



IO2 Implementation of sustainability goals in accordance with school strategy

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Content

1. TOP Managers Interviews	4
a. TEC Interview.....	6
b. ZADKINE Interview	9
c. XABEC Interview.....	10
d. YSAO Interview.....	12
e. EUC-SYD Interview.....	15
2. How to integrate the SDGs in your sustainability strategy?	17
a. Common Conclusions for the VET institutions	19
b. Three challenges that schools face when trying to promote the Sustainable Development Goals (SDGs)	23

1. TOP Managers Interviews

Common Conclusions:

1. Urgency of Green Transition:

All interviews emphasize the urgency of the green transition within the vocational sector. The vocational education system plays a pivotal role in steering societal shifts towards sustainability.

2. Collaboration and Partnerships:

Collaboration and partnerships with external stakeholders, including companies and social partners, are seen as crucial in driving the green transition. Initiatives and competencies need to align with industry needs.



3. Role of Teaching Staff:

The significance of teaching staff is universally recognized in shaping a sustainable future. Teachers play a key role in setting an example for students and are essential in translating industry-specific insights into educational practices.

4. Continuous Competence Development:

Continuous competence development is highlighted as a strategic imperative. The speed pace of technological change and knowledge obsolescence necessitate ongoing learning for both teachers and students.

5. Challenges and Attitude Shift:

Challenges related to attitude, governmental regulations, and the need for a change in mindset are acknowledged universally. Overcoming these challenges is crucial for the successful implementation of the green transition.



Relevant aspects to work the SDG:

1. Industry-Specific Knowledge:

Vocational education must focus on providing industry-specific knowledge to students. This includes adapting to emerging technologies, understanding sustainability in transportation, and staying informed about sector-specific advancements.

2. Strategic Implementation of SDGs:

Institutions need to strategically implement Sustainable Development Goals (SDGs) at the educational level. This involves making informed decisions to align practices with sustainability, reducing energy consumption, and incorporating eco-friendly measures into operational frameworks.

3. Role of Dual System:

The strength of the dual system, involving collaboration with companies, is highlighted. Practical knowledge gained through partnerships enhances students' understanding and proficiency in addressing real-world challenges in the green transition.

4. Preparation of Teaching Staff:

Teaching staff should be actively engaged with companies, stay informed about emerging technologies, and effectively translate knowledge into educational activities. Empowering teachers with industry insights enhances their ability to integrate green transition concepts into teaching practices.

5. Challenges and Solutions:

Challenges such as knowledge obsolescence, financial constraints, and scarcity of qualified personnel are acknowledged. Solutions involve a concerted effort to invest in continuous competence development, address resource limitations, and adapt to technological uncertainties for a sustainable future in vocational education.



a. TEC Interview

Interviewee: Morten Emborg, CEO of Technical Education Copenhagen.

LinkedIn <https://www.linkedin.com/in/mortenemborg/>

Focus: Green transition in the vocational sector in Denmark.

Key Points:



Importance of Green Transition in Vocational Sector:

The importance of the green transition within the vocational sector in Denmark is paramount, as highlighted, He emphasizes the vocational sector's primary role in steering Denmark's societal shift towards sustainability. He underscores the critical contribution of vocational workers who are at the forefront of implementing changes, particularly in adopting new heating systems and other green initiatives.

Recognizing the hands-on nature of vocational work, Morten advocates for a proactive approach within this sector to ensure its pivotal role in the broader context of the green transition. The acknowledgment of the vocational sector's significance underscores its potential to shape and drive sustainability efforts in Danish society.

Focal Points for a Sustainable Future:

Staying abreast of industry-specific knowledge is crucial for vocational workers to adapt effectively to ongoing changes. Morten provides the example of understanding electric cars, emphasizing that mechanics need to possess knowledge about these evolving technologies.

This highlights the necessity for vocational education to equip students with the insights and skills required to navigate and contribute to industry-specific advancements, ensuring a sustainable and adaptive workforce for the future

Initiatives Supporting Green Transition:

Initiatives driving the green transition are centered on collaborative efforts to formulate future competencies. These initiatives recognize the imperative for close coordination with social partners who play a crucial role in defining competences within various industries.

This collaborative approach ensures that vocational education stays aligned with the evolving needs and requirements of **different sectors**, promoting a workforce that is well-equipped to contribute to and thrive in the changing landscape of sustainable practices.



Challenges in Transportation Sustainability:

Addressing sustainability challenges in transportation involves recognizing the difficulties specific to urban areas. While electric vehicles stand out as a noteworthy initiative, the acknowledgment is made that there is still a need for significant improvements, particularly concerning urban transport. Identifying and addressing these challenges is crucial to enhancing the overall sustainability of transportation systems in urban environments.

Preparation of Teaching Staff for Green Transition:

This process encourages teachers to actively engage with companies, stay informed about emerging technologies, and effectively translate acquired knowledge into educational activities.

Empowering teachers with industry-specific insights enhances their ability to equip students with relevant and up-to-date information, fostering a more effective integration of green transition concepts into educational practices.

Strategic Implementation of SDGs:

Strategically implementing Sustainable Development Goals (SDGs) at the VET level involves making informed decisions to align educational practices with sustainability. This recommendation emphasizes the importance of reducing energy consumption, minimizing waste, and efficiently managing water usage within colleges.

By adopting a 360-degree perspective, colleges can proactively contribute to achieving SDGs, not only within the academic realm but also by incorporating sustainable practices into their operational framework. These strategic decisions position colleges as key contributors to broader sustainability goals, influencing both students and institutional practices toward a more environmentally conscious future.

National Initiatives and Guidelines:

Supporting national initiatives and guidelines regarding sustainability and Sustainable Development Goals (SDGs) is crucial for establishing a **unified approach** within the public sector. By endorsing and participating in these national initiatives, colleges gain valuable benchmarks that guide their strategies and align them with broader sustainability objectives.

This collaborative effort ensures a consistent and coherent framework across educational institutions, promoting a shared commitment to sustainability.





National guidelines serve as a compass, helping colleges creating their individual paths while contributing collectively to the overarching goals of environmental responsibility and sustainable development.

Strength of the Dual System:

The dual system's strength lies in its pivotal role in integrating practical knowledge into vocational education.

Recognizing the significance of students gaining experience within companies, the dual system ensures a seamless blend of theoretical learning and practical application. This dynamic approach enhances students' understanding and proficiency, preparing them to navigate real-world challenges in the green transition.

Despite these strengths, challenges persist in advancing the green transition within the vocational sector. The fast-paced nature of technological change demands continuous competence development, while financial constraints and a scarcity of qualified personnel pose hurdles to sustaining this progressive educational model.

Overcoming these challenges requires a concerted effort to invest in ongoing competence development and address resource limitations, securing the dual system's efficacy in fostering sustainable practices in vocational education.

Knowledge Obsolescence:

The issue of knowledge obsolescence poses a significant challenge within the vocational sector, as the rapid evolution of technologies increases the risk of skills becoming outdated swiftly. This challenge is exacerbated by the uncertainty surrounding which technology will emerge as the dominant force in various industries.

The **lack of clarity** on whether electric cars, hydrogen-powered vehicles, or other innovations will prevail necessitates a proactive approach to competence development. To address this, a continual commitment to ongoing learning and adaptability becomes crucial, ensuring that educators stay abreast of emerging technologies and equip students with relevant, up-to-date skills. This emphasis on continuous competence development becomes a strategic imperative to navigate the uncertainties of technological advancements in the pursuit of a sustainable future within the vocational sector.

The emphasize should be on the continuous competence development throughout teachers' careers.





b. ZADKINE Interview

Interviewee: Marloes de Vries, CEO of College van Bestuur at ROC Zadkine.

LinkedIn <https://www.linkedin.com/in/marloesdevries/>



Marloes emphasized the importance of the green transition in the vocational sector, particularly for students aged 18 to 25. She highlighted the need for students to engage with climate sustainability, sustainable goals, and green initiatives not only within their educational programs but also in external activities, the labor market, and the community.

Regarding creating a sustainable future in the vocational sector, Marloes stressed the importance of educational programs, with teachers playing a key role. Collaboration, both internally and internationally, and forming communities with partners were highlighted as focal points. The president underscored the significance of associating sustainability with various programs, including social studies, citizenship, and technology education.

Addressing initiatives supporting the green transition, Marloes mentioned **alignment with government goals**, focusing on sustainability within educational buildings, and collaborating with companies and organizations. Local investigations on sustainability and financial considerations for improvements were emphasized.

When asked about European countries setting examples, Marloes pointed to Scandinavian countries like Denmark, Sweden, and Finland as well as possibly Germany, citing their alignment with European goals and initiatives.

In terms of sustainability in transportation, the college president discussed regional initiatives in sustainable energy-neutral transportation within cities and city hubs.

Concerning the preparation of teaching staff for a sustainable future, Marloes highlighted the importance of policy alignment, involving teaching staff in program creation, and creating platforms for discussion. Student involvement and societal pressure were seen as additional motivators.

The strength of the dual system, where companies collaborate on the green transition, was viewed as a powerful partnership in the Netherlands. The college actively participates in partnerships on regional, local, and sometimes national levels.

Acknowledging knowledge obsolescence as a challenge, Marloes emphasized the importance of helping students acquire flexible and adaptive mindsets to face an uncertain future in the green economy.

The interview concluded with insights into the role of teaching staff in shaping a sustainable future and the strategic implementation of Sustainable Development Goals (SDGs). Marloes emphasized the need for government policies and funding, awaiting new programs from the Ministry of Education.

Overall, the interview provided valuable insights into the perspectives and actions of Zadkine in promoting sustainability within the vocational sector.



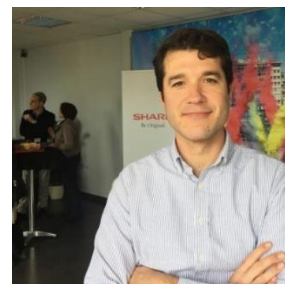


c. XABEC Interview

Interviewee: Pau Xipell, Viceprincipal in XABEC

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Focus: The values of sustainability



Why do we talk about sustainability?

It is important to focus on the fact that when we talk about sustainability, we are talking about a project being sustainable over time. We can consider sustainability issues now because we have received a legacy from previous generations that allows us to do so.

I personally understand the world we live in as a gift that we have received. We did not build it, we were born into it and we were directly confronted with this marvel. So I think it is only fair that we take care of it too.

What traits or characteristics does an institution who is committed to sustainability have?

The main challenge we face in this regard is that sustainability is not just something for the gallery, It is fashionable and sells a lot. So we can remain only in theory. A sustainable institution has to ask itself how it is going to apply in reality the principles by which it wants to be governed. It is also important to ask ourselves how we can work towards ensuring that all members of the institution, from the first to the last, are aware of and apply these failures.

What would a well-designed and implemented sustainability bring to society and to companies?

People are the most important thing in organisations. An organisation succeeds because of the people who work in it.

People have different dimensions and facets and we in management must see them as more than just human resources. A sustainable company not only benefits the environment but is also profoundly human and therefore organisations reinforce the dignity of people if they take care of the environment and this has a positive medium and long term impact on the company's productivity.

What role does XABEC play in this issue?

One of our most important areas of activity is the field of renewable energies. In this area we provide a lot of trainings in photovoltaics, thermal energy and so on. There is a strong link between our work and the sector in which we are active. Waste management is another issue that we think is very relevant and we have been very insistent on it and we try to raise awareness among students. We are working on a school that has this issue as a top priority. The other day, for example, a teacher was late for a meeting because he was correctly





separating the waste that had been generated in a class, and we think that this delay is something positive and acceptable if we want to work in that direction. There is also a lot of material that can be reused and repurposed in a way that makes us more efficient in its use.

What can we do to raise awareness of this issue among our students?

This generation is very aware of the change in mentality compared to previous generations. What we would want to do in Shabak is to take action. For example, within our solidarity aspect, we could include some specific environmental volunteering action. This would be a great help in raising awareness and motivating society as a whole to achieve a healthier and more sustainable planet over time.





d. YSAO Interview

Interviewee: Kari Puumalainen, Director of Ylä-Savon koulutuskuntayhtymä

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Focus: Green Transition in Finland

Please introduce yourself:

My name is Kari Puumalainen. I have a personal touch-point to environmental questions. I used to work as a project manager in a national project in which all main players of Finnish environmental sector were participating. The purpose of the project was to plan new ways to collect and recycle electric and electronic waste. And to find new business innovations from that sector.



Why is the Green Transition considered essential within the vocational sector?

Green Transition is a global challenge we must take seriously. In VET institutes we teach people who will be employed to companies where Green Transition is already an important factor. We can not be trusted and respected VET institution if we do not take these matters to account. It is not only the teaching but also our own organization has to set an example. Many of the environmental and sustainability issues are now recommendations in Finland but I believe they will be regulations and laws in the future. We need to be prepared for this.

What do you consider to be the most important focal points when it comes to creating a sustainable future within the Finnish vocational sector?

First one has to understand. To understand what is the big picture, why are these things important. After that it is possible to change attitudes. And with the attitudes comes ability to learn. The same goes in an individual but also organizational level.

What are the main initiatives (examples / cases) supporting the green transition in the vocational sector in Finland at a national level?

There are several publicly funded project around this theme, both national and EU funded. This supports our actions towards sustainability matters. Green Transition has been written in to the regulation that sets the foundation to our degree programs, that is why we can not close our eyes from it.





And Green Transition/sustainability are more and more visible in the requirements of our degree programs. One more thing is a national VET institute quality competition in year 2022 – the theme is sustainable development.

Do you have any ideas of initiatives, which are strengthening sustainability within the field of transportation?

Self-moving machinery which are lower in emissions. Discussion on should transportation be moved from roads to railways. Electric engines have become more popular and common.

How do we prepare VET teaching staff and management for the green transition?

First one has to have an understanding why this is important. After that it is possible to change attitudes and learn. Green Transition has an important role in YSAO strategy. It is easy for anyone to observe the effects of climate change in the Northern nature.

The simple things in Green Transition are recycling and separating waste. But one should have the knowledge to see the big picture and go to the main questions: How to do thing so that one does not produce any waste? For example in YSAO we have taken the trays off from the student cafeteria. This has had a significant impact on food waste, the usage of dish washer and also the staff work force.

Which role does the teaching staff play in creating a sustainable future within the vocational sector?

They are the key players. A teacher meets so many people. He/She sets an example to students, in action but also in attitude.

From a strategic point of view: How do we go from knowing about the sustainable development goals (SDG) to implementing them into the teaching framework?

We have to focus on the main elements and see sustainability as a wider issue that impacts on everything we do. It is not only the environmental issues but also wellbeing, culture and economics. For example the high price of electricity. We need to do those little things like turn off the lights but as a managerial level in a VET institution we need to find the big factors. And remember that sometimes saving 1€ could cause problems that takes 2€ to fix it. Like once we turned off the air-conditioning for weekends to save electricity. Yes, we did save a lot but it turned out the buildings got ill and took us much more then what we had saved to fix that problem.

How do you view the strengths of the dual system – cooperating with companies around the green transition in the VET sector?

The big companies are much further ahead than the schools. When we co-operate we get to know the standard and take that knowledge to our school. If a company sets sustainability





demands to its sub-contractors it is an example we can use as a school. In Finland all this communication and co-operation between schools and businesses is relatively easy because we have mutual trust. We share things openly and help others to learn. We develop together.

What do you consider to be the greatest challenges when it comes to furthering the green transition within the vocational sector?

The attitude. In Finland trust is a thing that supports development. But we do have strong governmental regulations which are more the stick than the carrot. These regulations effect negatively to the attitudes of people and organizations.





e. EUC-SYD Interview

Interviewee: Hans Lehmann - . Chairman Of The Board hos ProjectZero

LinkedIn <https://www.linkedin.com/in/hans-lehmann-99b1632/>

Focus: Sustainability in logistics



The **most important issues** right now for the department and the school it is a focus on:

- Sustainability in educational programs
- Sustainability in organizational development
- To make sustainability a real value in the organization

The **motivation** of the teachers: most of our teachers are motivated to teach new skills and competences to the students. And as a school it is important to keep supporting this engagement.

And you need to have a strategy for the above point 1 and 2 at school level in order to keep making progress and motivation.

There will always be a constant demand for upskilling that has to be prioritized most of all financial wise. So, for the management perspective we have a lot of impact on how to prioritize the sustainable agenda in projects, education and other development activities.

If sustainability is not a value that makes sense to you, you are not making it a priority. They need to be able to see both short term and long-term values of prioritizing this development. As managers you will always have to work with the motivation and change in your processes for development of education and as a school.

Teachers and students respond to the subjects

First and fore the most, our teachers and students have sufficient knowledge about sustainability.

It's about making sustainability relevant to them. That can be very difficult when you are living in a country with a high standard of living and a welfare society that provides you rich opportunities.

In relation to continuing education when we talk about the sustainability agenda, I think it is obvious to follow a development that benefits our lives and welfare

Working together with companies and stakeholders about the sustainability agenda?

There is always a need from companies the EUC Syd deliver high end education in all programs. It is our "reason d'etre" in the Danish dual system in VET.

EUC Syd is deeply involved in local partnerships with companies and municipalities. We have developed targeted training for e.g.: craftsmen, building maintenance etc.





As it is a two-way cooperation EUC Syd can also in the VET programs engage the companies in working with the SDG's because the apprentices come with another attitude and expectations on the sustainable agenda when they get employed in the companies.

For the sector of Logistics – and Transportation it is clear that EUC Syd is an important player in supporting and providing the sector with competencies in sustainable logistics and maintenance of new types of transportation e.g.: e-mobility

As challenges you can mention:

- It is about everyone taking responsibility for the change. It requires leadership and organizational tools.
- Not all companies have the courage to carry out such a major revolution.
- Many companies have forced the conversion to have trucks that run on electricity. It requires financial muscle and readiness. The development is not in place either
- Not all companies can keep up at the same pace.
- Therefore, state support is needed, but that requires political will.
- Our politicians are in favor of major changes. But they do not agree on the pace at which it should proceed.

Sustainability agenda as a competitive parameter

It is very important for our college, to secure our “License to Operate”, by being high-end up to date also to i.e.: we must secure our future market position in VET.

What is important from management position:

- Keeping a constant focus on sustainability
- Focus on developing and secure competencies in all departments

And we need to focus on sharing:

- Organization of teaching.
- Knowledge shared using sustainable fuels until the transition to the use of renewable energy fuels.
- Exchange of experience in teaching sustainability.
- The work of implementing the Global Goals.

The institutional / building / facility management at the partner schools:

Our “sustainable” operation of the college building, transportation, waste handling, etc. are all undergoing close scrutiny and analysis to make we are making progress every year, i.e.: reducing our carbon footprint and energy consumption as examples.





2. How to integrate the SDGs in your sustainability strategy?

According with consultancy Sustenuto ([link](#)) we suggest the following steps to integrate de SDG in the institution strategy

a) Quick recap': the Sustainable Development Goals

Since 2015, the UN Sustainable Development Goals (SDGs) have served as a global framework for collective efforts towards a more sustainable society. Currently, the 17 Goals set to be achieved by 2030 remain ambitious and groundbreaking, urging governments, businesses, NGOs, civil societies, and citizens to collaborate in constructing a livable and resilient planet with equal opportunities for all.

Built upon John Elkington's 3 Ps – people, planet, and prosperity

– the SDGs encompass five pillars, with the inclusion of peace and partnership as essential components. Peace is recognized as

a prerequisite for progress in social, environmental, and economic dimensions, while partnerships are viewed as powerful and necessary mechanisms for advancing across all pillars.

The SDGs serve as external objectives for companies, prompting them to look inward and contemplate how they can contribute to these broader goals. Given that the goals often extend beyond an organization's immediate influence, they encourage companies to consider their role in achieving them.

Five years since the inception of the UN SDGs, an increasing number of companies are actively seeking ways to integrate these goals into their business strategies. This trend is not only positive for society but also brings various benefits to the companies, fostering a mutual relationship between corporate success and societal well-being.

1. The SDGs offer an external point of view that reflects the challenges of society.
2. They function like a mirror held up by society, leading organisations to increase the level of ambition of their own goals.
3. They are a source of inspiration that can help identify the potential impacts of an organisation on society.
4. As a globally adopted framework, they are a universal means of communication to talk about impact and performance.

b) Determine priority.

An organization can benefit from acting on the SDGs, which in turn benefits society as a whole. Yet, the specific SDGs that are most relevant for a company or organisation can differ according to the sector, location, and operational activities. It is therefore important to identify which SDGs are priority.

Priority setting for the SDGs is an essential first step in developing an integrated strategy. There are some tools that can help you to priorities', but each organization need to find their own way to identify the most relevant SDG for them





Defining objectives

A company has the flexibility to establish specific objectives for prioritized Sustainable Development Goals (SDGs) or seamlessly incorporate them into its existing sustainability strategy. Once the priorities are identified, the next step involves defining company-specific objectives that contribute to the selected SDGs. There are two approaches to this objective-setting process:

The company can choose to formulate objectives for each prioritized SDG and then tailor them to align with the organizational context.

Alternatively, the company can evaluate how its current sustainability strategy aligns with the prioritized SDGs. In this scenario, the focus is on rephrasing existing objectives to better align with the SDGs or introducing new objectives to complement the existing strategy.

For instance, a metallurgy company might adopt a sub-target of SDG 5, "Gender Equality," aiming to ensure "women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life."

- In the first approach, the company adopts the target and translates it to the reality of its industry. Traditionally a male-dominated environment, the company now sets the objective to have 40% women in the senior management by 2030.
- In the second approach, the target is already integrated in the company's sustainability strategy but increased from 30% to 40% to make it more ambitious and better align with the SDG.

c) From strategy to action

An effective way to implement the SDGs in an organization is to identify actions that are already ongoing or can be taken up in function of the formulated objectives.

In practice, a company can assemble one or more teams of internal stakeholders that brainstorm on existing or potential actions and then cluster these according to the priority SDGs. For example, a company has a wellbeing policy whereby every new employee gets a free bicycle. This policy will possibly have an impact on SDG 11, i.e., "Sustainable cities and communities".

Preferably, the actions are linked to the core activity of a company, so they can generate the greatest impact on a particular SDG. In this respect, the exercise helps to identify which actions are less relevant to retain moving forward. Instead, the company can focus on a new action that contributes more to a priority SDG.

In 2018, a consultancy was commissioned by the Flemish government to develop a manual that details how to integrate the SDGs into an organisation's strategy and activities. Primarily intended for government institutions and local authorities, it is a useful guide for any type of organisation.

To serve as a complementary example, you can consult the following [link](#) in which 53 objectives are proposed to achieve the SDGs proposed for 2030





a. Common Conclusions for the VET institutions

Common Points Across Schools:

Integration of Sustainability into Strategy:

All five schools, YSAO, TEC, XABEC, ZADKINE, and EUC-SYD, emphasize the integration of sustainability into their institutional strategies.

Sustainability is considered a key element in shaping the long-term vision and goals of the schools.

Inclusion of Social Sustainability:

Social sustainability, including aspects like demographic changes, equality among students, and treating individuals equally, is acknowledged and prioritized in all schools.

Focus on Green Transition:

Each school recognizes the importance of the green transition and aligns its strategy with national or global climate goals.

Efforts are made to prepare students and teachers for active participation in sustainable practices and solutions.

Digitalization as Part of Sustainability:

Digitalization is identified as a crucial aspect of sustainability in all schools.

Efforts are made to develop digital skills and services in a sustainable manner, reflecting the evolving technological landscape.

Collaboration and Partnerships:

Collaboration with companies, strategic alliances, and partnerships play a significant role in achieving sustainability goals across all schools.

Building networks and involving students in real-world experiences are highlighted as essential for promoting sustainable practices.

What is also relevant is that after comparing all the strategies between partners we realize that there are some “unique points per institution.





The differences in the approach to sustainability among the schools can be attributed to factors such as regional context, government regulations, historical involvement in sustainability initiatives, and the unique priorities and values of each institution. YSAO focuses on strategy development first, TEC aligns with government climate goals, XABEC tries to put a special action in each goal putting the focus in the quality of the education, Zadkine is focus in a new management methodology and EUC-SYD traces its commitment to specific projects and international affiliations. These differences reflect the diverse paths schools take based on their individual contexts, priorities, and historical trajectories.

YSAO:

Role of Strategy Development:

YSAO emphasizes the importance of developing a strategy first, viewing it as a foundational step before delving into sustainable management.

Implementation of strategy across departments varies, with sustainable management more advanced in some departments than others.

Individual Teacher/Staff Impact:

YSAO focuses on empowering individual teachers and staff members to actively contribute to green transition and sustainability.

Regular individual development discussions include sustainability as a recurring topic.

Technical Education Copenhagen:

Government Regulations and Climate Goals:

TEC highlights the influence of clear government laws and climate goals in Denmark, shaping the priority given to the sustainable agenda.

The role of teachers in integrating green considerations into teaching and curriculum is emphasized.

Three Beacons for Sustainable Strategy:

TEC structures its sustainable strategy around three beacons: sustainable pedagogics, physical environment, and internal/external strategic alliances.

These beacons form the foundation for a comprehensive approach to the green transition.





EUC-SYD:

ProjectZero and UNESCO-School Status:

EUC-SYD traces its commitment to sustainability back to its involvement in ProjectZero and obtaining UNESCO-school status in 2016.

The school's strategy aligns with a whole-school approach, integrating sustainability into various aspects, including food services and building operations.

Shift Toward Sustainability at All Levels:

EUC-SYD emphasizes the need for sustainability to be on the agenda at all democratic forums within the institution, involving various stakeholders.

A cultural shift toward sustainability is seen as successful when it becomes ingrained in the school's actions without requiring constant attention.

To know more about ProjectZero you can follow this [link](#)

XABEC

Promotion of Sustainability Awareness:

The first idea centers around the goal of promoting awareness of sustainability within each department and across vocational training sectors at the Xabec Training Centre. The focus is on creating a culture of sustainability throughout the educational sphere and various departments.

Encouraging Sustainable Initiatives Among Students:

The second idea emphasizes encouraging sustainable initiatives among students in different educational contexts:

Face-to-face Training: Integrating sustainability awareness and practices into traditional classroom-based training.

Dual Training and Internships: Involving students in sustainability improvement reports during their practical training, including observations on how companies manage sustainable development and waste. This extends to suggesting ideas for enhancing waste management in both companies and workplaces.



ZADKINE

Teaching Methodology

Distinguishing ZADKINE in teaching by utilizing metaphors, engaging in forums, offering compelling examples, and elucidating apparent inconsistencies.

Employees recognition

Recognizing and rewarding employees actively engaged in the change process makes it evident at all organizational levels that the company is steering in a different direction





b. Three challenges that schools face when trying to promote the Sustainable Development Goals (SDGs).

Limited Resources:

Description: Many schools face financial constraints that make it challenging to effectively implement programs centered around the SDGs.

Impact: The lack of funds can hinder the adoption of sustainable practices, teacher training, and the integration of SDG-related content into the curriculum.

Lack of Awareness and Understanding:

Description: The lack of awareness about the importance of the SDGs and understanding how to integrate them into education is often a challenge.

Impact: Resistance to change and a lack of understanding can lead to a superficial implementation of the SDGs or a lack of engagement from both students and teachers.

Curricular Integration and Assessment:

Description: Effectively integrating the SDGs into the curriculum and creating appropriate assessment methods can be challenging.

Impact: Without a solid integration, the SDGs may be perceived as an additional task rather than a comprehensive approach. The lack of clear assessment methods can make measuring impact difficult.

Although the implementation of the Sustainable Development Goals (SDGs) has faced challenges and, in some instances, encountered contradictions or even some resistance, it is crucial to bear in mind that the SDGs, as stated on the official page of the European Union, represent a **universal call to action** to end poverty, protect the planet, and improve the lives and prospects of people worldwide. Despite the fact that the execution of these goals has been slower than initially anticipated, it is imperative for educational institutions to play a proactive role and overcome these difficulties.





Educational institutions play a basic role in this process, given their significant impact due to the large number of learners who pass through their classrooms. It is essential that these institutions, aware of their influence on shaping future generations, successfully managing the challenges associated with the implementation of the SDGs. This involves not only addressing internal and external resistances but also adapting their educational approaches and structures to align with the fundamental principles of the SDGs.

Considering that the SDGs encompass broad dimensions such as poverty eradication, gender equality, climate action, and peace, educational institutions face the task of integrating these goals coherently into their academic programs and institutional culture. This process requires a continuous commitment to awareness-raising, staff training, building partnerships with other institutions, and constant adaptation of educational practices to reflect sustainable principles.

Despite the difficulties and extended timelines for implementation, educational institutions must remember the significance of their role in promoting the SDGs. By **advancing day by day toward these goals**, they contribute not only to global sustainable development but also to the formation of conscious citizens dedicated to building a fairer and more equitable future.

