



VETInnovate

Transformation of VET Centres to become
regional leaders of inclusive, sustainable
and digital skills ecosystems

PILLAR 8: BUILDING GREEN SKILLS IN THE FIELD OF MANUFACTURING, AUTOMOTIVE, ROBOTICS AND ENERGY



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Executive Summary

This initiative focuses on strengthening the integration of green skills within Vocational Education and Training (VET) centres, particularly in key industrial sectors such as manufacturing, automotive, robotics, and energy. Its main purpose is to support the transition toward a climate-neutral economy by ensuring that learners acquire both technical and sustainability-related competences relevant to modern industry demands.

The main objectives are to:

- integrate green competences into VET curricula across technical disciplines;
- align vocational training with the requirements of the green and digital transition;
- promote environmental awareness and sustainable practices among learners and educators;
- strengthen cooperation between VET providers and industry stakeholders to ensure labour market relevance.

The approach is based on a combination of qualitative and analytical methods. It includes a review of European policies and sustainability frameworks, consultation with educators and industry experts, and the collection of data through questionnaires and interviews. Additionally, workshops and collaborative sessions were organised to identify skills gaps and good practices in green education. Comparative analysis of existing VET models was also used to support evidence-based conclusions.

The findings highlight that green skills are no longer optional but essential across all technical fields. There is a clear need to embed sustainability principles—such as energy efficiency, circular economy, and resource management—into all VET programmes, not only those directly related to environmental sectors. The results also show that industry increasingly demands graduates who are both technically skilled and environmentally responsible. Furthermore, successful implementation depends on teacher training, updated curricula, and the development of a strong sustainability culture within VET centres.

Overall, the initiative confirms that integrating green skills into VET is a critical step toward preparing a workforce capable of supporting Europe's green and digital transformation.

1. Introduction

This Pillar focuses on responds to the ongoing green transition that is reshaping Europe's economy and industrial landscape. As industries move toward more sustainable and climate-neutral models, VET centres are expected to play a key role in preparing a workforce equipped with both technical expertise and environmental awareness.

The scope of this pillar covers key industrial sectors undergoing significant transformation, including manufacturing, automotive, robotics, and energy. These sectors are central to Europe's economic development and are also among the most affected by the shift toward decarbonisation, digitalisation, and resource efficiency. As such, integrating green competences into training programmes is essential to ensure that learners are prepared for current and future labour market needs.



The purpose of this pillar is to guide VET institutions in embedding sustainability principles into technical education. This includes promoting environmental responsibility, energy efficiency, and sustainable resource management within all relevant training pathways. Rather than being limited to specialised “green” programmes, these competences must become a mainstream component of all VET curricula. Whether learners are training in robotics, automotive repair, or advanced manufacturing, they should develop a clear understanding of circular economy principles, efficient use of resources, and environmentally responsible practices.

Ultimately, this pillar aims to support the development of a skilled workforce capable of contributing to a climate-neutral economy, while ensuring that VET systems remain relevant, modern, and aligned with Europe’s sustainability goals.

1.1 Green Skills in VET

Green skills in Vocational Education and Training (VET) refer to the integration of environmental sustainability competences into technical and vocational learning pathways. This approach is fully aligned with the Erasmus+ priorities on green transition, skills development, and labour market relevance, ensuring that learners acquire both job-specific technical abilities and transversal competences needed for a climate-neutral and resource-efficient economy.

In the context of the European Green Deal and Erasmus+ priority on environmental sustainability, industries such as manufacturing, automotive, robotics, and energy are undergoing profound transformations driven by decarbonisation, digitalisation, and circular economy principles. VET systems are therefore required to respond by systematically embedding green competences into curricula, training methodologies, and institutional practices.

At its core, building green skills contributes directly to the Erasmus+ objective of future-oriented skills development, by fostering competences such as energy efficiency, waste reduction, sustainable resource management, eco-design, and responsible use of emerging technologies. These competences enable learners to understand the environmental impact of industrial processes and to actively contribute to sustainable production systems.

From a methodological perspective, this aligns with Erasmus+ priorities on innovation in education and work-based learning, as it requires the continuous updating of curricula, modernisation of training infrastructure, and the use of project-based and experiential learning approaches. Learners engage in real-world sustainability challenges, such as electric mobility systems, renewable energy solutions, and energy-efficient production processes, ensuring strong alignment with labour market needs.

The approach also supports the Erasmus+ priority on cooperation between education and industry, as effective implementation depends on strong partnerships between VET providers, companies, and sector organisations. This ensures that training content remains relevant to emerging technologies and evolving occupational profiles.

Equally important is the contribution to the Erasmus+ priority on inclusion and institutional development, through the promotion of a sustainability culture within VET institutions. This includes environmentally responsible campus operations,



inclusive access to green learning opportunities, and continuous professional development for teachers in both technical and sustainability-related competences.

Overall, the integration of green skills in VET represents a strategic contribution to the Erasmus+ vision of a more inclusive, innovative, and sustainable European education and training area. It strengthens employability, supports innovation capacity, and ensures that vocational education plays a central role in Europe's green and digital transition.

2. Scope of the Pillar

The scope of green skills in Vocational Education and Training (VET) within the fields of manufacturing, automotive, robotics, and energy covers the integration of sustainability competences across both curricula and training practices. It addresses how VET systems can respond to the evolving needs of a green and digital economy by preparing learners with relevant technical and environmental skills.

This scope includes the development of transversal green competences applicable to all technical pathways. Learners are expected to acquire knowledge and practical abilities related to energy efficiency, sustainable resource management, circular economy principles, and eco-friendly production processes. These competences are embedded not as separate modules, but as integral elements of vocational training in each sector.

In manufacturing, the scope focuses on sustainable production methods, waste reduction, eco-design, and efficient use of materials and energy. In the automotive sector, it includes electric mobility, battery technologies, alternative fuels, and environmentally responsible maintenance practices. In robotics and automation, the emphasis is on using smart systems to optimise energy consumption and reduce industrial waste. In the energy sector, it covers renewable energy technologies such as solar, wind, and hydrogen, as well as energy management and efficiency systems.

The scope also extends to pedagogical and institutional transformation within VET centres. This includes updating curricula, improving training equipment, and adopting modern teaching approaches such as project-based and problem-based learning focused on real sustainability challenges. It also involves continuous professional development for teachers to ensure they are equipped to deliver green competences effectively.

Furthermore, the scope encompasses the development of a sustainability culture within VET institutions, promoting environmentally responsible practices in daily operations, including energy saving, waste management, and digitalisation. Overall, the scope of this pillar is both educational and systemic, aiming to ensure that VET institutions become key drivers of the green transition by aligning training provision with the needs of sustainable industries and future labour markets.

3. Why Green Skills Matters in VET



Green skills are essential in Vocational Education and Training (VET) because they prepare learners for practical jobs in industries that are actively adapting to climate change, environmental regulations, and sustainable development goals.

➤ Meeting labour market demand

Many sectors such as construction, manufacturing, transport, agriculture, and energy are now required to follow stricter environmental rules. This creates demand for workers who can apply skills like installing energy-efficient systems, managing waste properly, and using eco-friendly materials in real job settings.

➤ Supporting the green transition

Governments and industries are shifting toward low-carbon economies. VET programs that include green skills ensure that graduates are not only aware of sustainability goals but are also able to implement them directly in workplaces, such as using renewable energy technologies or sustainable production methods.

➤ Improving employability across sectors

Green skills are no longer limited to environmental jobs. They are increasingly required in everyday occupations like electricians installing solar panels, plumbers using water-saving systems, or logistics workers optimizing fuel efficiency. This makes learners more competitive in the job market.

➤ Increasing efficiency and reducing costs

Workers trained in green practices help companies reduce energy use, minimize waste, and manage resources more effectively. This leads to lower operational costs and improved environmental performance for businesses.

➤ Driving practical innovation

In VET settings, green skills encourage trainees to think about better ways of doing tasks—such as reducing emissions in production processes or designing more sustainable workflows.

➤ Supporting global sustainability goals

By integrating green skills, VET systems contribute to international objectives like the Sustainable Development Goals (SDGs) and global climate action efforts.

In conclusion, green skills make VET more practical, industry-relevant, and aligned with the needs of a sustainable future economy.

4. Key Dimensions of Building Green Skills for VET centres

Building green skills in Vocational Education and Training (VET) is a multidimensional process that integrates sustainability into technical education, teaching practices, and institutional culture. It ensures that learners are prepared to contribute effectively to a climate-neutral and resource-efficient economy across sectors such as manufacturing, automotive, robotics, and energy.

Dimension A. Environmental Awareness & Climate Literacy

Learners understand:

- Climate change causes and impacts
- Environmental impact of industrial activities
- Carbon footprint concepts in technical processes
- Regulatory and sustainability frameworks (EU Green Deal, etc.)



Dimension B. Energy Efficiency & Management

Focus on reducing energy consumption in technical systems:

- Efficient use of machinery and equipment
- Energy auditing basics
- Smart energy systems and monitoring
- Optimization of production processes.

Dimension C. Circular Economy Competences

Shift from “take–make–waste” to reuse-oriented systems:

- Repair, reuse, remanufacturing principles
- Waste reduction and material recovery
- Product lifecycle thinking (eco-design basics)
- Sustainable supply chain awareness.

Dimension D. Sustainable Technical Practices

Integration of green methods into daily technical work:

- Low-emission manufacturing techniques
- Eco-friendly automotive maintenance (e.g., EV servicing practices)
- Sustainable robotics design and operation
- Safe handling and reduction of hazardous materials.

Dimension E. Green Digital & Smart Technologies

Use of digital tools to support sustainability:

- IoT and sensors for energy/resource monitoring
- AI-driven optimization of industrial processes
- Digital twins for sustainable production planning
- Smart grids and automation systems in energy sectors.

Dimension F. Resource Efficiency & Material Management

Efficient use of raw materials and inputs:

- Minimizing waste in production processes
- Sustainable sourcing of materials
- Water and material conservation techniques
- Substitution with eco-friendly alternatives.



5. Self-Assessment Dimensions

Green skills in VET are increasingly supported through structured evaluation and improvement tools such as the VETINNOVATE self-assessment tool. This tool helps VET centres assess how well they integrate sustainability into their teaching and institutional practices.

It uses practical indicators to measure the development of green skills across different areas. These include how sustainability topics are included in the curriculum, the use of digital and innovative teaching methods, and the availability of modern infrastructure and advanced technologies that support green learning.

The tool also examines the training and readiness of educators to deliver sustainability-focused education, as well as the use of inclusive learning resources that ensure all learners can access green skills training. In addition, it highlights opportunities for lifelong learning and the recognition of skills through micro-credentials.

Overall, this approach ensures that VET institutions not only teach green skills but also continuously improve how they prepare learners for a sustainable and environmentally responsible workforce.

The following dimensions provide the conceptual structure behind the self-assessment tool:

- A. Environmental Awareness & Climate Literacy
- B. Energy Efficiency & Management
- C. Circular Economy Competences
- D. Sustainable Technical Practices
- E. Green Digital & Smart Technologies
- F. Resource Efficiency & Material Management

Together, these dimensions and indicators provide a practical picture of institutional green skills maturity while remaining connected to the wider transformation framework described in this chapter.

6. Self-Assessment Statements

VET centres can use the following statements to reflect on how far green skills are integrated into teaching, training, and institutional operations.



VET centres can use the following statements to reflect on their current level of green skills integration and sustainability transformation.

These statements are designed as broad reflection prompts aligned with key dimensions of green skills development. In the VETINNOVATE platform, these areas are operationalised through more specific indicators and scoring items that capture observable aspects of sustainable institutional practice, such as curriculum content, workshop procedures, resource use, and industry engagement.

The statements should therefore be interpreted as a complementary tool to support discussion and reflection, rather than as a direct scoring instrument.

Institutional Strategy and Governance

- Our institution has a documented sustainability or green skills strategy aligned with institutional priorities and reviewed periodically.
- Responsibilities for integrating green skills and sustainability practices are clearly defined within the organisation.

Integration of Green Skills in Vocational Programmes

- Green skills are systematically integrated into vocational curricula through learning activities, practical training, and assessment methods.
- Where relevant, recognised frameworks or standards related to sustainability (e.g., green competences, environmental standards) are used to guide curriculum design.
- Learners are exposed to practices and technologies relevant to the green transition, such as renewable energy systems, energy-efficient processes, sustainable construction methods, or low-impact production techniques.

Green Pedagogy and Learning Innovation

- Sustainability-related topics are regularly integrated into teaching, assessment, and project-based learning activities.
- Trainers apply pedagogical approaches such as problem-based learning, project-based learning, or real-world sustainability challenges.
- Practical and work-based learning includes tasks that reflect environmentally responsible practices and decision-making.



Sustainable Infrastructure and Learning Environments

- The institution promotes energy efficiency and environmentally responsible use of facilities, including workshops and training spaces.
- Equipment and technologies used in training reflect current green industry practices.
- Measures are in place to reduce environmental impact (e.g., energy use, emissions, waste generation).

Resource Efficiency and Circular Practices

- Training programmes include elements related to resource efficiency, waste reduction, and circular economy principles.
- Learners develop the ability to use materials efficiently and apply reuse, repair, and recycling practices in vocational contexts.
- Workshop activities reflect sustainable material management and responsible consumption.

Trainer Competence and Staff Development

- Trainers have received training that enables them to effectively integrate green skills and sustainability concepts into teaching and assessment.
- Staff participate in continuous professional development related to sustainability, green technologies, and environmentally responsible practices in their sector.

Lifelong Learning and Green Upskilling

- The institution offers opportunities for continuous upskilling and reskilling in green skills, including flexible or modular learning formats.
- Short training modules or micro-credentials in sustainability-related areas are recognised and can contribute to broader qualification pathways.

Industry Collaboration for Green Skills

- The institution collaborates with companies and sector organisations to identify emerging green skills needs.



- Industry partners contribute to the design, updating, or delivery of training programmes related to sustainability and the green transition.

Monitoring and Continuous Improvement

- Data from training outcomes, sustainability practices, or feedback mechanisms is used to evaluate and improve green skills integration.
- Sustainability initiatives are regularly reviewed and adjusted based on evidence, environmental targets, and labour market developments.

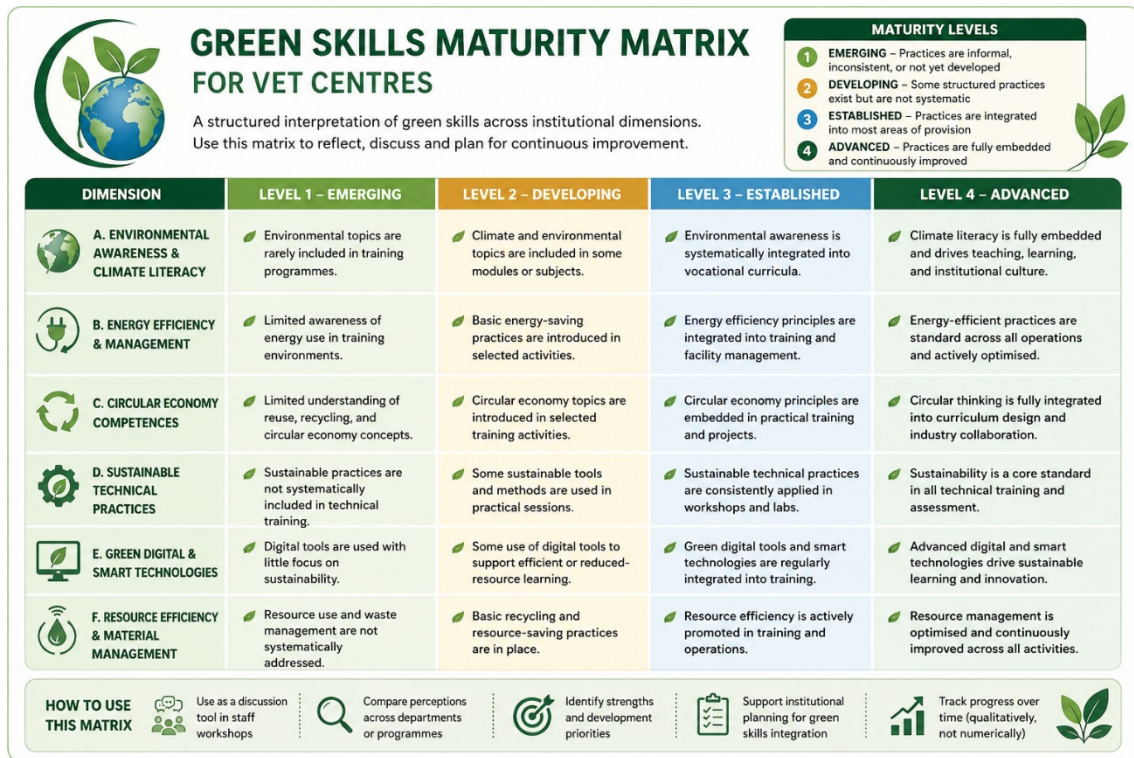
Inclusion and Accessibility in Green Skills

- Green skills learning opportunities are accessible to learners with diverse backgrounds, abilities, and prior knowledge.
- Training promotes inclusive participation in the green transition, ensuring all learners can engage with sustainability-related competences.

These statements should be considered together with the Green Skills Maturity Matrix. While individual statements focus on specific aspects of sustainability integration, they collectively contribute to a broader understanding of institutional green maturity and readiness for the green transition.

7. Maturity Assessment by Dimension

The following maturity matrix offers a structured way to interpret green skills across key institutional dimensions. It complements the indicator-based assessment used in the platform by helping VET centres understand how individual results connect to wider organisational development and progress.



While the platform uses structured indicators to support evidence-based self-assessment, the Green Skills Maturity Matrix provides a broader **interpretative framework for understanding how green skills are embedded across an entire VET institution**. It helps institutions move beyond isolated measurements and instead reflect on how different aspects of green transition—such as sustainability competences, resource efficiency, and climate awareness—develop together as part of institutional practice.

Institutions should analyse each dimension of the matrix individually and select the maturity level that most accurately reflects their current integration of green skills. This judgement should be grounded in **verifiable evidence from teaching practice, workshops, curricula, and institutional operations**, rather than personal perceptions. Relevant evidence may include training modules on environmental sustainability, energy-efficient workshop practices, circular economy projects, or collaboration with green-oriented industries.

It is important to recognise that **maturity levels will naturally differ across dimensions**. This variability is expected and reflects the complexity of integrating green skills across diverse vocational areas. For example, a VET centre may demonstrate strong development in sustainable technical practices within workshops, while still being at an earlier stage in embedding climate literacy into theoretical instruction or in establishing partnerships with green economy employers.

When interpreting the matrix, institutions should focus on **patterns of development rather than calculating a single overall score**. In particular, attention should be given to:



- **High-maturity dimensions**, which indicate institutional strengths in embedding green skills (e.g., well-established resource efficiency practices or strong integration of circular economy principles in training).
- **Low-maturity dimensions**, which highlight priority areas where green skills integration is still emerging or inconsistent (e.g., limited use of green digital technologies or underdeveloped sustainability assessment methods).
- **Variations across departments or programmes**, as different vocational sectors (such as construction, automotive, or hospitality) may advance at different speeds in integrating green skills into training and assessment.

The results of this analysis should then directly inform **strategic development planning within the VET institution**. This may include:

- Selecting two to three priority areas for strengthening green skills integration.
- Defining targeted actions such as curriculum updates, staff upskilling, investment in sustainable technologies, or development of industry partnerships focused on the green transition.
- Assigning clear responsibilities to teams, departments, or individuals for implementation.
- Establishing mechanisms for monitoring progress, including regular review cycles and follow-up assessments.

The Green Skills Maturity Matrix should therefore be understood not as a ranking or scoring instrument, but as a **structured tool for institutional reflection, capacity building, and continuous improvement in green skills integration**. Repeating the assessment over time enables VET institutions to track progress in embedding sustainability competences and to understand how improvements in specific dimensions contribute to the overall transformation towards greener vocational education and training provision.

Scoring and Interpretation

Step 1: Score each statement (1–4)

Step 2: Calculate averages per dimension

1.0–1.5 → Emerging

1.6–2.5 → Developing

2.6–3.5 → Established

3.6–4.0 → Advanced



How to interpret results (VET focus)

Highest scoring areas → institutional strengths in green skills integration

Lowest scoring areas → priority development needs

Mixed results across dimensions → normal in VET; reflects uneven integration across departments

Workshop vs theory differences → indicate gaps between practice-based and curriculum-based sustainability

What VET centers should do next

Based on results:

Select 2–3 priority green skills areas for improvement

Update curriculum or training modules

Improve workshop practices (energy, materials, waste)

Train staff in sustainability competences

Strengthen links with green industry partners

Reassess annually to track progress

Key idea

The matrix is not about scoring performance. It is about **shared understanding, reflection, and guiding development toward stronger green skills in VET practice.**

8. What Green Skills Looks Like in a VET Centre

Green skills in VET should be integrated into daily teaching activities, learning environments, and collaboration with industry partners. The following examples show how sustainability is directly integrated into key vocational areas and how it changes practical training in each field.

Sustainable Manufacturing

In manufacturing programmes, green skills are applied through eco-design principles, where learners design products that use fewer materials and can be easily recycled or disassembled. Training activities focus on reducing waste during production processes by improving precision, material planning, and reuse of offcuts. Resource-efficient production methods are also introduced, including energy monitoring systems in workshops that help students analyse and reduce electricity and material consumption during machining and fabrication tasks.

Automotive Transition

In automotive training, green skills are reflected in the shift from traditional combustion engines to electric and low-emission mobility systems. Learners are trained in electric vehicle maintenance, including diagnostics of EV systems, high-voltage safety procedures, and battery management. Training also includes understanding battery technologies, such as charging cycles, lifespan optimisation, and recycling processes. Additionally, learners are introduced to



alternative fuels such as hydrogen and biofuels, preparing them for a rapidly changing mobility sector.

Robotics for Green Efficiency

In robotics programmes, green skills focus on using automation to improve energy efficiency and reduce industrial waste. Learners programme robotic systems to optimise production cycles, minimise material loss, and reduce unnecessary machine operation time. Smart sensors and control systems are used to monitor energy consumption and adjust processes in real time. This helps students understand how robotics can contribute directly to more sustainable and resource-efficient production environments.

Renewable Energy Skills

In energy-related VET programmes, green skills are developed through practical training in renewable energy technologies. Learners gain competences in installing, operating, and maintaining solar photovoltaic systems, wind turbines, and hydrogen-based energy solutions. Training also includes energy storage systems and smart grid technologies, enabling students to understand how renewable energy is integrated into modern power networks and how efficiency is managed at system level.

Circular Economy Awareness

Across all technical sectors, circular economy principles are embedded into training activities. Learners are taught to apply recycling, repair, and reuse strategies in real technical contexts. This includes analysing product life cycles, identifying opportunities for material recovery, and designing solutions that extend product lifespan. Practical workshops often involve repairing components instead of replacing them and redesigning products to reduce environmental impact.

Green Culture in VET

Green skills are also reflected at institutional level through the development of a sustainability culture within VET centres. This includes energy-efficient buildings, waste separation systems, and reduced resource consumption in daily operations. Students and staff are encouraged to adopt environmentally responsible behaviours, such as saving energy, reducing paper use, and maintaining sustainable workshop practices. In some institutions, sustainability is also integrated into governance and strategic planning, reinforcing the role of VET centres as models of green transition.

Together, these examples show that green skills are not theoretical concepts but practical competences that directly reshape how training is delivered, how workshops operate, and how learners prepare for future green jobs across all major industrial sectors.



9. Evidence Indicators

To evaluate how well VET centres integrate green skills into their training programmes, the following 10 KPIs can be applied (scored 1–5):

1. Green Curriculum Integration – Percentage of training programmes that include sustainability modules.
2. Sustainable Manufacturing Training – Availability of courses in eco-design, waste reduction, and resource efficiency.
3. Automotive Transition Programmes – Number of learners trained in electric vehicles, batteries, and alternative fuels.
4. Robotics for Sustainability – Extent to which robotics and automation are used to reduce environmental impact.
5. Renewable Energy Competence – Proportion of learners trained in solar, wind, hydrogen, or bioenergy technologies.
6. Circular Economy Content – Inclusion of recycling, repair, and reuse principles in VET curricula.
7. nGreen Campus Practices – Adoption of energy-efficient infrastructure and environmentally friendly operations in VET centres.
8. Industry Partnerships in Green Sectors – Number of collaborations with green technology companies and organisations.
9. Learner Participation in Green Projects – Percentage of students engaged in sustainability-focused projects or competitions.
10. Monitoring of Environmental Impact – Systems in place to track and report the centre's ecological footprint.

10. Green Skills Transformation Pathway for VET Institutions

In response to the European Green Deal and the growing demand for sustainability-oriented competencies, VET institutions are increasingly required to integrate green skills across all programmes, particularly in sectors such as manufacturing, automotive, robotics, and energy. Rather than being treated as a specialised area, green skills are now recognised as a transversal requirement for all technical education pathways.



1. Strategic Alignment : VET institutions must first define a clear institutional vision for green skills development, ensuring coherence with EU sustainability objectives and national qualification frameworks. This strategic foundation ensures that sustainability is not an isolated initiative but part of the institution's long-term development strategy.

2. Updating Lessons (Curriculum): Following strategic alignment, curriculum integration becomes essential. Green competences such as energy efficiency, circular economy principles, resource management, and environmental awareness must be embedded across all training programmes. In manufacturing, this includes low-waste production systems and material optimisation. In automotive education, it involves electric vehicle technologies and lifecycle thinking. Robotics programmes increasingly require attention to energy-efficient automation and sustainable system design, while energy-related training focuses on renewable systems and smart grid technologies. European research confirms that these competences are essential across modern industrial sectors, particularly in the context of Industry 4.0 and digital transformation.

3. Training Teachers and Improving Equipment: Teachers and trainers must be equipped with updated knowledge in sustainability, green technologies, and digital tools supporting environmental efficiency. At the same time, training facilities need to reflect real-world sustainable practices through energy-efficient equipment, smart monitoring systems, and material recycling environments. Partnerships with industry are crucial in ensuring that training remains relevant to evolving workplace demands.

4. Learning by Doing: Green skills should be actively developed through classroom instruction, apprenticeships, and real-world projects. Learners benefit from engaging in applied sustainability challenges, such as energy optimisation in production systems or circular design projects. This approach strengthens the link between theoretical knowledge and practical application, ensuring that learners are prepared for real industrial contexts.

5. To ensure quality and recognition, institutions must also develop robust assessment and certification systems for green competences. Sustainability should be integrated into both theoretical and practical evaluation processes, including workplace assessments. Alignment with the European Qualifications Framework (EQF) ensures consistency and recognition across national systems. This step is critical in legitimising green skills as formal, measurable learning outcomes rather than informal competencies.

6. The transformation process must lead to institutionalisation and scaling. Green skills should become embedded within the core strategy of VET institutions and supported by sustainable governance structures. Establishing Centres of Excellence in Green VET and engaging in European cooperation networks enables the dissemination of good practices and ensures long-term sustainability of reforms. Collaboration with industry, public authorities, and EU initiatives further strengthens the institutional ecosystem supporting green transition skills development.

The integration of green skills in VET institutions represents a comprehensive systemic transformation rather than a simple curriculum update. It requires coordinated action across strategy, curriculum design, capacity building,



implementation, assessment, and institutional scaling. European evidence consistently highlights that such an integrated approach is essential to preparing learners for the demands of a sustainable and climate-neutral economy. Through this structured transformation pathway, VET institutions can play a decisive role in shaping a skilled workforce capable of driving the green transition across manufacturing, automotive, robotics, and energy sectors.

11. Conclusions

The integration of green skills is an ongoing process that requires strong institutional commitment, continuous innovation, and active collaboration with industry and stakeholders. VET centres that successfully embed sustainability into their curricula, apply environmentally responsible teaching and training practices, and build partnerships with green economy actors are better positioned to respond to the evolving demands of the labour market and the green transition.

By applying the VETINNOVATE self-assessment framework, institutions can identify their strengths in areas such as climate literacy, sustainable technical practices, and resource efficiency, while also addressing gaps in green skills provision. This enables them to design targeted strategies that support the development of inclusive, sustainability-oriented, and future-ready vocational skills ecosystems, aligned with both environmental priorities and labour market needs.

Annexes

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