



# Route to Transformation of Educational Institutions through a Whole Institution Approach to Sustainability

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(**SUS**tainability in **ED**ucational Institutions - SUSEDI)

## Self-Assessment Questionnaire



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# Self-Assessment Questionnaire

## INTRODUCTION

Welcome to the Susedi Self-Assessment Tool, which is designed to help your school, university or vocational/adult education institution assess and advance its sustainability efforts. This questionnaire assesses your institution's progress towards a Whole Institution Approach (WIA) to sustainability across three pillars: Social, Organisational and Pedagogical. By completing it, you will map achieved milestones to establish your current sustainability maturity level, identify gaps and prioritise actions to transform your institution into a sustainability leader.

## WHY USE THIS TOOL

The tool provides a baseline analysis of your institution's maturity, classifying it into one of the 5 progress levels: Foundation, Activation, Integration, Embedding, or WIA to sustainability. Mapping achieved milestones shows your strengths and gaps, aligning with certification benchmarks that ensure balanced progress across pillars (see Table 1 below). Milestones achieved at any level are ongoing building blocks, maintained as you progress to higher levels, supporting continuous sustainability efforts.

## RESULTS ANALYSIS

The results will show which milestones your institution has achieved across the 4 pillars, which have been partially achieved, for which you have the capacity and intention to act, and which have not been achieved at all, and which can be achieved in the longer term. highlighting key gaps, opportunities, and a tailored roadmap for action.

The report highlights gaps, opportunities, and a tailored roadmap prioritizing short-term (quick wins), medium-term, and long-term milestones based on feasibility and impact. Use this to develop a Sustainability Plan with clear steps to advance through the transformation levels. Regularly revisit the report to track progress and refine strategies.



# Self-Assessment Questionnaire

## PROGRESS LEVELS

Institutions assess their current sustainability status using the Susedi self-assessment tool, which classifies institutions into one of five progress levels: Foundation, Activation, Integration, Embedding, and WIA to sustainability. These levels reflect the depth of sustainability integration within governance, pedagogy, and operations, providing institutions with a structured benchmark to assess their current standing and plan their transformation.

## CERTIFICATION BENCHMARKS

Progress level	Total milestones required	Vision, Mission and Values Pillar	Social Pillar	Organisational Pillar	Pedagogical Pillar
Foundation	7	1	2	2	2
Activation	12	1	3	4	4
Integration	25	1	6	9	9
Embedding	37	1	9	14	14
WIA to sustainability	45+	1	11	17	17

## DEVELOP A SUSTAINABILITY PLAN

Use the template in the [Route Map](#) to create a Sustainability Plan with specific actions, milestones, and timelines to advance to the next progress level. Regularly revisit the self-assessment tool to track progress, reassess gaps, and update your Sustainability Plan. Use implementation feedback to refine strategies and ensure alignment with long-term sustainability goals.





# Self-Assessment Questionnaire

## INSTRUCTIONS FOR USING THE SELF-ASSESSMENT TOOL

The questionnaire includes 53 primary questions, each tied to a milestone in the Transformation Route Map, covering Social, Organisational, and Pedagogical pillars. Each primary question has two follow-up (branching) questions based on a Yes/No response to assess ability for achievement or feasibility. If you would like to know more about this Susedi methodology for the sustainability transformation of educational institutions, which will help your understanding and your answers, follow the link to the [Route Map](#).

Assign relevant departments (e.g., administration, teaching staff) to answer questions based on their expertise. Answer each primary question honestly with a Yes or No response.

- For “Yes” answers, respond to the follow-up question to confirm if the milestone is Fully Achieved, based on its specific metrics (e.g., stakeholder engagement, frequency of activities).
- For “No” answers, respond to the follow-up question to assess the feasibility of implementing the milestone within 6 months to 1 year (Ability and Intent to Act or Not Achieved).
- Optionally, work with Transformation Agents (sustainability experts) for guidance.

Collect responses from all departments and submit them for aggregation.

## HOW TO USE THE RESULTS

The results will classify your institution’s sustainability status as Foundation, Activation, Integration, Embedding, or WIA to ESD, based on the number of milestones achieved. Milestones are categorised as:

- Fully achieved: Milestone meets all metric criteria.
- Partially achieved: Milestone meets some metric criteria.
- Ability and intent to act: Milestone not achieved but feasible within 6 months to 1 year.
- Not achieved: Milestone not achieved and not feasible within 6 months to 1 year.

The results prioritises milestones as short-term (quick wins), medium-term, or long-term based on gaps and feasibility from “No” follow-up responses. Focus on Fully or Partially achieved milestones as building blocks and prioritise feasible actions (Ability and intent to act) for quick progress.



## Part A: Assessment of progress on the Pillar Vision, Mission, and Values

### SUPPORTING INFORMATION

\* The social pillar encourages collaboration between students, communities, and businesses to promote sustainability, empowers students to lead environmental initiatives, and builds a green identity connecting personal values with nature and local surroundings.

\*\* The organisational pillar supports sustainability through green infrastructure, effective governance tailored to local needs, youth-led leadership, and strategic action plans that align with global goals like Agenda 2030, fostering eco-friendly operations and community collaboration.

\*\*\* The pedagogical pillar profiles sustainability through interdisciplinary curricula aligned with SDGs, builds educator and leader capacity for future-focused skills, and promotes student-led, hands-on teaching methods that connect learning to real-world environmental and labour market needs.

- ☐ Fully achieved
- ☐ Partially achieved
- ☐ Ability/intent to act
- ☐ Not achieved

### Milestone VMV1

Define and adopt a sustainability-aligned vision, mission, and set of core values that integrate the social, organisational, and pedagogical dimensions into the educational institution’s sustainability excellence.

**Key Performance Indicator:** Vision, mission, and values explicitly address sustainability.

#### Metrics:

- Sustainability vision (VMV1a)
- Sustainability mission (VMV1b)

#### Primary question

*Does your institution have a vision, mission, and set of core values that clearly focus on sustainability, guiding its social, organisational, and teaching practices?*

##### IF YES

Does this vision and mission embed sustainability values across its social\*, organisational\*\* and pedagogical\*\*\* aspects?

- ☐ Fully achieved
- ☐ Partially achieved

##### IF NO

How feasible would it be for your institution to develop a sustainability-focused vision, mission, and core values within the next 6 months to 1 year?

- ☐ Ability/intent to act
- ☐ Not achieved

Part B: Assessment of progress on the Social Pillar

Milestone SC1

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Develop and implement an internal collaboration framework involving learners, educators, leaders and administrative staff to co-create sustainability initiatives that align with the institution’s educational and operational goals.

**Key Performance Indicator:** Number of sustainability teams established internally.

- Metrics:**
- Percentage of internal stakeholders involved in collaboration efforts (SC1a)
  - Frequency of sustainability-focused meetings or workshops on an annual basis (SC1b)

Primary question

Does your institution have a vision, mission, and set of core values that clearly focus on sustainability, guiding its social, organisational, and teaching practices?

IF YES	IF NO
<p>Does this vision and mission embed sustainability values across its social*, organisational** and pedagogical*** aspects?</p> <div><div>IF YES</div>Fully achieved</div> <div><div>IF NO</div>Partially achieved</div>	<p>How feasible would it be for your institution to develop a sustainability-focused vision, mission, and core values within the next 6 months to 1 year?</p> <div><div>IF YES</div>Ability/intent to act</div> <div><div>IF NO</div>Not achieved</div>

Milestone SC2

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Establish partnerships with local community groups to co-design and execute sustainability projects, such as tree planting or clean-ups.

**Key Performance Indicator:** Number of formal partnerships established with community groups.

- Metrics:**
- Number of joint sustainability projects completed annually (SC2a)
  - Percentage of internal stakeholders participating in community activities (SC2b)

Primary question

Has your institution formed partnerships or team up with local community groups to plan and carry out environmental sustainability projects, like tree planting, or clean-ups?

IF YES	IF NO
<p>Does your institution have official agreements with local community groups for environmental sustainability projects, and do you meet regularly such as twice a year?</p> <div><div>IF YES</div>Fully achieved</div> <div><div>IF NO</div>Partially achieved</div>	<p>How feasible would it be to establish formal partnerships with local community groups within the next 6 months to 1 year?</p> <div><div>IF YES</div>Ability/intent to act</div> <div><div>IF NO</div>Not achieved</div>

## Part B: Assessment of progress on the Social Pillar

### Milestone SC3

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Collaborate with local businesses to integrate sustainability education and promote skill-building aligned with the labour market needs.

**Key Performance Indicator:** Number of collaborations established with local businesses to promote sustainability education and skill-building.

#### Metrics:

- Number of formal agreements or partnerships established with local businesses (SC3a)
- Number of joint sustainability-related initiatives or projects with local businesses (SC3b)

#### Primary question

*Does your school, university, or training centre work with local businesses to teach students about sustainability and help them develop skills that match what employers need?*

#### IF YES

Are these collaborations formalised (e.g. through formal agreements) and involve regular meetings or workshops with local businesses (e.g., at least bi-annually)?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be to establish formal partnerships or agreements with local businesses within the next 6 months to 1 year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

### Milestone SC4

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Formalise sustainable networking mechanisms to connect institution's internal to external stakeholders.

**Key Performance Indicator:** Existence of formalised networking mechanisms (internal-external).

#### Metrics:

- Frequency of stakeholder engagement (internal-external) through networking platforms (SC4a)
- Number of external partners engaged in sustainability initiatives (SC4b)

#### Primary question

*Does your institution have an organised way to connect students, teachers, and admin staff with local community groups or businesses for sustainability projects and initiatives, such as a club or a committee?*

#### IF YES

Do these committees or clubs connecting students, teachers, and admin staff with local community or businesses meet regularly, like at least once a year, to work on sustainability projects?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How possible would it be for institution to set up an organised group, like a sustainability club or committee, within the next 6 months to a year to connect students, teachers, and staff with local community groups or businesses for sustainability projects?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

## Part B: Assessment of progress on the Social Pillar

### Milestone STA1

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Initiate annual community projects addressing local socio-environmental issues.

**Key Performance Indicator:** Number of community sustainability projects initiated annually.

**Metrics:**

- Number of community members engaged in these projects (STA1a)
- Internal stakeholder participation rate in community-focused sustainability actions (STA1b)

#### Primary question

*Does your institution run projects with local community to tackle environmental or social issues, like reducing waste or creating or improving green spaces?*

#### IF YES

Do these projects take place on an annual basis and are they officially planned in documents that clearly identify who from your institution is involved?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How easy would it be to add yearly community projects, like clean-ups or tree planting, to your official plans for the next 6 months to a year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

### Milestone STA2

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Involve learners in institutional management on sustainability aspects.

**Key Performance Indicator:** Proportion of sustainability initiatives led or co-managed by learners.

**Metrics:**

- Number of learners involved in institutional sustainability management (STA2a)
- Feedback from learners on their participation (STA2b)

#### Primary question

*Does your institution involve students in managing sustainability efforts, like planning recycling programs or energy-saving initiatives?*

#### IF YES

Are many students actively involved in managing sustainability efforts, and do most of them provide positive feedback about their participation in these activities?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be for your institution to involve students in managing sustainability efforts within the next 6 months to 1 year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved



# Self-Assessment Questionnaire

## Part B: Assessment of progress on the Social Pillar

### Milestone STA3

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Establish a learner leadership program for overseeing sustainability projects.

**Key Performance Indicator:** Existence of a learner leadership program for sustainability.

#### Metrics:

- Number of active learner-led projects (STA3a)
- Percentage of leadership roles held by learners in sustainability activities (STA3b)

#### Primary question

*Does your institution have a program where students lead sustainability projects, such as organising composting efforts or community tree-planting events?*

##### IF YES

Are there many active student-led sustainability projects, like water conservation or green fairs, and do most leadership roles in these activities belong to students?

##### IF YES

Fully achieved

##### IF NO

Partially achieved

##### IF NO

How feasible would it be for your institution to start a program for students to lead sustainability projects within the next 6 months to 1 year?

##### IF YES

Ability/intent to act

##### IF NO

Not achieved

### Milestone STA4

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Integrate socio-environmental management into the curricula offered.

**Key Performance Indicator:** Proportion of courses integrating socio-environmental management topics.

#### Metrics:

- Number of curriculum hours dedicated to socio-environmental curricula (STA4a)
- Number of participants to socio-environmental curricula (STA4b)

#### Primary question

*Does your institution offer courses or learning programmes on managing environmental, social and community issues?*

##### IF YES

Do many curriculum hours focus on socio-environmental topics, like biodiversity conservation or social equity, and do most students participate in these lessons?

##### IF YES

Fully achieved

##### IF NO

Partially achieved

##### IF NO

How feasible would it be for your institution to start including lessons on socio-environmental management in its curriculum within the next 6 months to 1 year?

##### IF YES

Ability/intent to act

##### IF NO

Not achieved

## Part B: Assessment of progress on the Social Pillar

### Milestone SSI1

☐ Fully achieved
 ☐ Partially achieved
 ☐ Ability/intent to act
 ☐ Not achieved

Implement programs fostering self-worth through sustainability leadership.

**Key Performance Indicator:** Number of programs focused on building self-worth through sustainability leadership.

#### Metrics:

- Number of learners participating in these programs (SSI1a)
- Percentage of learners reporting increased confidence in sustainability roles (SSI1b)

#### Primary question

*\*Self-worth can be defined as the sense of purpose derived from living and acting in alignment with ecological and social values. A definition aligned with Susedi's systemic framework.*

Does your institution implement programmes specifically designed to boost students' self-worth\* and sense of identity by having them lead sustainability projects?

IF YES	IF NO
Do you have an evaluation process in place that captures the impact on increased confidence and self-worth of participating learners? <div> <div>IF YES</div> Fully achieved                 </div> <div> <div>IF NO</div> Partially achieved                 </div>	How feasible is to implement programmes for learners to lead, that are designed in a way that boost their self-worth, in the next 6 months to a year? <div> <div>IF YES</div> Ability/intent to act                 </div> <div> <div>IF NO</div> Not achieved                 </div>

### Milestone SSI2

☐ Fully achieved
 ☐ Partially achieved
 ☐ Ability/intent to act
 ☐ Not achieved

Organise green career dissemination activities to highlight meaningful societal roles.

**Key Performance Indicator:** Number of green career dissemination events conducted.

#### Metrics:

- Learner attendance and feedback on these events (SSI2a)
- Number of events annually (SSI2b)

#### Primary question

Does your institution organise career events or workshops to showcase sustainability jobs and careers that help learners, educators and admin staff see how they can make a positive impact?

IF YES	IF NO
Are these events designed to invite professionals from various fields who share their experiences and/or include visits to workplaces showcasing sustainability? <div> <div>IF YES</div> Fully achieved                 </div> <div> <div>IF NO</div> Partially achieved                 </div>	How feasible it is for your institution to organise such events, within the next 6 months to a year to showcase environmental jobs and show students how they can make a positive impact in society? <div> <div>IF YES</div> Ability/intent to act                 </div> <div> <div>IF NO</div> Not achieved                 </div>

## Part B: Assessment of progress on the Social Pillar

### Milestone SSI3

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Engage learners in community activities connecting them to their local surroundings.

**Key Performance Indicator:** Number of community-based activities fostering connection to local surroundings.

#### Metrics:

- Stakeholder (internal-external) feedback on the impact of these activities (SSI3a)
- Hours spent annually by learners in local community projects (SSI3b)

#### Primary question

*\*Local surroundings refer to the nearby places and natural environment around your institution, such as neighbourhoods, parks, rivers, or community spaces, where students can participate in activities like clean-ups or gardening to build a connection with their area.*

Does your institution involve students in community projects (at least once a year), such as local clean-ups or gardening, that help them feel connected to their local surroundings?

#### IF YES

Do these activities or projects involve internal and external stakeholders that are enabled to provide feedback on the impact of these activities?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible is for your institution to involve students in community projects, within the next 6 months to a year to help them feel connected to their local surroundings?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

### Milestone SSI4

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Engage learners in outdoor activities connecting them to their local environment.

**Key Performance Indicator:** Number of outdoor educational activities promoting connection to nature.

#### Metrics:

- Percentage of learners participating in outdoor programs (SSI2a)
- Number of activities implemented annually (SSI2b)

#### Primary question

Does your institution engage learners in outdoor activities linked to sustainability initiatives, that help them feel connected to their local environment, such as nearby parks, forests, or rivers?

#### IF YES

Do most students participate in these outdoor programs, and do you offer several such activities, like wildlife monitoring or community garden projects, each year?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be to engage learners in outdoor activities connecting them to their local environment within the next 6 months to 1 year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

## Part C: Assessment of progress on the Organisational Pillar

### Milestone 011

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Implement sustainable infrastructure practices tailored to the institution's needs and goals.

**Key Performance Indicator:** Implementation of sustainable practices in infrastructure.

#### Metrics:

- Percentage of infrastructure assessed for sustainability improvements (diagnostic and benchmarking) (O11a)
- Percentage of targets achieved for reducing the environmental impact of infrastructure (O11b)

#### Primary question

*Does your institution implement sustainable infrastructure practices, such as site audits for energy, water use, waste management, that are specific for the institution's needs and goals?*

#### IF YES

Have most of your infrastructure systems, like heating or waste management, been assessed for sustainability improvements, and have you achieved most of your targets for reducing their environmental impact?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be to start implementing sustainable infrastructure practices tailored to the institution's needs and goals within the next 6 months to 1 year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

### Milestone 012

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Utilise outdoor spaces for experiential learning and sustainability education, creating hands-on opportunities for engagement with the environment.

**Key Performance Indicator:** Utilisation rate of outdoor spaces for educational activities.

#### Metrics:

- Number of hours or sessions conducted outdoors annually (O12a)
- Learner and educator satisfaction rates with outdoor learning spaces (O12b)

#### Primary question

*\*Institutions could use outdoor spaces outside their institutions, especially when they don't have outdoor spaces.*

*Does your institution utilise outdoor spaces\* to organise outdoor learning sessions and experiences at least once a year?*

#### IF YES

Do you conduct many outdoor learning sessions or hours each year, and do most students and teachers report high satisfaction with these outdoor sustainability activities?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be to start using outdoor spaces for hands-on sustainability lessons within the next 6 months to 1 year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

## Part C: Assessment of progress on the Organisational Pillar

### Milestone OI3

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Develop renewable energy systems on-site, such as solar panels, to support the institution's operations sustainably.

**Key Performance Indicator:** Renewable energy systems operational on-site.

#### Metrics:

- Amount of energy produced locally (OI3a)
- Reduction in carbon emission equivalents attributed to local energy use (OI3b)

#### Primary question

*Has your institution installed on-site renewable energy systems, such as solar panels, to minimise its environmental impact by using renewable energy instead of conventional energy?*

IF YES

IF NO

Do you have the mechanisms in place that would enable you monitor the energy produced locally by these systems and assess the reduction in carbon emission equivalents attributed to local energy use?

IF YES

Fully achieved

IF NO

Partially achieved

How feasible would it be to install renewable energy systems on-site to support the institution's operations sustainably within the next 6 months to 1 year?

IF YES

Ability/intent to act

IF NO

Not achieved

### Milestone OG1

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Adapt administrative practices to align with the specific sustainability goals and needs of institution.

**Key Performance Indicator:** Extent to which administrative tasks are adapted to support sustainability goals.

#### Metrics:

- Percentage of administrative processes modified to incorporate sustainability (OG1a)
- Number of roles or responsibilities revised to include ESD-related tasks (OG1b)

#### Primary question

*Does your institution adjust its administrative processes, such as purchasing environmentally-friendly supplies, organising meetings and events in a more sustainable way, to support your specific environmental goals?*

IF YES

IF NO

Has the institution already changed any administrative processes to be more environmentally-friendly, and have these changes updated the roles or responsibilities of staff to include sustainability tasks?

IF YES

Fully achieved

IF NO

Partially achieved

How feasible would it be to adapt administrative practices to align with the specific sustainability goals and needs of institution within the next 6 months to 1 year?

IF YES

Ability/intent to act

IF NO

Not achieved



## Part C: Assessment of progress on the Organisational Pillar

### Milestone OG2

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Develop and implement policies that integrate sustainability into the institution's operations and curricula, aligning with national and global goals.

**Key Performance Indicator:** Number of policies integrating sustainability principles.

#### Metrics:

- Percentage of sustainability-related policies implemented across institutional functions (OG2a)
- Number of stakeholders (internal-external) engaged in the policy development and review process (OG2b)

#### Primary question

*Does your institution create and follow policies to integrate environmentally friendly practices into day-to-day operations, such as energy use or waste management, and into teaching, while meeting national and global environmental goals?*

#### IF YES

Is there a system in place to regularly check and update the policies for operations, and teaching, to keep them in line with new sustainability standards?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be to develop and implement policies that integrate sustainability into the institution's operations and curricula in the next 6 months to a year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

### Milestone OG3

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Establish accountability systems to track progress on sustainability goals.

**Key Performance Indicator:** Existence and implementation of monitoring systems for sustainability progress.

#### Metrics:

- Number of sustainability milestones tracked annually (OG3a)
- Frequency of progress reports generated (OG3b)

#### Primary question

*Does your institution have any way or a process to monitor and report on how it progresses on its sustainability goals?*

#### IF YES

Is there a monitoring system which clearly identifies milestones, metrics, tracking methods, deadlines for reports and assigns specific team or roles?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be to establish accountability systems to track progress on sustainability goals within the next 6 months to 1 year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

## Part C: Assessment of progress on the Organisational Pillar

### Milestone OG4

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Create systems to coordinate sustainability-related actions across departments and stakeholders.

**Key Performance Indicator:** Number of sustainability actions coordinated across departments.

#### Metrics:

- Percentage of departments actively participating in coordinated initiatives (OG4a)
- Number of cross-departmental meetings or planning sessions held (OG4b)

#### Primary question

*Do different departments in your institution coordinate on sustainability related actions or initiatives, involving other stakeholders as well, such as teachers, students, etc.?*

IF YES	IF NO
<p>Do most departments actively join in these environmental projects, and do they hold regular meetings, like monthly or quarterly, to plan and coordinate them?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible to start cross-departmental coordination within 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

### Milestone OG5

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Develop formal internal networking mechanisms to connect educators, administrators, learners and other internal stakeholders, fostering collaboration and coordination for sustainability initiatives within the organisation.

**Key Performance Indicator:** Number of active internal networking mechanisms to promote sustainability collaboration within the institution.

#### Metrics:

- Number of formal networking structures (e.g., committees, task forces, or working groups) established internally (OG5a)
- Number of internal stakeholders reached annually (OG5b)

#### Primary question

*Does your institution have official setups, such as online platforms, dedicated sustainability groups, or social media networks to connect teachers, students, office staff, and others within the institution to share ideas and collaborate on environmental goals?*

IF YES	IF NO
<p>Have you set up specific setups, like platforms or clubs, that regularly engage a wide range of people, such as most teachers, students, and staff, in collaborating on environmental goals each year?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to establish accountability systems to track progress on sustainability goals within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

## Part C: Assessment of progress on the Organisational Pillar

### Milestone OG6

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Ensure institutional leadership provides resources and policies that empower internal stakeholders to engage in sustainability actions.

**Key Performance Indicator:** Level of leadership support for sustainability initiatives.

#### Metrics:

- Amount of funding allocated to sustainability actions (OG6a)
- Number of leadership-driven sustainability projects (OG6b)

#### Primary question

*Does your institution provide support, such as funding or guidance to help teachers, students and administrative staff take part in environmental projects?*

IF YES	IF NO
<p>Is there a dedicated budget for sustainability initiatives and do institutional leadership actively involve internal stakeholders (e.g. through regular meetings or specific projects for sustainability)?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to ensure institutional leadership provides resources and policies that empower internal stakeholders to engage in sustainability actions in the next strategic plan?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

### Milestone OG7

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Dedicate time within institutional schedules for sustainability initiatives.

**Key Performance Indicator:** Time dedicated within institutional schedules for ESD-related activities.

#### Metrics:

- Hours allocated for sustainability projects per term (OG7a)
- Number of stakeholders utilising dedicated ESD time (OG7b)

#### Primary question

*Does your institution dedicate time in its schedule, such as during learning or staff hours, for students, teachers, and administrative staff to work on sustainability projects or initiatives?*

IF YES	IF NO
<p>Do you allocate several hours each term for sustainability projects, and do many students, teachers, and staff actively use this time to participate in these activities?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would be for your institution to dedicate time in its schedule for students, teachers, and administrative staff to work on sustainability projects within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

## Part C: Assessment of progress on the Organisational Pillar

### Milestone OL1

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Cultivate youth leadership roles within the institution to drive sustainability initiatives.

**Key Performance Indicator:** Proportion of leadership roles held by learners in sustainability initiatives.

#### Metrics:

- Percentage of sustainability initiatives with learner-led leadership roles (OL1a)
- Number of internal stakeholders (youth) currently holding leadership positions in sustainability activities (OL1b)

#### Primary question

*Does your institution have students or learners leading sustainability projects or initiatives, in roles such as project organisers or team leaders?*

IF YES	IF NO
<p>Are most of your sustainability projects led by students in leadership roles?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be for your institution to have students take on leadership roles, like project organisers or team leaders, in sustainability projects within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

### Milestone OL2

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Foster inclusive decision-making processes, engaging stakeholders in sustainability planning.

**Key Performance Indicator:** Proportion of institutional decisions influenced by stakeholder input (internal-external).

#### Metrics:

- Number of participatory activities held annually (OL2a)
- Percentage of decisions incorporating feedback from stakeholders (OL2b)

#### Primary question

*Does your institution provide the opportunities to students, teachers, administrative staff, as well as the community to share their ideas and help shape sustainability plans?*

IF YES	IF NO
<p>Does your institution hold multiple surveys, open forums, or similar activities each year to gather ideas from students, teachers, staff, and community members, enabling them to reflect their perspectives, suggestions and needs?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to foster inclusive decision-making processes, engaging stakeholders in sustainability planning within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

## Part C: Assessment of progress on the Organisational Pillar

### Milestone OL3

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Identify and promote sustainability role models within the institution to inspire and guide stakeholders.

**Key Performance Indicator:** Number of sustainability role models identified and promoted within the institution.

#### Metrics:

- Stakeholder awareness level of institutional role models (OL3a)
- Number of activities or events featuring role models annually (OL3b)

#### Primary question

*Does your institution highlight students, teachers, or administrative staff as role models for sustainability efforts to inspire others?*

IF YES	IF NO
<p>Are most students, teachers, and staff aware of these environmental role models, and do you hold several events or activities each year, such as assemblies or workshops, to showcase their efforts?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be for your institution to start highlighting students, teachers, and administrative staff as role models for sustainability efforts and promote them through events within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

### Milestone OS1

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Create a flexible strategy that adapts to evolving sustainability goals and local needs.

**Key Performance Indicator:** Frequency of strategic updates to address evolving sustainability goals.

#### Metrics:

- Number of strategy revisions conducted annually (OS1a)
- Percentage of updated strategic goals implemented (OS1b)

#### Primary question

*Does your institution have a sustainability plan or strategy in place with monthly, quarterly or yearly goals, to guide sustainability efforts on reducing environmental footprint?*

IF YES	IF NO
<p>Do you have an annual review process that helps the institution frequently and systematically revise its sustainability goals, based on new needs or changes, and are most of these updated goals put into action?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be for your institution to create a sustainability plan with monthly or yearly goals to guide sustainability efforts within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>



## Part C: Assessment of progress on the Organisational Pillar

### Milestone OS2

☐ Fully achieved
 ☐ Partially achieved
 ☐ Ability/intent to act
 ☐ Not achieved

Embed collaboration opportunities within the strategy to strengthen partnerships and resource sharing.

**Key Performance Indicator:** Number of collaborative initiatives embedded in the institutional strategy.

**Metrics:**

- Number of stakeholders engaged in collaborative projects annually (OS2a)
- Percentage of decisions incorporating feedback from stakeholders (OS2b)

#### Primary question

*Does your institution provide the opportunities to students, teachers, administrative staff, as well as the community to share their ideas and help shape sustainability plans?*

IF YES	IF NO
<p>Does your institution hold multiple surveys, open forums, or similar activities each year to gather ideas from students, teachers, staff, and community members, enabling them to reflect their perspectives, suggestions and needs?</p> <p> <input type="checkbox"/> IF YES Fully achieved                 </p> <p> <input type="checkbox"/> IF NO Partially achieved                 </p>	<p>How feasible would it be to foster inclusive decision-making processes, engaging stakeholders in sustainability planning within the next 6 months to 1 year?</p> <p> <input type="checkbox"/> IF YES Ability/intent to act                 </p> <p> <input type="checkbox"/> IF NO Not achieved                 </p>

### Milestone OS3

☐ Fully achieved
 ☐ Partially achieved
 ☐ Ability/intent to act
 ☐ Not achieved

Include educators' commitments to ESD in institutional strategy, policy or employment agreements.

**Key Performance Indicator:** Proportion of educators with ESD-specific commitments in their roles.

**Metrics:**

- Percentage of educators completing ESD training (OS3a)
- Number of ESD-focused activities led by educators (OS3b)

#### Primary question

*Does your institution include commitments in its sustainability plans, policies, or teacher contracts for educators to promote sustainability education, like learning about sustainability or leading green projects?*

IF YES	IF NO
<p>Have most educators completed training on environmental education, and do many of them lead activities like sustainability lessons or green projects each year?</p> <p> <input type="checkbox"/> IF YES Fully achieved                 </p> <p> <input type="checkbox"/> IF NO Partially achieved                 </p>	<p>How feasible is for your institution to commit in its sustainability plan for educators to complete sustainability training and to promote environmental education within the next 6 months to 1 year?</p> <p> <input type="checkbox"/> IF YES Ability/intent to act                 </p> <p> <input type="checkbox"/> IF NO Not achieved                 </p>

## Part C: Assessment of progress on the Organisational Pillar

### Milestone OS4

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Incorporate non-formal education into sustainability-related activities and learning programs.

**Key Performance Indicator:** Number of non-formal education programs integrated into ESD activities.

#### Metrics:

- Hours of non-formal education delivered annually (OS4a)
- Participant feedback on non-formal programs implementation (OS4b)

#### Primary question

*Does your institution include non-formal learning, like field trips or community workshops, in its environmental programs to teach about sustainability?*

IF YES	IF NO
<p>Are innovative learning methods used such as sustainability hackathons, virtual simulations on sustainability topics, gamification, art and theatre to inspire sustainability behaviours?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to incorporate non-formal education into sustainability-related activities and learning programs in the next academic programs?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

### Milestone OS5

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Establish accountability measures for all sustainability-related activities under WIA.

**Key Performance Indicator:** Existence and effectiveness of accountability mechanisms for sustainability initiatives.

#### Metrics:

- Percentage of educators completing ESD training (OS5a)
- Frequency of stakeholder reporting and feedback sessions on sustainability progress (OS5b)

#### Primary question

*Does your institution have a process in place to track and ensure progress on sustainability projects?*

IF YES	IF NO
<p>Is there a framework which clearly define roles, specific indicators sustainability initiatives and feedback mechanisms?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be for your institution to set up ways, such as an action plan, reports or check-ins, to track and ensure progress on sustainability projects within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

## Part C: Assessment of progress on the Organisational Pillar

### Milestone OS6

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Align institutional strategy with the UN's Agenda 2030 and Sustainable Development Goals (SDGs).

**Key Performance Indicator:** Proportion of institutional policies aligned with the SDGs.

**Metrics:**

- Number of institutional policies explicitly referencing specific SDGs (OS6a)
- Percentage of sustainability initiatives mapped to specific SDGs (OS6b)

#### Primary question

*Does your institution align institutional strategy with the UN's Agenda 2030 and Sustainable Development Goals (SDGs)?*

IF YES	IF NO
<p>Are there tools to map initiatives to specific SDGs and to track their alignment with SDGs and their targets?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to align institutional strategy with the UN's Agenda 2030 and SDGs with the next strategic plan?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

### Milestone OS7

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Develop and implement an action plan to systematically advance institutional sustainability.

**Key Performance Indicator:** Having an action plan in place to achieve sustainability.

**Metrics:**

- Frequency of updates or reviews conducted on the action plan (OS7a)
- Percentage of milestones in the action plan achieved within the specified timeframe (OS7b)

#### Primary question

*Does your institution have an action plan in place with clear steps to improve sustainability?*

IF YES	IF NO
<p>Do you regularly review and update the action plan, like multiple times a year, and have most of its goals, such as specific sustainability targets, been achieved on time?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be for your institution to develop an action plan with clear steps to improve sustainability within the next 6 months to a year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

## Part D: Assessment of progress on the Pedagogical Pillar

### Milestone PC1

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Develop curricula that integrate interdisciplinary, horizontal and coherent sustainability concepts, promoting a holistic view of education.

**Key Performance Indicator:** Percentage of curricula integrating interdisciplinary sustainability concepts.

**Metrics:**

- Percentage of courses/subjects designed with interdisciplinary approaches (PC1a)
- Number of cross-disciplinary modules developed (PC1b)

#### Primary question

*Does your institution develop curricula that integrate interdisciplinary, horizontal and coherent sustainability concepts, promoting a holistic view of education?*

#### IF YES

Are there interdisciplinary courses which address sustainability challenges or real-world issues also using project-based modules and involving external stakeholders?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be to develop curricula that integrate interdisciplinary, horizontal, and coherent sustainability concepts in the next academic programs?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

### Milestone PC2

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Align curricula with the Sustainable Development Goals (SDGs), emphasising local and global sustainability challenges.

**Key Performance Indicator:** Proportion of curricula aligned with specific SDGs.

**Metrics:**

- Number of courses or modules explicitly referencing SDGs (PC2a)
- Percentage of learners engaging in SDG-aligned projects or activities (PC2b)

#### Primary question

*Does your institution's curriculum include lessons or courses that connect to the SDGs, to address local and global sustainability issues?*

#### IF YES

Do these courses or lessons clearly mention specific SDGs and are the students involved in project-based learning linked to these SDGs?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be to align curricula with the SDGs, emphasising local and global sustainability challenges in the next 6 months to a year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

## Part D: Assessment of progress on the Pedagogical Pillar

### Milestone PC3

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Embed future-oriented skills, such as systems thinking, adaptability, and futures literacy, into educational programs.

**Key Performance Indicator:** Proportion of courses embedding future-oriented skills.

#### Metrics:

- Number of future skill-focused workshops conducted annually (PC3a)
- Learner self-assessment of their maturity level on future sustainability skills PC3b)

#### Primary question

*Does your institution teach future-oriented skills, such as systems thinking, adaptability and futures literacy in its programmes to prepare students for sustainability challenges?*

IF YES	IF NO
<p>Do you hold several workshops each year to teach future-focused skills, and do most students report high confidence in their ability to apply them through self-assessments?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to embed future-oriented skills, such as systems thinking, adaptability and futures literacy in the next 6 months to a year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

### Milestone PC4

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Design curricula that prioritise critical thinking, encouraging learners to question assumptions and evaluate sustainability challenges.

**Key Performance Indicator:** Proportion of courses prioritising critical thinking in their outcomes.

#### Metrics:

- Number of problem-based learning activities implemented (PC4a)
- Learner performance in critical thinking assessments or evaluations (PC4b)

#### Primary question

*Does your institution design curricula that prioritise critical thinking, encouraging learners to question assumptions and evaluate sustainability challenges?*

IF YES	IF NO
<p>Do these curricula include scenario-based work projects and case studies to simulate and assess decision making processes used to solve real-world sustainability challenges?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to design curricula that prioritise critical thinking, encouraging learners to question assumptions and evaluate sustainability challenges in the next 6 months to a year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>



## Part D: Assessment of progress on the Pedagogical Pillar

### Milestone PC5

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Implement extracurricular programs that reinforce sustainability concepts through experiential learning.

**Key Performance Indicator:** Number of extracurricular programs focused on sustainability.

#### Metrics:

- Learner participation rate in extracurricular sustainability initiatives (PC5a)
- Number of projects resulting from extracurricular activities (PC5b)

#### Primary question

*Does your institution offer extracurricular programmes that teach sustainability through hands-on experiences?*

IF YES	IF NO
<p>Do many students participate in these extracurricular sustainability programs, and do these programs lead to several sustainability projects, each year?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to implement extracurricular programs that reinforce sustainability concepts through experiential learning within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

### Milestone PC6

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Incorporate ICT tools to enhance sustainability education and foster digital literacy.

**Key Performance Indicator:** Integration of ICT tools in sustainability education.

#### Metrics:

- Percentage of courses using ICT for sustainability education (PC6a)
- Number of ICT-based sustainability learning modules developed (PC6b)

#### Primary question

*Does your institution use digital tools, such as apps or online platforms, to teach sustainability topics and improve students' digital skills?*

IF YES	IF NO
<p>Do most courses use digital tools to teach sustainability, and have several digital learning modules been developed?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be for your institution to start using digital tools to teach sustainability and improve digital skills within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

## Part D: Assessment of progress on the Pedagogical Pillar

### Milestone PCB1

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Provide professional development programs that align teaching and training competencies with sustainability and employability needs.

**Key Performance Indicator:** Proportion of professional development programs aligned with sustainability competencies.

#### Metrics:

- Number of educators completing sustainability-focused training programs (PCB1a)
- Percentage of training hours dedicated to employability skills in sustainability (PCB1b)

#### Primary question

*Does your institution provide professional development programs that align teaching and training competencies with sustainability and employability needs?*

IF YES	IF NO
<p>Are educators regularly trained to teach skills aligned with the green job market and are these courses certified by recognised institutions?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to provide professional development programs that align teaching and training competencies with sustainability and employability needs in the next 6 months to a year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

### Milestone PCB2

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Tailor capacity-building programs to address varying skill levels among leaders, educators, administrators of educational institution.

**Key Performance Indicator:** Tailored capacity-building programs for different skill levels.

#### Metrics:

- Number of programs addressing varying skill levels among stakeholders (PCB2a)
- Percentage of learners reporting improved competencies post-training (PCB2b)

#### Primary question

*Does your institution tailor capacity-building programs to address varying skill levels among leaders, educators, administrators of educational institution?*

IF YES	IF NO
<p>Have you enabled a system, such as surveys or evaluations, to assess improvement of sustainability competencies, and do most participants report improved sustainability skills after training?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to tailor capacity-building programs to address varying skill levels among leaders, educators, administrators within 6 months to a year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

## Part D: Assessment of progress on the Pedagogical Pillar

### Milestone PCB3

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Establish systems to monitor the effectiveness of capacity-building efforts and identify gaps.

**Key Performance Indicator:** Existence of monitoring systems for capacity-building initiatives.

#### Metrics:

- Frequency of monitoring reports generated (PCB3a)
- Number of adjustments made to programs based on monitoring outcomes (PCB3b)

#### Primary question

*Does your institution establish systems to monitor the effectiveness of capacity-building efforts and identify gaps?*

IF YES	IF NO
<p>Do you frequently generate reports, like monthly or quarterly, to monitor these training programs, and have several adjustments been made to improve them based on these findings?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to establish systems to monitor the effectiveness of capacity-building efforts and identify gaps within 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

### Milestone PCB4

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Implement mentoring programs pairing experienced educators with new ones to enhance ESD practices.

**Key Performance Indicator:** Implementation of mentoring programs for educators.

#### Metrics:

- Number of mentoring pairs established annually (PCB4a)
- Percentage of mentees reporting enhanced teaching efficacy through feedback (PCB4b)

#### Primary question

*Does your institution have mentoring programmes where experienced educators guide newer ones to improve their teaching of sustainability?*

IF YES	IF NO
<p>Have mentoring pairs been set up each year, and do most new teachers report improved sustainability teaching skills through feedback from these programmes?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be for your institution to start mentoring programs pairing experienced and new teachers for sustainability teaching within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

Part D: Assessment of progress on the Pedagogical Pillar

Milestone PCB5

☐ Fully achieved   ☐ Partially achieved   ☐ Ability/intent to act   ☐ Not achieved

Develop structured processes to integrate new and existing educators into the local community and professional networks, strengthening their role as agents of sustainability both within and beyond the educational institution.

**Key Performance Indicator:** Proportion of new educators engaged in structured integration programs connecting them with the community and professional networks.

Metrics:

- Percentage of newly hired educators participating in community engagement and orientation activities (PCB5a)
- Extent to which sustainability topics and real-world community challenges are embedded into educators’ teaching practices (e.g., through lesson plans, pedagogical approaches, and classroom activities integrating sustainability themes from local contexts (PCB5b)

Primary question

Does your institution have programmes to connect new and existing educators with local community groups and professional networks to help them promote sustainability in and outside the learning environment (class)?

IF YES	IF NO
<div>Do most new educators participate in community engagement or orientation activities, and do many educators include local sustainability issues in their lesson plans and teaching methods?</div> <div><div>IF YES</div>Fully achieved</div> <div><div>IF NO</div>Partially achieved</div>	<div>How feasible would it be to develop structured processes to integrate new and existing educators into the local community and professional networks in the next 6 months to a year?</div> <div><div>IF YES</div>Ability/intent to act</div> <div><div>IF NO</div>Not achieved</div>

## Part D: Assessment of progress on the Pedagogical Pillar

### Milestone PCB6

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Implement mechanisms that ensure the continuity and institutional memory of sustainability-related actions, preventing disruption due to staff or leadership turnover.

**Key Performance Indicator:** Existence of formalised continuity mechanisms for sustainability actions within the institution.

#### Metrics:

- Number of formalised continuity mechanisms established relevant to sustainability (PCB6a)
- Frequency of institutional reviews and updates to sustainability action plans (PCB6b)

#### Primary question

*Does your institution implement mechanisms that ensure the continuity and institutional memory of sustainability-related actions, preventing disruption due to staff or leadership turnover?*

IF YES	IF NO
<p>Are these mechanisms formalised and do they include an onboarding module for new staff and leadership to ensure continuity in institutional actions?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to implement mechanisms that ensure the continuity of sustainability-related actions within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

### Milestone PCB7

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Establish formal recognition mechanisms to value and incentivise educators' and staff contributions to advancing sustainability within the institution.

**Key Performance Indicator:** Number of formal recognition and reward programs for sustainability efforts.

#### Metrics:

- Number of formal recognition mechanisms implemented (e.g. awards, certifications, incentive schemes) (PCB7a)
- Percentage of educators and staff reporting increased motivation and engagement due to recognition mechanisms (PCB7b)

#### Primary question

*Does your institution establish formal recognition mechanisms to value and incentivise educators' and staff contributions to advancing sustainability within the institution?*

IF YES	IF NO
<p>Is there an institution-wide awards program to formally acknowledge staff and educators' sustainability efforts also providing tangible incentives?</p> <p><b>IF YES</b> Fully achieved</p> <p><b>IF NO</b> Partially achieved</p>	<p>How feasible would it be to establish formal recognition mechanisms to value and incentivise educators' and staff contributions to advancing sustainability within the next 6 months to 1 year?</p> <p><b>IF YES</b> Ability/intent to act</p> <p><b>IF NO</b> Not achieved</p>

## Part D: Assessment of progress on the Pedagogical Pillar

### Milestone PTL1

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Combine formal and non-formal education approaches to create diverse learning opportunities.

**Key Performance Indicator:** Proportion of learning opportunities combining formal and non-formal approaches.

#### Metrics:

- Number of non-formal educational sustainability activities integrated into curricula (PTL1a)
- Percentage of learners participating in formal and non-formal sustainability programs (PTL1b)

#### Primary question

*Does your institution combine formal and non-formal education approaches to create diverse learning opportunities?*

##### IF YES

Have you integrated many non-formal activities into the curriculum, and do most students participate in both classroom and hands-on sustainability programs?

##### IF YES

Fully achieved

##### IF NO

Partially achieved

##### IF NO

Have you integrated many non-formal activities into the curriculum, and do most students participate in both classroom and hands-on sustainability programs?

##### IF YES

Ability/intent to act

##### IF NO

Not achieved

### Milestone PTL2

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Create programs that connect educational experiences to labour market needs, equipping learners with skills for sustainable professions.

**Key Performance Indicator:** Number of partnerships established with the labour market for sustainability skills development.

#### Metrics:

- Number of collaborative activities or projects conducted with labour market partners (PTL2a)
- Percentage of curricula or programs co-developed with input from labour market stakeholders (PTL2b)

#### Primary question

*Does your institution have programs that work with local businesses or organizations to teach students skills for sustainable jobs?*

##### IF YES

Do you conduct many projects or activities with these business partners, and have most of your programs or courses been developed with their input to focus on sustainable job skills?

##### IF YES

Fully achieved

##### IF NO

Partially achieved

##### IF NO

How feasible would it be for your institution to start programs with local businesses to teach sustainable job skills within the next 6 months to 1 year?

##### IF YES

Ability/intent to act

##### IF NO

Not achieved



## Part D: Assessment of progress on the Pedagogical Pillar

### Milestone PTL3

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Foster learner-led projects addressing real-world sustainability challenges.

**Key Performance Indicator:** Number of learner-led sustainability projects.

#### Metrics:

- Number of completed projects addressing real-world sustainability challenges annually led by learners (PTL3a)
- Percentage of learners involved in project leadership roles (PTL3b)

#### Primary question

*Does your institution support students in leading projects that tackle real-world sustainability issues, such as reducing waste or improving local green spaces?*

#### IF YES

Have students completed many sustainability projects each year and do most students take on leadership roles in these projects?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be to foster learner-led projects addressing real-world sustainability challenges within the next 6 months to 1 year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

### Milestone PTL4

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Integrate educational content that highlights planetary changes and their implications for human life, fostering a deeper understanding of sustainability challenges.

**Key Performance Indicator:** Integration of planetary changes into educational content.

#### Metrics:

- Number of courses or sessions focused on planetary changes and human impact (PTL4a)
- Learner feedback on awareness and understanding of planetary challenges (PTL4b)

#### Primary question

*Does your institution teach about planetary changes, such as climate change or biodiversity loss, and their effects on human life to deepen students' understanding of sustainability?*

#### IF YES

Do most courses or sessions focus on planetary changes and their human impacts, and do most students report increased awareness and understanding of these sustainability challenges through feedback?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be for your institution to start teaching about planetary changes and their effects on human life within the next 6 months to 1 year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

## Part D: Assessment of progress on the Pedagogical Pillar

### Milestone PTL5

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Develop programs that provide hands-on learning experiences focused on sustainability practices.

**Key Performance Indicator:** Number of hands-on learning experiences provided.

#### Metrics:

- Number of sustainability-related skills gained through practical sessions annually (PTL5a)
- Learner participation rate in hands-on sustainability activities (PTL5b)

#### Primary question

*Does your institution offer hands-on programs, like gardening or recycling workshops, to teach practical sustainability skills?*

#### IF YES

Do students gain many sustainability skills, like composting or energy conservation, through these practical sessions each year, and do most students participate in these hands-on activities?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be to develop programs that provide hands-on learning experiences focused on sustainability practices within the next 6 months to 1 year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

### Milestone PTL6

☐ Fully achieved ☐ Partially achieved ☐ Ability/intent to act ☐ Not achieved

Design alternative learning approaches to accommodate diverse learner needs and styles.

**Key Performance Indicator:** Number of alternative learning approaches implemented.

#### Metrics:

- Percentage of learners participating in activities tailored to their individual learning styles annually (PTL6a)
- Number of new teaching methodologies introduced annually to address diverse learning needs (PTL6b)

#### Primary question

*Does your institution adapt sustainability teaching, like using group projects or storytelling, to match different student learning styles and needs?*

#### IF YES

Do most students take part in sustainability activities designed for their specific learning styles each year, and have several new teaching methods, like role-playing or case studies, been introduced to support diverse learners?

#### IF YES

Fully achieved

#### IF NO

Partially achieved

#### IF NO

How feasible would it be to design alternative learning approaches to accommodate diverse learner needs and styles within the next 6 months to 1 year?

#### IF YES

Ability/intent to act

#### IF NO

Not achieved

Part D: Assessment of progress on the Pedagogical Pillar

Milestone PTL7

☐ Fully achieved   ☐ Partially achieved   ☐ Ability/intent to act   ☐ Not achieved

Create multimodal learning environments that utilise diverse teaching methods and resources.

**Key Performance Indicator:** Percentage of courses utilising multimodal learning environments.

Metrics:

- Number of courses integrating diverse teaching resources and methods (PTL7a)
- Learner satisfaction with multimodal educational experiences (PTL7b)

Primary question

Does your institution create engaging sustainability lessons by combining multiple resources, such as digital tools, physical models, and group discussions?

IF YES	IF NO
<div>Do many courses use a variety of resources and methods, such as videos and hands-on tasks, for sustainability teaching, and do most students report high satisfaction with these diverse learning experiences?</div> <div><div>IF YES</div>Fully achieved</div> <div><div>IF NO</div>Partially achieved</div>	<div>How feasible would it be for your institution to start combining multiple resources for sustainability lessons within the next 6 months to 1 year?</div> <div><div>IF YES</div>Ability/intent to act</div> <div><div>IF NO</div>Not achieved</div>



## Baseline Analysis based on the results from the Self-Assessment Tool

**Vision, Mission, and values pillar:** *Indicate whether achieved.*

**Social pillar:** *Total milestones achieved.*

**Organisational pillar:** *Total milestones achieved.*

**Pedagogical pillar:** *Total milestones achieved.*

### CURRENT PROGRESS LEVEL

based on the Susedi Transformation Route Map:

Tick the box that corresponds to the self-assessment results.

Progress level	Total milestones	Vision, Mission and Values	Social	Organisational	Pedagogical	
Foundation	7	1	2	2	2	<input type="checkbox"/>
Activation	12	1	3	4	4	<input type="checkbox"/>
Integration	25	1	6	9	9	<input type="checkbox"/>
Embedding	37	1	9	14	14	<input type="checkbox"/>
WIA to sustainability	45+	1	11	17	17	<input type="checkbox"/>





## Route to Transformation of Educational Institutions through a Whole Institution Approach to Sustainability (SUSustainability on EDucational Institutions)

101087440 – SUSEDI – ERASMUS-EDU-2022-PI FORWARD

#SUSEDI is an ERASMUS+ KA3 Forward – Looking project.



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