

## Content sustainability is an essential component of digital sustainability.

Content sustainability provides an alternative to information obesity. In addition to reducing the environmental footprint of content, whether digital or print, it aims to lighten the user's cognitive load and streamline the organization's communication initiatives.

## What is content sustainability? Content sustainability evaluates content in terms of its usefulness to the public and its effectiveness for the organization's overall communication.

This content sustainability methodology can be used to evaluate content across a full range of criteria, including relevance and choice of communication vehicles, use of plain language in texts, and content lifecycle.

It considers strategy, choice of communication channels, delivery formats, frequency of publication, and content lifecycle.

| Content        | This list of good practices is extracted from the practical guide originally<br>published by Ferréole Lespinasse / Cyclop Éditorial at Publishroom<br>under the title<br>"Sobriété éditoriale, le guide pour écoconcevoir vos contenus" in Mai  |
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| GP<br>Cyclop<br>Éditorial | Stage                   | Category    | Keyword          | Good practice  | Objectives  | Validation rule   | Note -<br>Implemented =<br>1<br>Not<br>implemented =<br>0<br>Not concerned<br>= NC | Ease of<br>implementation -<br>Easy = 3<br>Standard = 2<br>Difficult = 1 | Ability to<br>reduce<br>cognitive<br>load -<br>High = 3<br>Medium = 2<br>Low = 1 | Priority of<br>implementation -<br>Priority = between<br>5 and 6<br>Recommended =<br>Non Priority =<br>between 3 and 2 |
|---------------------------|-------------------------|-------------|------------------|--|---|---|--|--|--|--|
|                           |                         |             | -                |  | User journey  |   | -  |  |  |  |
| 10                        | Content<br>structuring  | Information | Visit intention  | The home page addresses the most common audience intentions. | <ul> <li>Bave users time by providing answers to their questions.</li> <li>Facilitate the user's path through the site.</li> <li>Initiate user paths that start right from the home page.</li> </ul>  | The home page highlights and gives<br>direct access to the most frequently<br>visited information on the site.  |  | 2  | 3  | 5  |
| 11                        | Content<br>structuring  | Navigation  | Menu             | Navigation menus are clear and easy to understand.           | •Provide easy access to content.<br>•Œuide the user by facilitating navigation<br>through the sections.   | The site menu uses meaningful, concise<br>and precise words.  |  | 2  | 3  | 5  |
| 12                        | Content<br>structuring  | Navigation  | Footer           | The footer is useful to the user and complements the menu.   | <ul> <li>•Eupport navigation.</li> <li>• Provide users with useful and necessary information, wherever they may be in the site.</li> </ul>  | The footer does not repeat the menu, and<br>includes the essentials: legal notice,<br>accessibility statement (if required by<br>law), environmental statement, and data<br>privacy policy. |  | 2  | 1  | 3  |
| 13                        | Content<br>structuring  | Navigation  | Breadcrumb trail | A breadcrumb guides the visitor<br>through the site.         | <ul> <li>Facilitate navigation and inform users where they are.</li> <li>Facilitate access to upper-level pages.</li> <li>Indicate where the current page is located in the site architecture.</li> <li>Optimize site referencing.</li> </ul> | A breadcrumb trail reflects the navigation menu.  |  | 1  | 3  | 4  |
| 14                        | Content<br>structuring  | Navigation  | Summary          | Navigation pages introduce and summarize lower level pages.  | <ul> <li>Facilitate navigation between pages.</li> <li>Provide an overall view of available content<br/>to help the user avoid unnecessary clicks.</li> <li>Promote referencing.</li> </ul>   | Pages with lower levels contain a table of<br>contents allowing access to these sub-<br>pages.  |  | 2  | 1  | 3  |
| 37                        | Content<br>optimization | Navigation  | Link             | Navigation link labels are self-<br>explanatory.             | •Œuide navigation.<br>•Œimplify the transition to action (call-to-<br>action).<br>•Reduce uncertainty.  | Navigation links of the same nature are written identically.  |  | 2  | 3  | 5  |
| 38                        | Content<br>optimization | HTML tag    | SEO              | Pages are optimized for SEO.                                 | • Make sure the page is properly indexed.<br>•Ænhance the page's findability to best meet<br>search intent.   | All pages include Title and Meta<br>description tags.   |  | 2  | 2  | 4  |
| 39                        | Content<br>optimization | HTML tag    | Title            | The Title tag indicates the purpose of the page.             | • Identify page content.<br>•IRespond to the search intention.<br>•IAttract clicks.   | The Title tag contains the page's main keyword.   |  | 2  | 2  | 4  |
| 40                        | Content<br>optimization | HTML tag    | Meta description | The Meta description tag describes the content of the page.  | • Identify page content.<br>•IRespond to the search intention.<br>•IAttract clicks.   | The Meta description tag summarizes the<br>content of the page and encourages the<br>reader to consult it.  |  | 2  | 2  | 4  |
| 41                        | Content<br>optimization | Navigation  | Linking          | Links in the content are relevant.                           | <ul> <li>Facilitate access to information for the<br/>reader.</li> <li>Provide a comprehensive overview of a<br/>subject.</li> <li>Prioritize access to information.</li> </ul>   | The links in the text are relevant to the subject.  |  | 3  | 2  | 5  |

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|---------------------------|--|-------------|--------------|---|---|--|--|--|--|--|
|                           |  |             |              |   | Uniqueness of the organi  | zation   |  |  |  |  |
| 1                         | Characterization of<br>the organisation<br>and content | Message     | Singularity  | The organization is presented in a unique way.                          | <ul> <li>Bring out what makes the organization<br/>unique, what sets it apart from other<br/>organizations.</li> <li>Limit the possibility of making the<br/>organization sound like others.</li> </ul> | Content about the organization is not<br>interchangeable with content from other<br>organizations.   |  | 1  | 3  | 4  |
| 2                         | Characterization of<br>the organisation<br>and content | Information | Proof        | Organizational commitments can be<br>verified.                          | Ensure trust between the user and the organization.     Give concrete, tangible form to the organization's commitments, to meet the public's need for transparency.                                     | Promises, arguments and<br>announcements are backed up by facts:<br>figures, testimonials, social proof,<br>indicators, etc.                             |  | 2  | 3  | 5  |
| 3                         | Characterization of<br>the organisation<br>and content | Message     | Consistency  | Content and messaging are<br>consistent throughout the<br>organization. | <ul> <li>Prove the organization's alignment between<br/>words and deeds.</li> </ul>   | Content is consistent between channels:<br>websites, newsletters, presentation pages<br>on social networks, printed materials.                           |  | 2  | 3  | 5  |
| 4                         | Characterization of<br>the organisation<br>and content | Message     | Objectivity  | The overall messaging of every piece<br>of content is objective.        | <ul> <li>Avoid cognitive bias.</li> <li>Embody ethical, objective and sincere communication.</li> <li>Reinforce the legitimacy of the organization's statements (public positions).</li> </ul>          | Does the information provided in the<br>information piece enable you to construct<br>a concrete, factual and objective<br>representation of the subject? |  | 2  | 3  | 5  |
| 6                         | Characterization of<br>the organisation<br>and content | Information | Achievements | The site showcases the organization's achievements.                     | <ul> <li>Illustrate the organization's way of doing things.</li> <li>Prove the effectiveness of the method.</li> <li>Allow the public to project themselves.</li> </ul>                                 | The site features the organization's<br>achievements, either in a section or on<br>dedicated pages.  |  | 2  | 2  | 4  |
| 8                         | Characterization of<br>the organisation<br>and content | Message     | Distinctive  | Content is not repetitive.  | <ul> <li>Avoid duplicate content.</li> <li>Prioritize content updates over new page creation.</li> </ul>  | Check the sitemap and use internal<br>search to ensure that planned content<br>doesn't already exist on the<br>organization's site.                      |  | 2  | 3  | 5  |
| 9                         | Characterization of<br>the organisation<br>and content | Media       | Media        | All media used in content adds value.                                   | Support understanding of content.   | Media cannot be replaced by headers or<br>alternative layouts.   |  | 2  | 2  | 4  |

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|                           |  |             |                   |  | User-centered conter  | nt  |   |  |  |  |
| 5                         | Characterization of the organisation and content       | Message     | Value proposition | The objectives of the communication<br>piece are immediately<br>understandable.    | <ul> <li>Make it obvious why the communication<br/>piece is valuable.</li> </ul>  | As soon as they arrive on the support,<br>users immediately understand what they<br>can expect from it.   |   | 2  | 3  | 5  |
| 7                         | Characterization of<br>the organisation<br>and content | Information | Usefulness        | Content is useful for the user.  | <ul> <li>Avoid informational overload.</li> <li>Remove content that doesn't serve the<br/>purpose of the page.</li> <li>Avoid unnecessary cognitive load.</li> <li>Encourage referencing by search engines on<br/>specific subjects.</li> </ul>   | Content meets the user's information<br>needs: who, what, why, where, when,<br>how, how much?   |   | 2  | 3  | 5  |
| 15                        | Content<br>structuring                                 | Information | Findability       | The information is easy to find in the overall message.                            | <ul> <li>Enable users to easily absorb content</li> <li>Encourage the reader's intellectual path,<br/>helping the user move more easily from one<br/>stage to the next.</li> <li>Make it easier for users to find information on<br/>the page, and to access content via multiple<br/>paths.</li> </ul> | Formatting is used to provide hierachy in the content.  |   | 2  | 3  | 5  |
| 16                        | Content<br>structuring                                 | Information | Comprehensive     | All content components on the web<br>page are important to the overall<br>message. | •Deliver all the content users need right where they are.   | The page interface includes information<br>needed to support the user's<br>comprehension. At the very least, it<br>includes the organization's identity and<br>value proposition. |   | 1  | 3  | 4  |
| 18                        | Content editing  | Information | Comprehension     | The message is easy to understand.   | •Reduce the user's cognitive load.<br>•Respect the user's time.<br>•Rvoid uncertainty.<br>•Reflect the organization's values.   | The message enables users to find what<br>they're looking for, understand what they<br>find and use what they find to meet their<br>needs.  |   | 2  | 3  | 5  |
| 19                        | Content editing  | Information | Usability         | Information is easy to use.  | <ul> <li>Batisfy user needs.</li> <li>Enable expected behavior.</li> <li>Meet your organization's communication objectives.</li> </ul>  | Information is designed to encourage next-best actions.   |   | 2  | 3  | 5  |
| 30                        | Content editing  | Text        | UX writing        | UX content is designed with care.  | •Make it clear what needs to be done, and<br>reduce doubt.<br>• Accompany the user's journey.<br>• Promote web accessibility.   | UX content is short, informative and explicit.  |   | 2  | 3  | 5  |

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|                           |                 |          | -                        |   | Quality of texts   |  |  |  |  |  |
| 20                        | Content editing | Text     | Title                    | Titles and subtitles are clear.                       | • Give users precise information about the content of the page or article.   | Reading the titles and subtitles is enough to get the gist of the message.   |  | 2  | 3  | 5  |
| 21                        | Content editing | Text     | Chapô (intro<br>heading) | The intro heading summarizes the content of the page. | <ul> <li>Save users time by providing a page summary.</li> <li>Tell users what the page content is about.</li> </ul>                                     | An intro heading is included if the text is longer than 300 words.   |  | 2  | 3  | 5  |
| 22                        | Content editing | Text     | Tagline                  | The tagline complements the title.                    | •Unform readers and save them time.<br>•IProvide a hook that encourages them to dive<br>into the content.<br>•IDn the web, avoid unnecessary clicks.     | A tagline follows the title.   |  | 2  | 3  | 5  |
| 23                        | Content editing | Text     | Concise                  | Sentences are concise.                                | •Be understood on first reading.<br>•Help text memorization.<br>•Encourage action. 0   | Longer sentences (20 words or more) are<br>used in no more than 25% of the overall<br>text.<br>Use the Gunning Fog, Lexicool and Flesh<br>index calculation tools to verify this rule. |  | 2  | 3  | 5  |
| 24                        | Content editing | Text     | Clarity                  | Sentence structure is clear.                          | •Davoid ambiguity.<br>•Dracilitate comprehension from the very first<br>reading.<br>•Dencourage user engagement.   | Did you understand the text on first reading?  |  | 2  | 3  | 5  |
| 25                        | Content editing | Text     | Precision                | Sentences are precise.                                | •Be understood on first reading.<br>•Davoid uncertainty.<br>• Reduce the reader's cognitive load.  | Can you construct a mental<br>representation with the sentences you've<br>just read?   |  | 2  | 3  | 5  |
| 26                        | Content editing | Text     | Concrete                 | Words are clear and unambiguous.                      | • Lighten the cognitive load.<br>•Ævoid uncertainty.   | The words used are appropriate to the topic and purpose.   |  | 2  | 3  | 5  |
| 27                        | Content editing | Text     | Rhythm                   | The text has rhythm.                                  | <ul> <li>• Bupport the reader's concentration and interest.</li> <li>• Involve them and maintain their attention.</li> </ul>                             | Sentence structures vary, alternating<br>between long, medium and short<br>sentences; and nominal, affirmative,<br>interrogative, or exclamatory sentences.                            |  | 2  | 2  | 4  |
| 28                        | Content editing | Text     | Inclusion                | Language is inclusive.                                | Ensure communication doesn't exclude     anyone.   | Use gender-neutral language is used wherever possible.   |  | 2  | 1  | 3  |
| 29                        | Content editing | Text     | Spelling                 | Spelling, grammar and punctuation are correct.        | Beassure the reader about the legitimacy of<br>the message and its sender.     Ensure readers are not distracted by issues of<br>form.     Be exemplary. | The writing process includes a<br>revision/correction stage, either by a third<br>party or by a verification tool.   |  | 2  | 3  | 5  |

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|---------------------------|-------------------------|-----------------|---------------|---|---|--|--|--|--|--|
|                           |                         |                 |               |   | Readability of conter   | nt   |  |  |  |  |
| 17                        | Content<br>structuring  | Structuring     | Structure     | Pages that are similar share the same structure.                    | •Bacilitate content absorption thanks to<br>consistent presentation of information.<br>•Bacilitate information retrieval.<br>•Beduce cognitive load.  | Content types are presented in an<br>identical fashion (all your case studies,<br>product pages, skills pages, etc.).  |  | 3  | 3  | 6  |
| 31                        | Content<br>optimization | Information     | Essential     | Information is to the point.  | <ul> <li>Avoid information overload.</li> <li>Remove unnecessary information that<br/>detracts from the substance of the message.</li> </ul>  | Texts do not contain unnecessary elements.   |  | 2  | 3  | 5  |
| 32                        | Content<br>optimization | Reading comfort | Typography    | Information is formatted in a way that makes it easy to understand. | •IMake reading more fluid.<br>• Facilitate the reception of information - visual<br>and textual.  | Content is written using a standard style<br>guide.  |  | 2  | 3  | 5  |
| 33                        | Content<br>optimization | Reading comfort | Unit          | Information is segmented into<br>smaller chunks.                    | Encourage users to read all the content.     Make it easier to access information and click     on hyperlinks.     Use white space to facilitate reading.     Duport memorization.                              | Each paragraph contains a singular idea.   |  | 2  | 3  | 5  |
| 34                        | Content<br>optimization | Reading comfort | Scan          | Page layout promotes information<br>scanning.                       | •Chunk information so that readers can easily<br>find what they're looking for.<br>•Differentiate between primary and secondary<br>information.<br>•Facilitate the transition from browsing to<br>page reading. | The visual layout of the page is based on a style sheet.   |  | 1  | 3  | 4  |
| 35                        | Content<br>optimization | Reading comfort | Legibility    | The font is easy to read.   | •DMake reading easier.<br>•DAvoid eyestrain.D   | Color contrasts are respected, using the Color Review tool https://color.review.   |  | 1  | 3  | 4  |
| 36                        | Content<br>optimization | Reading comfort | Accessibility | Content follows accessibility rules.                                | •Make reading easier for people with<br>disabilities.<br>• Facilitate reading by screen readers.  | The essential rules of accessibility are<br>respected in the texts: contrast of font<br>colors, important information at the<br>beginning, hierarchy of titles, limitation of<br>emojis. |  | 1  | 3  | 4  |

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|                           |                       |                         |             |   | Content managemer  | nt  |  |  |  |  |
| 42                        | Content<br>governance | Content portfolio       | Channels    | The choice of communication<br>channels is consistent with the<br>organization's audiences and<br>objectives. | <ul> <li>Select channels used by target audiences.</li> <li>IAllocate just the energy and time needed to achieve results.</li> <li>Bupport the organization's objectives.</li> </ul>   | Channel selection is based on examined<br>audience behaviors and expectations.  |  | 2  | 3 (workload<br>reduction)  | 5  |
| 43                        | Content<br>governance | Content portfolio       | Publication | Information is published with oversight.  | <ul> <li>Bring added value to audiences.</li> <li>Limit the publishing of information that doesn't meet their needs.</li> <li>Support communication objectives.</li> </ul>   | Content is published according to clear guidelines and principles.  |  | 2  | 3 (workload<br>reduction)  | 5  |
| 44                        | Content<br>governance | Content portfolio       | Format      | Content is presented in the most<br>lightweight and relevant format for<br>the topic at hand.                 | <ul> <li>Determine the most efficient, easiest and<br/>lightest format.</li> <li>Facilitate the user experience.</li> <li>Limit the environmental footprint of<br/>communications.</li> </ul>                                      | The choice of content format is based on<br>usefulness and environmental impact.  |  | 2  | 3  | 5  |
| 45                        | Content<br>governance | Content<br>distribution | Frequency   | Publishing frequency is appropriate<br>and does not overwhelm readers.  | Maintain publication quality over time.     Keep readers' cognitive load to a minimum.     Preserve the teams responsible for content production.     Dn the print side, reduce the number of copies.                              | Publishing frequency in each channel<br>takes into account human and<br>environmental impacts.                          |  | 2  | 3  | 5  |
| 46                        | Content<br>governance | Lifecycle               | Governance  | Each content item has a defined<br>lifecycle.   | • Review and update content over time to<br>guarantee its reliability,<br>• Optimize workloads by anticipating actions,<br>• Enhance the value of editorial assets and<br>fight against digital graveyards.                        | A content management dashboard exists<br>and indicates date of creation,<br>publication, update, deletion or archiving. |  | 2  | 3 (workload<br>reduction)  | 5  |
| 47                        | Content<br>governance | Lifecycle               | Maintenance | Content is up-to-date.  | •Make online information reliable and<br>establish a bond of trust with the user.<br>•Maintain control over your content and<br>databases.<br>• Promote referencing.   | The date of content update is visible on each piece of content.   |  | 2  | 3  | 5  |
| 48                        | Content<br>governance | Lifecycle               | Performance | Content effectiveness is regularly evaluated.   | <ul> <li>Track content performance.</li> <li>Ensure that content is of interest to<br/>audiences.</li> <li>Prioritize content for improvement, based on<br/>the number of visits.</li> <li>Remove low-audience content.</li> </ul> | Indicators for monitoring content<br>effectiveness are defined.   |  | 2  | 3  | 5  |