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D5.2

ACTION PLANS FOR THE GREEN TRANSITION OF VET ORGANISATIONS

COMMONSPACE [LEADER OF WP5]

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INVESTech

Innovation Vocational Excellence and Sustainability in Tech

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01 INTRODUCTION

This document, **D5.2 – Action plans for the green transition of VET organizations**, is a practical companion to the INVESTECH Handbook (D5.1). While the handbook provides the theoretical framework, step-by-step methodology, and inspiring case studies for integrating the green transition into Vocational Education and Training (VET), this document translates that knowledge into a concrete, actionable roadmap tailored to each VET organisation.

What is an Action Plan for the Green Transition of VET organizations?

An Action Plan is a short, structured document that outlines the specific steps, initiatives, and changes an individual VET organisation will take to embed sustainability into its operations, curricula, and culture. It is understood as a generic checklist and much more as a **living strategy** co-created with the school community – learners, teachers, managers, and external partners. Each plan to be successful must be developed through a participatory process, ensuring that actions are realistic, locally relevant, and supported by those who will implement them.

The final deliverable includes a completed questionnaire (sections 1-5) and a one-page summary table that lists priorities, specific actions, responsible persons, resources, timelines, and success indicators.

Why is it useful for VET organizations?

VET organisations face increasing pressure from employers, learners, and policymakers to contribute to the green transition. However, many struggle to move from good intentions to systematic action. The Action Plan bridges that gap by:

- Providing a clear, tested methodology – based on the 6-step approach in the INVESTECH Handbook (analysis, opportunity identification, stakeholder engagement, activity development, alignment with qualification frameworks, and dissemination).
- Ensuring participation and ownership – by involving the whole school community, the plan reflects real needs and gains genuine commitment, not just compliance.
- Focusing on feasibility – organisations select specific priority actions achievable within a specific time framework, considering their available time, budget, and expertise.
- Aligning with European frameworks – the plan encourages the use of GreenComp, EQF, and national qualification frameworks, making green skills visible and transferable.
- Offering measurable outcomes – each action includes success indicators (e.g., kg of waste recycled, number of students trained, energy savings), enabling monitoring and continuous improvement.

How can it help VET organisations?

By working through the questionnaire, a VET organisation will:

- Diagnose its current situation – identify gaps in curricula, campus operations, and stakeholder engagement.
- Identify realistic, high-impact opportunities – prioritise actions that match its context and capacity.
- Build a committed team – clarify roles and responsibilities for implementation.
- Strengthen links with local employers, municipalities, and NGOs – transforming the school into a hub for green innovation.
- Produce a concise, actionable document – no more than 8 pages, easy to share, monitor, and update.

Below you will find the Action Plans of five different training and education organisations within the INVESTECH consortium, representing the partner countries: Slovakia, Greece, Bulgaria, Lithuania and Cyprus. To facilitate easy summarisation and cross-country comparison, the final Action Plan summary table is provided in English for each organisation, and a short conclusion section follows.

02 INSTRUCTIONS FOR VET ORGANISATIONS

This questionnaire is designed to help you and your school community develop a Green Transition Action Plan. Please use the INVESTECH Handbook (D5.1) as your primary guide. The questions are structured to lead you through the key steps of creating your plan.

In your Action Plan, please include:

A short introduction: Your VET organisation's name, location, main vocational fields, and a brief statement of your commitment to the green transition.

Answers to the questions below, structured under the provided headings.

A final action table (a template is provided at the end) summarising your goals, actions, timeline, and responsible people.

The questionnaire below is divided into sections based on the methodology in the handbook. Please answer them with input from your organisation's stakeholders wherever applicable (learners, teachers, administrative staff, and external partners if possible).

The final Action plan should not be longer than 8-10 pages.

Each Action plan will be in your local language BUT the final Action plan summary table should also be translated into English.

Section 1 Getting started: Your team and vision

(Based on Handbook Introduction & Step 1)

Team formation:

Who will be part of the core team leading the development of this action plan? Please list names and roles and explain if possible, why were these people chosen?

Stakeholder mapping:

Following the example in Figure 4, who are the key external stakeholders for your school in the context of the green transition? (e.g., local businesses, municipalities, funders, national and regional authorities, NGOs). Briefly explain their potential role or interest.

Initial vision:

Based on your discussions so far, what is a one-sentence vision for your school's green transition over the next 2-3 years? (e.g., "To empower our circular economy knowledge, skills and develop practical solutions on the field")

Section 2 Taking stock: Where are we now?

(Based on Handbook Step 1: Analysing the existing VET curriculum and training provision)

Curriculum & training audit:

- In which of your current programmes or courses are green topics (e.g., renewable energy, waste reduction, recycling) already present?
- Are there specific workshops, labs, methodologies or tools you already use that support green skills?
- What green skills do you believe your graduates currently possess? What important green skills are missing?

Campus & operations audit:

What is the current situation in your school regarding key areas for the green transition? Be as specific as you can.

- **Waste:** How is waste (paper, plastic, organic, electronic) currently managed?
- **Water:** Are there any known issues with water consumption? Are there specific plans for reducing water waste in the school?
- **Energy & infrastructure:** Do you have any renewable energy installations (like solar panels) or planning to install? Are there other green infrastructures (e.g. gardens in the schoolyards, cooling and shadow places)? Are there plans for reducing energy waste? What could be improved?

• **Transport:** How do most students and staff travel to school? Are there existing cycling facilities or public transport links? Do you promote sustainable transportation in any ways?

• **Awareness:** What environmental awareness activities already take place (e.g., a specific "green day," a unit in a course, green hacathons, etc)?

Section 3 Identifying opportunities: What can we do?

(Based on Handbook Step 2: Identifying opportunities to integrate the green transition)

Curriculum opportunities:

Based on your answers to the above questions, what are the most promising opportunities to integrate green transition topics into your teaching and learning? Think about:

- Updating an existing module to include sustainability and green practices
- Creating a new project-based learning activity on a green topic.
- Developing a new, short green skills course or module for your students and staff.
- Organise regularly green and sustainable development lectures by external experts to influence the learners.

Campus & operations opportunities:

Considering the five areas, where do you see the biggest opportunities for improvement?

- **Waste:** Could you improve waste separation, start a composting initiative, or reduce single-use plastics?
- **Water:** Could you install water-saving taps or set up a rainwater harvesting system for a school garden?
- **Energy & Infrastructure:** Is there potential for an energy audit (like case study 4.5), an LED replacement project, or exploring funding for solar panels?
- **Transport:** Could you organise a "bike-to-school" day, improve bike parking, or coordinate with local transport for better schedules?
- **Awareness:** Could you establish a "green hacathon" event or a series of events to come up with new ideas and innovations for sustainability in the school and beyond?

Feasibility:

Of the opportunities listed above, which 3-4 seem most achievable in the next 12-18 months, considering your available time, budget, and expertise? Why these?

Section 4 Engaging stakeholders: Who will help?

(Based on Handbook Step 3: Engaging stakeholders in curriculum adaptation and part of Handbook Step 6: Dissemination and continuous improvement of green transition practices in VET)

Engagement plan:

For the priority opportunities you selected which stakeholders will you need to involve? How will you engage them?

• Example: For a new module on "Green cosmetics" we will invite cosmetics companies and pharmaceutical experts to give us a 2-day workshop on alternative cosmetics production or for a new module on “sustainable constructions” we will collaborate with companies from the building sector that have implemented such green techniques.

Student involvement:

As already stated in the Guide, participatory practices are essential for the success of any action plan. How will you ensure learners are active participants in shaping and implementing these actions? What methods and channels of involvement will you use? Are there extra resources needed?

• Example: We need to run a local awareness campaign for ethical and sustainable agricultural practices. Think of what human, time and financial resources are needed for the maximization of students’ involvement. Think of learning workshops for the students and then of participatory design techniques that can help the students know what the topic is about and how it can be locally and practically implemented.

Section 5 From Ideas to Action: Planning & Monitoring

(Based on Handbook Step 4: Step 4: Developing green learning activities and assessment methods and Step 5: Aligning curricula with qualification frameworks and continuous improvement)

Concrete actions:

For each of your 3-4 priority opportunities, define one or two concrete actions. Use the template below to structure your thinking for each action.

Learning & assessment:

For any curriculum-related actions, how will you assess whether students have learned the intended green skills? Could you use a participatory method as suggested by the guide?

Alignment & monitoring:

• How do your planned actions connect to your school's broader strategy or mission?

• How will you know if your actions are successful? What simple information will you track (e.g., recycled kg of waste, number of students participating, energy bills)?

Action plan summary table

Please complete this table for your 3-4 priority actions. This will form the core of your plan.

An example is set for your help

Priority Area (e.g., Waste, Curriculum, Energy)	**Specific action** (What will you do?)	**Lead person /group** (Who is responsible?)	**Supporting stakeholders** (Who will help?)	**Resources needed** (Budget, time, expertise)	**Timeline** (Start and end date)	**Success indicator** (How will you measure it?)
Example: Waste	*Install a system for separating organic waste for composting.*	*The "Green Team" (students)*	*School caretaker, local composting initiative*	*3 compost bins, training session, €150*	*Sept 2026 - Dec 2026*	*Reduction in general waste by 15%; compost used in school garden.*

03 ACTION PLAN

SOSTMI - SLOVAKIA

SOSTMI – SLOVAKIA

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D5.2 Action plan for the green transition of VET organizations

May 14, 2026

Organization: SOSTMI

PROJECT REF NO. 101143958. ERASMUS-EDU-2023-PEX-COVE

Introduction: Organization identification

Organization Name:

Stredná odborná škola technická, Partizánska 1, Michalovce
Secondary vocational technical school, Partizánska 1, Michalovce, Slovakia

Workplaces:

Partizánska 1, Michalovce, Slovakia
Kapušianska 6, Michalovce, Slovakia

Field of activity:

Teaching 15-19 year old students in technical fields focused on

- computer science,
- electrical engineering,
- mechanical engineering,
- construction,
- woodworking
- and transport.

Section 1 Getting started: Your team and vision

Vision

To become a modern and environmentally responsible school that prepares students for the green jobs of the future through sustainable education and eco-friendly school operations.

Tím

Position	Role in the team	Why was he/she chosen?
Headmaster	Strategic leadership, budget approval and partnerships	Has decision-making powers and oversees the long-term development of the school
VET teachers	Integrating green topics into teaching	Has direct contact with students and practical teaching
Environmental Education Coordinator	Organization of ecological activities and campaigns	Has experience with environmental activities

Stakeholder mapping

Stakeholder	Potential role/interest
Founder	Project support, grants, transportation solutions
Energy companies	Energy audits, professional advice
Local businesses	Internship for students, support for green projects
Environmental NGOs	Workshops, campaigns and expert consultations
Universities and technical schools	Cooperation on research and professional activities
Regional renewable energy companies	Lectures, professional internships, technology demonstrations
Parents and community	Support for activities and volunteering

Section 2 Taking stock: Where are we now?

Curriculum and preparation audit

Current green topics in education

- Waste separation and recycling
- Basics of renewable energy sources
- Energy efficiency of buildings
- Digital technologies for monitoring energy consumption
- Sustainable business and economy

Existing workshops, laboratories and tools

- Computer classrooms for data analysis
- Electrical engineering laboratories
- Technical education workshops
- Simple measurements of energy consumption
- Practical activities related to recycling

Current green skills of graduates

They have:

- basic environmental awareness,
- ability to seperate waste,
- basic technical knowledge of energy,
- digital skills.

Missing:

- practical experience with energy audits,
- project management of green initiatives,
- knowledge of the circular economy,
- teamwork on environmental projects,
- working with data on energy and water consumption.

Campus and operations audit

Waste

- Paper and plastic are only partially separated.
- Electronic waste is collected irregularly.
- Organic waste is not composted.

Water

- Water consumption monitoring systems are not in place.
- Older taps have higher consumption.
- Rain garden for rainwater retention.

Energy and infrastructure

- The main source of energy is electricity and gas.
- Most of the lighting is LED, some even older.
- Solar panels have not yet been installed.
- Intelligent energy consumption monitoring is missing.
- The school does not have green roofs or green walls.

Transport

- Most students travel by bus or car.
- Public transport is available.
- The number of bicycle racks is insufficient.
- Motivational campaigns for ecological transport are missing.

Awareness

Current activities

- Earth Day
- Environmental presentations in class
- Occasional lectures on environmental topics

Section 3 Identifying opportunities: What can we do?

Opportunities in the curriculum

Updating existing modules

- Add sustainability to economic and technical subjects.
- Introduce topics:
  - carbon footprint,
  - energy efficiency.

Opportunities on campus and in operation

Waste

- Introduction of comprehensive waste separation

Water

- Installation of energy-saving taps

Energy and infrastructure

- School energy audit
- Energy consumption monitoring

Transport

- “Bike to school” activity
- Expansion of bicycle racks
- Motivation to use public transport

Feasibility – priority measures (12 – 18 months)

- **School energy audit**

Why: low cost, high educational and financial benefit.

- **Updating the curriculum with green topics**

Why: long-term impact on the quality of education.

- **Rasing awareness of "green" topics**

Why: long-term impact on the quality of education.

Section 4 Engaging stakeholders: Who will help?

Connection plan

Priority	Stakeholder	Method of involvement
Energy audit	Energy company	Workshop, professional measurements
Curriculum update	VET teachers	Incorporating "green" topics into the curriculum
Ecological activities	Local bussinesses and experts	Consultations and professional lectures

Student engagement

Students will:

- participate in the design of ecological solutions,
- present project results,
- assist in the organization of events.

Section 5 From ideas to action: Planning and monitoring

Specific measures

Priority 1 – Energy audit of the school

Action	Responsibility	Term	Success indicator
Train students in basic energy measurements	VET teacher	12 months	20 students
Conduct an energy consumption audit	Headmaster	12 months	Report

Priority 2 – Curriculum Update

Action	Responsibility	Term	Success indicator
Adding green themes to subjects	Subject committees	12 months	Modified curriculum
Introduction of project-based learning	VET teachers	12 months	min 2 projects per year

Learning and assessment

The following will be used to assess the acquisition of green skills:

- project tasks,
- team presentations,
- practical measurements

Students will be assessed not only on theoretical knowledge, but also on:

- problem-solving skills,
- collaboration,
- creativity,
- practical application of green solutions,
- ability to communicate environmental topics.

Progress monitoring proposal

Area	Indicator	Frequency
Energy	Electricity and gas consumption	monthly
Teaching	Number of green topics in the curriculum	annually
Awareness	Number of ecological activities	annually

Expected results after 2-3 years

- higher environmental awareness of students,
- modernized vocational educational,
- nižšia spotreba energie,
- lepšia pripravenosť absolventov na zelený trh práce,
- pozitívny obraz školy v regióne.

Action plan summary table

Priority Area (e.g., Waste, Curriculum, Energy)	**Specific action** (What will you do?)	**Lead person/group** (Who is responsible?)	**Supporting stakeholders** (Who will help?)	**Resources needed** (Budget, time, expertise)	**Timeline** (Start and end date)	**Success indicator** (How will you measure it?)
Energy	Promoting energy efficiency and the use of renewable energy sources	Project team	EU and regional goverment	3 736 552,54 EUR	Mar 2025 - Dec 2026	Inclusion of the building in the ultra-low energy building category
Curriculum	Updating school educational programs	Teachers of professional subjects	Environmental education coordinator	no	Sept 2026 – Jun 2027	10 updated school education programs
Awareness	Ecological activities	Environmental education coordinator	Teachers and students	no	Sept 2026 – Dec 2027	5 ecological activities

03 ACTION PLAN

SAEK GLYFADAS – GREECE

SAEK GLYFADAS – GREECE

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Innovation Vocational Excellence and Sustainability in Tech

WP 5 Green Transition in VET: Creating sustainable pathways for the future

D5.2 Action plan for the green transition of VET organizations

May 12, 2026

Organization: Experimental Higher Vocational Training School (SAEK) of Glyfada

PROJECT REF NO. 101143958. ERASMUS-EDU-2023-PEX-COVE

Introduction

The Experimental Higher Vocational Training School (SAEK) of Glyfada participates in the Erasmus+ CoVE INVESTech project, which aims to strengthen Green Transition practices within Vocational Education and Training (VET).

The institution provides vocational education and training across a wide range of occupational fields and is committed to promoting innovation, inclusion, employability, and sustainability throughout the learning process.

This Green Transition Action Plan has been developed in accordance with the methodology presented in the INVESTech Handbook and follows the principles of:

- a whole-institution approach;
- participatory stakeholder engagement;
- practical and measurable actions; and
- realistic interventions adapted to the institutional framework governing VET in Greece.

The Action Plan focuses on activities that:

- can be implemented without requiring changes to the official curricula, which are established by the competent Ministry;
- are feasible within the existing institutional framework;
- actively engage learners, staff, and trainers; and
- generate measurable environmental and educational outcomes.

Institutional Framework and Existing Green Policy

Since October 2021, the Experimental Higher Vocational Training School (SAEK) of Glyfada has officially adopted a Green Policy as an integral part of its institutional development.

To date, the institution has promoted:

- environmental awareness initiatives;
- sustainable operational practices;
- digitalisation and the reduction of paper consumption;
- active participation in European projects; and
- initiatives that foster social and environmental responsibility.

The INVESTech project provides an opportunity to further strengthen and systematize these efforts through the implementation of structured Green Transition interventions.

Section 1 Getting started: Your team and vision

Vision and Strategic Objectives

Vision

"Strengthening the Experimental Higher Vocational Training School (SAEK) of Glyfada as a participatory green VET institution that promotes sustainable professional practices, environmental awareness, and green skills through practical, measurable, and inclusive actions."

Strategic Objectives

Educational objectives:

1. Enhancement of environmental awareness.
2. Integration of specialisations with sustainable practices.
3. Promotion of experiential learning activities.

Institutional Objectives:

1. Reduction of the environmental footprint.
2. Enhancement of sustainable operational practices.
3. Collaboration with local stakeholders.

Community Objectives:

1. Promotion of environmental responsibility.
2. Dissemination of good practices.
3. Enhancement of learner participation.

Green Transition Team and Stakeholder Network

Internal Green Transition Team

Role	Responsibility
Director of Experimental Higher Vocational Training School (SAEK) of Glyfada	Institutional coordination
Erasmus+ coordinator	Project management
Trainers	Learner mentoring
Learner representatives	Communication with learners
Administrative staff	Operational support

External Stakeholders

Organization	Contribution
Municipality of Glyfada	Environmental actions
Local phamacies	Health awareness
Sustainable beauty companies	Product presentations
Bakeries & patisseries	Food waste minimization
NGOs & environmental organizations	Awareness-raising workshops

Section 2 Taking stock: Where are we now?

Analysis of the Current Situation

Existing advantages

- Established Green Policy since 2021.
- Active participation in Erasmus+ projects.
- Strong cooperation between trainers, learners, and staff.
- Use of digital communication tools.

Environmental practices

- Partial implementation of recycling practices.
- Increased use of digital documentation.
- Periodic awareness-raising discussions and activities tailored to each specialization

Existing challenges

Focus area	Challenge
Waste management	Lack of systematic waste sorting practices
Awareness	Need for structured actions
Energy	Limited monitoring mechanisms
Participation	Need to strengthen initiatives
Sustainability	Uneven implementation

Section 3 Identifying opportunities: What can we do?

Green Transition Activities

Cross-cutting actions

Action 1: Establishment of a “Green Team” (May 2026 – February 2027)

Action 2: Implementation of Recycling and Waste Separation Practices (October 2026 – February 2027)

Action 3: Annual “Green Day” Event (May)

Specialisations Involved in the Action Plan

A. Pharmacy assistant specialisation

Objective: To raise awareness of pharmaceutical waste management and sustainable practices in the healthcare sector.

1	**Activity** Awareness Campaign on Pharmaceutical Waste
Description	Learners create informative posters and leaflets on the safe disposal of medicines.
Timeline	February 2027
Key Performance Indicators (KPIs)	Creation of 5 informative posters Presentation of the campaign within the institution’s premises Awareness raised among 50 learners

2	**Activity** Collaboration with Local Pharmacies
Description	Visits to local pharmacies focusing on sustainable healthcare practices and pharmaceutical waste management.
Timeline	February 2027
Key Performance Indicators (KPIs)	Completion of 2 visits to pharmacies Documentation of learner participation

B. Beauty therapy specialisation

Objective: Promotion of environmentally friendly beauty practices and awareness-raising regarding sustainable cosmetics.

1	**Activity** Sustainable Cosmetics Presentation Day
Description	Presentation of sustainable cosmetic products and environmentally responsible beauty practices.
Timeline	February 2027
Key Performance Indicators (KPIs)	Participation of 30 learners Implementation of a product comparison activity

2	**Activity** Reduction of Consumable Material Use
Description	Monitoring and reducing the unnecessary use of consumable materials during practical training sessions
Timeline	October 2026 – May 2027
Key Performance Indicators (KPIs)	Reduced use of consumable materials by 20% Participation of learners in the monitoring process

C. Bakery and Pastry Technicians Specialisation

Objective: Promotion of sustainable gastronomy and reduction of food waste.

1	**Activity** Food Waste Monitoring Initiative
Description	Learners create recipes using local and seasonal ingredients, aiming to reduce waste and food loss.
Timeline	June 2026
Key Performance Indicators (KPIs)	Creation of 3 sustainable recipes Development of a digital recipe booklet

Section 4 Engaging stakeholders: Who will help?

Learner and Trainer Participation

Learners:

- Participation in the Green
- Participation in awareness campaigns
- Monitoring of activities

Management / Trainers:

- Coordination of activities
- Project mentoring
- Participation in workshop

Section 5 From ideas to action: Planning and monitoring

Monitoring, Indicators and Evaluation

Area	Indicator
Participation	Number of participants
Waste	Waste reduction
Awareness	Number of activities
Dissemination	Publications
Collaborations	External collaborations

Dissemination and Communication Activities

- INVESTech's Website / Institution's Website
- INVESTech's Social Media channels / Institution Social Media
- Erasmus+ activities
- Local community
- Green Day

Conclusions

This Green Transition Action Plan represents an important step towards strengthening sustainable vocational education and training at SAEK Glyfada.

Through practical, measurable, and participatory actions, the institution aims to:

- Strengthen environmental awareness,
- Promote sustainable professional practices,
- Enhance active citizenship,
- and contribute to the Green Transition objectives of the INVESTech project.

The implementation of the Action Plan will support continuous improvement, collaboration, and the long-term sustainability of the institution and the local community.

Action plan summary table

Priority Area (e.g., Waste, Curriculum, Energy)	**Specific action** (What will you do?)	**Lead person/group** (Who is responsible?)	**Supporting stakeholders** (Who will help?)	**Resources needed** (Budget, time, expertise)	**Timeline** (Start and end date)	**Success indicator** (How will you measure it?)
Waste Management	Install recycling stations	Green Team	Municipality & recycling company	Recycling bins & posters	May 2026 – Feb 2027	30% waste separation improvement
Awareness	Organize annual Green day	Erasmus+ Team	NGOs & local businesses	Event materials	May	200 participants
Sustainable Beauty	Reduce disposable materials	Beautician instructors & students	Eco-cosmetics companies	Monitoring sheets	Oct 2026 – May 2027	20% reduction
Food Sustainability	Monitor food waste in laboratories	Pastry specialty	Local bakery partners	Waste measurement forms	May – June 2026	15% reduction in food waste

TUES - BULGARIA

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TUES – BULGARIA

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D5.2 Action plan for the green transition of VET organizations

Organization: Technological School Electronic Systems (TUES)

PROJECT REF NO. 101143958. ERASMUS-EDU-2023-PEX-COVE

Introduction

Technological School Electronic Systems (TUES) is a specialised technological school of national importance that prepares the future leaders of the IT sector in Bulgaria and beyond. The school offers training in three main areas: systems programming, computer networks, and artificial intelligence development.

The foundation of the TUES' educational model is built on the "school – university – business" concept, in which specialists from the ICT sector work in close cooperation with the school. The model is based on several key pillars – integration into the structure of the Technical University of Sofia, sustainable partnerships with business, and an active role for the alumni community.

TUES students go through an in-depth and specialised 5-year educational programme that enables them to establish themselves quickly and successfully in the technology sector. The school has a history of more than 36 years, over 2,800 graduates, and more than 140 internships carried out over the years. Many TUES alumni hold leading positions in the development of information and communication technologies in Bulgaria.

As a member of the INVESTech Centre of Vocational Excellence (CoVE) network, TUES plays an active role in strengthening cooperation between vocational education and training institutions, higher education institutions, and industrial partners from Slovakia, Greece, Cyprus, Bulgaria, and Lithuania. Within the project, the school contributes its expertise in technological education and its strong links with business, supporting the development of innovative educational ecosystems aligned with the needs of the labour market.

Section 1 Getting started: Your team and vision

Team Formation

The development and implementation of the green transition plan is carried out by a multidisciplinary team comprising representatives of the management, project experts, teachers, and student support specialists.

Milen Spasov – Deputy Director and project manager:

Selected for his many years of experience in managing technology projects, developing curricula, and coordinating international initiatives.

Kaloyan Angelov – Expert and Researcher:

Has experience in process management, Lean practices, and the coordination of innovative educational activities.

Polina Dudeva – Coordinator and School Psychologist:

Responsible for coordinating activities, communicating with stakeholders, and engaging students.

Mapping the stakeholders

- Technical University of Sofia – academic partner and source of expert support.
- Technology companies and employers – support the development of practical skills and provide mentors and experts.
- The TUES alumni community – takes part in mentoring initiatives and supports student projects.
- Non-governmental organizations – assist in carrying out campaigns and initiatives for sustainable development.
- Local authorities and community organisations – support the promotion of sustainable practices.
- Students, parents, and teachers – key participants in the green transition process.

Vision

Over the next 2–3 years, TUES aims to establish itself as a leading centre for sustainable technological vocational education that integrates green skills, innovative technologies, and active cooperation with business and society.

Section 2 Taking stock: Where are we now?

Analysis of the Curricula and Training

Topics related to sustainable development, resource optimisation, energy efficiency, automation, and intelligent systems have already been integrated into the school's curricula. These topics are present both in separate training modules and in practical sessions that allow students to apply their knowledge in a real-world context.

Project-based activities and hackathons play a particularly significant role, encouraging students to develop innovative solutions aimed at environmental protection and sustainable development. For example, the environmentally themed hackathons that have been held ("Develop for the Environment") give students the opportunity to work in teams, together with mentors from industry and academia, on real environmental challenges.

Within these initiatives, solutions have been developed such as intelligent systems for separate waste collection, applications for tracking energy consumption, and tools for raising awareness of sustainable behaviour. Some of the students' ideas have subsequently been applied in the school environment through the creation of digital systems for resource monitoring and the introduction of sustainable practices.

Students have good technical skills in the areas of programming, data analysis, IoT technologies, and the development of software solutions. Nevertheless, there is an identified need for a more systematic and structured integration of "green skills" into the learning process, so that sustainability becomes a permanent rather than an incidental element of training.

Analysis of the School Environment and Activities

A number of practices and initiatives aimed at environmental protection and the sustainable management of resources already exist in the school environment, and these are gradually developing and expanding.

Waste

The school has introduced separate waste collection, with students actively taking part in the process. Nevertheless, there remains a need to expand activities related to electronic waste management, as well as to limit the use of single-use materials. In addition, student initiatives and "green" teams contribute to recycling campaigns and to raising environmental awareness.

Water

At present there are no serious problems related to water consumption. Nevertheless, there is potential to develop campaigns aimed at raising awareness and using water resources more efficiently through behavioural change and educational activities.

Energy and Infrastructure

The main energy source is electricity. The school already uses digital solutions for tracking consumption, developed with the participation of students. There is potential for the further introduction of intelligent systems for monitoring and energy efficiency, including real-time consumption analysis.

Transport

Most students and teachers use public transport, which naturally helps to reduce the carbon footprint. This provides a good basis for future initiatives promoting sustainable transport practices.

Awareness and school culture

The school organises hackathons, technology events, and project-based initiatives that combine innovation and sustainability. As a result of these activities, a permanent "green" student group has also been created, which coordinates campaigns to reduce waste, charitable initiatives, and activities to raise environmental awareness. In addition, cooperation is developing with external partners, including environmental organisations, which contributes to a stronger connection between the school and the real challenges of the community.

In conclusion, the school already has a solid foundation of practices and initiatives related to sustainable development, but a more structured approach is needed to integrate them into the learning process and the school strategy as a whole.

Section 3 Identifying opportunities: What can we do?

This section aims to identify specific opportunities for integrating the green transition into the activities of the Technological School Electronic Systems (TUES). The analysis is based on the review carried out of the curricula, the school environment, and existing practices.

The goal of this stage is not merely to list ideas, but to determine how sustainable development can be systematically integrated into the learning process, project-based activities, and the school ecosystem, in line with the school's real capabilities and its connection with industry.

Opportunities in the Learning Process (Curriculum opportunities)

Based on the analysis (Section 2), it is found that there are good preconditions for integrating green topics into the technological specialisations at TUES. This is possible thanks to the strong emphasis on project-based learning and the close connection with business.

The main opportunities include:

- Integrating topics related to the green transition (energy efficiency, sustainable digital systems, resource optimisation) into existing learning modules in programming, computer networks, and artificial intelligence.
- Updating existing learning topics by including practical case studies related to sustainable technologies and real industrial applications.
- Developing new project-based learning activities that place students in the role of developers of solutions to environmental challenges (e.g. waste management, energy efficiency, resource monitoring).
- Creating short additional modules or extracurricular training in green digital skills, applicable both to students and to external participants (for example, local partners or interns).

These approaches were selected because they allow sustainability to be integrated naturally, without the need for a complete change to the learning structure, while at the same time drawing on the school's strengths – its technological profile, project-based learning, and links with industry.

CASE STUDY – "Develop for the Environment" Hackathon

A key example of an existing good practice at TUES is the student hackathon "Develop for the Environment", held in 2023. The event demonstrated the potential of project-based learning as a tool for green transformation.

More than 250 students, 40 mentors from industry and the academic community, and external partner organisations took part in the initiative.

The solutions developed include:

- intelligent systems for separate waste collection;
- applications for monitoring water and energy consumption;
- digital tools for raising environmental awareness;
- the creation of a student "Green Students Group" for sustainable initiatives.

It is particularly important that some of the ideas developed have been implemented in the school environment, including:

- a system for tracking energy and water consumption;
- a permanent student green group;
- participation in separate waste collection campaigns;
- partnerships with environmental organisations.

This example confirms that combining technological training with real case studies involving business is an effective mechanism for developing sustainable skills.

Opportunities for Improvement

In addition to the learning process, there are opportunities to improve the school environment in the following areas:

Waste

Improving separate collection and introducing more structured practices for electronic waste management.

Water

Awareness-raising campaigns and the possible introduction of measures for more efficient use of resources.

Energy and Infrastructure

Potential for energy monitoring, consumption optimisation, and future investment in energy-efficient solutions.

Transport

Encouraging sustainable practices through public transport and organised campaigns.

Awareness

Expanding existing initiatives through structured student campaigns and events.

Priorities and Rationale

From the identified opportunities, the following priorities – the most realistic and feasible within 12–18 months – are defined:

- Organising an Info Day and a national event on the green transition;
- Creating and institutionalising a student Green Team group;
- Expanding project-based initiatives (incl. hackathons and school projects);
- Improving the systems for separate collection of waste and electronic materials.

These priorities were selected because they:

- require low to medium resources to implement;
- build on practices already existing at TUES;
- can be carried out through the strong school–business connection;
- have high visibility and an educational impact for the entire school community.

Section 4 Engaging stakeholders: Who will help?

Engagement Plan

The successful implementation of the sustainable development plan and the integration of "green" competences into the learning process requires the active and structured participation of all key stakeholders – students, teachers, parents, business representatives, university partners, and non-governmental organisations. The approach is based on a co-creation model, in which external partners and the school community work together to develop and apply sustainable practices and educational activities.

The school maintains stable and long-term partnerships with leading technology companies in the IT sector, many of which already apply corporate sustainability strategies, environmental responsibility policies, and green innovation programmes.

These partnerships will be further used through mentoring programmes, joint workshops, guest lectures, and participation in project-based learning. Industry representatives will also support the ongoing adaptation of the learning content by sharing current practices related to energy-efficient technologies, sustainable software design, and the responsible use of digital resources.

In addition, business and industry representatives will actively participate in the joint development and assessment of learning activities focused on green technologies. Their involvement will ensure that students work on real and current challenges and gain practical experience aligned with contemporary sustainability standards in the technology sector.

Parents and alumni will be engaged through information campaigns, school events, and communication initiatives aimed at raising awareness of sustainable development and the role of technology in solving environmental problems. Their participation will help to extend the impact of the school's initiatives beyond the educational environment and into the wider community.

Student participation

Students hold a central and active role in all initiatives related to sustainable development in the school. The existing student activities and project teams will be further developed and structured through the creation of a dedicated "Green Team". This group will coordinate environmental campaigns, school initiatives, and awareness-raising activities, as well as support the monitoring and improvement of sustainable practices in the school environment.

In addition, students will participate not only as implementers but also as creators of initiatives. They will be involved in designing and carrying out environmental projects, organising events, and proposing ideas for improving sustainability at school. In this way, their participation goes beyond an implementing role and becomes a real part of the process of making decisions and bringing about change.

Section 5 From ideas to action: Planning and monitoring

Specific Actions

Based on the priorities identified in Section 3 and the existing good practices in the school, the following specific actions are defined for implementation within 12–18 months.

- Organising an Info Day dedicated to the green transition, with the participation of students, teachers, parents, business representatives, and external partners. The event will aim to raise awareness and to present existing and new school initiatives in the field of sustainable development.

- Holding a national event focused on sustainable vocational education and the integration of green skills into technological training, with the participation of partner schools, industry, and academic organisations.

- Developing and expanding student project activities and hackathons based on the theme of "green technologies", as a continuation of the successful model of the "Develop for the Environment" hackathon described in Section 3.

- Improving and systematising the systems for separate waste collection and electronic waste management through clearer procedures, student participation, and digital monitoring.

Evaluation

The assessment of the green skills acquired will be integrated into the existing forms of project-based learning at TUES. Methods will be used such as assessment through projects, student portfolios, presentations, and practical demonstrations of the solutions developed.

In addition, an active-learning approach will be applied, in which students demonstrate not only technical competences but also skills in teamwork, critical thinking, solving real problems, and developing sustainable technological solutions. Part of the assessment will also be based on the real applicability of the projects in the school environment or in partner organisations.

Action plan summary table

Priority Area (e.g., Waste, Curriculum, Energy)	**Specific action** (What will you do?)	**Lead person/group** (Who is responsible?)	**Supporting stakeholders** (Who will help?)	**Resources needed** (Budget, time, expertise)	**Timeline** (Start and end date)	**Success indicator** (How will you measure it?)
Curriculum	Integrate sustainability and green transition topics into ICT and AI modules.	Milen Spasov	Teachers, TU-Sofia, industry partners	Training materials, expert support, workshops	March 2026 – December 2026	Updated learning modules and student participation.
Awareness	Organise Info Day on Green Transition for the school community.	Polina Dudeva	Students, parents, NGOs	Communication materials, event logistics	April 2026 – October 2026	At least 50 participants and positive feedback.
Innovation & Skills	Organise green-themed hackathons and project-based learning activities.	Kaloyan Angelov	Industry mentors, alumni community	Technical equipment, mentoring support	May 2026 – December 2026	Minimum 3 sustainability-focused student projects.
Waste & Sustainability	Improve waste separation and electronic waste management practices.	Green Team	School staff, local partners	Waste bins, awareness campaigns	September 2026 – December 2026	Improved recycling practices and student engagement.

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Innovation Vocational Excellence and Sustainability in Tech

D5.2 Action plan for the green transition of VET organizations

Organization: Klaipėdos valstybinė kolegija (KVK)

PROJECT REF NO. 101143958. ERASMUS-EDU-2023-PEX-COVE

Introduction

Location: Klaipėda, Lietuva (with a focus on the develoment ot the site at 10 Bijūnų Street).

Main fields of stufy: health sciences, technology, business, engineering, computer science, educational sciences.

Vision: to be a modern, socially inclusive and continuosly learning higher education institution that contributes to the region's sustainable development and the growth of a sustainable knowledge-based economy.

Section 1 Getting started: Your team and vision

Team formation

KVK management: Jurgita Raišytė – Deputy Director of Strategic Development; Nerijus Piaulokas – Deputy Director of Infrastructure. Inga Budrienė – Head of the Finance Deparment

KVK administrative staff: Dovilė Asauskaitė – Quality Centre Specialist; Julija Šešeika – Project Manager; Guoda Giedraitytė – Studies and Career Centre Specialist.

KVK lecturers: Lina Pudžiuvelytė-Plienienė.

KVK students: Nojus Kniukšta – President of the Student Union.

Map of stakeholders

The main external stakeholders involved in KVK's transition to sustainable operations are as follows:

- Klaipėda City Council – supports regional sustainability strategies, urban development and environmental initiatives; a potential partner in joint green projects.

- Local industry and employers (logistics, maritime transport, manufacturing, healthcare providers) – help to align vocational training programmes with the demand for green skills and offer work placement opportunities focused on sustainable practices.

• The Klaipėda Seaport Authority and representatives of the maritime sector – key stakeholders in the region's strong maritime economy; interested in decarbonisation, green logistics and sustainable transport solutions.

• Waste management and recycling companies (KRAC) – potential partners seeking to improve waste sorting on the university campus, implement circular economy practices and organise training for students.

• Energy and utility providers ('Klaipėdos energija', 'Ignitis') – key partners in the transition to renewable energy sources and in improving energy efficiency on the university campus.

• Environmental NGOs and sustainability organisations – provide expert knowledge, training and support for awareness-raising activities and eco-friendly initiatives.

• Other higher education and research institutions (Klaipėda University, Lithuanian Maritime Academy) – collaboration on research, innovation and the exchange of best practice in the field of sustainability education.

Initial Vision

To become the leading centre for sustainable professional competence in Western Lithuania by strengthening modern infrastructure, promoting eco-friendly innovation through research and development, and ensuring paperless and energy-efficient operations by 2029.

Section 2 Taking stock: Where are we now?

Audit of study programmes and work placement

Environmental topics are already integrated into several of our programmes and courses. These cover topics relating to sustainability, the circular economy, waste reduction, energy efficiency and responsible business practices.

Study programmes

In the field of engineering and technology, topics relating to the green transition are covered in the Automotive Engineering programme, which focuses on electric vehicles and alternative fuels, in the Electrical and Automation Engineering programme – on solar energy and renewable energy sources; and in the Smart Building Engineering Systems and Construction Engineering programmes, where the emphasis is on energy efficiency and sustainable engineering solutions.

In the field of Health and Life Sciences, sustainability principles are integrated into the Dietetics and Food Technology programmes, which examine sustainable food production processes, healthy environments and responsible consumption.

In the Social Sciences and Business streams, environmental topics are also becoming an important part of the curriculum. The Social Work programme covers social services for sustainable development; the Accounting and Finance programme covers corporate social responsibility and business ethics; the Logistics Management programme covers sustainable logistics; and the Organisational Management programme covers sustainable organisational development and the principles of responsible management.

Work placements

During work placements, we use the 'Sustainable Engineering Solutions' laboratory, which is equipped with a heat pump system complete with monitoring and control equipment, a solar power plant, a low-capacity wind turbine, energy storage equipment and an electric vehicle charging station integrated into the smart grid.

These facilities are used in practical sessions, during which students carry out energy monitoring, system optimisation, the integration of renewable energy and the analysis of energy efficiency.

This helps to develop green skills, such as sustainable energy management, the design of renewable energy systems and data-driven decision-making.

Graduates' green skills

Our graduates already possess a considerable range of skills relating to sustainability. They understand the key principles of sustainability, such as energy efficiency, renewable energy and sustainable production. They are also able to apply 'green' technologies in practice, for example, working with solar energy systems, maintaining electric vehicles or using alternative fuels. Graduates possess knowledge of sustainable practices across various sectors – including construction, logistics, the food industry and social services. Furthermore, they demonstrate greater awareness of environmental impact, social responsibility, ethics and sustainable development, and possess basic skills in resource efficiency and waste reduction.

However, some key green skills are still lacking or are not sufficiently developed. One of the most important areas is systems thinking, which involves an understanding of the entire life cycle of a product or service and its cross-sectoral impacts. There is also a lack of data analysis and measurement skills relating to the assessment of carbon footprints, ESG indicators or environmental impact. There is a clear need to strengthen interdisciplinary collaboration skills and sustainability leadership – the ability to initiate and implement change within organisations.

Audit of the organisation and its operations

Waste

How waste is currently managed:

KVK complies with the local authority's waste sorting regulations. Containers for sorting paper, plastic and metal are provided in communal areas. Electronic waste, such as old computers or laboratory equipment, is written off and handed over to certified waste management operators in accordance with state asset management requirements.

At present, the management of organic waste is limited; therefore, one of the key priorities is to reduce the overall volume of waste. KVK is actively seeking to transition to a digital document management system and to reduce paper usage in administrative and academic activities.

Water

Water is supplied to KVK buildings via the town's centralised water supply network. At present, no significant problems, such as systemic leaks or disruptions to the water supply, have been identified. However, some of the older buildings still lack more modern water-saving solutions, such as sensor-operated taps or rainwater harvesting systems.

In future, there are plans to focus more on efficient water use. New infrastructure development projects envisage the installation of more advanced water management solutions, which would help to reduce overall water consumption per student and staff member.

Energy and infrasturcture:

The main source of energy for KVK is the city's district heating and electricity supply network. At the same time, KVK already has elements of renewable energy infrastructure – the Faculty of Technology operates a solar power plant and a small wind turbine, both integrated into the 'Sustainable Engineering Solutions' laboratory. These facilities are used both for energy generation and for students' practical training.

However, the current infrastructure of some of the buildings is not sufficiently energy-efficient – significant heat loss is recorded in the buildings. Therefore, one of the most important strategic priorities is the construction of a new, high-energy-efficiency extension at 10 Bijūnų Street and the modernisation of the infrastructure, with the aim of reducing energy consumption and environmental impact.

Transport

The KVK faculties are located in the city of Klaipėda, making them easily accessible by public transport. The city's bus network provides good transport links, and some of the public transport vehicles are already electric, thereby helping to reduce pollution.

Bicycle racks have been installed at the faculties to encourage more sustainable travel. The Faculty of Technology also has an electric vehicle charging point, which is used by staff and the wider community.

One of the current challenges is that the faculties are located in different parts of the city, which means that some staff and students travel between them by car. Plans to consolidate the infrastructure into a single KVK building in the future (the three faculties are currently located in different parts of the city) would help reduce the need for transport and promote more sustainable mobility.

Awareness

Environmental protection and sustainability are already being integrated into study programmes through modules such as 'Sustainable Organisational Development', 'Business Ethics' and subjects in the fields of technology and engineering. Students are introduced to the principles of responsible resource use, energy efficiency and sustainable development.

KVK also participates in regional initiatives and organises events related to sustainability and sustainable engineering. In its administrative operations, the Centre implements an internal 'paperless office' initiative, which aims to promote the responsible use of resources and raise staff awareness of environmental issues.

Section 3 Identifying opportunities: What can we do?

Opportunities within study programmes

Based on the analysis carried out, the KVK sees significant opportunities to integrate green transition themes more widely into the study process and practical activities. One of the most promising avenues is the updating of existing modules to incorporate more sustainability themes. For example, subjects in business, management, logistics or engineering could explore issues such as the circular economy, ESG principles, energy efficiency, sustainable production and responsible consumption in greater depth.

There is also significant value in project-based and practical learning models. KVK could organise interdisciplinary projects or 'hackathon'-style activities aimed at solving real-world environmental problems, for example:

- the development of energy-saving solutions;
- waste reduction initiatives;
- the development of sustainable transport or logistics models;
- ideas for smart cities and green infrastructure.

Such activities would foster students' creativity, teamwork skills and the practical application of sustainability principles.

Another important opportunity is the development of short 'green skills' courses or modules for students and workers in the region. The greatest need is currently seen in the following areas:

- the fundamentals of renewable energy;
- electric vehicle technologies;
- assessment of carbon footprints and ESG indicators;
- sustainable business management;
- green digitalisation;
- energy efficiency solutions in industry and the services sector.

Such courses would strengthen the KVK's role in the region as an institution that contributes to the green transition and the development of the skills required by the labour market.

Institutional and operational opportunities

- An administration based on the 'digital-first' principle, aimed at reducing paper consumption, is one of the key opportunities.

- Water: We could consider installing water-saving sensor-operated taps in the new extension of the institution at 10 Bijūnų Street. This would ensure long-term sustainability and reduce utility costs, as students would be concentrated in one location.

- Energy and infrastructure: The greatest opportunity lies in a project to replace lighting with LED bulbs across all existing faculties. Furthermore, as KVK already has a small solar power plant, there is an opportunity to expand it or carry out a professional energy audit (similar to the case study in section 4.5) to identify further savings potential before completing the move to the new building.

- Transport: To support the transition to a centralised academic building, we can improve the infrastructure for sustainable mobility. This includes installing secure, covered cycle parking spaces and charging points for electric scooters to encourage students to use sustainable transport.

- Awareness: We are focusing on student initiatives. We can launch a 'Green Suggestions Box'. This will allow students to put forward their own sustainability ideas, and the best projects will receive awards or funding for implementation.

Feasibility

- **'Green' student ambassadors and a suggestion box:**

Why: this is highly feasible as it provides an opportunity for current students to take the lead. It requires a very small budget (for prizes and awards) and relies on student enthusiasm rather than expensive equipment.

- **Switching to LED lighting:**

Why: This is a clear-cut technical project with a set budget (€10,000) that delivers quick results by reducing electricity bills and CO_2 emissions.

- **Modernisation of waste management (recycling bins):**

Why: Installing dedicated recycling bins is a simple physical upgrade that immediately changes behaviour within the institution and helps to comply with the local authority's waste management requirements.

Section 4 Engaging stakeholders: Who will help?

Engagement plan

With a view to contributing to the modernisation of study programmes as part of the transition to a green economy, KVK will collaborate with various external partners, depending on the fields of study, such as engineering, logistics, maritime studies, business, health sciences and social sciences. This collaboration will focus on joint work, consultations and practical learning activities. Key stakeholders and methods of engagement:

- **Local employers** (logistics, manufacturing, the maritime sector, healthcare, business): They will take part in seminars and discussions to help identify new needs for green skills (for example, energy saving in logistics or sustainable business practices). They will also give public lectures and share real-life work examples for teaching purposes.

- **Klaipėda Port Authority and maritime sector partners**: They will introduce students to opportunities in green logistics, greener transport and sustainable port operations. The collaboration will include seminars, company visits and student project work.

- **Klaipėda City Council**: It will help ensure that study programmes align with local sustainability plans and urban development objectives. It may also participate in meetings to review study programmes.

- **Waste management and recycling companies**: They will support practical learning about recycling and the circular economy. Activities will include study visits, student projects and seminars.

- **Energy suppliers and infrastructure partners**: They will share their knowledge on renewable energy, energy efficiency and sustainable buildings. In addition, they will contribute to teaching by providing technical support.

- **NGOs and environmental organisations**: these will help raise awareness and support education on sustainability. They may also help to develop optional courses and extracurricular activities.

General methods of cooperation. Cooperation will take place through seminars, advisory groups, meetings with sector experts, work placements and student projects integrated into study programmes that are linked to real-world practice.

Student engagement:

Students will be active participants in the sustainable development process, rather than merely learners. They will contribute in a number of practical ways:

- Ecology Club / 'Green' Ambassadors: students will lead or join the Ecology Club, put forward eco-friendly ideas and help improve sustainability at the college.

- Sustainability audits: students will help assess how the college uses energy, manages waste and reduces paper consumption, and will suggest improvements.

- Learning projects: students will work on real-world sustainability challenges presented by businesses and partners, such as reducing emissions or improving recycling.

- Awareness-raising campaigns: students will organise campaigns on recycling, energy saving and sustainable habits for the entire college community.

- Conferences and other events: students will participate in and organise conferences and other events on sustainability and the environment.

Section 5 From ideas to action: Planning and monitoring

Specific actions

Specific measures are planned to drive forward infrastructure changes related to the green transition. One of the priority areas is reducing energy consumption; therefore, there are plans to replace traditional lighting with energy-saving solutions and to promote more efficient energy use in buildings.

Another key area is improving waste sorting. There are plans to install more recycling bins in communal areas and to raise community awareness of responsible waste management.

Another priority is the creation of a platform for 'green' initiatives, where students and staff could submit proposals for more sustainable solutions within the KVK environment. The best initiatives would be put into practice, thereby increasing community engagement and awareness.

Learning and assessment

Students' acquisition of sustainability skills could be assessed not only through traditional examinations, but also by using participatory and practical assessment methods. One of the key methods could be project-based assessment, in which students tackle real-world sustainability challenges relating to energy saving, waste reduction, sustainable logistics or the application of green technologies. Assessment would take into account not only theoretical knowledge but also the ability to apply sustainability principles in practice, work in a team and propose innovative solutions.

It would also be possible to use a portfolio approach, in which students would compile their projects, practical tasks, reflections and achievements in the field of sustainability. This would allow their competence to be monitored over a longer period.

In addition, the following methods are planned to be used:

- assessment of practical tasks and case studies;
- student self-assessment and reflection;
- feedback from social partners or employers on students' practical skills;
- presentations of the results of interdisciplinary projects.

Such methods would help to better assess the practical application of environmental competencies and encourage students to engage actively with issues relating to the green transition.

Coordination and monitoring

These measures contribute to the KVK's primary objective – to provide a high-quality, practical education that prepares students for the world of work. They also help the KVK to:

- to incorporate more sustainability and green skills into the degree programme
- to collaborate more closely with businesses and partners
- to prepare students for future green jobs
- to become a more modern and responsible higher education institution

The transition to a green economy is therefore part of the process of improving education and adapting it to future needs.

We will assess whether the measures are delivering results by monitoring simple information such as:

- the number of participants in green activities or members of the environmental club
- the number of courses covering sustainability topics
- the number of partner organisations participating in projects or training activities
- the number of student sustainability projects
- participation in audits and events
- the amount of waste recycled or reduced
- electricity consumption

Action plan summary table

Priority Area (e.g., Waste, Curriculum, Energy)	**Specific action** (What will you do?)	**Lead person/group** (Who is responsible?)	**Supporting stakeholders** (Who will help?)	**Resources needed** (Budget, time, expertise)	**Timeline** (Start and end date)	**Success indicator** (How will you measure it?)
Reducing energy consumption	Replacing traditional light bulbs with energy-saving ones.	Deputy Director of Infrastructure	Property management division	2500 EUR	Jan 2026 - Dec 2026	A reduction in electricity consumption of at least 10%
Creation of a platform for GREEN actions (example: energy-saving proposals) suggestion box.	A proposal submission platform has been developed. Awards for the best proposal submitters.	Lecturers / the INVESTECH WP5 team	All KVK/HEI students and employers.	Prizes – KVK merchandise. Up to 300 EUR	Sept 2026-June 2027	Receive at least 30 proposals and implement 1–2 initiatives
Plans to establish more waste sorting sites (bins) and facilities.	Install more recycling bins	Deputy Director of Infrastructure	Property management division	5000 EUR	Sept 2026 - Sept 2029	At least 10 new recycling stations will be set up by 2029
Raising awareness of sustainability and fostering collaboration	Organize an international scientific and practical conference titled “Sustainable Environmental Development: Innovative Technologies”	Head of Informatics and Biotechnology Department	Social partners, universities, the municipality, and businesses	3000–5000 EUR organizing team, speakers	Jan 2026 - Dec 2026	At least 80 participants, 40 presentations, 5 external partners

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Innovation Vocational Excellence and Sustainability in Tech

D5.2 Action plan for the green transition of VET organizations

May 10, 2026

Organization: Frederick University (FREDU)

PROJECT REF NO. 101143958. ERASMUS-EDU-2023-PEX-COVE

Section 3 Identifying opportunities: What can we do?

The university strategy identifies three primary pillars of opportunity: Technical Innovation, Pedagogical Transformation, and Community Advocacy. In technical terms, Frederick University is capitalizing on the Mediterranean climate in a way that expands solar energy capacity to move toward 100% renewable self-sufficiency. Pedagogy-wise, the "Frederick University Living Lab" represents a major opportunity to transition from theoretical learning to project-based applications where students solve actual sustainability challenges faced by local municipalities or NGOs.

Furthermore, Frederick University sees a significant opportunity to act as a regional hub for "Green Skills" as the university offers professional development programs for university faculty and external partners. Since fostering a "Community of Belonging," is one of the objectives of the university, it can leverage internal diversity to ensure that the green transition is inclusive, focusing on reducing inequalities (SDG 10) alongside environmental goals. These opportunities allow the university to move beyond simple compliance toward a proactive leadership role in the circular economy.

Specific opportunities have also been identified in the digital realm, where the university can leverage AI and data analytics to optimize energy use in its laboratories and studios. With the integration of these smart technologies, Frederick University can reduce operational costs while simultaneously providing engineering students with hands-on experience in managing "smart" green infrastructure. This dual-purpose approach aligns technical maintenance with the university's core educational mission.

Section 4 Engaging stakeholders: Who will help?

Internally, Frederick University's sustainability journey is supported by an inclusive governance model that integrates strategic leadership, academic units, administrative services, and the university community to ensure sustainability principles are embedded across institutional operations. The sustainability journey is driven by a multi-layered governance structure involving the University Council, the Rectorate, and specialized committees like the P²DF (Personal & Professional Development) Board. Students are the most critical stakeholders; through "Green Teams" and the Student Welfare Service, they actively participate in decision-making processes, contribute to sustainability initiatives, and lead campus-wide awareness campaigns. Faculty members also play a vital role, as they are responsible for the delivery of SDG-aligned curricula, the integration of sustainability into teaching practices, and the generation of sustainability-focused research that addresses societal and environmental challenges.

direction from the University's leadership with active engagement from the wider university community, fostering shared ownership and accountability. Supported by institutional governance mechanisms, quality assurance processes, and dedicated sustainability action plans, the University ensures that sustainability remains an integral component of its long-term strategy and organizational culture rather than a collection of isolated initiatives.

Section 2 Taking stock: Where are we now?

Frederick University has successfully completed the first phase of its long-term sustainability vision (2022–2025), which focused on embedding Sustainable Development Goals (SDGs) into the university's core DNA. The current strengths of the university include a high ranking in the Times Higher Education Impact Rankings for SDG 7 (Affordable and Clean Energy) and a robust research output in nature conservation and renewable energy. However, the university recognizes that while the high-level strategy is strong, there is a continuous need to deepen the integration of practical green skills within more traditional vocational curricula.

Currently, the university tracks performance across four dimensions: Research, Education, Operations, and Engagement. Frederick University has identified that while the campus infrastructure is modernizing rapidly, the greatest challenge lies in addressing indirect emissions, such as student and staff commuting. This baseline assessment informs the shift toward more aggressive operational targets and a more participatory, "living lab" approach to education for the 2025–2030 period.

The university also evaluates its waste management systems and water consumption as part of its periodic auditing process. While recycling programs are in place, the data suggests that further infrastructure is needed to handle organic waste and to further reduce single-use plastics across both campuses. These baseline findings serve as the foundation for the specific technical actions outlined in the upcoming phases of the university's green transition.

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Internally, Frederick University's sustainability journey is supported by an inclusive governance model that integrates strategic leadership, academic units, administrative services, and the university community to ensure sustainability principles are embedded across institutional operations. The sustainability journey is driven by a multi-layered governance structure involving the University Council, the Rectorate, and specialized committees like the P²DF (Personal & Professional Development) Board. Students are the most critical stakeholders; through "Green Teams" and the Student Welfare Service, they actively participate in decision-making processes, contribute to sustainability initiatives, and lead campus-wide awareness campaigns. Faculty members also play a vital role, as they are responsible for the delivery of SDG-aligned curricula, the integration of sustainability into teaching practices, and the generation of sustainability-focused research that addresses societal and environmental challenges.

Externally, the university maintains a robust network of collaborators, including the United Nations Sustainable Development Solutions Network (SDSN) and various national government bodies in Cyprus. Frederick University partners with local NGOs for conservation projects (such as LIFE-KEDROS) and collaborates with industry leaders to ensure vocational education and training remains aligned with the evolving needs of the green and digital economy. These partnerships provide the expertise, resources, funding opportunities, and real-world living laboratory environments necessary for the successful implementation of the university's sustainability strategy and action plan.

To further broaden engagement, the university regularly hosts Sustainability Days, public workshops, seminars, and outreach activities that bring together students, staff, local businesses, public authorities, schools, alumni, and civil society organizations to participate in the green transition. Acting as an open knowledge hub, Frederick University ensures that its sustainability initiatives generate positive impacts beyond the campus by supporting regional innovation, community resilience, and sustainable economic development. This stakeholder ecosystem creates a continuous feedback loop in which community needs inform university research, while university innovations contribute practical solutions to local and global sustainability challenges. Through this collaborative approach, the university strengthens long-term partnerships, enhances knowledge exchange, and fosters a shared culture of sustainability that supports the achievement of the Sustainable Development Goals both within the institution and across the wider community.

Section 5 From ideas to action: Planning and monitoring

A structured monitoring and evaluation framework is essential to ensure that sustainability commitments are translated into measurable outcomes and continuous institutional improvement. At Frederick University, monitoring mechanisms are embedded within the University's governance and quality assurance processes, enabling evidence-based decision-making and regular assessment of progress toward strategic sustainability objectives.

Alignment & Monitoring

To ensure accountability, Frederick University has established a systematic internal monitoring process that evaluates progress against 22 specific targets. This includes tracking performance indicators such as kWh of renewable energy produced, the percentage of "green-labeled" courses in the university catalog, and the volume of waste diverted from landfills. The Quality Assurance Service oversees these audits, ensuring that sustainability is not just a peripheral goal but a core metric of institutional excellence.

Learning & Assessment

For curriculum-related actions, the university utilizes competence-based assessment to measure student learning. Rather than relying solely on examinations, Frederick University evaluates green competencies through portfolios, project-based learning, reflective assignments, and the successful completion of Living Lab projects. This participatory monitoring approach ensures that the university can adapt strategies in real time based on feedback from students, faculty, staff, and community partners, maintaining the agility needed to achieve its ambitious 2030 and 2040 milestones.

The university also plans to implement a digital "Green Dashboard" available to all staff and students, providing transparent, real-time data on the institution's environmental performance. This tool will monitor indicators such as energy savings generated through photovoltaic systems, reductions in paper consumption, waste management performance, and other key sustainability metrics, fostering a sense of collective achievement and shared responsibility. By making sustainability data visible and accessible, Frederick University empowers its community to actively contribute to institutional goals while strengthening transparency, accountability, and a culture of continuous improvement.

Sources:

Frederick University. (2025). Sustainability report 2025. https://www.frederick.ac.cy/fu_documents/Sustainability_Report_2025.pdf

Frederick University. (n.d.). Sustainable university. Retrieved July 29, 2026, from Frederick University Sustainable University

Action plan summary table

Priority Area (e.g., Waste, Curriculum, Energy)	**Specific action** (What will you do?)	**Lead person/group** (Who is responsible?)	**Supporting stakeholders** (Who will help?)	**Resources needed** (Budget, time, expertise)	**Timeline** (Start and end date)	**Success indicator** (How will you measure it?)
Energy & Infrastructure	Deployment of Photovoltaic (PV) Units to cover 50-75% of electricity consumption in campus buildings.	Technical Services / Facilities Manager	University Council, Grid Operators, Structural Engineers	PV systems, structural impact studies, capital investment	2024 – 2026 (Rolling completion by building)	80%+ renewable energy use in owned buildings by 2030
Curriculum & Teaching	Curriculum Revision to embed SDGs and sustainability matters across all undergraduate and postgraduate programs.	Academic Committee / Faculty Leads	Students, UNESCO Chair in Lifelong Learning, Employers	Professional development for faculty, curriculum audit tools	Ongoing through 2025	100% of programs featuring sustainability-related courses or modules.
Transport & Operations	Work-from-Home & Remote Learning Policy to minimize physical commuting needs for staff and students.	Human Resources / University Governance	Administrative staff, Faculty, Student Union	Digital collaboration tools (Teams/Zoom), updated HR regulations	Phase two review & expansion in 2024-2025	Reduction in carbon emissions from university-related transport.
Campus Awareness	Frederick University Living Lab" (FULL): Implementing project-based, participatory learning through community partnerships.	FULL Initiative Coordinators	NGOs, local municipalities, student "Green Teams"	Partnership agreements, project budgets, field kits	Ongoing (Active in 2025)	Number of community-linked sustainability projects completed annually.

04 ACTION PLAN SUMMARY TABLES

SOSTMI – SLOVAKIA

The Action Plan of the Secondary Vocational Technical School in Michalovce (SOSTMI) focuses on three priority areas: energy efficiency, curriculum updating, and awareness-raising. The school aims to promote energy efficiency and the use of renewable energy sources through a major investment project (€3.7 million) to upgrade its main building to ultra-low energy standards. In parallel, the curriculum will be updated by integrating green topics into technical subjects, with a target of revising 10 school educational programmes by June 2027. Awareness activities will be coordinated by an environmental education coordinator, with a goal of organising at least five ecological activities involving both teachers and students by December 2027. The plan is built on existing strengths, including previous student-led energy audits and practical workshops, and emphasises participatory involvement of teachers, students, and external partners.

Priority Area (e.g., Waste, Curriculum, Energy)	**Specific action (What will you do?)**	**Lead person/group (Who is responsible?)**	**Supporting stakeholders (Who will help?)**	**Resources needed (Budget, time, expertise)**	**Timeline (Start and end date)**	**Success indicator (How will you measure it?)**
Energy	Promoting energy efficiency and the use of renewable energy sources	Project team	EU and regional goverment	3 736 552,54 EUR	Mar 2025 - Dec 2026	inclusion of the building in the ultra-low energy building category
Curriculum	Updating school educational programs	Teachers of professional subjects	Environmental education coordinator	no	Sept 2026 – Jun 2027	10 updated school education programs
Awareness	Ecological activities	Environmental education coordinator	Teachers and students	no	Sept 2026 – Dec 2027	5 ecological activities

SAEK GLYFADAS – GREECE

The Action Plan of the Experimental Vocational Training Institute (SAEK) of Glyfada builds on an existing Green Policy adopted in 2021 and focuses on four thematic areas: waste management, awareness, sustainable beauty practices, and food sustainability. The plan establishes a "Green Team" to coordinate activities and install recycling stations, aiming for a 30% improvement in waste separation. An annual "Green Day" will engage 200 participants, while the Beautician speciality will implement monitoring to reduce disposable materials by 20%. The Pastry speciality will monitor food waste in laboratories, targeting a 15% reduction. The plan is designed to be implemented without changes to the official national curriculum, relying on extracurricular activities and partnerships with local businesses, municipalities, and NGOs. Success will be measured through participation numbers, waste reduction data, and the number of completed activities.

Priority Area (e.g., Waste, Curriculum, Energy)	**Specific action (What will you do?)**	**Lead person/group (Who is responsible?)**	**Supporting stakeholders (Who will help?)**	**Resources needed (Budget, time, expertise)**	**Timeline (Start and end date)**	**Success indicator (How will you measure it?)**
Waste Management	Install recycling stations	Green Team	Municipality & recycling company	Recycling bins & posters	May 2026 – Feb 2027	30% waste separation improvement
Awareness	Organize annual Green day	Erasmus+ Team	NGOs & local businesses	Event materials	May	200 participants
Sustainable Beauty	Reduce disposable materials	Beautician instructors & students	Eco-cosmetics companies	Monitoring sheets	Oct 2026 – May 2027	20% reduction
Food Sustainability	Monitor food waste in laboratories	Pastry specialty	Local bakery partners	Waste measurement forms	May – June 2026	15% reduction in food waste

TUES – BULGARIA

The Technological School "Electronic Systems" (TUES) in Sofia proposes an Action Plan centred on four priorities: curriculum integration, awareness, innovation and skills, and waste management. The plan builds on the school's strong tradition of project-based learning and industry partnerships, including the successful 2023 hackathon "Develop for the Environment." Curriculum actions focus on integrating sustainability topics into ICT and AI modules by December 2026. An Info Day on the green transition will be organised for the school community, targeting at least 50 participants. Green-themed hackathons and project-based activities will be expanded, with a goal of producing at least three sustainability-focused student projects. Finally, waste separation and electronic waste management practices will be improved, with measurable indicators including updated modules, participant numbers, and improved recycling engagement.

Priority Area (e.g., Waste, Curriculum, Energy)	**Specific action (What will you do?)**	**Lead person/group (Who is responsible?)**	**Supporting stakeholders (Who will help?)**	**Resources needed (Budget, time, expertise)**	**Timeline (Start and end date)**	**Success indicator (How will you measure it?)**
Curriculum	Integrate sustainability and green transition topics into ICT and AI modules.	Milen Spasov	Teachers, TU-Sofia, industry partners	Training materials, expert support, workshops	March 2026 – December 2026	Updated learning modules and student participation.
Awareness	Organise Info Day on Green Transition for the school community.	Polina Dudeva	Students, parents, NGOs	Communication materials, event logistics	April 2026 – October 2026	At least 50 participants and positive feedback.
Innovation & Skills	Organise green-themed hackathons and project-based learning activities.	Kaloyan Angelov	Industry mentors, alumni community	Technical equipment, mentoring support	May 2026 – December 2026	Minimum 3 sustainability-focused student projects.
Waste & Sustainability	Improve waste separation and electronic waste management practices.	Green Team	School staff, local partners	Waste bins, awareness campaigns	September 2026 – December 2026	Improved recycling practices and student engagement.

KVK – LITHUANIA

Klaipėda State University of Applied Sciences (KVK) proposes a comprehensive Action Plan addressing energy consumption, green initiatives, waste sorting, and awareness-raising. The plan includes replacing traditional lighting with energy-saving LEDs (targeting a 10% reduction in electricity consumption), establishing a proposal submission platform to gather green ideas from students and staff, installing more recycling bins (at least 10 new stations by 2029), and organising an international conference on sustainable environmental development with at least 80 participants. KVK already possesses significant green infrastructure, including a solar power plant and a wind turbine in its "Sustainable Engineering Solutions" laboratory, which will continue to serve as a living lab for student learning. The plan emphasises student participation through a "Green Ambassadors" initiative and a proposals box, ensuring bottom-up engagement alongside top-down strategic direction.

Priority Area (e.g., Waste, Curriculum, Energy)	**Specific action (What will you do?)**	**Lead person/group (Who is responsible?)**	**Supporting stakeholders (Who will help?)**	**Resources needed (Budget, time, expertise)**	**Timeline (Start and end date)**	**Success indicator (How will you measure it?)**
Reducing energy consumption	Replacing traditional light bulbs with energy-saving ones.	Deputy Director of Infrastructure	Property management division	2500 EUR	Jan 2026- Dec 2026	A reduction in electricity consumption of at least 10%
Creation of a platform for GREEN actions (example: energy-saving proposals) suggestion box.	A proposal submission platform has been developed. Awards for the best proposal submitters.	Lecturers/the INVESTECH WP5 team	All KVK/HEI students and employers.	Prizes – KVK merchandise. Up to 300 EUR	Sept 2026-June 2027	Receive at least 30 proposals and implement 1–2 initiatives
Plans to establish more waste sorting sites (bins) and facilities.	Install more recycling bins	Deputy Director of Infrastructure	Property management division	5000 EUR	Sept 2026 Sept - 2029	At least 10 new recycling stations will be set up by 2029
Raising awareness of sustainability and fostering collaboration	Organize an international scientific and practical conference titled “Sustainable Environmental Development: Innovative Technologies”	Head of Informatics and Biotechnology Department	Social partners, universities, the municipality, and businesses	3000–5000 EUR organizing team, speakers	Jan 2026- Dec 2026	At least 80 participants, 40 presentations, 5 external partners

FREDU - CYPRUS

Frederick University presents a highly ambitious, long-term Action Plan aligned with its "Race to Zero" commitment. The plan targets a 55% carbon footprint reduction by 2030 and net-zero emissions by 2040. Four priority areas are addressed: energy and infrastructure (deployment of PV units to cover 50-75% of electricity consumption), curriculum and teaching (embedding SDGs in 100% of programmes), transport and operations (remote working/learning policy to reduce commuting emissions), and campus awareness (the "Frederick University Living Lab" – FULL – for project-based community partnerships). The university has established a multi-disciplinary Sustainability Committee and a robust monitoring framework with 22 specific targets. Progress is tracked through measurable indicators including renewable energy use, number of green-labelled courses, and community-linked projects completed annually. The plan reflects a holistic, institution-wide approach that integrates research, education, operations, and engagement.

Priority Area (e.g., Waste, Curriculum, Energy)	**Specific action (What will you do?)**	**Lead person/group (Who is responsible?)**	**Supporting stakeholders (Who will help?)**	**Resources needed (Budget, time, expertise)**	**Timeline (Start and end date)**	**Success indicator (How will you measure it?)**
Energy & Infrastructure	Deployment of Photovoltaic (PV) Units to cover 50-75% of electricity consumption in campus buildings.	Technical Services / Facilities Manager	University Council, Grid Operators, Structural Engineers	PV systems, structural impact studies, capital investment	2024 – 2026 (Rolling completion by building)	80%+ renewable energy use in owned buildings by 2030.
Curriculum & Teaching	Curriculum Revision to embed SDGs and sustainability matters across all undergraduate and postgraduate programs.	Academic Committee / Faculty Leads	Students, UNESCO Chair in Lifelong Learning, Employers	Professional development for faculty, curriculum audit tools	Ongoing through 2025	100% of programs featuring sustainability-related courses or modules.
Transport & Operations	Work-from-Home & Remote Learning Policy to minimize physical commuting needs for staff and students.	Human Resources / University Governance	Administrative staff, Faculty, Student Union	Digital collaboration tools (Teams/Zoom), updated HR regulations	Phase two review & expansion in 2024-2025	Reduction in carbon emissions from university-related transport.
Campus Awareness	Frederick University Living Lab" (FULL): Implementing project-based, participatory learning through community partnerships.	FULL Initiative Coordinators	NGOs, local municipalities, student "Green Teams"	Partnership agreements, project budgets, field kits	Ongoing (Active in 2025)	Number of community-linked sustainability projects completed annually.

05 CONCLUSIONS

Conclusions

The five Action Plans developed within the INVESTECH consortium demonstrate a shared commitment to the green transition of VET organisations across Europe, while also reflecting the diverse institutional contexts, capacities, and priorities of the partner countries.

A common thread running through all plans is the emphasis on participatory approaches and stakeholder engagement. Each organisation recognises that the green transition cannot be achieved through top-down directives alone; it requires the active involvement of learners, teachers, administrative staff, and external partners such as employers, municipalities, and NGOs. This participatory philosophy, which is at the core of the INVESTECH Handbook (D5.1), is consistently translated into practice through the establishment of Green Teams, student-led initiatives, and multi-stakeholder partnerships.

The plans also reveal a balance between infrastructure investments and educational innovation. While some organisations, such as SOSTMI (Slovakia) and Frederick University (Cyprus), are pursuing large-scale energy efficiency and renewable energy projects, others, such as SAEK Glyfadas (Greece) and TUES (Bulgaria), are focusing more on curriculum integration, awareness campaigns, and project-based learning. KVK (Lithuania) combines both approaches, upgrading its physical infrastructure while simultaneously strengthening student participation and institutional awareness. This diversity reflects the flexibility of the INVESTECH methodology, which encourages each organisation to identify and prioritise actions that are feasible and relevant to its specific context.

Waste management, water conservation, sustainable transport, and awareness-raising are addressed across all plans, albeit with different emphases. Waste separation and recycling initiatives appear in every plan, while transport measures range from promoting cycling (SOSTMI) to implementing remote working policies (Frederick University). Awareness activities are consistently prioritised, with organisations organising Green Days, Info Days, hackathons, conferences, and ongoing campaigns to embed sustainability into the institutional culture.

The summary tables provided for all five plans offer a valuable comparative tool. They demonstrate that while the specific actions, timelines, and resource requirements vary, the overall objectives are somehow similar: reducing environmental footprints, equipping learners with green skills, fostering partnerships, and strengthening institutional green adaptation and resilience.

These Action Plans, if implemented represent a significant step forward in the green transition of the specific VET and training organisations that will guide the partnership's organisations and potentially others in each partner country. The

methods, tools and steps are plenty but there is one common need to be addressed: the success of each Action Plans relies a lot on learners' commitment, collective responsibility and adaptation of the practices proposed. In parallel schools' trainers and policy making organisations should be adaptive in always ensuring that they follow the innovative green and sustainable new technologies, are up to date regarding the green literature on different fields, have strong relations with practitioners of sustainable development and are ready to modify the curricula accordingly. Finally, the wider stakeholders (e.g. the business sector, the policy makers and the regional/national authorities) should always provide opportunities (e.g. funding and/or guidelines) for the further green empowerment and transformation of the VET organisations while being in close collaboration with them.



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