



GreenVET
pathway

GreenVET Pathway

Engaging Vocational Education and Training into a Whole Institution Approach to Sustainability

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Agenda

12:45

GreenVET Pathway project: What are we aiming for?

- **The Whole School Approach**
- **Our project journey**

12:50

Our project results: What's in their for you?

- **Getting informed:** *Green Futures: Navigating Sustainability in Vocational Education and Training*
- **Involve the school community:** *GreenVET School Survey*
- **Share with peers:** *GreenVET Database*
- **Get started:** *GreenVET Online Path*

13:00

Workshop: How can you get started with your school?

13:50

Getting back together & sharing insights

Our Erasmus+ partnership supports **schools for vocational education and training (VET) all over Europe** to play a crucial role in creating and boosting a **culture of sustainability**.

By involving schools holistically through a **Whole Institution Approach**, VET-schools can explore their potential to become **active drivers of the Green Transition**.

Role of Vocational Education and Training (VET)

VET equips students with practical skills, making them essential contributors to the future workforce across all sectors. By developing green competencies, they can lead sustainability efforts in industries and boost their career prospects.

Challenges for VET Schools

VET schools must shift from passive approaches and empower students to actively engage in the Green Transition. This involves fostering green skills and guiding learners through a rapidly evolving job market.

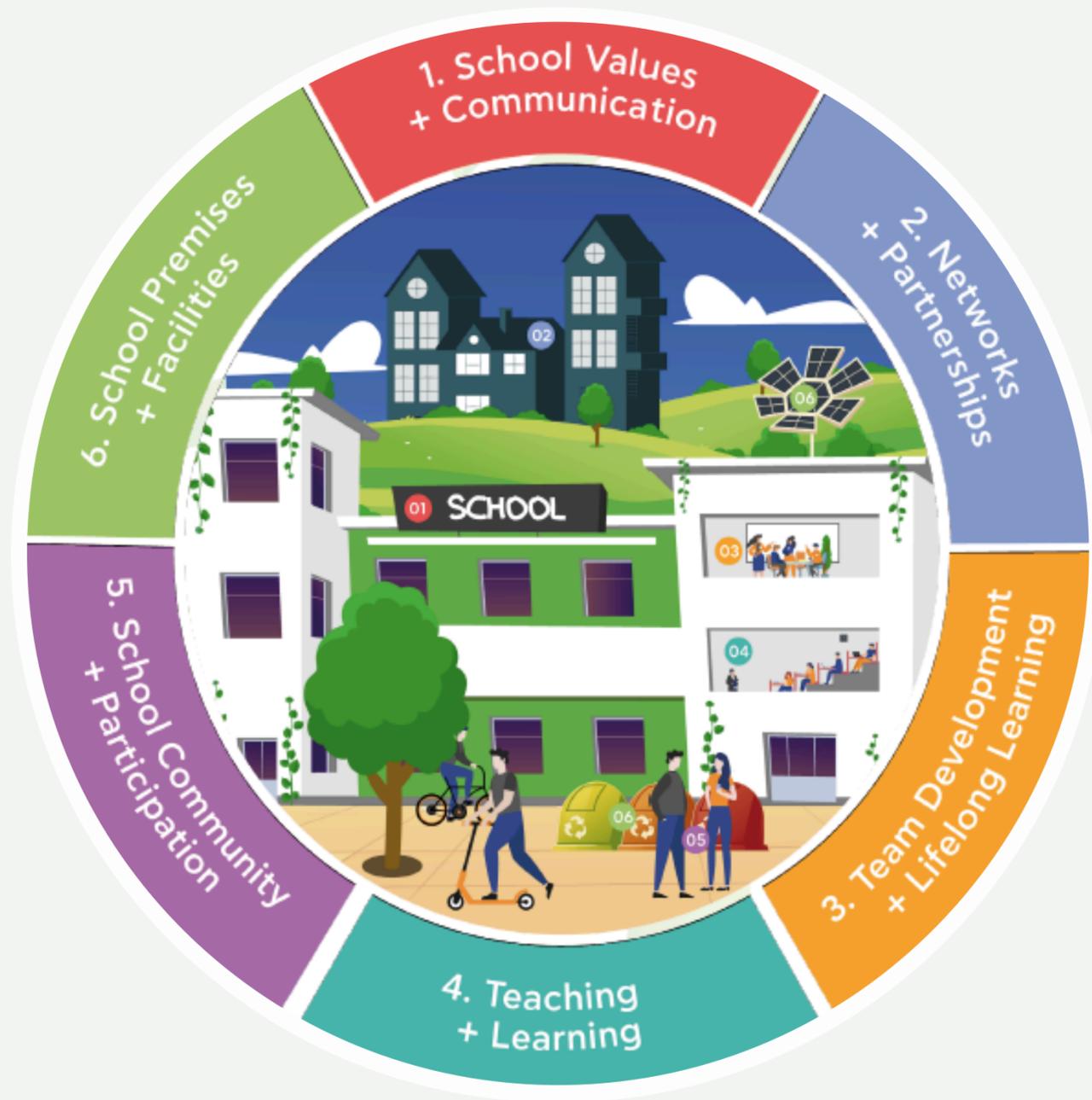
Whole Institution Approach

Sustainability should be integrated into the school's values, curriculum, and operations, involving all members of the institution. This holistic approach enables students to live and learn sustainability, encouraging lasting change in mindset and behaviour.

Background: The European Green Deal

The EU's plan to achieve climate neutrality by 2050 aims to make Europe the first net-zero continent by requiring all sectors of society to align with sustainable development goals.





- Holistic perspective on the institution
- Sustainability embedded in the mission statement, activities, educational programs and school life
- Sustainability is not only taught, but experienced
- Internalization of sustainable perspectives
- Development of sustainability awareness

Funding Erasmus+ KA2-Project
Vocational Education and Training

Time Frame 01.11.2023 - 30.04.2026

Partnership

- Wisamar Bildungsgesellschaft, gemeinnützige GmbH, Germany (coordinator)
- Omnia Educational Partnerships, Finland
- Synthesis, Center for Research and Education, Cyprus
- Chamber of Commerce and Industry, Slovenia
- Latvian Chamber of Commerce and Industry, Latvia
- p-consulting, Greece
- Polygonal, Italy

13 VET-schools from 7
countries formed our
Community of Practice.



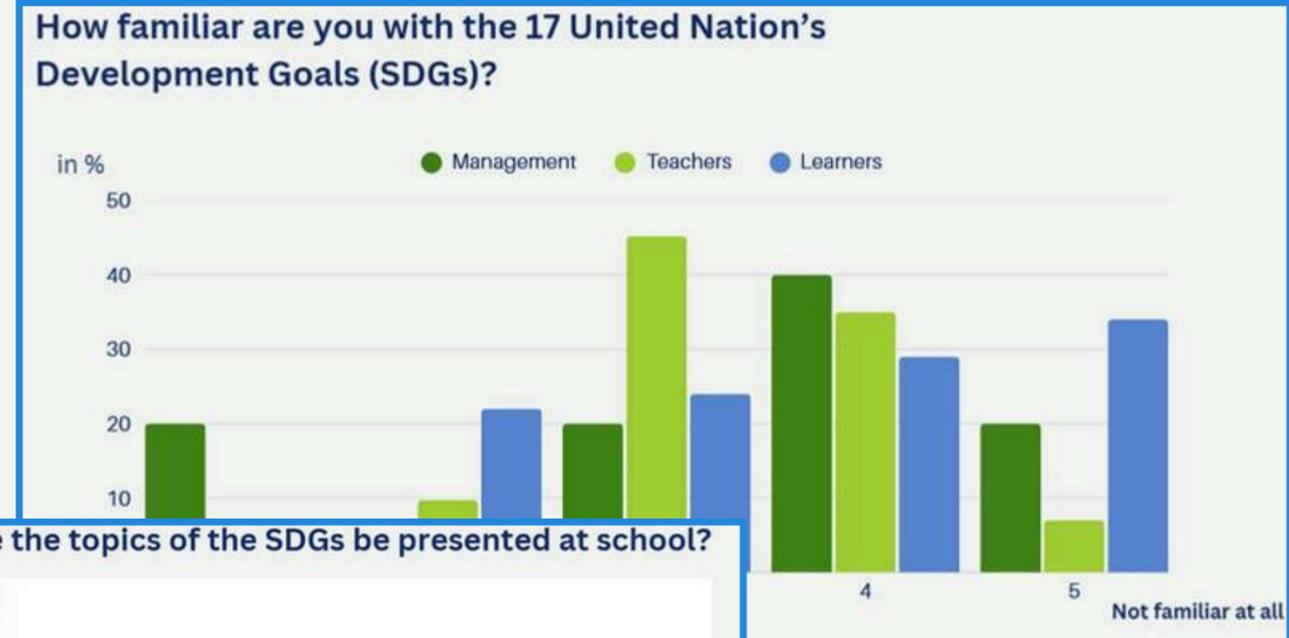
Explore our
GreenVET schools!



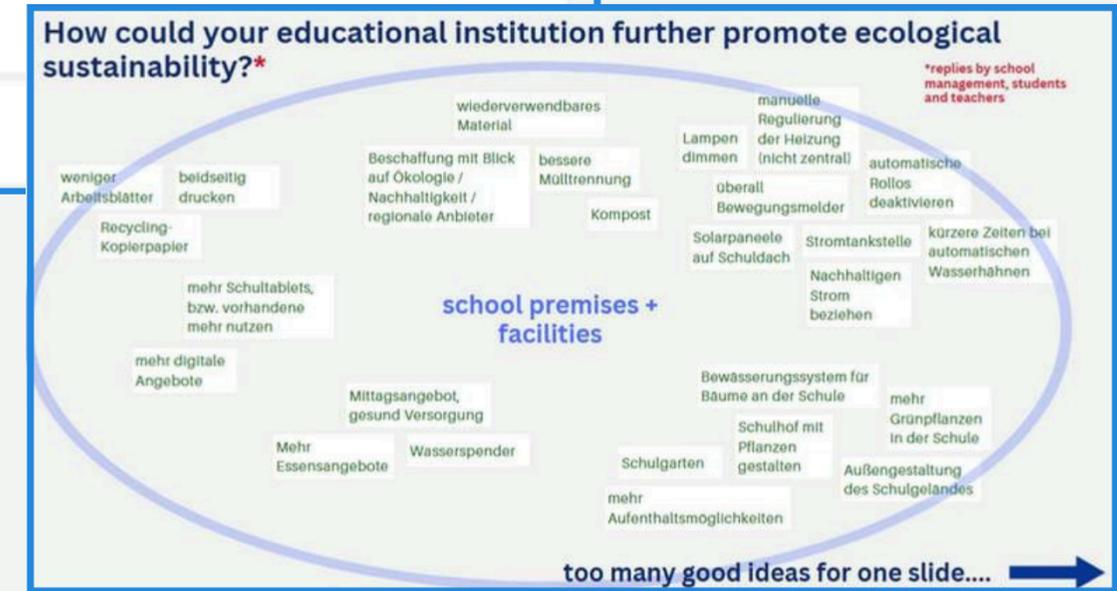
Each school formed a **GreenVET team** representing the school community.



Each GreenVET team involved students, teachers, and school administration in a baseline assessment that captured the community's awareness, visibility, and appreciation of existing sustainability practices, while also providing a platform for sharing ideas and visions to strengthen the school's sustainability profile.



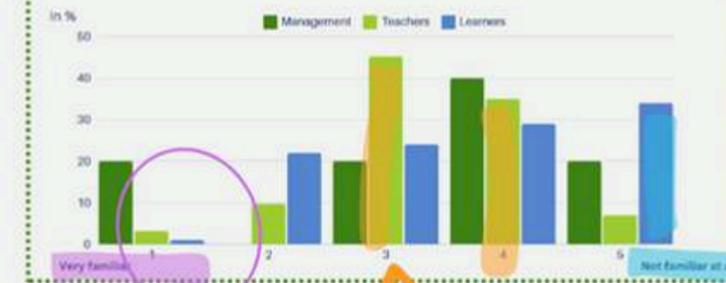
To what extent have the topics of the SDGs be presented at school?



The results enabled the GreenVET teams to better understand the school communities' motivations, needs, and conditions necessary to support sustainability, and provided valuable starting points for developing effective strategies and practices.

OUR MAIN OBSERVATIONS 1/4

How familiar are you with the 17 United Nation's Development Goals (SDGs)?



Only very few students and teachers are very familiar with the SDGs.

Most teachers (80%) are somewhat familiar with the SDGs.

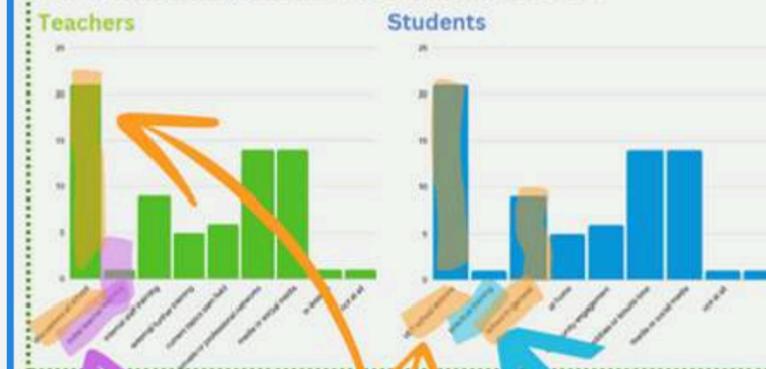
More than a third of students are not at all familiar with the SDGs.

What about....

- ... making connections regularly between lesson content and SDGs?
- ... building teachers' knowledge of the SDGs?
- ...

OUR MAIN OBSERVATIONS 2/4

In what context did you come into contact with the SDGs?



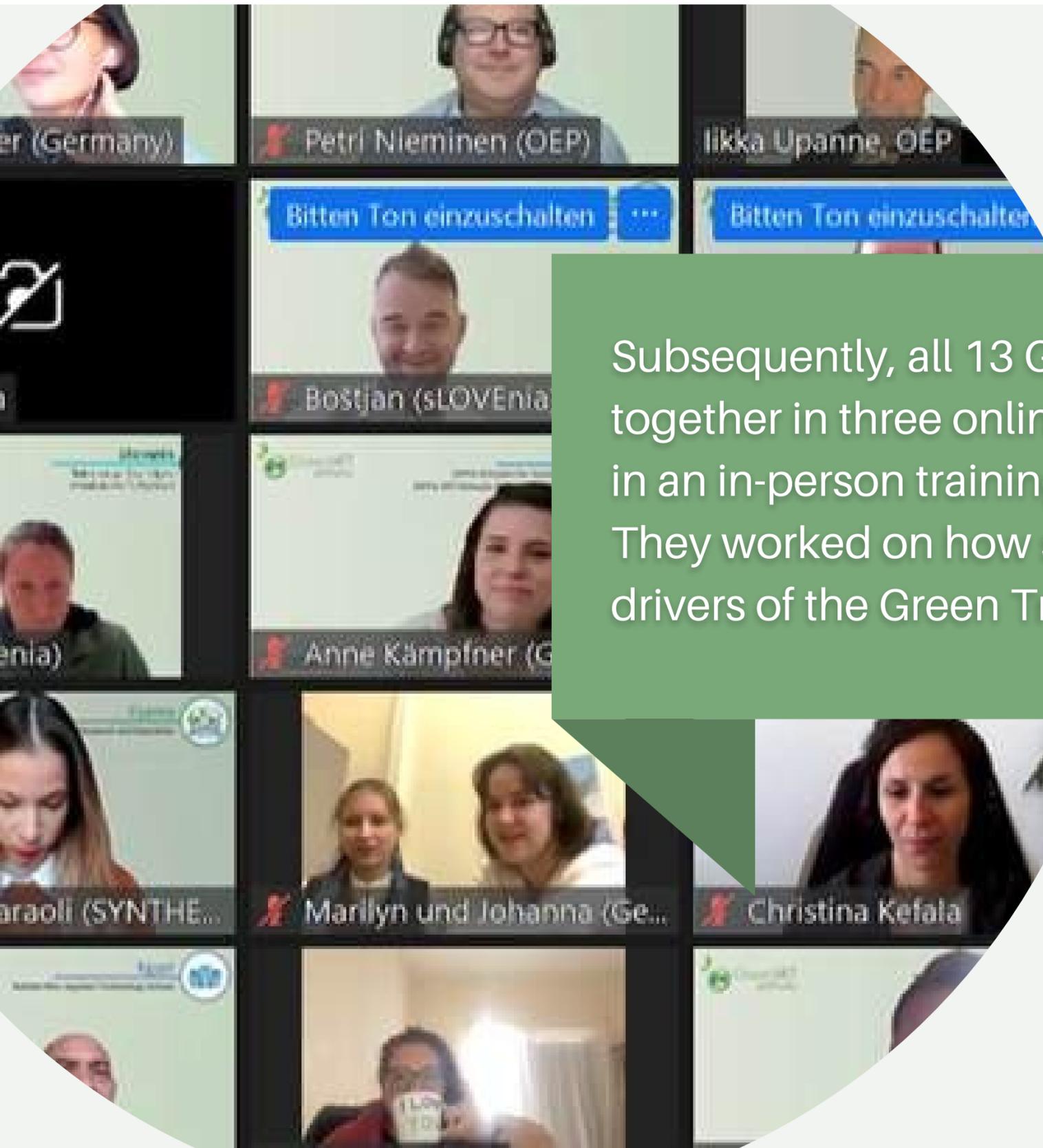
Teachers have not been familiarised with the SDGs in their own studies.

School is for students and teachers alike the most likely opportunity to get in contact with the SDGs.

What about ...

- ... stressing school's outstanding role in building sustainability awareness?
- ... involving training companies?
- ... equipping students to becoming multipliers in their training environment?
- ...

The practical training lacks connection to the SDGs.



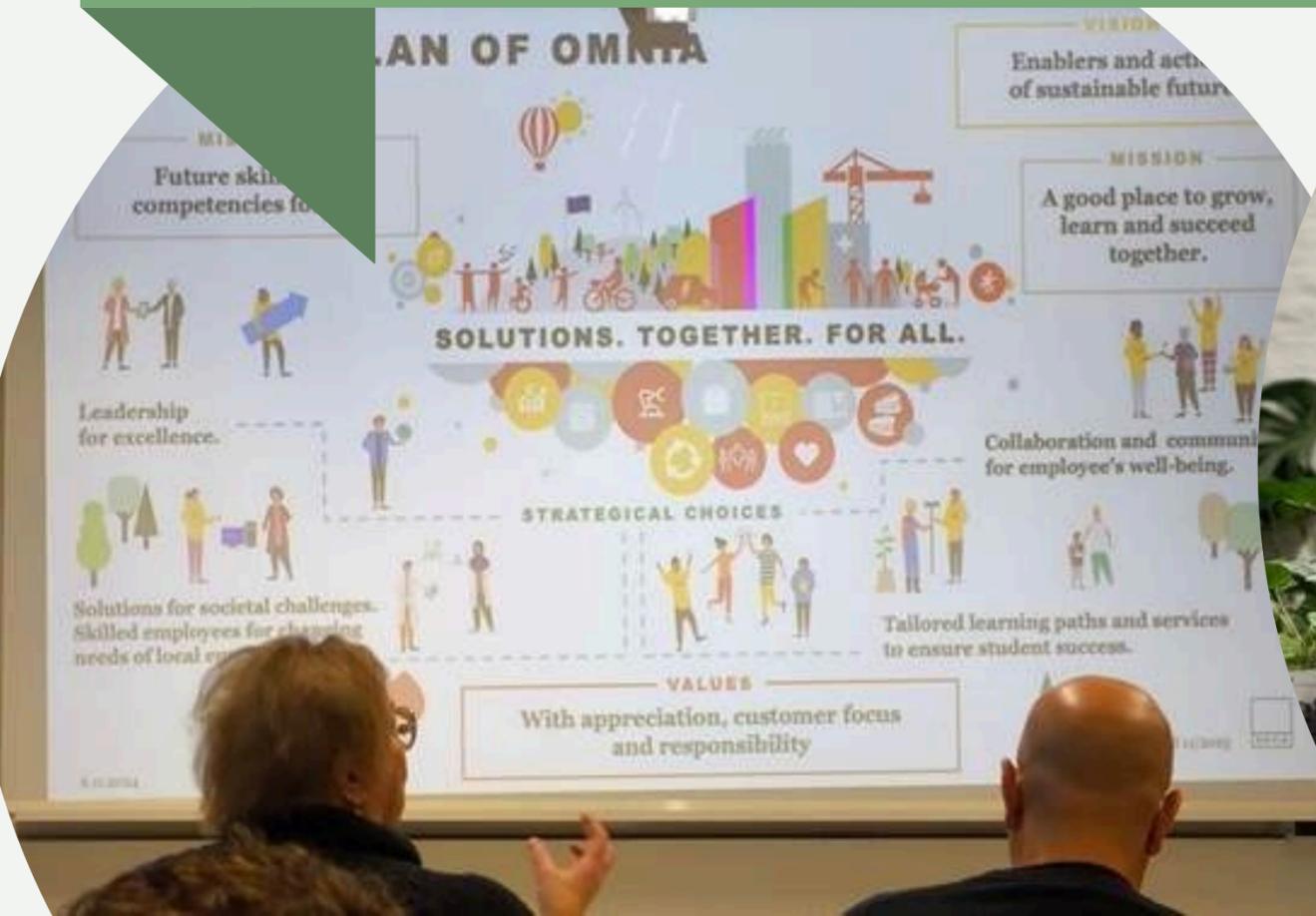
Subsequently, all 13 GreenVET teams came together in three online workshops and in an in-person training in Espoo, Finland. They worked on how schools can become real drivers of the Green Transition.



Together, they explored how the Agenda 2030 and the SDGs connect to the subjects they teach and to their learning environments. They also shared their own practices and discussed how to bring them to the whole school community.



The community of practice was inspired by existing best practices, with Finnish practitioners sharing their experiences and sparking meaningful discussions. GreenVET teams exchanged ideas, reflected on their own challenges, and gained new perspectives for advancing sustainability in their schools.



Each school then started an action plan to put sustainability into practice across the whole institution.

These plans were the first steps toward embedding sustainability in everyday school life.

Integrate climate-focused lessons and projects across subjects.
Encourage students to undertake projects that measure and reduce the school's carbon footprint.

Organize events that engage students, families, and local residents in climate-friendly activities.
Involve families in climate action projects, such as carbon footprint reduction challenges.

Install energy-efficient lighting and equipment, and introduce waste and energy reduction measures.

Organize annual climate education workshops for teachers and staff.
Compile an internal "Climate Resource Library" with articles, case studies, and educational videos.
Create a peer-to-peer learning group where staff can share ideas and best practices for teaching climate issues.

Include a "Climate Week" where students complete projects on energy conservation, low-carbon choices).
Develop cross-curricular lessons where students assess and propose ways to reduce school energy use.
Initiate a "Classroom Climate Challenge" to encourage students to identify ways to reduce energy and waste.

Organize a "Climate Action Day" each semester with activities like low-carbon workshops.
Launch a "Family Climate Challenge" where students and families track and reduce their carbon footprint.
Establish a peer-to-peer learning group for families to share ideas and commit to specific actions.

Replace outdated lighting with energy-efficient LED lights and install energy-efficient equipment where possible.

Finally, in our last online workshop, the schools shared their first successes—demonstrating that real change is already underway. These concrete and tested practices will be featured in the project's **GreenVET Online Path**, launching in December 2025.



Here's a short preview, but there's much more to come!



installing drinking fountains to reduce bottled water use



reducing food waste in school canteens



practicing sustainable agriculture



improving waste separation at campus



organizing clothes swaps to foster a sharing culture

“

Innovation comes only from readily and seamlessly sharing information rather than hoarding it.

Tom Peters

”

But GreenVET Pathway does not stop here. We aim to make a **Whole Institution Approach to sustainability** accessible to any VET school in Europe or beyond that wants to become a driver of the Green Transition. Check out our freely accessible resources:



GreenVET
pathway

Green futures:
Navigating sustainability in
vocational education and training



The **GreenVET Framework** familiarizes VET-teachers and VET-administration with the **intersection of vocational education and training and the Green Transition**. It provides an entry point for taking a green perspective on the VET-sector. While delivering a compact summary, it also provides resources to dive deeper if desired and presents best practices from the VET-sector.

It covers the following topics:

- **Module 1** - Grasping the European Green Deal and its implications for VET
- **Module 2** - Agenda 2030: Exploring Education for Sustainable Development
- **Module 3** - Understanding Green Competencies and their relevance to VET
- **Module 4** - Fostering a green mindset through a Whole Institution Approach

Available in English, Slovenian, Latvian, Greek, Italian and German.



Explore the
GreenVET Framework



School Survey

In your opinion, how well has sustainable development been taken into account in the curriculum in your field?

Very well 1 2 3 4 5 Very poorly

How do you integrate sustainable development into your teaching?

For teachers

Do you have any wishes or suggestions regarding learning about sustainable development?

For learners

How is ecological sustainability and climate protection reflected in your educational institution on the following levels?

On the level of SCHOOL VALUES and COMMUNICATION:

	To great extent	To some extent	A little	Not at all	I don't know
It is written into the educational institution's strategy.	<input type="radio"/>				
It is visible in the school's communication (logo, website, publications, school building etc.).	<input type="radio"/>				

On the level of TEACHING and LEARNING:

	To great extent	To some extent	A little	Not at all	I don't know
It is in the implementation plans of the professional degrees.	<input type="radio"/>				
It can be seen on a practical level, for example in the working methods and lesson activities.	<input type="radio"/>				

On the level of SCHOOL COMMUNITY and PARTICIPATION:

	To great extent	To some extent	A little	Not at all	I don't know
It is discussed within the school community with all (students, teachers, school employees, school management).	<input type="radio"/>				
It is subject of extracurricular activities, informal learning formats or joint initiatives.	<input type="radio"/>				

The **GreenVET School Survey** helps schools evaluate how sustainability is understood and practiced across their community, including management, staff, teachers, and students.

Conducted anonymously, it reveals current strengths, challenges, and overlooked actions in areas such as teaching, values, partnerships, and school operations.

The results provide a foundation for meaningful discussions and strategic planning, and the questionnaire is available in both printable and customizable digital formats, including a ready-to-use Google Forms template.



Explore the **GreenVET School Survey**



RESOURCE OF THE MONTH

Dijaško podjetje Chair Pack

2023

Gre za razvojni proces študentskega podjetja, in izdelek, ki so ga razvili. Projekt se osredotoča na oblikovanje funkcionalnega izdelka iz že uporabljenega lesa in tekstila. Vdružuje ...



The resource details the activities involved in the development process of a student company and the product they developed. The project focuses on designing a functional product from already used ...



READ MORE



Why is the resource useful for VET actors?

Ta vir je koristen za akterje poklicnega izobraževanja in usposabljanja, saj omogoča vpogled v praktično uporabo trajnostnih praks pri oblikovanju izdelkov. Spodbuja mlade k razvoju zelenih kompetenc ter ponuja navdih za vključevanje recikliranih materialov v inovativne projekte. Poleg tega predstavlja odličen primer sodelovanja med izobraževalnimi ustanovami in industrijo, kar lahko vodi do novih priložnosti za učenje in poklicni razvoj. Na spletni strani projekta boste poleg dobre prakse Škofje Loke našli tudi številne druge izzive, ki so jih izvedli šole in dijaki v različnih evropskih državah.

Why is the resource useful for VET actors? (in English)

This resource is useful for VET actors as it provides insight into the practical application of sustainable practices in product design. It encourages young people to develop green competencies and offers inspiration for incorporating recycled materials into innovative projects. Additionally, it showcases an excellent example of collaboration between educational institutions and industry, leading to new opportunities for learning and professional development. In addition to Skofja Loka-s best practice, you will find a number of other challenges carried out by learners on the project website.

What can be found in the database?

You will find links to resources that are valuable for everyone working in a VET-school and interested in sustainability. This could be teaching material for a specific professional sector or policy papers on EU initiatives, newspaper articles on the Just Transition, or a podcast on Education for Sustainable Development. You will get the link to the resource and a short description of a peer explaining why it could be relevant to you.

Who can contribute resources?

While the database is particularly aimed at teachers, administration, and management working at VET-schools, everyone's contribution is appreciated!

To share valuable resources you have discovered or even your own material, please register. If it is useful to you, it is probably also useful to your peers.

Who can research the database?

Everyone! No registration necessary.



Explore the
GreenVET Database



Now available!

“
The environment’s
protection hinges on
our collective actions,
not grandiose plans.
”

Howard Zinn, historian

GreenVET Online Path is an interactive online platform designed to guide VET schools through a Whole Institution Approach to sustainability. It offers self-reflection tools, assessment resources, and practical, easy-to-apply materials to engage the entire school community. Additionally, the platform features a global catalogue of best practices for implementing holistic and sustainable practices across your institution.



Explore the
GreenVET Online Path



- 13:00** *Introduction by Silke into the online platform*
- 13.10** *INDIVIDUAL*
Explore the best practices
Pick one best practice that you could see implemented in your school (white board: put link)
- GROUP WORK*
- 13:20** *Get together with your colleagues (white board: one section for each school participating)*
Introduce your favourite best practices and choose one that you could see implemented at your school (white board: idea evaluator)
- 13:30** *GROUP WORK*
Dive deeper and identify challenges and potential (white board: grid)
- *What will be a challenge when implementing this challenge?*
 - *What is a compelling argument to gain the support of management and colleagues for this practice?*
 - *What would be the first three actionable steps to implement this?*
 - *Think about the areas of the WIA - how could you support this practice holistically?*
- 13:50** *PLENUM*
Getting back together & sharing insights



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