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Work Package 3

Skills for the Green Transition (development of the Competence Units/Curriculum)

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EXECUTIVE SUMMARY

The project GREEN represents a pioneering initiative aimed at fostering an integrated, multidisciplinary cooperation strategy across Europe, bringing together stakeholders from both Education and Industry. Its core mission is to promote the development of "Green Skills" through a systematic, collaborative approach. By engaging a wide range of partners from vocational education and training (VET) and higher education (HE), the project seeks to identify, develop, test, and assess innovative policy solutions that can significantly enhance sustainability education. These approaches aim to transcend individual systems and contexts, making them adaptable across sectors, countries, and educational frameworks.

The roadmap is essential for effectively transferring and mainstreaming the knowledge and outcomes produced by this project. It serves as a guide to ensure that the insights gained, best practices established, and tools developed can be successfully adopted by various educational and industrial actors throughout Europe.

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1. Method used for the Roadmap document

The project roadmap is a vital tool for ensuring the successful transfer, adoption, and mainstreaming of the knowledge and outputs generated throughout the project. It provides a structured plan to guide understanding and applying innovative practices aimed at promoting "Green Skills" across Europe. By offering clear pathways for implementation, the roadmap helps bridge the gap between research and practical application, ensuring that best practices in sustainability education are integrated into vocational and higher education systems. Additionally, it facilitates collaboration between sectors, supports the recognition of organizations committed to sustainability, and drives policy reforms that can be scaled and adapted across various countries and contexts. This ultimately ensures that the project's objectives achieve widespread, long-term impact in shaping a more sustainable future for education and industry.

1.1 Methodology

The preparation of the project roadmap followed a structured and systematic process, ensuring that the knowledge and outputs generated from the project were efficiently transferred and mainstreamed into education and industrial practices. This methodology involved several key phases that were interconnected and iterative, designed to support a wide range of stakeholders in adopting "Green Skills" and sustainability-focused practices. Below is a detailed overview of the roadmap preparation process:

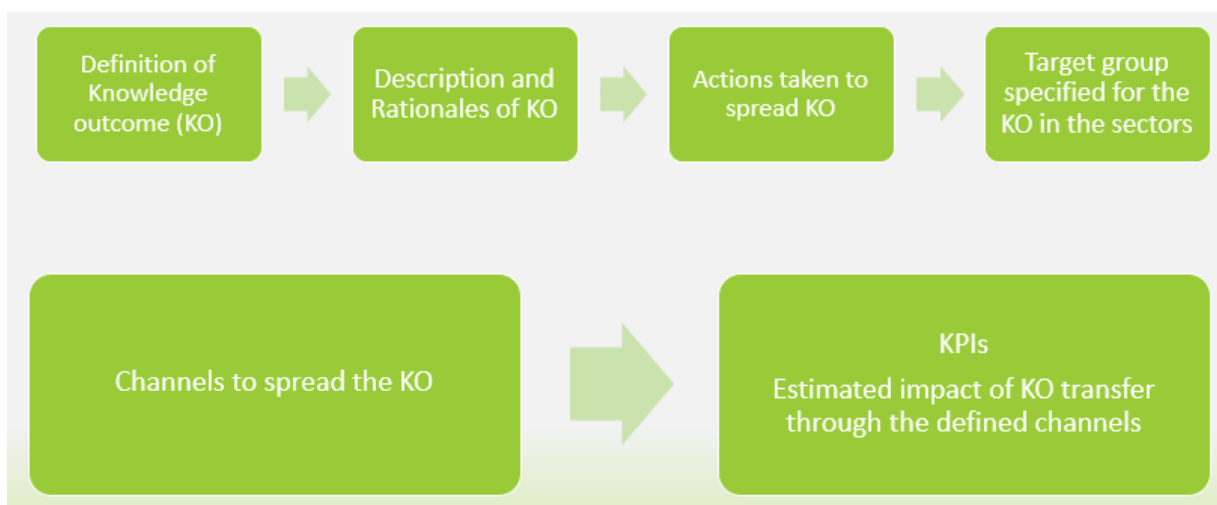


Fig. 1 Scheme of methodology for the roadmap preparation

1.2 Terminology

In the process of Roadmap preparation, the basic terminology was defined such as:

Knowledge outcome (KO) - refers to the specific understanding, or insights that the target group gain as a result of Green project. For the knowledge outcomes, the rationales were provided to justify the

reasons why they had been chosen. For each knowledge outcome, the actions were provided, and the target group was specified as a receiver of the action. The actions relevant to the target group are highlighted in green in the tables of the roadmap.

Target group – a specific segment of people or organizations that can use or apply a knowledge outcome or a cluster of knowledge outcomes. In this document, the action is in green colour for the relevant target group.

Channel to spread the knowledge output - refers to the various methods or routes used to distribute knowledge outcomes to a broader audience. The choice of channel depends on the target audience and the nature of the knowledge being shared. The channels can include digital platforms (like websites, webinars, or social media), in-person events (such as workshops and conferences), internal communication tools (like intranets or emails), and publications (such as reports).

Key Performance Indicators (KPIs) - quantifiable measures of the IMPACT reached by the transfer activity. KPIs might measure things such as number of participants, the retention rate of learned material, integration and mobilisation of new skills, or time taken to complete a task after training.

1.3 Target Group

GREEN Consortium is composed of a balanced group of industry and education partners from six different European countries. The partnership composed of education (CETMAR, VSB -TU, Mercantec, UCY) and industrial organisations (CTI, OLIFE, SWANTEC, CECIMO, EWF) ensures the wide range impact of the project via the multiple target groups. Based on the character of the partner the following relevance of the target group was identified. It includes:

Vocational education and training (VET)

VET providers are essential for aligning training programs with current industry standards and for developing curricula that meet evolving labour market demands. They bridge the gap between academic knowledge and industry-required skills, playing a critical role in workforce development.

Industry

Industry representatives provide crucial insights into current skill demands, future trends, and technological advancements. This group includes companies, manufacturers, and private sector stakeholders. They are the primary end-users of the skills taught in VET and other educational systems.

Standardization bodies

These bodies establish standardized classifications for skills, occupations, and qualifications to ensure consistency across sectors and regions. This group includes ESCO, and national and regional standardization bodies. They help create universally recognized qualifications and competencies.

Higher Education (HE)

These institutions, such as universities and colleges, provide advanced and theoretical knowledge that complements practical skills. They often focus on research, innovation, and high-level skill

development. contribute to research on education practices, supporting the innovation of VET and policy development.

Ministries of Labour

Ministries of Labour help shape workforce policies and can drive funding and support for projects, ensuring alignment with national employment strategies.

Ministries of Education

Ministries of Education ensure that project outcomes align with national educational goals and can integrate findings into national curricula, enhancing VET and HE alignment with industry needs.

Policymakers

Policymakers create, implement, and review policies that govern education, labour markets, and industry regulations. Policymakers can adopt project findings and recommendations, shaping future policies to support VET, HE, and labour-market alignment.

Sectoral social partners and associations

These include employer associations, chambers of commerce, and other bodies that represent the interests of specific industries or sectors. Sectoral social partners can provide detailed industry insights, facilitate partnerships, and support skills forecasting

European Centre for the Development of Vocational Training (CEDEFOP)

CEDEFOP is an EU agency that supports vocational education by researching and providing insights on skills, labour markets, and education trends across Europe. Its expertise supports evidence-based policy recommendations and project design, enhancing VET systems' relevance and quality.

Trade Union

As trade unions represent workers' interests, focusing on fair working conditions, skills development, and labour rights, they advocate for quality training programs and fair labour policies, supporting workers' upskilling, and reskilling.

2. Roadmap Design

This section describes how the defined knowledge outcomes are mainstreamed. There are identified several actions which are taken to transfer them through the channels to relevant entities of the defined target group. The number of action mission receivers is also estimated and defined as KPIs. The channels are mapped in the Annex of this document to each knowledge output defined.

2.1 Green Practice

Best practice refers to a method or technique that is widely accepted as superior because it has consistently produced optimal results. Best practices are established through a combination of empirical evidence, expert consensus, and repeated successful application. Sharing best practices is crucial for several reasons: it promotes efficiency by preventing the repetition of mistakes, encourages

the adoption of methods with a proven track record, and facilitates standardization, which is especially important in fields requiring consistency, such as engineering. For six industrial sectors defined in the project GREEN AD manufacturing, automotive, battery, defence, energy and maritime best practices are important and present an engine for sector's future development. Organizations and professionals can continuously refine and innovate, ensuring that their processes remain competitive and aligned with the latest advancements in their respective disciplines. In the project Green, the following training best practices targeted on educators were identified for each sector:

Additive Manufacturing

- Team Competition based on sustainability values
- Additive Manufacturing training in a virtual reality (VR)

Automotive

- Life Cycle Approach for Green Automotive
- E-Powertrain for Future Automotive

Batteries

- Augmented Reality (AR) and Virtual Reality (VR) in Vocational Training / Digital Twins
- Modular and Flexible Learning

Defence

- Data Scientist
- Aerospace Engineer

Energy

- Simulation-based Education for the PV and Storage Optimization Tools
- Techno-economic analysis of sustainable heating and cooling technologies in buildings

Maritime

- Green Diving Digital Toolkit for Green Skills VET maritime teachers and VET maritime schools
- Working-based learning approach for close collaboration with Institutions

TABLE 1: Mainstream of GREEN Best Practices	VET	Industry	Standardisation bodies	HE	Ministries of Labour	Ministries of Education	Channel	KPIs
Action								
How the best practices can be implemented following the recommendations, from educator regarding other best practices	*	*		*			External VET workshops	15
							Mid-Term Conference	200
							National Webinar	150
							Roundtables	100
							Pilots	180
Feedback on the effectiveness of the best training practices, content	*	*		*			Focus Groups	90
							Mail to participants in the GREEN network	35
							Pilots	180
							Industrial Interventions	40
How to take best practices from VET into industry		*					Brainstorm	1 major industry organisation
							Pilots	180
Provide feedback on the							Focus Groups	90

difficulties to implement the best training practises which ones they think will be most essential	*			*	*	*	Industrial Interventions	40
Foundation of GREEN VET Network and spreading it among VET and HE	*			*			website GREEN VET	1000
							Mail to list of contacts	100
							LinkedIn	1000
							European Databases	5
Stimulate preparation of new modular training and education plans and curriculum			*				GREEN VET network	100

2.2 Green Training Guideline

Green training guidelines are essential as they provide a structured framework for integrating essential green skills into education and training systems. Such guidelines ensure consistency in green skills training, making it easier for organizations to adopt and maintain environmentally friendly practices across sectors. They support curricula adaptability to green jobs, aligning labour market skills with the growing demand for sustainability-oriented roles. Within the project, two documents dealing with green training guidelines were developed: Green Training Toolkit as deliverable D4.1 and European Training Guideline for Green Skills as deliverable D3.2.

- European training guidelines for green skills D3.2. is developed using insights from desk research, sectorial and cross-sectoral focus groups, and outcomes from the Sectoral Blueprint Project. The focus is on integrating transversal green skills into training programs across sectors crucial for sustainable development, such as additive manufacturing, automotive, batteries, defence, energy and maritime. Essential skills include system thinking, critical thinking, problem framing, and green thinking, which are vital for the green transition. Trainers are positioned as key drivers of change, tasked with embedding principles of sustainability and green thinking into their training practices. This integration aims to influence the attitudes and actions of the industrial workforce, contributing to the Sustainable Development Goals (SDGs). To support this, the guidelines recommend developing a transversal unit of competence titled "Pedagogical Practices for a Greener Tomorrow: Trainer's Edition." This unit aligns with the GreenComp framework and caters to different proficiency levels within the European Qualifications Framework (EQF). It aims to make training program designers and trainers aware of the need to address green themes comprehensively, ensuring that students gain the necessary skills to contribute to a sustainable future. Besides, the guidelines include competence unit targeted to the workforce.
- GREEN training toolkit (D4.1). It includes a training material package to be used for supporting the acquisition and development of green and digital skills. A preliminary kit has been developed and tested after the pilots. The final version will be created by incorporating feedback gathered from these pilot tests.

Table 2: Mainstream of GREEN Training Guideline	VET	Industry	Standardisation bodies	HE	Policy Makers	Sectoral social partners and associations	Ministries of Labour	Ministries of Education	Channel	KPIs
Action										
Pilot Workshops with practical approach focused to green skills	*			*					Pilots	180
									Mail to participants in the GREEN VET network	35
Update of guidelines, materials within GREEN VET Network	*			*					Website GREEN VET	100
									Mail to list of contacts	35
									Mid-term conference	200
									Workshops	15
Prioritise the adoption and development of the GREEN Training Guidelines with harmonisation of national		*				*			Mid-term Conference	200
									Website GREEN VET	100

rules to facilitate the movement of students between countries									Mail to list of contacts	35
Harmonisation of skills ontology in order to facilitate the identification and description of skills		*	*						Focus Groups	90
									Industrial Interventions	40
Alignment with the industrial needs for the green transition		*							Workshop	
									Focus groups	90
									Industrial Interventions	40
Recommended solutions to the problems faced, content update	*	*	*				*	*	CS11(Education Quality Commission)	20
Case study and results	*				*				roundtable	10
									External workshop	15
Trainers' awareness	*								National webinar	150

2.3 Green Recommendations

Green recommendations play a crucial role in steering organizations and industries toward sustainable practices. They provide actionable steps for integrating environmentally responsible processes in training and educational materials. These recommendations are closely tied to green skills development, as they highlight the need for a workforce trained in sustainable practices, resource efficiency, and eco-friendly technologies. Within the project, several recommendations were formulated and emerge from the materials produced within the project:

- Guidance document on learning approaches, methods and practices for a Greener Education D2.1 - the document maps and identifies the existing national and European legislation and policies supporting green and digital transitions. Also, it identifies and compares practical approaches, methods, and practices to be used by VET Systems, describing their fields of applications, objectives, advantages, and limitations. The document supported and fed WP3 (Skills for the Green Transition Work Package with a focus on the development of Competence Units/Curriculum) and WP4 (Piloting the Green Transition) by defining the approaches identifying and supporting the development of the Green Skills, training materials and pilots implementation.
- European training guidelines for green skills D3.3 The methods and approaches outlined here include recommendations for teaching practices that emphasize practical, problem-solving techniques, the use of innovative technologies, and collaboration with industry. This ensures that learners not only gain theoretical knowledge but also acquire the skills needed to apply sustainable solutions in real-world scenarios. It aims to support the development of competencies that foster sustainability across various sectors. By incorporating these skills into existing curricula, educators can play a pivotal role in preparing learners for the evolving demands of a greener economy. The guidance encourages the development of educational materials that promote the autonomy of institutions while involving key stakeholders such as businesses, industry associations, and policymakers.
- Report on the piloting courses results in both VET and Industry contexts D4.2 It will report the main conclusion in terms of adequacy, relevance and usefulness of the Green curricula, tools and approach for the identified sectors and targets. The report will also include a summary of the results the train the trainers.
- Recommendation for using greener approaches in VET D4.4 The guide describes the tested recommendations to enable the adoption of greener approaches by VET Systems and change of mind-sets, from the curricula, tools, methods, to the training of trainers, and other relevant recommendations.
- Recommendation for shifting into greener working approaches in Industry, D4.5. The guide describes the tested recommendations to enable the adoption of greener approaches in working procedures and methods by industry, as well as the change of mind-sets.

Table 3: Mainstream of GREEN Recommendations	VET	Industry	Policy Makers	Channel	KPIs
Action					
Report on the piloting courses results in both VET and Industry contexts (D4.2)	*			roundtable	20
				Mid-Term Conference	200
				Pilots	180
				Green Vet Network/ mail to the contacts	20
Recommendation for using greener approaches in Industry (D4.5)		*	*	EWf GA	15
				Mid-Term Conference	200
				Pilots	180
				Green Vet Network/ mail to the contacts	15
				Industrial Interventions	40
Recommendation for using greener approaches in VET (D 4.4)	*			roundtable	10
				CS11(Education Quality Commission)	20
				Mid-Term Conference	200
				Pilots	180

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				Green Vet Network/ mail to the contacts	20
				A published paper	100

2.4 Skills Needs for Green Transitions

Green skills are essential for enabling the green transition, equipping the workforce with the abilities needed to support environmentally sustainable practices across industries. Green skills are essential for enabling the green transition, equipping the workforce with the abilities needed to support environmentally sustainable practices across industries. As industries shift toward low-carbon operations, workers with green skills become crucial in driving innovation and maintaining compliance with evolving environmental standards. The project identified necessary green skills and mapped them to job roles in the Report on skills needs for the green transition D3.1.

- Report on skills needs for the green transition D3.1 describes the main findings resulting from the performed assessment in each sector, including the description of the focus groups composition, activities and results. This report describes the main findings resulting from the assessment of the labour market relevant skills for the green transition. The report identifies a selection of Key occupations for the green transition, and reviews the skills and competences described for them in ESCO database, considering the GreenComp framework and the ESCO green skills labels. It also includes a revision of the main training allowing to develop of at least two of the most relevant occupations for sector. It will serve as a basis to develop a set of core green skills for the labour market.

The essential occupations identified in the sectors and relevant emerging green skills are the following:

Additive Manufacturing

Occupations			SKILLS				
Additive Manufacturing Design	Metal Process Engineer	AM	System Thinking	Critical Thinking	Problem Framing	Sustainability	Circularity
			Simulation Analysis	Simulation Execution	Waste management		

Automotive

OCCUPATIONS				SKILLS				
LCA Manager	E-powertrain Engineer	Sustainability Manager	Innovation Manager	Life Cycle Management	Hybrid control systems	Battery Management Systems	Electric Powertrain	Energy Transformation Systems
				Electrical Energy Storage	Battery Systems	Fuel Cells	Sustainability Management	Air and Water pollution
				Sustainability	Environment	Energy	Waste	Analyse

				in Design Process	and Society	management	management	environmental data
				Recycling	Innovation Vision 2030	ESG	Sustainable and environmental policies and legislation	Environmental impact
				Circular economy	Emission standards	Energy efficiency	Global standards for sustainability reporting	Environmental management monitors

Batteries

OCCUPATION				SKILLS				
Mining engineer	Mechanical Engineer - cell assembly	Battery System Engineer	Chemical process engineer	compliance safety / environmental policies	Environmenta l impact assessment	Advise on safety improvements	Energy needs identification	Environment al engineering
				Legal /regulatory compliance	Communicati on on mining environmenta l impact	Assess the lifecycle of the resources	Promote innovative infrastructure design	Renewable energy technologies
				Hazard detection/mgmt.	environmenta l policy development	Specification documentatio n	Promote sustainable energy	Analyse energy consumption
				Safety compliance	Environmenta l legislation compliance	Adapt energy distribution schedules	Energy performance of buildings	Design and implement battery recycling
				Geology	Manage environmenta l impact	Advise on heating systems energy efficiency	Electricity consumption	Innovative extraction methods
				Mine dump design	Biology	Facilities energy management	Solar energy	

Defence

OCCUPATION		SKILLS				
Data Scientist	Aerospace engineer	System thinking	Critical thinking	Problem framing	Sustainability	Circularity
		Information categorisation	Data mining	Data models & visual presentation	Adjust Engineering designs	Statistics
		Information extraction	Visual presentation technique	Online analytical processing	regulation	Engineering processes
		Engineering designs	Query languages	Scientific research	Innovation research	Manufacturing processes
		Aerospace engineering	Engineering principles	Aircraft mechanics	Research ethics & scientific integrity	Production processes
			Mentor individuals	Industrial engineering		

Energy

OCCUPATIONS				SKILLS			
Energy systems engineer	Solar Energy Technician	ICT Security Engineers	Project Engineer	Electrical power safety regulations	Troubleshoot	Solar energy	Smart grid systems
				Renewable energy technologies	Solar energy	Environmental engineering	Types of photovoltaic panels
				Provide information on solar panels	Mount photovoltaic panels work ergonomically	Use measurement instruments	Follow health and safety procedures in construction
				Identify energy needs	Perform energy simulations	Energy performance of buildings	Use data processing techniques
				Maintain solar energy systems	Install concentrated solar power systems	Install photovoltaic systems	Determine the suitability of materials
				Carry out energy management of facilities	Determine appropriate heating and cooling system	Adapt energy distribution schedules	Analyse big data

Maritime technologies

OCCUPATION					SKILLS	
					Type of skills	
Naval architect	Marine Engineer	Alternative fuel engineer	Vessel engine assembler	ORE engineer	Energy	energy efficiency
						analyse energy consumption
						promote sustainable energy
						design offshore energy systems
						renewable energy technologies
						solar energy
						identify energy needs
						conduct energy audit
					Waste Management	develop waste management processes
						dispose hazardous materials
						prevent marine pollution
						circular economy
					Design	promote innovative infrastructure design
						use sustainable materials and components
					Legislation	maritime law
						environmental legislation
Environment	assess environmental impact					
	research locations for offshore farms					
	oceanography					
	prevent sea pollution					

Table 4: Mainstream of Skills needs for the Green Transition	VET	Standardisation bodies	HE	Sectoral social partners and associations	CEDEFOP	Trade Union	Channel	KPIs
Action								
More sufficient transparency of skills and qualifications		*					Mid-Term Conference	200
More sufficient understanding of integration of different green skills and qualification into the labour market				*		*	Final Conference	70
							Focus Groups	90
							Industrial interventions	40
More coherency and up-to-date overview of information on green skills needs in Europe					*		Focus Groups	90
							Industrial Interventions	40
							Message to the external experts involved so far	16
							Final Conference	70

Skills on 3-7 EQF level	*		*				Pilots	180
							Mid-term Conference	200
Identification of the occupations deemed as most relevant to foster the green transition in the six sectors addressed: additive manufacturing, automotive, batteries, defence, energy and maritime technologies.	*						Pilots	180
							Mid-term Conference	200

3. Conclusions

The GREEN project has developed a comprehensive roadmap to ensure the effective transfer of its outcomes, focusing on fostering "Green Skills" across various sectors. The referencing key findings are the following:

- Best practices were developed for sectors of additive manufacturing, automotive, batteries, defence, energy, and maritime. These practices aim to strengthen the integration of sustainability concepts more efficiently in the educational and industrial sectors. As indicated in table 1, key impacts include engaging 15 participants in workshops, 200 attendees at conferences, 150 in webinars and 180 in pilot sessions.
- Green training guidelines emphasize transversal green skills and include materials for educators and trainers, supported by tools the "Green Training Toolkit.". The guidelines aim to harmonize training practices and align curricula with green industry needs. As table 2 summarized, dissemination involves at least 180 participants at pilot workshops, 35 recipients outreached by email and at least 100 views of GREEN VET network.
- Recommendations span from integrating greener approaches in education to fostering sustainable practices in industry. The recommendations provide actionable steps for VET institutions and industries to transition towards sustainable methods, enhancing workforce readiness for green jobs. As table 3 presents, dissemination efforts include up to 20 participants at roundtables, 200 attendees at mid-term conferences, at least 40 participants at industrial interventions and at least 200 readers of a published paper mainstreaming project recommendations to the professionals, educators and industrial audience during the project implementation and also in the post-project period.
- The project identified critical green skills across six sectors. For the sector of additive manufacturing, 8 critical green skills were identified for 2 emerging occupations. For automotive, 25 green skills were found, and 4 new occupations were identified. For the sector of batteries, it was 29 green skills for 4 occupations. In the sector of defence, for 2 new occupations were specified 22 green skills. In the sector of energy, there were 24 skills for 4 occupations and maritime technologies found 21 skills for 5 new occupations important for the green transition. Skills transparency and coherence are emphasized, supporting qualifications from EQF levels 3–7 and promoting integration into the labour market. Dissemination pathways include focus groups with 90 participants, conferences with 200 attendees and 40 participants at industrial interventions.

The mainstream of best practices, training guidelines, and recommendations ensures that the project's outcomes reach a diverse audience, fostering long-term sustainability and driving Europe's green transformation. These efforts contribute to aligning education with evolving labour market needs, setting the stage for a workforce equipped to address environmental challenges. Through targeted actions, the GREEN project anticipates significant impacts such as:

- Enhanced awareness and adoption of sustainability-focused education and industry practices

- Strengthened collaboration among VET providers, industries, policymakers and educational institutions.

The document outlines a variety of actions aimed at effectively mainstreaming project results. A structured dissemination strategy was identified for the actions undertaken during the project's lifetime, engaging diverse stakeholders through more than 12 types of actions, targeting over 1,500 direct participants across multiple channels such as:

- Workshops including pilots, external VET workshops, focus groups, and industrial interventions.
- Conferences and webinars including Mid-term conference, Final conference.
- Roundtables for different sectors.
- Direct engagement with stakeholders such as brainstorming sessions with major industry organizations, or industrial interventions to gather and incorporate feedback.
- Online and digital dissemination including updates via the GREEN VET Network website, email campaigns to contact lists, LinkedIn and European database outreach.
- A published paper to ensure the dissemination of project recommendations, guidelines, and results to professional and industrial audiences, enhancing the project's practical reach and application.

The long-term impact and sustainability are addressed by actions in the period of post-project life targeting more than 2000 participants. Future efforts will ensure long-term impact through sustained updates, policy alignment, and stakeholder collaboration. The roadmap outlines the following actions:

- Development and updating of guidelines, training tools, and recommendations.
- Sharing materials and results through publications and reports. A paper published in a public opensource informing about the project results and recommendations. It supposed to have a wide impact of professional readers specialised in green technologies, VET education and green strategy.
- National webinars
- LinkedIn campaigns
- Regular updates via the GREEN VET Network

As the roadmap revealed, the project targets a broad spectrum of stakeholders across education, industry, and policy domains to maximize impact. VET providers and educators integrate green curricula and methodologies. Sectors such as automotive, additive manufacturing, energy, batteries, defence, and maritime technologies will be addressed. Standardization bodies aligning skills with industry standards will be affected. Universities and colleges supporting advanced green skills research and innovation will be involved, as same as, Ministries of Labour and Education for policy alignment and systemic adoption, employers' associations, chambers of commerce, and trade unions to foster practical training and advocacy.