

Projects supporting the green transition in VET

POLICY DEVELOPMENT**PRACTICAL MEASURE/INITIATIVE** SLOVENIA

Timeline

2022 **Implementation**2023 **Implementation**2024 **Completed****ID number 45054**

Background

The increasing fluctuations in the nature of required knowledge, and the need to fill gaps, in order to minimise the damage caused by decisions affecting the environment and nature, have prompted a more systematic approach to implementing projects that emphasise the importance of sustainability and support the green transition.

Further challenges that need to be addressed are the need for reinforcing the dialogue on climate change and low-carbon content in higher education and to support the development of competences needed for the transition to a low-carbon society.

Two programmes can illustrate part of the effort to address these challenges. The Climate goals and contents in education project was developed following the Ordinance on the Climate Change Funding Programme for the period 2022-23 (Official Gazette of the Republic of Slovenia, No 101/21, 44/22 - ZVO-2 and 49/22), which determines the financing of the project. And the Care for Climate project was launched on January 2022 and entrusted to the Institute of the Republic of Slovenia for Vocational Education and Training (CPI) by the Ministry of Environment in the scope of the Climate Change Fund and the European Life programme.

Objectives

The Climate goals and contents in education project, implemented by CPI, aims at:

- (a) raising awareness and developing educational content on climate change as part of education on sustainable development in vocational education and training (VET);
- (b) developing and introducing a holistic programme in VET schools;
- (c) developing a system for implementing competences and contents related to sustainable development goals and achieving climate goals in vocational and technical education;
- (d) establishing demonstration schools or practices in VET;
- (e) providing guidelines for the implementation of a holistic programme in VET and new approaches supporting the transformation of educational institutions or organisations towards sustainability;
- (f) updating the existing national guidelines on sustainable development in education and identifying the key sustainability competences for occupational standards in all professional fields;
- (g) developing good examples of inspiring practices that could be presented to a wider

audience in cooperation with the schools.

The Climate goals and contents in education project aims at implementing the measures of the Resolution on the National Environmental Protection Programme. It also supports the implementation of the objectives of the European Green Agreement, the 2030 Agenda for Sustainable Development and the 2050 Resolution on Slovenia's Long-Term Climate Strategy in education. For VET, the project supports the implementation of the Osnabrück Declaration and the Council Recommendation on VET.

The objectives of the Care for climate project are:

- (a) adding professional content on mitigating and adapting to climate change and related sustainable development goals as a basis for occupational standards on selected professional areas;
- (b) empowering higher education stakeholders to include professional content on mitigating and adapting to climate change and of sustainable development in professional standards and higher education programmes.

Description

The key activities of the project Climate goals and contents in education are:

- (a) preparation of a model for identifying occupational competences for sustainability;
- (b) work with 15 schools and guide them to become 'sustainable schools' on three levels: institutional, educational and with relevant activities within their local community (encouraged to cooperate with community-based local leaders, families, as well as non-governmental and private sector actors).

An important factor contributing to success of this project is the highly motivated school managers and teachers, who participate in the project, and are keen on further professional developing of their knowledge of sustainability as well as of their knowledge of different teaching techniques needed to teach climate change and sustainability. Teachers are key actors in facilitating learner transition to sustainable ways of life. Another factor contributing to success is that a wide variety of experts in climate change and sustainability are participating in the project.

To measure and collect information on the outcomes of the project an evaluation of the holistic programme in vocational and technical education is being conducted throughout the project.

The partners in the project are Ministry of the Environment, Climate and Energy, the Ministry of Education, the Institute of the RS for VET, the National Education Institute (ZRSŠ), the Slovenian Institute for Adult Education (ACS) and the Centre for School and Outdoor Education (CŠOD).

All partners share the same vision: to develop a holistic approach in the form of a programme that supports awareness of climate change in the context of education for sustainable development in their own field (e.g. Slovenian Institute for Adult Education for adult education).

The Care for Climate project is divided into three work packages:

- (a) drafting a base document about the definition of competences for sustainable development and mitigating climate changes;
- (b) developing nine models for embedding key competences for sustainable development in selected professional fields/sectors at level 6 of complexity.
- (c) developing guidelines for the integration of professional content on climate change mitigation and adaptation and sustainable development in occupational standards and higher education programmes.

The project Climate goals and contents in education completed the following actions.

In June 2022, 15 schools were selected to participate in the project. A first version of guidelines for 'sustainable schools' was developed and forwarded to schools participating in the project. Based on these guidelines, schools prepared action plans to become more sustainable. More specifically, schools prepared at least one example of good pedagogical practice for education for sustainable development and a relevant investment proposal (e.g. replacement of lamps, arranging the classroom in nature). Three training exercises for teachers were conducted: defining sustainable development; education for sustainable development; and pedagogical approaches for education for sustainable development. A methodology for constructing a model for identifying occupational competences for sustainability was developed. More specifically, according to the agenda 2030, the basis for identifying occupational competences for sustainable development and climate goals was prepared. 10 key fields for these needs were identified: energy, transport, natural resources, raw materials and products, waste, eco-design, social responsibility and active citizenship, construction and business.

The following developments took place in the project Care for Climate.

The first work package of the project was completed with the preparation of content in January 2023. The second phase continues with supplementary sector-specific sustainability content. The content preparations so far refer to defining the basis for the definition of competences for sustainable development and mitigating climate changes, and developing nine models for embedding key competences for sustainable development in selected professional fields/sectors at level 6 of complexity.

In 2022 a call for proposals was published, inviting experts knowledgeable on the specificities of selected sectors and their impact on sustainable development and climate change issues to apply. The experts are requested to help identifying occupational standards for sustainable development and climate goals within different sectors. In cooperation with the experts, a base document, which introduces guidelines to the framework for the integration of competences for sustainable development into occupational standards, has been developed. This framework describes the so-called 10 areas of sustainability that cover the social, economic and environmental aspects of sustainability. Based on the descriptions of the areas of sustainability, knowledge, skills and competences that enhance sustainability awareness have been developed.

2023 Implementation

Climate goals and contents in education

Experts working on the project defined the concept of education for sustainable development and discussed it with a broader audience. The aim is to introduce a whole-school approach to education for sustainable development, supporting the objectives of the European Green Deal.

The project provided schools with various training sessions on climate change, sustainable development and learning approaches to enhance knowledge and teaching in these areas. Key activities included:

- (a) Lecture on the Climate change is changing the role of education: challenges and opportunities.
- (b) Workshop on Measuring Sustainable Development.
- (c) Workshop on Developing Sustainability Competences in Education.
- (d) Training on the importance of sustainable food production and processing .
- (e) Training on "Social Responsibility and Sustainable Development",
- (f) Workshop on "Systems Thinking in Education"
- (g) Workshop on "Sustainable Mobility"
- (h) Workshops on practical aspects of sustainable development and climate change:
- (i) A lecture on Energy: supply and (careful) use

Two publications were prepared: ,Towards sustainable products or services, and

,Contributions to understanding sustainability in vocational education and training,.

The project concluded with a final conference in September and ended in October 2023.

The Care 4 climate project saw the following developments:

Experts developed 34 competence frameworks to incorporate sustainability-related knowledge and skills into vocational standards. The frameworks were designed in cooperation with sectoral groups of social partners and published in ,A set of competency frameworks for knowledge mapping and skills in sustainability and climate change mitigation in vocational standards and educational curricula,.

2024 Completed

As part of the Care4Climate project, the manual, Contributions to understanding sustainability in VET, was published. It is already being used in the revision of vocational standards, integrating sustainable competences based on its guidelines.

The project concluded in March 2024.

Bodies responsible

- Slovenian Institute for Adult Education (ACS)
- National Education Institute (ZRSS)
- Institute of the Republic of Slovenia for Vocational Education and Training (CPI)
- Ministry of Education
- Ministry of Environment, Climate and Energy
- Centre for School and Outdoor Education (CŠOD)

Target group

Learners

Learners in upper secondary, including apprentices

Education professionals

Teachers

School leaders

Thematic categories

Modernising VET infrastructure

Making VET institutions sustainable and green

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Developing and updating learning resources and materials

Acquiring key competences

Integrating green transition and sustainability in VET curricula and programmes

Teachers, trainers and school leaders competences

Supporting teachers and trainers for green transition and sustainability

European priorities in VET

VET Recommendation

VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand

Osnabrück Declaration

Sustainability - a green link in VET

Subsystem

IVET CVET

Further reading

[Care for Climate project website](#)

[Climate goals and contents in education project website](#)

[Towards sustainable products or services. A manual to support the development of sustainability competences in vocational and professional education.](#)

[Contributions to understanding sustainability in VET Education \(Proceedings of both projects\)](#)

[Collection of competency frameworks for integrating knowledge and skills on sustainability and climate change mitigation into vocational standards and educational programmes.](#)

[A manual for integrating knowledge and skills on Sustainability and Climate Change Mitigation into vocational standards](#)

“ ... ” Cite as

Cedefop, & ReferNet. (2025). Projects supporting the green transition in VET: Slovenia. In Cedefop, & ReferNet. (2025). *Timeline of VET policies in Europe* (2024 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/45054>