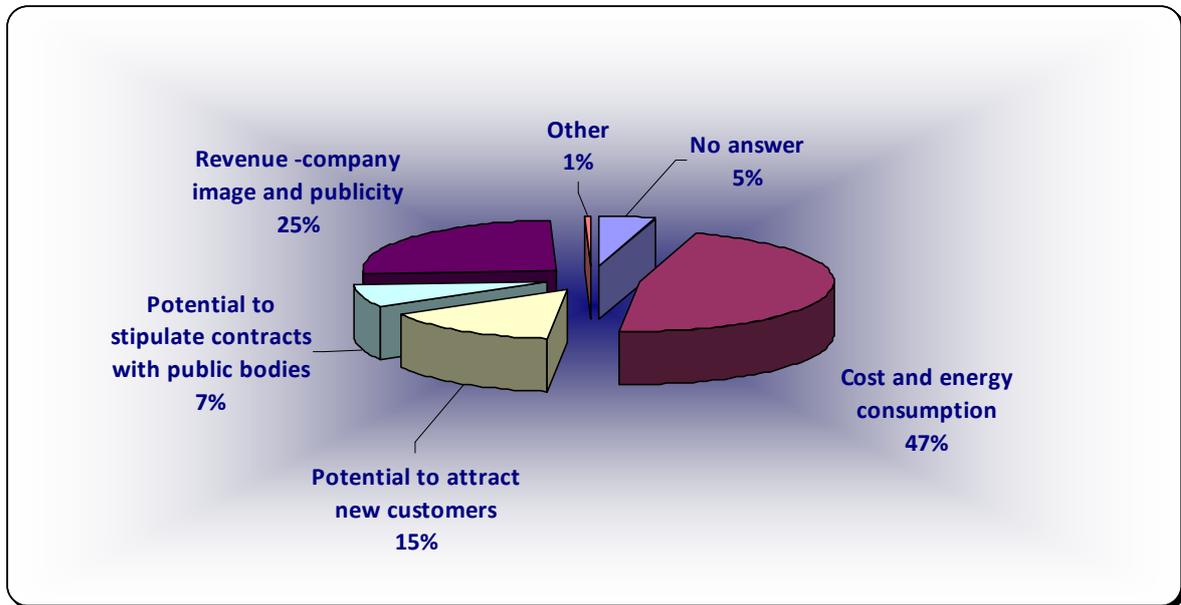
We find a combined 21%, in mentioning *Difficulties in finding specialized personnel-10%/lack of knowledge on how to implement green practices-11%* as major drawbacks. That is, even though 38% pointed out in the previous question that the *reduction of costs* was main reason to adopt green practices, still the lack of knowledge and specialised staff is found to be a major drawback for 21% of the SMEs surveyed.

The “other” drawbacks identified include:

- *Staff resistance to change habits, use of disposables*
- *No waste recycling for plant gardening*
- *Lack of necessary regulations.*

Regarding the benefits expected to achieve by implementing green policies:

**Graph 6: Benefits expected to achieve by implementing green policies**



We find similar replies to those to the main reasons for adopting green practices:

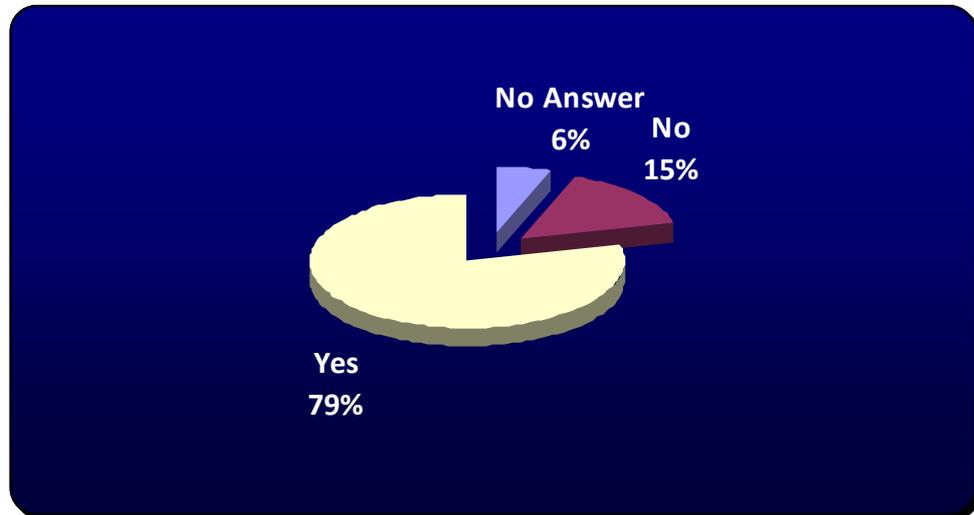
- *Cost and energy consumption, 47% followed by*
- *Revenue in terms of company image and publicity by adopting environmentally friendly processes and procedures: 25% and*
- *Potential to attract new customers: 15%.*

As other benefits, we find the following comments:

- *Protection of environment, liveable earth, maintaining tourism -2 replies*
- *Fight against climate change-2*
- *Financial facilitation*
- *Healthy*
- *Ethical reasons -2*
- *Feeling responsible -2*
- *Our primary aim is to keep the environment clean and make the world a better place to live by doing environment-friendly production.*

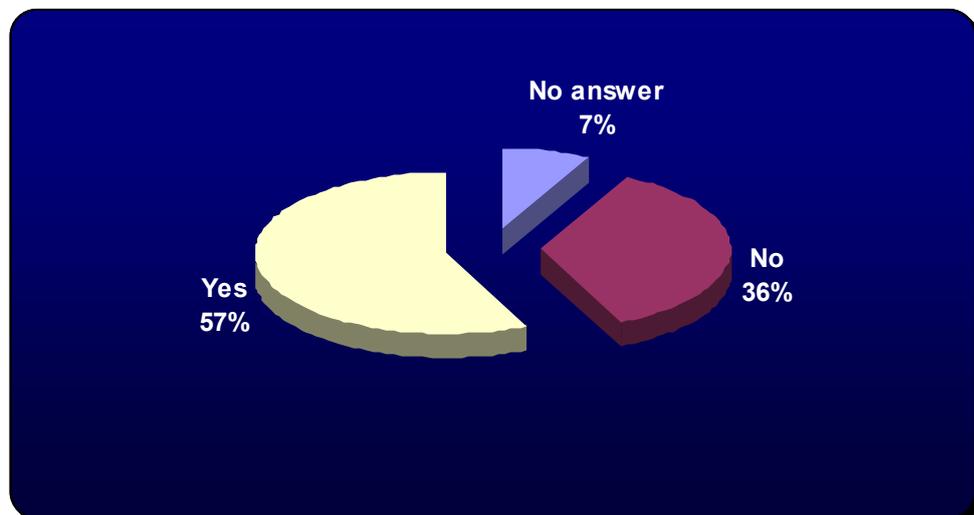
As to the question, “Do you think that in the long term benefits of environmental investments will be more valuable than the costs of these investments?” 79% answers YES:

**Graph 7:** Benefits expected to be more valuable than investment costs



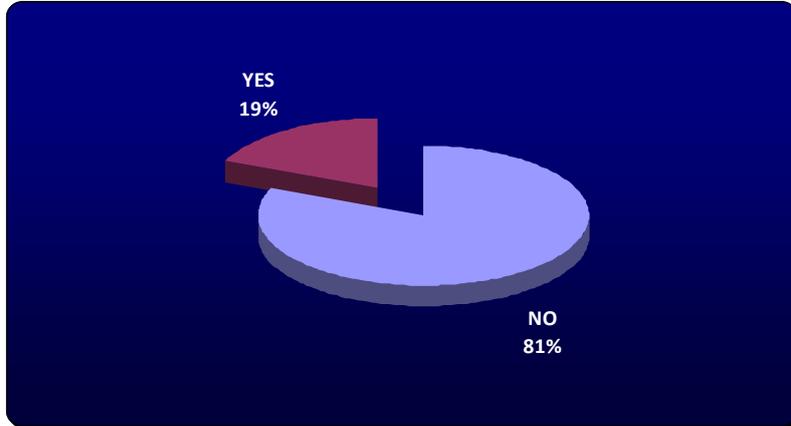
And 57% of the respondents would also like to receive information about environmentally friendly practices that could increase their company’s environmental performance:

**Graph 8:** Availability to receive information about environmentally friendly practices



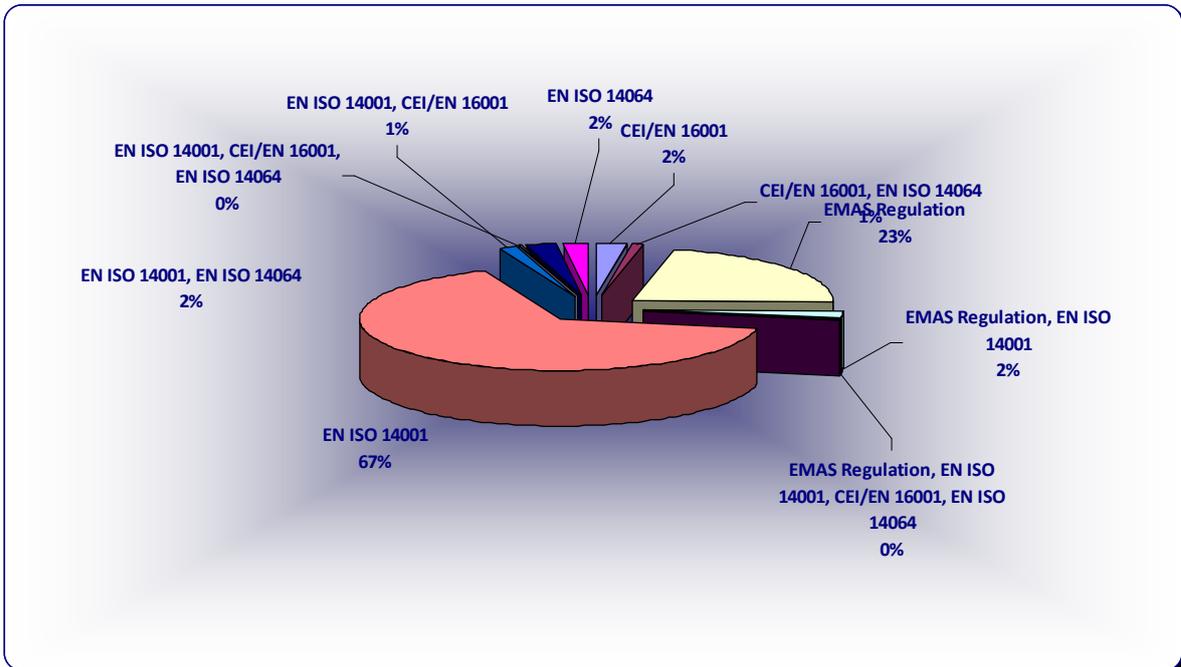
Regarding quality issues, when asked, “Do you manage environmental issues according to standards?” the majority of SMES, 81%, are NOT implementing quality standards:

**Graph 9: Adoption of quality standards**



From those implementing standards, EN ISO 14001<sup>1</sup> is the most adopted reaching 67% of those 19% adopting quality standards.

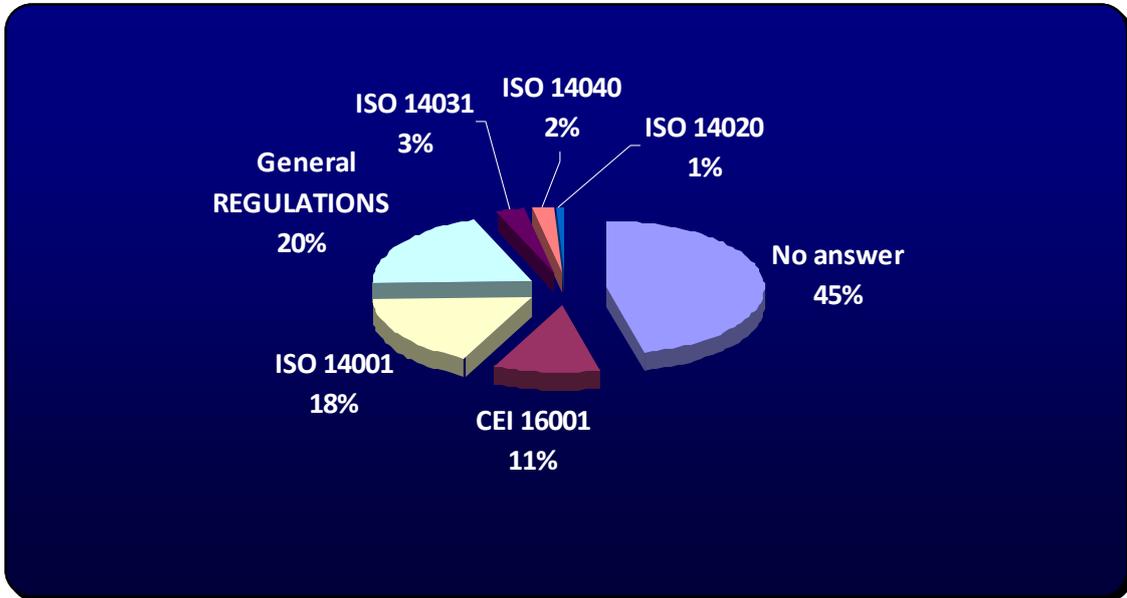
**Graph 10: Type of quality standards adopted**



<sup>1</sup> **ISO 14001** aims to reduce the environmental footprints that many businesses leave behind today because of not taking the right steps to be environmental sustainable. This **standard** promotes the decrease in the waste of necessary business resources and also reduces the pollution that can sometimes be a *by product* of a business. Read more: <http://ezinemark.com/a/iso-14001-standard-wikipedia/#ixzz1EuJNEn00>. Under Creative Commons License: [Attribution No Derivatives](#)

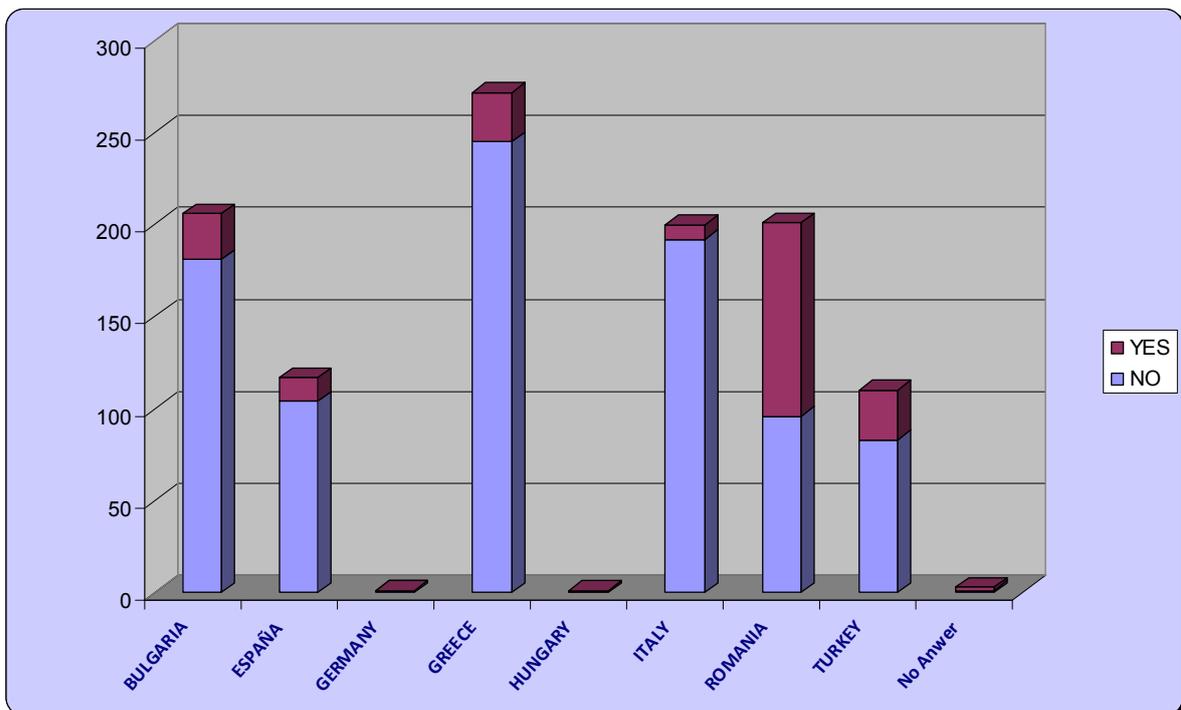
As to the question about interest in receiving more information or in adoption of the other standards, the main results are:

**Graph 11: Receiving more information about quality Standards**



45% did not answer to this question. Again ISO 14001 attracted most of the attention of the respondents plus the need to know more about general Quality regulations  
As it is remarkable, we will include the analysis by country regarding standards:

**Graph 12: Countries adopting quality standards**

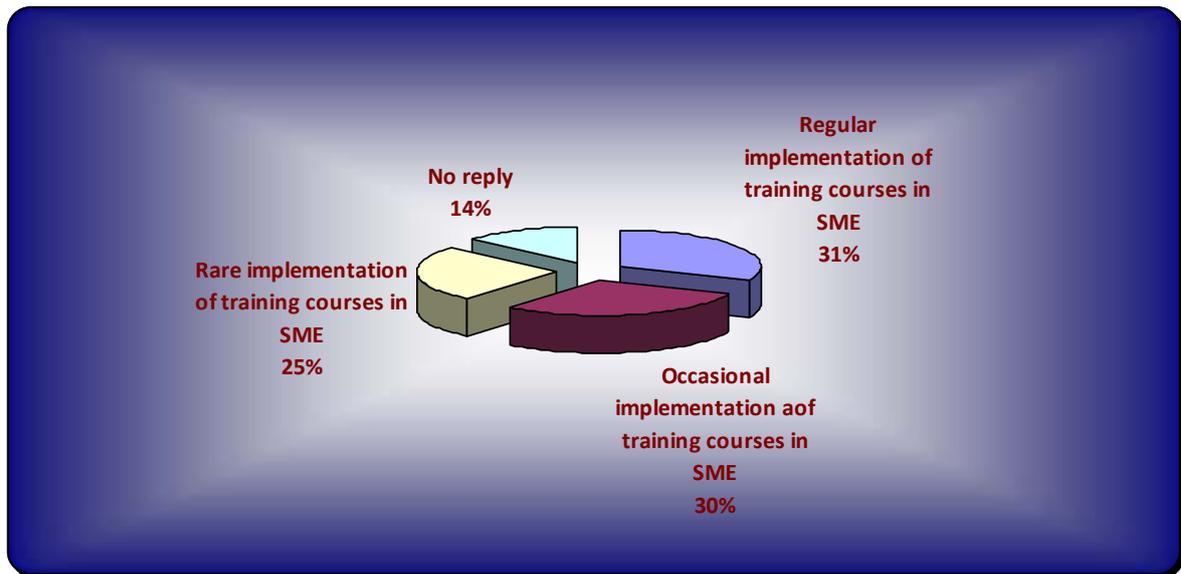


**105 Romanian SMEs adopted quality standards**, followed by 27 Greek, 27 Turkish, 25 Bulgarian and 13 Spanish.

### 3.-INVOLVEMENT OF SME IN TRAINING

As to the position of the SMEs involved regarding training, 61% have regular or occasional implementation of training courses, while 25% assured the implementation of training courses is “rare”. 14% did not reply:

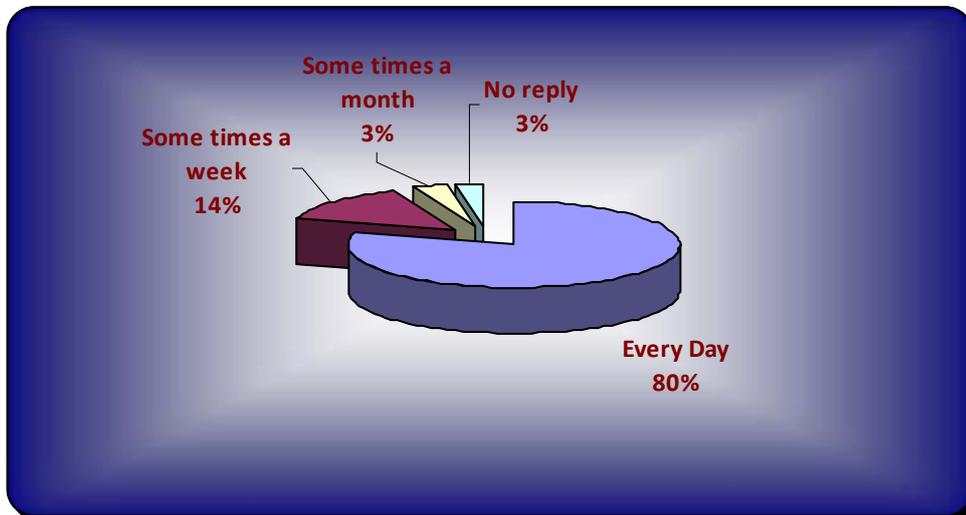
**Graph 13: Position of the SMEs regarding training**



#### 4.-USE OF ICT FOR LEARNING

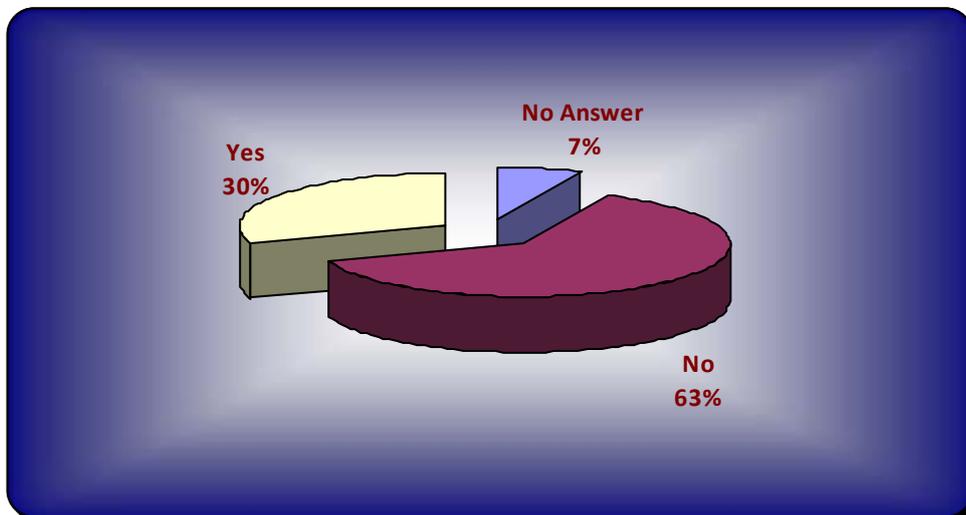
As to the frequency using the computer, 80% use it every day:

Graph 14: Frequency of SMEs using the computer



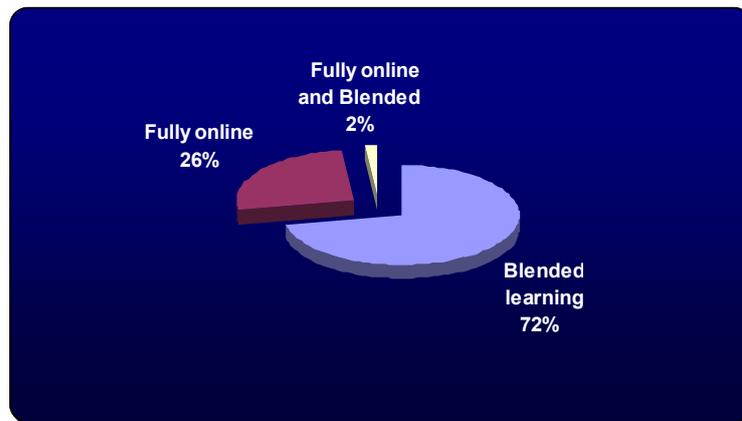
BUT 63% declare to have NOT followed ICT related training courses.

Graph 15: Follow of ICT related courses



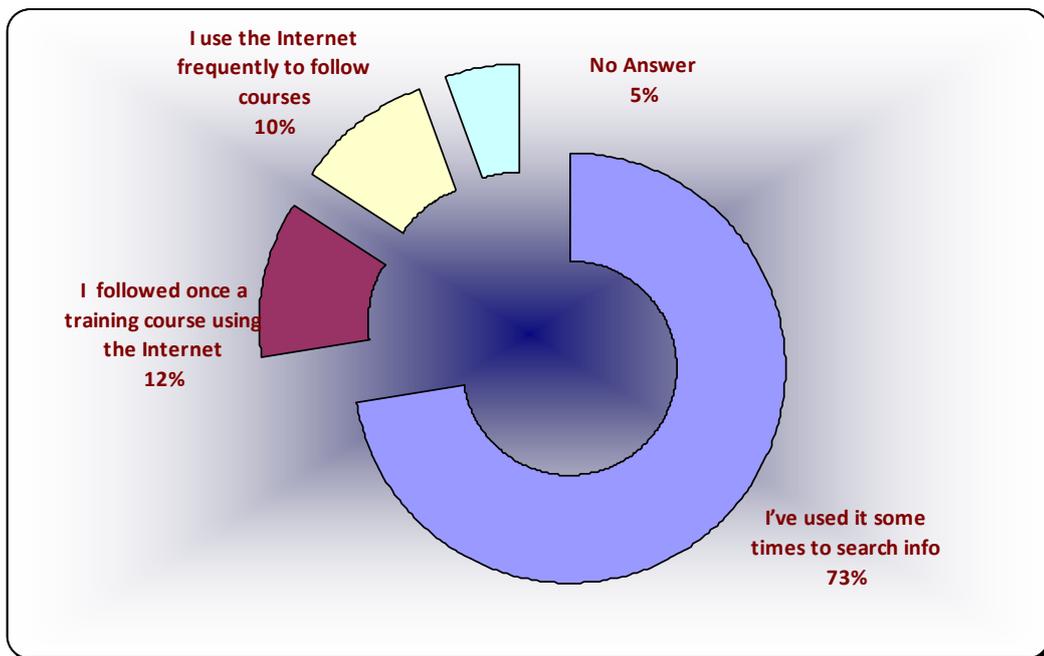
Form those 30% who have followed ICT related training courses 72% declare to have followed blended learning courses (including face to face sessions and online learning):

Graph 16: Follow up of “blended” courses



As to the question, do you **use the Internet for learning purposes**? **73% do use it to search info and only 10 perfect to follow courses** (supported by 12% that followed once a course on the Internet):

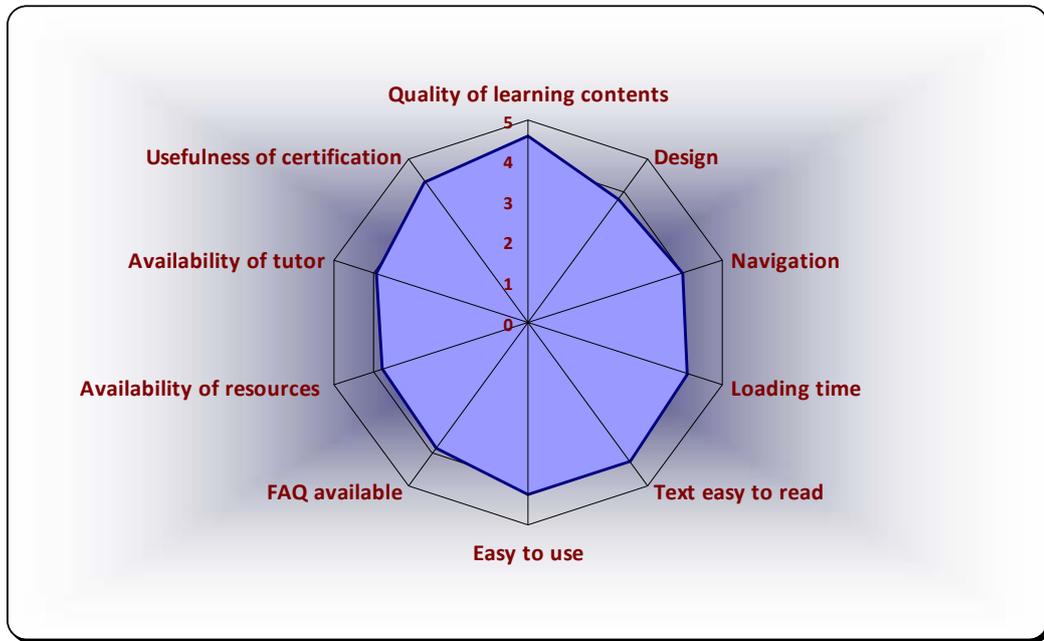
Graph 17: Use of the Internet for learning purposes



## 5.-RATE OF SPECIFIC FEATURES OF LEARNING COURSES

When asked “How important are some features of online courses you have followed/you would like to follow? “(1 not important - 5 very important):

**Graph 18: Preferred features in online courses**



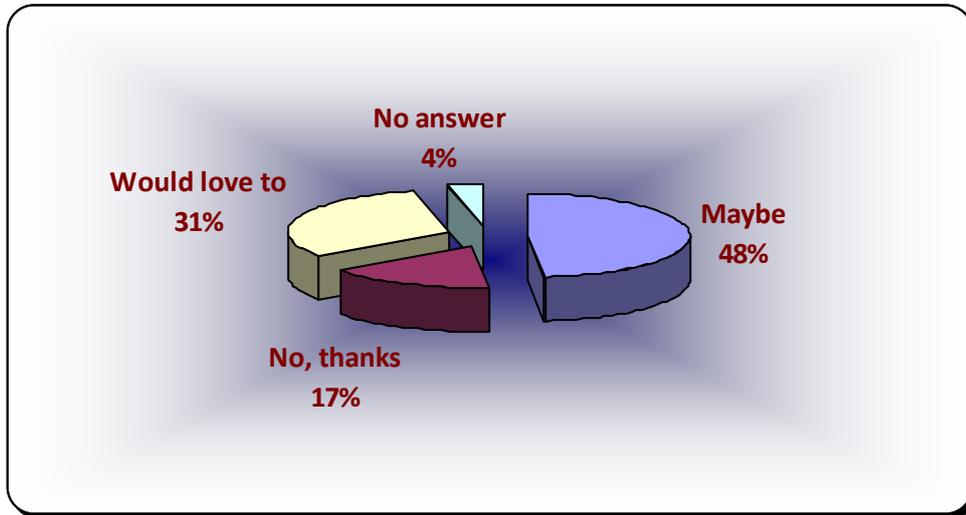
The respondents rated over 4 -very important-:

- the Quality of learning contents,
- Loading time,
- Text easy to read and use
- and Usefulness of certification.

## 6.-INTEREST OF SME WORKERS

As to their interest to follow training courses about green issues: Would love to – maybe- no, thanks, 48% said “maybe” and 31% “would love to”, as in the graph below:

**Graph 19: Interest of SME workers to follow training courses**



### 3. IMPLEMENTATION PLAN

#### ***INTRODUCTION***

Having in mind that the GOGREEN focus is designing and testing a “Green Training Programme”, **aiming to improve the knowledge and the skills of entrepreneurs and professionals related to the effective introduction and management of green business practices**, we will introduce here below some basic requirements related to methodology, education and technology to guide the following WP3 – Gogreen Training Material Development, WP4 - resource center development and WP5 - pilot training.

The main WP3 deliverables include:

- 15 interactive multimedia training modules and storyboards
- Digitalized training modules
- Trainee’s handbook, articles and bibliographic resources, case studies, exercises etc.
- Translation of training modules
- Country-specific adaptation
- Trainer’s manual “E-tutors”

WP4 deliverables include:

- System specifications
- E-learning platform
- A self-assessment tool
- A benchmarking test
- Project’s Portal
- Translation and localisation

And WP5 deliverables include:

- 2-3 trainers team per country
- Trainers’ training workshop (Florence)
- 20-30 trainees per country
- 5 Pilot Seminars (1 per country)
- Feedback collection from participants
- Evaluation questionnaire for participants
- Collection of questionnaires from all countries and common report

So the following requirements mean to be the starting point for discussion with the leading partners of WPs 3, 4 and 5.

### 3.1 METHODOLOGICAL REQUIREMENTS

The **variety of teaching and learning methods which is used within a course is an important ingredient in creating a course with interest to students.** For example, a traditional course with a large proportion of its teaching taking place in lectures will need to have a high level of intrinsic interest to students to keep them engaged.

Over the past few years, a **wide range of different teaching and learning methods have been introduced and tested** (Brown and Atkins, 1988) often with the aim of developing skills which more didactic methods are poorly adapted to do.

There is a substantial literature on these methods and on how best to use them (Newble and Cannon, 1991): From classical lectures to tutorials and seminars and laboratory and practical classes.

In the GOGREEN proposal, **15 interactive multimedia training modules** are foreseen and **2 methods are planned to be implemented in the frame of WP5:**

- **Training Trainers' workshop** (in Florence IT)
- and **Workshops and Trainees Seminars** to be implemented in 6 pilot sites (Greece, Italy, Romania, Bulgaria, Spain, Istanbul and Izmir, Turkey)

apart from the **online courses.**

#### TRAINING TRAINERS' WORKSHOP

2 days are planned in the proposal. We advise to plan the following structure as:

- Presentation of the GOGREEN project
- Round to present all the participants and "break the ice"
- Guide to use the training materials
- Training techniques
- How to use the online platform
- How to carry out the evaluation of the training
- Questions and interactive sessions with trainers

As regards the use of ICT, we will include some recommendations for this under "technological requirements".

#### WORKSHOPS AND TRAINEES BLENDED LEARNING SEMINARS

In the proposal it is stated that 80% will take place at the online platform and 20% presential. As the users have reported to have followed blended learning courses (72% including face to face sessions and online learning), we recommend the trainers to ask all the trainees who have participated in the learning courses to report on previous experiences and try to build on "good practices examples" while trying to cope with the problems the participants have had in the past.

It is recommended to hold **at least 3 face to face sessions**: at the beginning, in the middle and at the end of the online courses and use ad hoc evaluation grids to be filled in by the participants.

As to the online component, the **role of the trainer or e-tutor is crucial** as this requires a transformation process to that of learning facilitator.

There will be learning pilots in all the partner countries. The Pilot Site Leader will act as the primary and main contact point for the pilot organized at a particular site. **Seven pilot site** leaders, one at each country and two in Turkey, are foreseen. The pilot site leaders will be in direct communication and collaboration with the pilot operations manager and the corresponding WP Leader in order to ensure the robust preparation and coordination of the pilot, as well as of all related activities conducted at the pilot site. The Pilot Site Leaders are shown in the following table:

Pilot Site	Pilot Site Leader
<b>Greece</b>	Chamber of Arcadia (Pilot Operations Manager)
<b>Italy</b>	Eurosportello
<b>Romania</b>	CCIA Arad
<b>Bulgaria</b>	BICC Sandanski
<b>Spain</b>	Camara Valencia
<b>Istanbul, Turkey</b>	ICI
<b>Izmir, Turkey</b>	IZTO

### Structure of the 15 Training modules

We propose the following structure:

- Title of session: Example: Corporate energy policy
- Learning Outcomes: what learners will know, understand or be able to do after the training
- Preparation: - describe any preparation that the training will need to do before the session e.g. Print materials, Bibliographic resources available
- Procedure: describe in step-by-step what the trainer must do at each stage of the module.
- Timings: say how long in minutes each part of the module might take
- Contents: include the contents of the training and explain well what each trainee is expected to do.
- Acknowledgements: if the material has been adapted from a particular learning course or project then state – ‘*adapted with permission from ROMA TRE training handbook*’. If you are the author state this e.g. originated by XXX.

We would advise to include a Forum:

- Discussion: provide some questions to provoke discussion about what has been learnt at the end of the session

## Supporting training materials and tools

The supporting materials to be used in the training are likely to be of two main types:

- (1) Handbooks for trainees summarising the process
- (2) Materials to be used in the session to stimulate discussion or activity e.g. information cards, task sheets describing what they have to do, case studies...etc.
- (3) Handouts which summarise the main points made in the session that the trainer want the trainees to remember and to keep as a record, e.g. a table showing the differences between the different renewable energy sources.

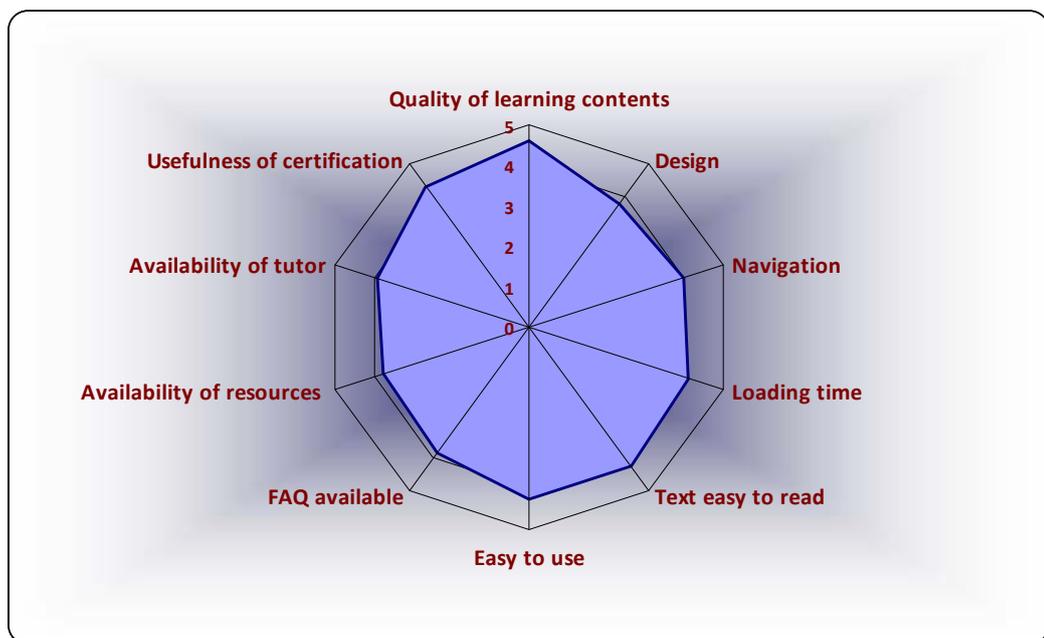
It is advised to produce:

- Trainees handbook
- FAQ which will solve questions emerged after reading the trainee handbook
- Case studies
- Bibliographic written and online resources

As to the case studies and Bibliographic written and online resources in the frame of WP3, all “Piloting” partners are expected to look for legal institutional and country specific issues.

## 3.2 EDUCATIONAL REQUIREMENTS

As presented in the results of the learning needs questionnaire, when asked “How important are some features of online courses you have followed/you would like to follow?” (1 not important - 5 very important):



The **quality of learning contents** was the **highest rating** reaching 4.6 out of 5 (very important)

## Topics of the 15 training modules

In the proposal the following topics are mentioned:

- Corporate energy policy
- Energy efficiency
- Recycling
- Renewable energy sources
- Biofuel
- Employee environmental attitudes

We would add:

- And *introduction module* explaining the reasons and benefits for SMEs to follow “Green courses”
- *Quality issues related to Green practices*
- and also maybe *Sustainable Manufacturing* as many of the SMEs involved in the learning needs were manufacturing SMEs.

As to **certification**: It has been mentioned by the participants in the survey as “very important” for which we recommend the pilot leaders in each country to check their national regulations and the possibilities their institutions have to provide a certification of the learning being implemented in the pilots.

### 3.3 TECHNOLOGICAL REQUIREMENTS



As we have already mentioned in the introduction of this chapter, WP4 deliverables include:

- System specifications
- E-learning platform
- A self-assessment tool
- A benchmarking test
- Project’s Portal
- Translation and localisation

So we will try in this section to provide some tips for designers and trainers before they prepare the online courses.

#### Considerations for learning designers

We do not want to reinvent the wheel, so we will include here some tips, such as the *10 Ways to Improve Blended Learning Course Design*, Erin Schreiner proposes on [eHOW](#):

**Integrate a Variety of Technologies**

*Don't rely on one technology option. Blended learning allows for the integration of computers, audio-visual tools and standard visual aids. By using an array of technologies, you increase the likelihood that you reach all of your students.*

**Set Clear Expectations**

*Make it clear what students should learn as a result of the blended learning course. State your expectations at the beginning of the course, and remind students of these expectations as you move through the lessons.*

**Adopt a Clear Organizational System**

*Blended learning courses often include an array of independent activities. To ensure that students know what they need to do at each step of the way, organize the course carefully and provide students with a syllabus or course outline, digital or print, so that they can keep track of their assignments.*

**Select Active Learning Techniques**

*It is easy for students to become disengaged when learning independently. Integrate hands-on activities when students meet in the classroom to require that students actively participate in the lessons.*

**Offer Differentiated Learning**

*Blended learning affords you the opportunity to reach students at their level. When designing your course, create lessons at a variety of levels. By having levelled lessons available, you can assign the lessons to high, medium and low level students as necessary.*

**Tailor Teaching to an Assortment of Learning Styles**

*Everyone learns differently. Some benefit from visuals, while others thrive when presented with auditory information. As you design the course, integrate an array of different delivery mediums into the course so that all students can be successful, regardless of learning style preference.*

**Take Advantage of Online Resources**

*The Internet is rich in educational resources. Do not ignore this wealth of material. Instead, save time and effort by integrating online resources into both the classroom and e-learning lessons that make up your blended learning course.*

**Offer Collaborative Learning Options**

*E-learning can be a solitary endeavour. Allow your students to benefit from working with others by offering collaborative learning options. Use collaboration both in the classroom, by pairing or grouping students, and online by using discussion boards and other e-communication tools.*

**Allow for Easy Communication**

*Students should be able to easily reach teachers when necessary. Set up a simple system of communication to ensure that students do not become frustrated by lack of teacher assistance.*

**Use Multiple Assessment Methods**

*Do not always assess the students in the same way. Integrate projects, quizzes and written assignments to ensure that students' deficiency in one area does not have a negative impact on their overall score in their blended learning course.*

The flexibility in scheduling and format is critical to success.

## Considerations for trainers

We recommend the trainers to:

- Hold 3 **face to face sessions** (recommended: at the beginning, in the middle and at the end of the online courses) and use *ad hoc* evaluation grids to be filled in by the participants.
- Ask all the trainees who have participated in the learning courses in all the sessions to **report orally on previous experiences** and try to build on “good practices examples” while trying to cope with the problems the participants have had in the past.



- Prepare and encourage the trainees to fill in **ad hoc assessment forms** and base each session on the results of the previous evaluation results

As to the online component, the **role of the trainer or e-tutor is crucial** as this requires a transformation process to that of learning facilitator.

Not all the trainees will have the same needs and their role needs to be customised to the need of each trainee being available as much as possible.

In the proposal it is stated that 80% will take place at the online platform and 20% presential. As we have already mentioned under “Methodological requirements”, the users have reported to have followed blended learning courses (72%) for which most of them will be familiarised with the methodology. For those who are not, we recommend to try to follow them more closely and be more pro-active -example, writing emails asking them about their developments and encouraging them to go on.

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In chronological order:

1988. BROWN, G AND ATKINS, M. *Effective Teaching in Higher Education*, London, Methuen, 245pp, ISBN 0 416 09082.

1991. NEWBLE, D AND CANNON, R. *A Handbook for Teachers in Universities and Colleges. A Guide to Improving Teaching Methods*, (revised edition) London, Kogan Page, 161pp, ISBN 0 7494 0512 0.

2003. EU Commission. Recommendation 2003/361/EC concerning the definition of SMEs.20/5/2003. L 124/36.

2006. Blended Learning and SMEs. EC-TEL. Sabine Moebis (National College of Ireland, Ireland), Sonja Trapp (Fraunhofer IESE, Germany) and Stephan Weibelzahl (National College of Ireland, Ireland).

[10 Ways to Improve Blended Learning Course Design. eHow.com](http://www.ehow.com/list_6052828_10-blended-learning-course-design.html#ixzz1EowWnOB6)

[http://www.ehow.com/list\\_6052828\\_10-blended-learning-course-design.html#ixzz1EowWnOB6](http://www.ehow.com/list_6052828_10-blended-learning-course-design.html#ixzz1EowWnOB6)

## ANNEX 1: QUESTIONNAIRE FOR THE SURVEY

### INTRODUCTION

Please provide us some basic information about you:

1. Name of SME:

2. Position in the SME:

3. Country

4. Size:

medium-sized: < 250 staff

small: < 50

micro: < 10

5. SECTOR: according to NACE CODE (shortened). Select from this list:

*Section A : Agriculture, hunting and forestry*

*Section B : Fishing*

*Section C : Mining and quarrying SubSection CA : Mining and quarrying of energy producing materials*

*Section D : Manufacturing*

*Section E : Electricity, gas and water supply*

*Section F : Construction*

*Section G : Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods*

*Section H : Hotels and restaurants*

*Section I : Transport, storage and communication*

*Section J : Financial intermediation*

*Section K : Real estate, renting and business activities*

*Section L : Public administration and defence; compulsory social security*

*Section M : Education*

*Section N : Health and social work*

*Section O : Other community, social and personal service activities*

*Section P : Private households with employed persons*

6. If you would like to be informed about the results of this survey, please, provide us your e-mail address:

### A. AWARENESS ON ENVIRONMENTAL RELATED ISSUES

7. Concerning the green practices currently implemented in your SME, can you identify any of the following areas?:

- Efficient use of energy (rational use of energy, installation of high efficiency equipment and machinery...etc.);
- Ecological design of production processes;
- Adoption of processes allowing the recycling of materials;
- Direct or indirect use of renewable energy sources such as hydro, wind, solar (thermal and photovoltaic), biomass...etc.
- Adoption of ecological waste management and disposal procedures
- Other practices

Specify:

### CHECKBOX

**8. Can you identify in the list below the main reasons for your SME to implement green practices?:**

**CHECKBOX**

- reduction of costs related to reduced energy consumption;
- push from customers and suppliers;
- improvement of company image;
- availability of information and learning tools;
- future local and EU taxes and rules in matter of environmental impact.
- Other

Specify:

**9. Can you identify the major drawbacks on the introduction of environmentally friendly practices in your SME?:**

**CHECKBOX**

- Economic aspects related to the introduction of more efficient systems as well as renewable energy based ones;
- Difficulties in finding specialized personnel for the introduction of green practices;
- Low impact of company activities on the environment;
- Lack of knowledge on how to implement green practices;
- Lack of infrastructures in the local context to support environmentally friendly procedures (e.g. Waste disposal, recycling, etc.).
- Other

Specify:

**10. What benefits do you expect to achieve as SME by implementing green policies?:**

**CHECKBOX**

- Cost and energy consumption;
- Revenue in terms of company image and publicity by adopting environmentally friendly processes and procedures;
- Potential to attract new customers;
- Potential to stipulate contracts with public bodies.
- Other

Specify:

**11. Do you think that in the long term benefits of environmental investments will be more valuable than the costs of these investments?**

- Yes       No

**12. Would you like to get information about environmentally friendly implantations that could increase your company's environmental performance?**

- Yes       No

**13. Do you manage environmental issues according to standards such as:**

- |                   | <b>CHECKBOX</b>          |
|-------------------|--------------------------|
| ○ EMAS Regulation | <input type="checkbox"/> |
| ○ EN ISO 14001    | <input type="checkbox"/> |
| ○ CEI/EN 16001    | <input type="checkbox"/> |
| ○ EN ISO 14064    | <input type="checkbox"/> |

**14. Except standards you have already adopted, are you interested in more information or in adoption of the following standards? (if you agree, please, tick the relevant boxes):**

- |  | <b>CHECKBOX</b>          |
|--|--------------------------|
| ○ Regulation (environmental management + communication)  | <input type="checkbox"/> |
| ○ EN ISO 14001 (environmental management)  | <input type="checkbox"/> |
| ○ CEI/EN 16001 (energy management)   | <input type="checkbox"/> |
| ○ ISO 14064 (CO2 emissions management)   | <input type="checkbox"/> |
| ○ EN ISO 14031 (Environmental management - Environmental performance evaluation – Guidelines)  | <input type="checkbox"/> |
| ○ EN ISO 14040 (Environmental management - Life cycle assessment - Principles and framework)   | <input type="checkbox"/> |
| ○ EN ISO 14044 (Environmental management - Life cycle assessment - Requirements and guidelines)  | <input type="checkbox"/> |
| ○ EN ISO 14020 Environmental labels and declarations - General principles (ISO 14020:2000)   | <input type="checkbox"/> |
| ○ EN ISO 14021 Environmental labels and declarations - Self-declared environmental claims (Type II environmental labelling)  | <input type="checkbox"/> |
| ○ EPD or PCR (product category rules according to ISO 14025 Environmental labels and declarations - Type III environmental declarations - Principles and procedures) | <input type="checkbox"/> |
| ○ EU Eco label or national environmental labels: EN ISO 14024: Environmental labels and declarations - Type I environmental labeling - Principles and procedures     | <input type="checkbox"/> |
| ○ Eco label regulation: Regulation (EC) No 66/2010 of the European Parliament and of the Council of 25 November 2009 on the EU Ecolabel                              | <input type="checkbox"/> |
| ○ EN ISO 14067 (Product carbon foot print) or PAS 2050:2008 Specification for the assessment of the life cycle greenhouse gas emissions of goods and services        | <input type="checkbox"/> |

**B. INVOLVEMENT OF SME IN TRAINING/LEARNING**

**15. The position of your SME regarding training is:**

- |   | <b>CHECKBOX</b>          |
|---|--------------------------|
| ○ Regular implementation and follow up of training courses in your SME    | <input type="checkbox"/> |
| ○ Occasional implementation and follow up of training courses in your SME | <input type="checkbox"/> |
| ○ Rare implementation and follow up of training courses in your SME       | <input type="checkbox"/> |

**C. USE OF ICT FOR LEARNING OF SME WORKERS**

**16.**How often do you use the computer?

- |  |                          |
|--|--------------------------|
|  | CHECKBOX                 |
| <input type="radio"/> Every Day          | <input type="checkbox"/> |
| <input type="radio"/> Some times a week  | <input type="checkbox"/> |
| <input type="radio"/> Once a week        | <input type="checkbox"/> |
| <input type="radio"/> Some times a month | <input type="checkbox"/> |

**17.**Have you followed ICT related training courses?

- Yes       No

If the answer is YES:

- |  |                          |
|--|--------------------------|
|  | CHECKBOX                 |
| <input type="radio"/> Fully online   | <input type="checkbox"/> |
| <input type="radio"/> Blended learning (including face to face sessions and online learning) | <input type="checkbox"/> |

**18.**Do you use the Internet for learning purposes?

- |  |                          |
|--|--------------------------|
|  | CHECKBOX                 |
| <input type="radio"/> I've used it sometimes to search information               | <input type="checkbox"/> |
| <input type="radio"/> I have followed once a training course using the Internet. | <input type="checkbox"/> |
| <input type="radio"/> I use the Internet frequently to follow courses.           | <input type="checkbox"/> |

**19.** How important are some features of online courses you have followed/you would like to follow? (1 not important - 5 very important):

	1	2	3	4	5
<input type="radio"/> Quality of learning contents	<input type="checkbox"/>				
<input type="radio"/> Design	<input type="checkbox"/>				
<input type="radio"/> Navigation	<input type="checkbox"/>				
<input type="radio"/> Loading time	<input type="checkbox"/>				
<input type="radio"/> Text easy to read	<input type="checkbox"/>				
<input type="radio"/> Easy to use	<input type="checkbox"/>				
<input type="radio"/> Frequently Asked Questions Available	<input type="checkbox"/>				
<input type="radio"/> Availability of resources (blog, forum, Library...etc.)	<input type="checkbox"/>				
<input type="radio"/> Availability of tutor	<input type="checkbox"/>				
<input type="radio"/> Usefulness of certification	<input type="checkbox"/>				

**D. INTEREST OF SME WORKERS**

**20.**Interest to follow training courses about green issues

Would love to	maybe	No, thanks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**THANK YOU FOR TAKING PART IN OUR SURVEY!**

**We are happy to inform you that the project consortium offers you, in return, the opportunity to share/post your organisation's logo, for FREE, on the project Webportal.**

**It will appear with logos of other survey participants throughout the project lifecycle (2 years).**

**Should you wish to take advantage of this option, simply send us your logo (high resolution, sent to: [contact@gogreenproject.eu](mailto:contact@gogreenproject.eu)) and respective URL (<http://...>) to add a link directing to your organisation's website.**