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Recommendation for shifting into greener working approaches in Industry

Work Package 4

Piloting the Green Transition

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Executive Summary

This report presents key insights and recommendations from the pilot implementation of a green training toolkit aimed at advancing sustainable practices in industrial environments. Conducted across four European countries and five industrial sectors, the pilots engaged 47 participants from diverse organizational roles. Based on practical activities and participant feedback, the report outlines achievements, challenges, and actionable strategies for industries to embed sustainability into their operations and build a future-ready, green-skilled workforce. The findings highlight the urgent need to integrate green skills into workforce development to support environmental goals and economic resilience. The recommendations for industrial institutions are strengthened by insights from world cafés, roundtables, and stakeholder consultations, ensuring they reflect industry needs and support practical, collaborative approaches to sustainability.

The industrial pilots conducted across the Czech Republic, Cyprus, Denmark, and Spain revealed strong engagement from participants, especially when green skills were presented in a way that clearly showed their practical benefits and relevance to business operations. Hands-on activities, real-world case studies, and emotional engagement techniques significantly enhanced understanding and motivation. Participants appreciated the opportunity to apply sustainability concepts to their roles and valued the introduction of digital tools and up-to-date frameworks. However, common challenges included limited time availability for industrial workers, initial difficulties in linking green practices to specific job functions, and the need for more sector-specific examples. Ensuring long-term engagement, improving outreach, and providing flexible, modular training formats were identified as critical for overcoming these barriers and embedding sustainability more effectively within industrial contexts.

This report highlights five key areas for advancing green skills in industrial environments. First, **pedagogical innovation** should focus on immersive, inclusive, and emotionally engaging learning approaches such as service-learning, real-world simulations, and integrating social and environmental dimensions into training content, to ensure relevance and participation across diverse learner groups. Second, **lifelong and professional learning** must be prioritized through continuous upskilling opportunities for managers and updated Train-the-Trainers programs to support workforce adaptability. Third, **education-industry partnerships** are essential for co-developing training content, expanding internship and apprenticeship opportunities, and improving knowledge-transfer mechanisms, especially between experienced and new employees. Fourth, **curriculum adaptation and sectoral alignment** calls for up-to-date, localized content with practical sector-specific examples and a focus on personal and professional impacts of sustainability. Lastly, **interdisciplinary skills development** should be promoted through continuous skills monitoring and multi-disciplinary training that equips workers with a broad understanding of technical, regulatory, and strategic aspects of sustainability in their field.

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1 Introduction

This recommendations report presents key findings and guidance for advancing greener working approaches within industrial environments. It is framed within the broader effort to integrate green skills and support the upskilling and reskilling of the workforce, which is an essential step toward building a more sustainable and resilient economy. As industries increasingly face pressure to reduce their environmental footprint and align with global sustainability targets, developing the green competencies of workers is both a strategic necessity and an opportunity for long-term transformation.

The report draws on the pilot implementation of a green training toolkit designed to support this transition. The toolkit provides trainers with practical resources, best practices, and structured materials to facilitate the integration of green skills into workforce development initiatives. Pilot activities were carried out across five key industrial sectors (Automotive, Battery, Defence, Energy, and Maritime) and took place in four European countries: the Czech Republic, Cyprus, Denmark, and Spain. A diverse range of target groups participated in the pilots, including employees at various organizational levels such as HR personnel, occupational health and safety staff, CEOs, and managers. Feedback from participants was collected through structured questionnaires, offering valuable insights into the effectiveness and relevance of the training content. In total, four workshops were delivered, engaging 47 participants. In addition to the pilot findings, the recommendations targeting industrial institutions are reinforced by insights from complementary activities such as world cafés, roundtable discussions with national qualification agencies, and stakeholder consultations. These exchanges helped ensure that the proposed actions are aligned with workforce needs, and reflective of a collaborative, multi-actor approach to advancing sustainability in the workplace.

This report provides an overview of the key achievements and challenges identified during the piloting phase. By analysing participant feedback and engaging with national authorities, the report presents actionable recommendations aimed at helping industrial organizations integrate sustainable practices and develop a workforce capable of supporting the green transition. The findings and recommendations are organized by country and summarized collectively in the final section, grouped into distinct categories for ease of reference and implementation.

2 Czech Republic – *Sustainable Future in Automotive*

The pilot was held on February 19, 2025, at the Business Centre of VSB-Technical University, Ostrava, Czech Republic. The primary goal of the pilot was to enhance industry knowledge and engagement with green skills and sustainability practices in the automotive sector. The workshop aimed to:

- Introduce key green skills frameworks relevant to automotive professionals.
- Provide practical insights into emerging job profiles such as LCA Manager, Sustainability Manager, and E-Power Engineer.
- Discuss the role of digital tools, such as the Digital Product Passport (DPP) and carbon footprint tracking methodologies.
- Foster discussions on the challenges and opportunities in integrating sustainability into automotive businesses.

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Table 1. *Summary of the achievements/challenges and lessons learnt of the industrial pilot in the automotive and battery sectors (Czech Republic)*

Achievements/Challenges	Lessons learnt
High Engagement: Participants actively contributed to discussions and shared real-world experiences.	The workshop received an overwhelmingly positive response. We believe this success stems from the way green skills were introduced—framed in a practical manner that not only enables companies to see them as a way to meet compliance standards but also enhances functional safety, boosts research and development, and uncovers new business prospects. Our view is that these skills resonate strongly with companies when their tangible benefits to business operations are made clear.
Strong Industry Relevance: The content was highly applicable to professionals working in automotive sustainability, ESG reporting, and procurement.	Selected topics were very interesting for the industry, to solve their existing Environmental, Social and Governance (ESG) issues and future (DPP) needs.
Relevant Case Studies: such as Porsche's Digital Product Passport and carbon footprint calculation methodologies helped solidify understanding.	A well-chosen case study contributed to a better understanding of the topic and its application in real life and increased engagement. In less engaging or hard-to-understand topics a video or other innovative/entertaining method should be used. As the engagement was high, the used of the video could be counterproductive, as it could disrupt active discussion.
Unanimous Positive Feedback: All participants rated the workshop highly (5/5 across all categories).	Developing a continuous learning framework with follow-up workshops and online materials could address this need. But it should be preceded by the industry to ensure relevant engaging content.

Table 2. *Recommendations in the automotive and battery sectors*

Roadmap recommendation description	Recommendation	Feedback
Develop and implement/recommend as a common practice, proactive company skills and capacity management framework/procedures based on continuous skills monitoring for the industrial sector, using information from sectoral or regional competence centres and job market monitors	Encourage companies to continuously assess green skills gaps and align workforce training with evolving sustainability demands. The same topic identification process developed for schools can be adapted and described in the Green Skills Toolbox to identify topics for the industry, even though delivery methods	Currently, there is no systematic identification of green skills training topics in the industry. The pilot emphasized the need for ongoing skills assessment to align with industry shifts and regulatory updates.

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	may differ.	
Provide targeted training opportunities for SMEs to facilitate their use of modern digitalisation technologies to improve their effectiveness	Small and medium-sized enterprises (SME) companies should share the resources whenever possible.	The training may be more difficult to organize for an SME company than it is for a large corporation. Financial/capacity limitations may play a role.
Motivate and provide opportunities for developing multi-disciplinary skills outside of specialisation e.g., renewable energy engineers should also have skills in policy and regulatory frameworks, environmental impact assessment, and project financing to effectively design, implement, and scale sustainable energy solutions	Companies should analyse and map job roles expected to phase out and transition employees into closely related emerging roles. Ensuring relevance and company benefit alignment should be central to this process.	The challenge of obsolete job roles due to the Twin Transition was raised. The audience suggested that not all training in old job roles is obsolete. Some employees could be strategically retrained for similar new positions.
Identify necessary competencies, and skills and develop a set of training materials to increase the technical knowledge of energy storage	The same topic identification process developed for schools can be adapted as described in the Green Skills Toolbox to identify topics for the industry, with adjustments in delivery methods.	There is no systematic process for identifying green skills education topics in the industry, highlighting the need for a structured approach.
Enhance the collaboration with educational centres in the green skills monitoring, the syllabus design, and the teaching activities. The joint creation of competencies centres is encouraged in this action.	It may be beneficial for companies to collaborate with educational institutions to identify required skills and competencies. Educators could analyse industry inputs to facilitate mutually beneficial outcomes. However, when companies lack clarity on their needs, third-party consultants or industry skills alliances may assist. The creation of competency centres can be beneficial.	The industry expressed interest in working with educational institutions, recognizing transitional changes. However, some companies lack clear internal definitions of their needs, which may require external support. The creation of joint competency centres would be welcomed.
Provide LLL (Long-life learning) in sustainable technologies to the managerial workers to attract sustainability projects to their	While many job roles inherently require lifelong learning, it is crucial to acknowledge that not all	Lifelong learning was only briefly discussed in this pilot due to time limitations.

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business	employees have the ability or capacity to learn continuously. Training should focus on relevance rather than mandatory requirements, and positive motivation can enhance participation. Future discussions should explore strategies to make continuous learning accessible and engaging.	
Increase the number of internships/exchanges and apprenticeships related to sustainability-related occupations to be on top of cutting-edge technologies, which may contribute to increasing the workload	The approach to high-tech training delivery varies widely among companies. Shared training facilities or third-party partnerships (e.g., suppliers, technology centres, tech-hubs, skills-hubs, it-hubs) might be a viable solution. Possible option on government-backed cooperation between educational centres and industry represents e.g. concept of Belgian company Educam	This topic was briefly discussed, and the industry supports internships, acknowledging possible capacity issues.
Improve the knowledge-transfer mechanisms within the companies to accelerate the learning curve of new professionals, who would be able to get a good grasp of the experience and lessons that older employees got over the years	Companies should recognize the value of experienced employees for knowledge transfer (not limited to) and integrate them into corporate long-term strategic planning. Green skills are also about social responsibility, making the inclusion of older employees highly relevant. As part of green education in companies, we proposed opening a broader discussion on how businesses can strategically integrate older employees into their workforce.	Some industry representatives expressed concern about the exclusion of older employees from the workforce. Individuals over 40 or 50 years old often face difficulties in securing new job opportunities, reinforcing the need for structured knowledge-transfer programs.
Explore the use of test sites for training purposes to simulate the	A recommendation is shared facilities among a small group	Already discussed in previous points.

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working environment	of companies or utilizing third-party resources, such as supplier premises, competency centres etc.	

3 Cyprus - *Sustainability and Tools for Supporting the Energy Transition*

This workshop aimed to provide workers with practical knowledge on sustainability, renewable energy, and efficient heating and cooling solutions. Participants explored how sustainable practices and circular economy principles could be applied in daily life and the workplace. They gained hands-on experience with PVsyst for simulating photovoltaic (PV) systems and energy storage, as well as learned about heat pump technology for sustainable heating and cooling. Through interactive discussions and simulations, workers developed skills to optimize energy use, reduce waste, and contribute to a more sustainable work environment. The primary suggestion for improvement was incorporating more practical exercises, as indicated by one participant.

Table 3. *Summary of the achievements/challenges and lessons learnt of the industrial pilot in the energy sector (Cyprus)*

Achievements/Challenges	Lessons learnt
Make employees **understand the necessary actions and the urgency to act towards a more sustainable future**	• Training methods that actively involve employees, such as workshops, group discussions, or simulations, effectively increase their awareness and motivation • Sustainability initiatives should clearly connect to individual job roles, emphasizing why and how each employee's actions matter to foster a stronger sense of accountability • Sustainability messaging and actions require continuous reinforcement beyond initial training sessions to maintain urgency and embed sustainable practices into daily routines.
Introduced employees to some **modern tools or methods** that they can use to **integrate more sustainable methods into their daily life**	• Adapt to the current needs of the market, in cooperation with industry experts and structure training for employees to get familiar with the most up-to-date digital tools • Show them frameworks that they can adapt in both their personal and working life to increase sustainability.
Engaging participants for the **pilot workshops proved to be difficult**, particularly in securing commitment from industry professionals who often faced **time constraints or competing priorities**	• Tailoring the messaging to highlight sector-specific relevance and aligning training schedules with participants' availability can increase engagement. • Offering incentives or certification can further motivate participation and signal the value of the training

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Table 4. *Recommendations in the energy sector*

Roadmap recommendation description	Recommendation	Feedback
Identify necessary competencies, and skills and develop a set of training materials to increase the technical knowledge of energy storage and renewable energy sources	You can provide participants with several theoretical materials in the workshop and some guidance documents with instructions to use the software used in the workshop. Since the workers do not have enough time for a long workshop, give them a brief introduction of the main concepts, and provide additional documents they can use in their own time.	The workers seemed to enjoy the format followed, where a general presentation about sustainability issues was given and then some tools (techno-economic of Heat pumps and PVsyst) were introduced.
Schedule regular meetings with companies to integrate and reinforce green thinking practices among employees	Sustainability should be applied as part of our life. Increasing the awareness and motivation of the employees to think sustainably and think critically about their actions in both their workplace and personal life is essential.	Regularly scheduled interactions will likely enhance employees' ongoing commitment and facilitate the practical integration of sustainable principles into their everyday decision-making.
Increase collaboration with industrial institutions to have greater participation in sustainability training programs	Engaging participants for the pilot workshops proved to be difficult, particularly for industrial workers, who often faced time constraints.	Collaborating with industry associations, chambers of commerce, or trusted networks can improve outreach and credibility.

4 Denmark - *How to think greener and more sustainable with Critical Thinking, Systems Thinking and Problem Framing?*

In the industrial pilot conducted in Denmark, the focus was on implementing critical thinking, systems thinking and problem framing on sustainability issues. The participating organizations managed to gather a team of 15 participants from different companies.

After a short intro to the project, there was a discussion about why it is important that we think in terms

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of sustainability especially in the industry and the individual's workplace and what are the consequences if we do nothing. Subsequently, there was group work for each topic (critical thinking, systems thinking and problem framing) where specific cases were prepared where the participants had to relate to the pros and cons of different scenarios when looking at CO2 footprint, life cycle, recyclability, quality, quantity, and price. The groups presented their results to each other with good discussions as a result.

Table 5. *Summary of the achievements/challenges and lessons learnt of the industrial pilot in the defence sector (Denmark)*

Achievements/Challenges	Lessons learnt
Engaging the participants in an insightful discussion about **green skills and the life cycle approach**	• To encourage participants in group activities, debates, or problem-solving exercises • Focus on real-world applications of green skills, such as case studies, industry best practices, and hands-on
Make participants **think critically about sustainability issues**	• Encouraging debate and presenting multiple perspectives • To enhance evidence-based reasoning by providing participants with e.g. data on carbon footprints, resource consumption, or climate change trends • To teach participants to recognize greenwashing
Time is a factor	• It can be difficult for a company to dedicate half or a full day to a workshop. • It is advantageous to divide the workshop into 3 smaller parts over a certain period, where one topic is taken up at a time.

Table 6. *Recommendations in the defence sector*

Roadmap recommendation description	Recommendation	Feedback
Develop and implement/recommend as a common practice, proactive company skills and capacity management framework/procedures based on continuous skills monitoring for the industrial sector, use information from sectoral or regional competence centres and job market monitors	Minimize skill gaps through continuous upskilling, reskilling, and proactive workforce planning.	Make a long-term plan to be able to influence attitudes and behaviour.
Provide targeted training opportunities for SMEs to facilitate their use of modern digitalisation technologies to improve their effectiveness	A mix of ready-made continuing education courses and tailor-made workshops on the side would be preferable.	It can take a long time to change existing curricula, which is why workshops are an effective way to start.
Enhance the collaboration with	The greater the unity	Continue the collaboration started

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educational centres in the green skills monitoring, the syllabus design, and the teaching activities. The joint creation of competences centres is encouraged in this action.	of this task in the European Union, the greater the chance of success.	by the GREEN VET network.
Provide LLL (Long-life learning) in sustainable technologies to the managerial workers to attract sustainability projects to their business	The entire organization must think about sustainability.	Critical thinking is a good example of this.

5 Spain – *From SDG goals to everyday goals*

Several recommendations have emerged from the pilot sessions conducted with industry partners. Three sessions were held with the staff of a sectoral engineering company to evaluate the methodology. Insights gained from these experiences were gathered and are presented in this deliverable. Additionally, the midterm conference, which primarily involved staff from an international company, provided further valuable input on enhancing the implementation of the GREEN methodology. Overall, participant feedback was positive. Those who completed the evaluation survey reported an increased understanding of the SDGs and expressed a willingness to recommend similar workshops to their peers. Most participants found the duration and content of the workshops/events appropriate, and some indicated interest in an additional practical session.

Table 7. *Summary of the achievements/challenges and lessons learnt of the industrial pilot in the maritime sector (Spain)*

Achievements/Challenges	Lessons learnt
Use of **emotional engagement techniques (gamification, in-person sessions)**	Emotional connection enhances learning. Using gamification and interactive methods fosters motivation, participation, and commitment.
Time and schedule adaptation to industry needs, combining in-presence and online sessions, including interactive tools	Organize events and training sessions trying to adapt to the collective (both in time, format, and tools). Use pooling before dating and planning sessions length
Participants initially struggled to integrate **GREEN** approaches and possibilities to their working activities	More sector-specific examples and up-to-date data help bridge the gap between theory and practical application.
Hands-on activities helped participants apply the methodology to their daily work	Practical, action-oriented learning is more effective than theory alone. Active participation leads to better retention and therefore implementation.
Encouraging personal sustainability challenges increased participants' sense of responsibility	Personal engagement is crucial. Setting small, meaningful goals motivates individuals to adopt sustainable practices beyond the workplace.

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Table 8. *Recommendations in the maritime sector*

Roadmap recommendation description	Recommendation	Feedback
Invest time and resources in creating empathy and engagement for assimilating and apprehending the GREEN concepts and tools	Break the ice: engage participants on an emotional level. Use gamification to start each session. Try to organize at least one in-person session to foster connection and engagement.	Participation increased both in quality and quantity. Participants felt more motivated and involved when emotional engagement techniques were used.
Share up-to-date contents and data and adapt them to the local context	Provide relevant, meaningful, and current data and news for discussion and reflection. Use videos, images, and interactive materials. Bring the global situation into the local context to make it more relatable.	Current data and real-world examples helped participants better understand the concepts. It also encouraged them to think critically, share opinions, and engage in deeper discussions.
Reflect on the achievable impacts through professional performance	Prepare a dynamic training activity to apply the concepts and information learned. Adapt existing games/materials or create specific ones for green maritime topics. Collaborate with participants to develop concrete proposals for their company and daily work.	Hands-on activities and real-world applications helped participants connect the methodology to their professional roles. They valued the opportunity to create actionable proposals.
Review the state of the art and add concrete sectoral examples on GREEN initiatives	Provide case studies and best practices from the maritime and offshore energy sectors. Invite guest speakers from companies successfully implementing GREEN initiatives or find and share their practices.	Participants found sector-specific examples highly relevant and useful. Exposure to real-world cases increased their confidence in applying GREEN concepts in their work.
Reflect on the achievable impacts through personal performance	Set a personal challenge. Encourage participants to commit to small but meaningful sustainable actions. Offer tools to track progress and share experiences.	Participants appreciated the opportunity to set personal sustainability goals. This increased their sense of responsibility and commitment beyond the workplace.
Update and deliver the "train the trainers" program	Relaunch the train of trainers course (annually if possible) with the support of the VET	People providing training and promoting sustainable practices in the companies

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	training network. Help people promoting sustainability feel equipped and confident to teach sustainability effectively and apply it in their institutions.	feel the need to update knowledge on resources and effective tools: i.e. to reduce digital footprint on processes and communication.
Rethink the concept of "profitability". Integrate environmental and social dimensions in financial assessments classroom discussions	Challenge the idea that only economic profit matters.	Encouraging critical thinking and systems thinking to expand the participants' understanding of the value of sustainability.
Create collaboration between companies and educational institutions	Develop collaborative networks of sustainable companies/centres to share resources, coordinate joint activities, and reduce workload through cooperation.	Promotes a sense of community and reduces isolation, reducing individual efforts and workload. This also creates a bigger impact.
Use service-learning methodology	Design projects with a social link (e.g., composting involving neighbours, not just the institution). Spread sustainability awareness beyond the institution/centre walls.	Makes learning more meaningful and rooted in real-life contexts; builds civic engagement.
Ensure diversity and inclusion. Actively involve people of different ages, backgrounds, genders, and nationalities in training content, communication, and delivery.	Support mobility programs with countries outside Europe to explore diverse sustainability approaches and reflect on the global nature of the issue. Value local and traditional sustainability practices; ensure materials are visual, clear, language-adapted, and context-sensitive.	Creates a richer, more inclusive learning environment; enhances equity and representation.

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6 Summary of Recommendations

Table 9. *All recommendations gathered from the feedback of all industrial pilots organized into different categories.*

Category	Recommendation
Pedagogical Innovation for green skills	Provide targeted training opportunities for SMEs to facilitate their use of modern digitalization technologies to improve their effectiveness
	Explore the use of test sites for training purposes to simulate the working environment
	Use service-learning methodology
	Rethink the concept of "profitability". Integrate environmental and social dimensions in financial assessments classroom discussions
	Invest time and resources in creating empathy and engagement for assimilating and apprehending the GREEN concepts and tools
	Ensure diversity and inclusion. Actively involve people of different ages, backgrounds, genders, and nationalities in training content, communication, and delivery.
Lifelong and professional learning	Provide LLL (Long-life learning) in sustainable technologies to the managerial workers to attract sustainability projects to their business
	Update and deliver the “train the trainers” program
Education-Industry partnerships	Enhance the collaboration with educational centres in the green skills monitoring, the syllabus design, and the teaching activities. The joint creation of competences centres is encouraged in this action.
	Schedule regular meetings with educational institutions to integrate and reinforce green thinking practices among employees
	Increase the number of internships/exchanges and apprenticeships related to sustainability-related occupations to be on top of the cutting-edge technologies, which may contribute to increasing the workload
	Improve the knowledge-transfer mechanisms within companies to accelerate the learning curve of new professionals, who would be able to get a good grasp of the experience and lessons that older employees got over the years
	Increase collaboration with industrial institutions to have greater participation in sustainability training programs
	Create collaboration between companies and educational institutions
Curriculum adaptation and sectoral	Share up to date contents and data and adapt them to the

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alignment	local context
	Reflect on the achievable impacts through professional performance
	Reflect on the achievable impacts through personal performance
	Review the state of the art and add concrete sectoral examples on GREEN initiatives
	Identify necessary competences, skills and develop a set of training materials to increase the technical knowledge of energy storage and renewable energy sources
Interdisciplinary skills development	Motivate and provide opportunities for developing multi-disciplinary skills outside of specialization e.g., renewable energy engineers should also have skills in policy and regulatory frameworks, environmental impact assessment, and project financing to effectively design, implement, and scale sustainable energy solutions.
	Develop and implement/recommend as a common practice, proactive company skills and capacity management framework/procedures based on continuous skills monitoring for industrial sector, use information from sectoral or regional competence centres and job market monitors.

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Annex – Booklet on "Empowering Green Industry - Good Practices for Sustainable Skills Development"

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EMPOWERING GREEN INDUSTRY

GOOD PRACTICES FOR SUSTAINABLE SKILLS DEVELOPMENT

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BUILDING A GREENER WORKFORCE

THE GREEN VISION

The GREEN Project (GreeneR EuropEan vet Network), funded by Erasmus+, connects industry and education to lead Europe's twin transition—green and digital. With decarbonisation, resource efficiency, and circularity at the core of business transformation, industry must equip its workforce with new capabilities.

This booklet presents tested practices that demonstrate how companies and training partners are embedding sustainability into their strategies and operations. From large manufacturers to agile SMEs, GREEN partners are actively shaping a resilient, green-skilled workforce.

INDUSTRY TRAINING FOR THE GREEN TRANSITION

The transition to a green economy requires more than technical know-how. It calls for comprehensive skills strategies that integrate sustainability into job roles across sectors. GREEN partners have piloted approaches that combine hands-on learning, transversal competencies, and strong collaboration.

Modular Upskilling with Green Micro-Credentials – Mercantec (DK)

Short, flexible training modules were developed for workers in technical sectors. Topics included energy efficiency, sustainable manufacturing, and emissions reduction. These stackable credentials supported fast, targeted upskilling aligned with labour market needs.

Sustainable Practices in Maritime Training – CETMAR (ES)

In collaboration with marine industries, CETMAR introduced training on ocean health, circular aquaculture, and offshore renewable energy, enhancing the environmental awareness and skillsets of maritime professionals.

Circular Economy Awareness – Olife Energy (CZ)

Olife incorporated real case studies on battery reuse, end-of-life planning, and eco-design into employee learning. These practical examples helped shift mindset and operations towards circularity across departments.

EMBEDDING GREEN SKILLS IN COMPANY CULTURE

Beyond classroom training, companies in the GREEN project adopted organisational-level approaches that make sustainability part of day-to-day operations.

Training the Trainers – UCY & VSB-TUO

Human resources staff and technical leads from partner companies participated in dedicated training-of-trainers events. They explored methodologies to embed green skills into onboarding, compliance, and leadership development.

Co-Creating Learning with VET Providers

GREEN facilitated direct cooperation between industry and VET institutions. Employers contributed to the design of modules on additive manufacturing, lifecycle analysis, and green logistics—ensuring content reflected sectoral needs.

Piloting in the Workplace

Pilot activities in Cyprus, Spain, Czechia, and Denmark tested these approaches in real settings. Lessons learned from in-company training were fed back into toolkits, ensuring ongoing refinement and scalability.

THE GREEN LABEL – A MARK OF SUSTAINABLE LEADERSHIP

VET providers within the scope of industry committed to environmental training and sustainable workforce practices can apply for the GREEN Label. This recognition showcases:

- The integration of green skills into business operations
- Use of innovative training methodologies
- Collaboration with education and public stakeholders
- Demonstrated sustainability impact and reporting
- Embedding of green skills in VET training programmes

JOIN US HERE

JOIN THE GREEN NETWORK AND EARN THE GREEN LABEL

HOW TO JOIN:

1. Complete a self-assessment
2. Submit documentation of green practices
3. Undergo a remote audit
4. Receive tailored feedback
5. Earn the GREEN Label and become part of the Network

BENEFITS INCLUDE:

1. Enhanced market visibility and brand credibility
2. Alignment with ISO and EU green frameworks
3. Access to training tools and peer-learning opportunities
4. Strategic networking and policy engagement

GREEN
the Greener European VET Network

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