



Mapping of Green Practices for VET



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SUMMARY OF THE PROJECT

Vocational Education and Training (VET) is becoming increasingly popular, as almost half of all upper secondary school pupils follow vocational programmes. At the same time, the jobs of tomorrow demand skills that will correspond to the requirements of the green and digital transitions, which subsequently require significant investments in upskilling and re-skilling professionals.

Investing in greening VET is considered a cornerstone of the process since it can foster a positive impact at multiple levels. It provides individuals with the skills and knowledge needed to work in a greener economy, promotes sustainable development, creates job opportunities, improves environmental quality, and supports climate action. It reinforces consciousness and motivation to develop a green culture and makes VET more attractive to learners and communities by promoting green skills.

The everGREEN project foresees to introduce innovative practices that will prepare VET communities, including leaders, staff, and learners, to initiate the greening process of the sector and enable behavioural changes and greener mindsets at both professional and personal levels.

The objectives of the 30-month project are:

- To introduce innovative practices to support VET communities in becoming agents of change towards sustainable development through the adoption of an institute-wide green approach
- To support VET institutions in adapting their offerings to the current and future needs of the economy and society through flexible resources and methods and by providing individualized upskilling opportunities
- To support the development of VET learners' green skills and employability potential within the current labour market
- To foster transnational cooperation in greening VET provision and to facilitate the adoption of a sustainable mindset in the society

CHAPTER ONE

Introduction and Methodology

1. Introduction and Methodology

This research aims to gather evidence from different EU countries on VET institutions' preparation and awareness of green sustainability and the national VET sector plan. Collecting different experiences from European countries can be essential in sharing knowledge and strengthening competencies.

The report is based on the information collected by project partners in their national contexts: Belgium, France, Germany, Greece, Italy, Luxemburg, and Slovakia. In addition, some information from other EU countries was used and results were collected from Cyprus, Denmark, Malta, the Netherlands and Spain.

This stage of the project has combined two main activities, namely:

- **Online survey to VET** - To provide insight into the "greening level" of EU VET institutes, identifying if and which practices are used and what are the obstacles faced throughout the greening process
- **Interviews with educational authorities** - To examine the current and future national plans on the sector's transition

Two different target groups have been contacted and engaged in the two activities: VET institution staff (teachers, trainers, directors, administrative staff) were asked to fill in the survey, while education authorities were interviewed.

The online survey was submitted by all partners using a Google Form, with questions standardized for all partners, which, according to national needs, were then translated into the national language. To facilitate the interviews, guidelines were provided, although it was not mandatory to answer all of the provided questions, to allow for a more honest discussion.

Survey questions and interview guidelines were created by CESIE as the leader of this task and finalized after contributions from each partner.

In total, seven national reports were produced, on which this mapping of greening practices for VET is based. This everGREEN framework will support VET institutions in achieving green objectives through different tools and activities. This document is a fundamental element in the project's lifetime as it will serve as the basis for the development of the forthcoming resources.

1.1. Online Survey: Respondents' Profile

Each project partner was asked to forward the survey to relevant representatives from the target group (VET institution staff). The partnership was also asked to collect responses from the same target group from other EU countries.

Overall, the partnership managed to engage 113 people.

Respondents per country	
Country	Number of respondents reached
Germany	15
Greece	18
Italy	17
Luxemburg	16
France	15
Slovenia	20
Belgium	12

VET staff and personnel have engaged in the research mainly through **personal contacts and previous cooperation with project partners**. In addition, some partners researched and produced lists of local and national vocational training institutions to be involved in this needs analysis phase. This activity helped map institutions to be involved in the project's next step.

The participants were mainly selected according to their relevance to the project topic. The aim was to include people who work in VET organisations and have first-hand knowledge of the issues and challenges faced with green practices in their institutions.

The following table provides additional information on the sample of respondents. Indeed, the first part of the survey was aimed at understanding the professional background of the respondents.

Institution represented	Role / Profession	Working Experience
<ul style="list-style-type: none"> • School • VET institution • Organisation/Association • NGO • Research/Training centres 	<ul style="list-style-type: none"> • Teachers and trainers of VET institutes / Schools • Managers and principals of VET institutes / Schools • Administrative staff of VET institutes / Schools • Project managers of VET Providers offering training courses. 	<p>Two macro areas of educational background / working experience can be identified:</p> <ul style="list-style-type: none"> • Scientific subjects > economics, chemistry, health studies, nursing, engineering, physics, environmental studies, agronomy, biology. • Humanitarian subjects > human resources, international cooperation and relations.

The table provided shows that a wide range of profiles has been engaged in the need analysis for greening VET. The table lists various categories of stakeholders, including VET teachers and staff, representatives from VET institutes and schools, organisations organising training courses, NGOs and Training centres. These stakeholders have direct experience and expertise in VET and are best equipped to identify the skills and knowledge needed to support the transition towards a greener economy. The involvement of a wide range of stakeholders in the need analysis process is essential to ensure that the training and education provided in greening VET are relevant, practical, and responsive to the needs of different stakeholders. By engaging diverse stakeholders, the need analysis can consider the different perspectives, experiences, and priorities of various groups, leading to more comprehensive and inclusive solutions.

1.2. Interviews: Respondents' Profile

The partnership contacted key regional players working in the VET sector as well as other participants from public administration, NGOs, business and academia. Semi-structured interviews were conducted too. Indeed, a total of 14 people were contacted in the seven European countries.

Country	Respondents' Profile
Germany	<ol style="list-style-type: none"> 1. VET and C-VET consultant for the Arbeitgeberverband Lüneburg-Nordostniedersachsen e.V. (employers' association). 2. Research associate in educational research at the University of Duisburg-Essen who holds a Master of Arts in adult and continuing education and teaching.
Greece	<ol style="list-style-type: none"> 1. Physicist and mechanical engineer, with 26 years of working experience teaching in Public Vocational Schools, with a strong knowledge of everyday management and teaching issues and challenges in VET.
Italy	<ol style="list-style-type: none"> 1. Trainer and project manager within a VET institution located in Palermo (ARCES), which offers short- and long-term training courses, especially for young people (18-30 years). 2. European Projects coordinator of a no profit organisation located in Palermo (CSC – Centro per lo Sviluppo Danilo Dolci). Such organisation writes and implements local and European projects addressed to the population, focusing on students, teachers and trainers.
Luxemburg	<ol style="list-style-type: none"> 1. Director of a VET Institution in Luxemburg specializing in conflictmanagement and prevention
France	<ol style="list-style-type: none"> 1. Head of mission Economy-Education Campus, at the General Directorate of School Education (Department of Public Education) of the Ministry of Education and Youth. 2. President of the Office for Climate Education (OCE), an initiative of La main à la pâte Foundation and the scientific community. 3. Teacher at IUT STID (Bac + 3) Class Personal and Professional Project for statistics and decision-making IT, Big data, and AI students. 4. Director of the Construction Sector Centre in AFPA, Engineering and Innovation Department – National Organisation for Adult Vocational Training - AFPA.
Slovenia	<ol style="list-style-type: none"> 1. Senior advisor on the areas of vocational education for professions in construction, surveying, wood, and forestry - Centre of the Republic of Slovenia for Vocational Education (public organisation). 2. General director of the Institute for business education (private organisation within the Chamber of Commerce of Slovenia).
Belgium	<ol style="list-style-type: none"> 1. Deputy director and researcher, covering for the environment and climate change in IECE, a private non-profit research institute strategically oriented towards sustainability. 2. Two analysts and researchers working for ETF, an EU agency that supports skills development in the EU neighbouring countries and for GRETA, a group supporting the greening of VET.

CHAPTER TWO

National Results

2. National Results

As reported above, the two activities had different but interconnected objectives.

The **survey** aimed to investigate the “greening level” of EU VET institutes, identifying if and which practices are used and the obstacles faced throughout the greening process.

To make the survey clearer and easier to understand, the questions have been divided into thematic clusters, depending on the specific topic. Indeed, for its development, “The practical guide on greening TVET” (UNESCO-UNEVOV)[1] was taken into account, as it examines sustainability in TVET institutions from different perspectives.

Therefore, the survey was divided into four main areas, in line with UNESCO's proposals, which also include a fifth proposal on research, but which we have not included for simplicity.

The four topics we have chosen are:

1. **Greening the curriculum and training** > to understand the preparation of employees on green practices and whether such topics are already part of the curriculum.
2. **Greening the campus** > to understand which green processes and activities are implemented in the institutions (i.e., related to transportation, energy and water saving, waste reduction).
3. **Greening the community and workplace** > to understand the awareness on such topics in the VET community.
4. **Greening institutional culture** > to understand whether the institutions have strategic plans for sustainability and whether such principles are applied in day-to-day life and decision-making processes.

The interviews examined the current and future national plans for the VET sector’s transition in the seven project countries. Specifically, partners investigated:

1. **VET sector current situation** > the participation rate in VET, the current demands of the labour market and whether the VET sector is adapting to them.
2. **Future plans for green transition** > whether the institutions address this issue and receive national support and what resources are needed for this.

[1] https://unevoc.unesco.org/up/Greening%20technical%20and%20vocational%20education%20and%20training_online.pdf

2.1 Germany

Overall, the impression obtained from the data is that although environmental sustainability is seen as a relevant topic in VET, it has not yet found its way into VET institutions across the board.

There is an expressed urgency for action from the government, a national strategy and various funding approaches to promote sustainability and transfer critical competencies in vocational education and training from the highest level. However, this does not yet seem to have arrived in the practice of a standard vocational training institution. Currently, teachers and trainers are not sufficiently prepared to address the topics of green practices and sustainability; indeed, it is still a long way from having these competencies in the broad teaching force at vocational schools.

From the questionnaires, it could be concluded that VET organisations suffer from limited human and financial resources. Indeed, while representatives of the VET sector would like to make their organisations greener to some extent, they already suffer from a high workload and do not want to burden themselves with even more. Also, what emerged is that the topic of sustainability is particularly close to the hearts of the younger generation; the individual commitment of individuals mainly drives such issue.

In Germany, traditional vocational training is increasingly viewed as a secondary option or merely a first step towards higher education regarding the involvement of young and adult individuals in VET. The number of those who want to work directly after completing their apprenticeship is becoming smaller and smaller. This also has to do with companies' attitudes toward vocational degrees. They have changed over the past few years. In some areas, people with higher education degrees are now being hired in preference to vocational graduates.

2.2 Greece

In Greece, VET is viewed as a school of “second choice”, attended only by students with low performances in middle school. Even though there are efforts to make VET institutes more attractive for students, there is still a long way to go. From the analysis of the two activities, **a clear contrast between the VET staff’s experience and what the educational authorities affirm is shown: educational authorities claim that initiatives promote the green transition, but VET staff and teachers are rarely aware of it when asked about it.**

The survey analysis shows a poor status of the greening process within Greek VET institutions. Most respondents claim that even though their organisations encourage employees to prepare and inform themselves on sustainable development and green practices, they are not provided with opportunities to advance on the topic. In fact, VET/school staff do not sufficiently participate in training programmes and most do not attend courses related to green practices and sustainable development. Furthermore, at many institutes, sustainable development issues are neither part of the curriculum nor are sustainability aspects anchored in the organisation's mission statement and strategy. In VET institutions, teachers need to be explicitly trained in green skills and consequently in teaching green studies, and VET organisations need to be equipped with the right tools and resources.

There is a big gap between theory and practice, which indicates that there is not a clear guideline or awareness concerning greening the educational sector, but various funding projects that allow only a few schools at a time to go through their greening process. For an actual and full-length green transition, a complete national strategy is needed: for green change to be effective in VET and schooling in general, concrete and consistent planning at national level is needed and the gap in the national framework needs to be filled.

The global imperative to halt climate change means that human resources with the necessary skills are needed to create and sustain new environmental industries, services and practices. VET institutes are considered the drivers of this change. Recently, the Greek government has expressed their growing interest in addressing the topic of sustainable development in VET institutions and the educational sector as a whole in future initiatives and activities. Acknowledging the importance of green skills for students' access to the labour market, government officials are slowly moving towards a greener transition, with various initiatives supporting this ambition.

2.3 Italy

There seems to be a lot of interest in sustainable development and green practices in VET institutions.

Some institutions are already including such topics in their curriculum by doing frontal lectures, practical activities and showing videos to the classes. Also, green practices are implemented in the structures (especially regarding energy saving and reducing plastic and paper).

Although green practices are implemented in VET institutions or included in the curriculum, it very much depends on the willingness or interest of the teacher/staff itself. A strategy at institutional level is not present in the VET institutions studied: this prevents the creation of an effective green path in the institutions.

When asked about the obstacles and difficulties faced in implementing such green practices, the respondents agreed: difficulty in spreading good practices among the organisations, lack of training courses for teachers and staff, and lack of competencies, time and financial resources. Above all, what is required the most is financial support and specific competencies.

A VET institution is perceived as an excellent opportunity for young learners to enter the labour market quickly and apprehend a job. The knowledge of environmental sustainability is considered an added value to increase working opportunities. Indeed, many companies/organisations nowadays sponsor environmental concern and capacity (in traditional professions).

However, there are still many steps for VET institutions to include sustainability at the institutional level. Although most respondents say they have received training on these issues and that the organisation encourages preparedness, it is also stated that what is lacking the most in the organisations is the preparation of teachers and financial support. From the interviews, the best way to overcome this is to have external personnel support the teachers and the students.

A difference that emerged is that the VET personnel has not cited the participation in local/national opportunities, such as projects implemented by local NGOs or the courses offered by the national government.

2.4 Luxembourg

Luxembourg is a country that aims to be an example in the European Union regarding green practices and sustainability.

According to the online survey, VET organisations in Luxembourg are familiar with green practices and have incorporated them into their curricula. They encourage employees to develop sustainable practices and promote remote work, renewable energy resources, waste management, and water-efficient appliances.

However, they face obstacles like the lack of public awareness and the increased costs of implementing green practices. Therefore, it is crucial for VET institutions to build networks with business partners, local companies and industries and explore the application of circular economy principles.

According to the interview, the VET sector is a significant part of education in Luxembourg, and there is a constant demand for change in VET practices due to the changes in the labour market. The current high provision of courses does not keep up with the market demand, as the general framework for implementing green practices remains somewhat unclear on a functional level. There are more full degree programmes in sustainability than there were a few years ago, as there is a great demand for people with knowledge and skills in the areas of energy transition and the circular economy.

Nevertheless, there should be an emphasis on research, continuous training, workshops, and the integration of a more systematic approach to green practices. Finally, Luxembourg is ambitious in becoming a green country in the European Union. The survey and interviews show that Luxembourg VET organisations have incorporated green practices into their curricula and promote sustainable practices, such as remote work, renewable energy resources, and waste management. But there is still room for future improvement.

VET organisations need to develop networks of partners in the business community, local enterprises, and industries to apply the principles of achieving a circular economy. The VET sector needs to emphasize research, continuous training, workshops, and the integration of a more systematic approach to green practices to keep up with the market demand and become an example in the European Union in terms of green practices and sustainability

2.5 France

In France, the survey was conducted by looking at three French VET institutes based in France, Malta, and Spain, thus differentiating the different approaches found in the three nations.

Concerning participation in sustainability training courses, the data showed that less than half of the teachers were able to participate. In contrast, in the curriculum for students, teachers included reasonable amounts of strategies to teach sustainability-related concepts, especially in Malta and Spain.

In terms of efforts to develop the campus according to green concepts, particular attention has been paid to water conservation, water efficiency, energy use, solid waste management, reduction of paper consumption and reduction of printing. In addition, a high percentage was highlighted in the creation of new employment opportunities, the creation of campus facilities for special needs and the creation of an inclusive environment, especially in France and Malta.

In terms of community impact, there was a clear need to develop an action plan, involve students and promote more training to meet the needs of staff in VET institutions. The study shows that only 50% of students and 25% of staff are aware of the SDGs. The more robust work with communities evident in Spain should provide the impetus to consider these experiences and find out how they implement sustainable strategies with community involvement and which groups are involved.

According to the institutional culture surveys, it is precisely the mandate of sustainability and institutions that is positively related to the role as a critical actor in sustainable change, especially in Malta and Spain.

In the interviews conducted, French experts and institutions emphasised the importance of sustainability and climate education in the field of vocational training and the need for effective implementation and monitoring in all sectors of the economy. They stressed the need to identify skills and occupations of the future as a strategic driver for successful national recovery and underlines the availability of vocational education and training for VET students as a way to fulfill a societal mission and positively influence career development and opportunities.

The interview also illustrates the importance of adapting national policies and sustainability practices already used in VET to local needs and requirements, and emphasises the importance of including green practices in the curriculum in order to provide future workers with valuable skills that will improve their job prospects. The discussion underscores the need to involve all stakeholders, including teachers, staff, students and the community, in the strategic plan for greening education.

In addition, the interview stresses the importance of teaching students soft skills related to climate change. VET providers in France refer to different national policies and frameworks, indicating the importance of common standard solutions. The operator's vocational training offer is mainly focused on energy and environmental change and concentrates on the construction industry. They underline the development of collective skills, self-learning, self-assessment and the support of trainers to address the challenges in the field of energy efficiency of buildings.

Finally, it stresses the lack of specific national guidelines aimed at sustainability in the VET sector in France. However, they noted that their institution is working to include social and environmental practices in their curriculum. They emphasise the need for sustainability skills in specific sectors and report on the challenges faced by the VET sector in terms of the different qualifications and training levels of teachers and the limited employment opportunities for VET graduates in the market.

Overall, the interviews highlight the importance of sustainability education and the need for effective implementation and monitoring across all sectors of the economy. They also illustrate challenges faced by the VET sector in terms of the varying skill and training levels of teachers and the limited employment opportunities for VET graduates in the market.

2.6 Slovenia

Survey and interview analysis manifested a relatively uniform and homogeneous situation regarding Slovenia's VET staff and educational authorities. Interest is expressed in using sustainable development in vocational education and training to improve students' skills in the field of work.

Education in Slovenia is supported by the educational authorities, who always consider new developments in the labour field and market needs. This approach is the reason why many students continue their studies to the highest levels, which is why training increasingly well-prepared and up-to-date teachers and educators is so important.

Regarding the green transition, the VET sector is very active. To apply it in practice, many programs have been activated, mainly through European projects and creating a national platform. Some of these projects aim to modernise vocational education, which will last for several years. This will also improve the already good percentage of teachers trained in the subject, with new curricula and valuable resources to deepen the subject. As instruments mainly used within the institutions, the official documents on the Sustainable Development Goals are the most frequently used. Nevertheless, new guidelines are being prepared by the ministers, especially the Minister of Environment, which will contribute to better training in the VET sector, both in green skills and digital areas.

Sustainability-related practices and regulations are constantly present in institutions and their intervention strategies, although there is often a lack of official documents proving that the environmental practices applied are visible and regulated. To improve this area, the need to create strategic sustainability plans through the help of field experts' and policymakers' consistent involvement has been highlighted.

Vocational education must be made attractive and adapted to the needs of the labour market as much as possible, adding subjects like digitalisation, sustainable development, new technologies, and financial literacy, and giving input to acquire new competencies. The importance of training is also highlighted by students' lack of knowledge in the environmental and green areas, with emerging data showing that most are unaware of the principles of the Sustainable Development Goals.

Substantial activity and sustained interest in the green and environmental sectors emerged at all levels. Events, seminars, projects and training are often organised to raise awareness and improve training, although it is clear that there is still much potential for improvement.

2.7 Belgium

According to the survey, VET organisations encourage employees to learn more about sustainable development and green practices. Green methods are implemented in the structures (especially regarding energy saving and reducing plastic and paper), and such topics are included in their organisations' curricula.

Most of the staff interviewed claim to have received support in acquiring knowledge in this area, and their understanding of sustainability, green practices, and climate change is relatively high.

When asked about the barriers and difficulties faced by organisations, respondents were unanimous in saying that there is a lack of available funding to invest in the implementation of green practices, as well as a lack of cultural awareness, expertise and time on the part of staff and other stakeholders. In addition, most respondents indicated that sustainability aspects are embedded in their organisation's mission statement and are applied in daily life and decision making. This includes interactions with institutional stakeholders; however, they implement green practices but have no specific strategy.

Regarding the demand for VET institutions in Belgium, the interviews indicate the challenge regarding VET reputation compared to university education. In contrast, one interview mentions a trend of improvement on this issue, and the other notes decreasing interest in VET. Indeed, there is interest in addressing the topic of sustainability, recognised as relevant and inevitable to be dealt with. The sector is moving towards a green transition, despite the various challenges and lack of solid support from the government.

The interviews highlight the potential of the VET sector in broadening green skills, especially green jobs since it can follow market trends more quickly and create new technology related to green energy and resources management. However, a key role in this process is played by partnerships with the private sector and support from policy-makers and legislators in creating financial incentives and equivalence between different types of degrees so as not to limit learners' future.

CHAPTER THREE

Conclusions

3. Conclusions

After analysing the national situation in the seven European countries, it is essential to summarise the main findings and clearly understand the type of resources to be developed in the everGREEN project. In general, there is recognition among EU VET institutions of the **added value of becoming a green institution**. Also, most people believe that acquiring green skills and knowledge is a way to improve the employability potential of learners. Given the current social and environmental emergency, it has become a moral obligation: it is about thinking of future generations and addressing today's challenges by looking to the future. However, it was found that although some institutions and organisations claim to include sustainability principles in their activities, and decision-making processes, most organisations **do not have a defined strategy document/guidelines for implementing green practices**. Organisations may be unaware of the existence of such a strategy document, which could help achieve green objectives. It has been highlighted that organisations and institutions **lack specific competencies, knowledge, and financial support** to adopt green practices. To overcome the gap, the most suggested strategy highlighted for more sustainable management is the **support of external experts** to improve awareness and knowledge among VET trainers and staff.

The survey responses gathered **several eco-friendly practices** that have emerged as commonly used. Among these practices, one of the most notable is smart working, which employs technology to minimise physical transportation requirements. This approach saves time and money for employees and reduces the carbon footprint generated by transportation. Another practice that was identified is the encouragement of public transport and cycling as means to commute to work. This environmentally conscious alternative to using cars considerably helps in decreasing air pollution and greenhouse gas emissions.

Moreover, **using natural lighting** inside buildings has also been recognized as an eco-friendly practice. This method decreases the necessity for artificial lighting and enhances the well-being of occupants. **Energy efficiency techniques**, such as using energy-saving light bulbs, are widely implemented to reduce energy consumption and carbon emissions. Reducing the use of paper and plastic, minimising printing materials, and **proper waste management** are widespread methods to decrease waste and conserve resources. **Installing water refill stations** and **using recycled materials** are other practices our partner countries adopt to promote sustainability. Although these practices are widely used, there is still a lack of comprehensive understanding and commitment to the SDGs and inadequate funds and resources from institutions. Nevertheless, respondents recognise the significance of a green community for future opportunities and are enthusiastic about increasing their green initiatives. Even though new initiatives and practices have been introduced in educational institutions, they still require further implementation and support to create a more sustainable future.

CHAPTER FOUR

Challenges & Recommendation

4. Challenges & Recommendation

Given the project's next steps and activities, it is essential to highlight the challenges and recommendations that emerged and were gathered by the partnership during this first period of project implementation.

The biggest challenge, a concern shared by all partners, is the involvement of people in the project itself and its activities.

On the one hand, finding volunteers to fill in the survey was a complex and time-consuming task, especially when reticent respondents were asked to share their experiences and other institutional activities. In fact, most people are unwilling to dedicate much time and effort to providing information without a clear incentive. However, it was pointed out that it was easier to respond positively to the request by direct contact via individual e-mails or LinkedIn.

It was also noted that, when conducting an environmental survey, people may request anonymity to disclose sensitive information, as they think they may be evaluated negatively after collecting information about their institution.

On the other hand, the answers received partly give the impression that survey participants would theoretically like to act more ecologically, but they lack time, motivation, and resources. It was mentioned several times that the management level should make strategic decisions in this regard so that collective action is taken and not only single individuals are involved.

The data collected highlights the importance of environmental sustainability in vocational education and training. However, there is still a long way to go before sustainable development is fully integrated into VET institutions. In some countries, there is a lack of national strategy and resources for green education, while in others teachers and trainers lack the essential competences to address sustainability, and VET organisations lack resources.

Nevertheless, there is an interest in addressing sustainable development in VET, and younger generations are particularly committed to sustainability. A national strategy and consistent government support, official regulations, partnerships with the private sector, and training are crucial to promoting sustainability in VET.

In conclusion, equipping young learners with green skills and knowledge is necessary for increasing working opportunities in the labour market.

Herein lies a major challenge for everGREEN: although VET representatives want to make their organisations greener to some extent, they already suffer from a heavy workload. They do not want to burden themselves with additional responsibilities.

Given the above, the following actions and strategies are recommended for the subsequent phases of the everGREEN project:

- The everGREEN partnership should **strengthen the communication with stakeholders** and identify the most effective strategies to engage and reach stakeholders. Additionally, all partners should aim to expand their local and national contacts throughout the project.
- The everGREEN process should be **simple and not time-consuming**. Guidelines and orientation should be provided without much formalisation, as VET representatives do not desire more bureaucracy.
- The everGREEN resources should provide participants with **transferable basic skills** in sustainable development. Simple methods are needed to enable them to develop appropriate individual solutions that contribute to the green transition of their organisation.
- It should be demonstrated that there are options to support the **green transition without investing**, e.g., by changing the organisational culture.
- Green practices should be **incorporated into curricula and training** to achieve the broader goal of greening the community and institutional culture.
- The everGREEN **VET Alliance** and partnership should fill the gap of existing networks between VET institutions in terms of greening and sustainable development.
- The everGREEN **online mini-courses and the three-day face-to-face course** should aim to provide VET institutions with the understanding and knowledge of the EU regulations and the SDGs, and to create a new awareness of the urgency of taking action on sustainable development.

In developing the mini-courses and the face-to-face course that will accompany everGREEN participants in their greening process, the project consortium will incorporate the results of the research phase described in this report as far as possible.

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