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

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

Methodology Guide: Route Map for the Transformation of Educational Institutions into WIA to Sustainability

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Executive summary

Sustainability is no longer an option but a necessity—this guide provides educational institutions with a clear, structured pathway to embed sustainability into their core, fostering long-term resilience, innovation, and leadership in education for sustainable development.

The Methodology Guide: Route Map for the Transformation of Educational Institutions into Whole Institution Approach to Sustainability is a key deliverable under Work Package 4 of the Erasmus+ project SUSEDI (Route to Transformation of Educational Institutions through a Whole Institution Approach to Sustainability). It provides a structured methodology to assist educational institutions in systematically integrating sustainability into their operations, pedagogy, and governance through a milestone-based framework. Given the urgent need for educational institutions to respond proactively to global sustainability challenges, this framework ensures a clear, structured transformation process.

A systemic approach to sustainability transformation

The transformation of educational institutions towards sustainability requires a systemic approach, integrating key elements that drive institutional change. This framework underpins the Transformation Route Map, which translates these elements into a practical and actionable methodology and it provides a conceptual foundation, outlining the essential components institutions need to address. These include sustainability competences, a structured route map to transformation, support mechanisms, and a certification framework.

The sustainability competences provide the foundational knowledge, skills, and attitudes required for sustainability transformation, including the capacity building for educators, leaders, and administrative staff to integrate sustainability into institutional culture and practices. The Route Map for Transformation outlines the step-by-step process that institutions must follow to integrate sustainability with guidance on how institutions can move from the foundation level all the way to Whole Institution Approach to Sustainability.

The support mechanisms developed include the necessary tools, resources and frameworks to facilitate the transformation process and, more importantly, the creation of a community of transformation agents will enable and accelerate this transition. The final key factor is certification, which validates progress and recognises achievements. Institutions can be certified at different progress levels.

Framework for Institutional Transformation to Sustainability

A conceptual overview of key elements supporting the transition towards a sustainable educational institution, ensuring the transformation to WIA

Figure 1: Framework for institutional transformation to sustainability

Pathway to Sustainability: A systematic roadmap for Educational Institutions

Institutions begin by developing sustainability competences through a three-phase training programme (asynchronous e-learning, synchronous revisions, and action-based experiential learning activities). This phase builds the capacity of educators, leaders, and administrative staff to integrate sustainability into institutional culture, governance, and operations.

Institutions then 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 ESD. 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.

The self-assessment tool plays a crucial role in helping educational institutions evaluate their current sustainability status, identifying strengths and gaps in their transformation journey. This step provides insights into the institution's readiness for transformation and informs strategic decision-making. To help institutions focus their efforts effectively, the tool prioritises which milestones should be addressed first based on the identified gaps from unmet milestones and the feasibility of achieving the milestone, as self-reported by the EI.

This approach enables institutions to prioritise quick wins, while also identifying long-term milestones requiring strategic planning. The self-assessment tool generates a comprehensive report, highlighting key gaps and opportunities, tailored to the institution's specific needs, as well as a roadmap for action, linking results to a sustainability transformation plan

Following the self-assessment phase, institutions develop a Sustainability Plan that serves as a structured framework to guide their transformation journey. This plan translates the self-assessment findings into concrete actions by defining strategic objectives, milestones, and implementation steps. The Sustainability Plan aligns institutional goals with the five transformation levels, ensuring a clear roadmap for progressing from Foundation (early-stage engagement) to WIA to ESD (full systemic transformation). The plan defines tailored actions, milestones, and measurable outcomes necessary for advancing to the next level, helping institutions prioritise efforts in a structured and strategic manner.

The Sustainability Plan is an iterative tool, allowing institutions to continuously refine their strategies based on feedback from the implementation phase. Institutions use this plan to prioritise quick wins, set long-term sustainability goals, and ensure that sustainability becomes embedded into governance, operations, and pedagogy. The Sustainability Plan serves as a structured framework guiding institutions through their transformation journey. It includes a strategic roadmap that outlines key actions necessary to progress through the transformation stages, ensuring alignment with

institutional sustainability goals. The plan is tailored to institution-specific priorities, based on self-assessment results, allowing for a targeted and effective approach.

A milestone-based structure is incorporated, aligning with certification benchmarks across the Social, Organisational, and Pedagogical pillars to track and measure progress systematically. Additionally, a stakeholder engagement strategy maps out internal and external stakeholders, clarifying their roles in supporting and facilitating the transformation process. Finally, the plan integrates a monitoring and evaluation framework, defining clear indicators and performance metrics to assess the institution's progress and drive continuous improvement. Through this structured approach, the Sustainability Plan acts as a bridge between self-assessment and implementation, facilitating a systematic and measurable transition towards the Whole Institution Approach to Sustainability.

In the implementation phase, educational institutions put their Sustainability Plan into action. This step ensures that planned initiatives transition from strategic goals into tangible, measurable changes within the institution. To achieve transformation towards the Whole Institution Approach to Sustainability (WIA to ESD), institutions must take a structured and iterative approach. A continuous feedback loop between the self-assessment and the sustainability plan allows institutions to monitor progress, adapt strategies, and refine implementation activities based on real-world challenges and successes. Institutions can revisit their sustainability plan at regular intervals, adjusting their approach as they advance through the different transformation stages.

As institutions implement their Sustainability Plan, they should continuously measure progress against the five transformation levels. The monitoring and evaluation framework tracks institutional advancements through these levels, ensuring a clear trajectory towards deeper sustainability integration. Regular internal reviews and stakeholder engagement sessions help institutions assess whether they are meeting the required milestones to progress through the levels, fostering continuous improvement and accountability. Institutions should continuously refer to their self-assessment report during implementation, using it to track improvements, reassess gaps, and ensure alignment with long-term sustainability goals.

A robust monitoring and evaluation framework is essential for tracking progress and ensuring accountability throughout the transformation process. Institutions should establish clear indicators and performance metrics, aligned with the certification benchmarks across the Social, Organisational, and Pedagogical pillars.

Regular internal and external assessments help measure impact, identify successes, and address challenges. Institutions should generate progress reports, facilitate reflection sessions with stakeholders, and adjust their strategies based on data-driven insights. By embedding a culture of continuous improvement, educational institutions can ensure that sustainability efforts remain dynamic, effective, and aligned with long-term institutional goals.

Pathway to sustainability: a structured roadmap for educational institutions

A step-by-step transformation process guiding educational institutions through a transition journey to sustainability.

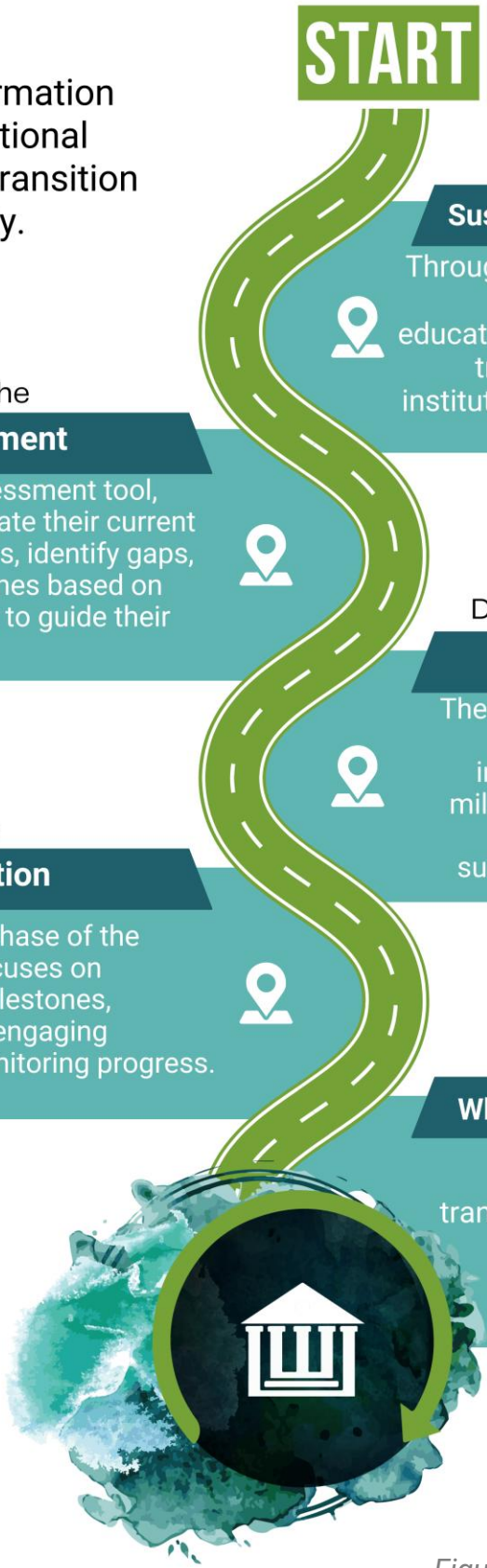


Figure 2: Pathway to sustainability: a structured roadmap for educational institutions

Objectives and Scope

The primary objective of this methodology is to support EIs in becoming sustainability leaders through a structured and systematic transformation process. It provides a roadmap that:

- Defines clear progress levels for EIs transitioning to sustainability.
- Establishes measurable milestones, Key Performance Indicators (KPIs), and metrics.
- Aligns institutional sustainability efforts with the United Nations Sustainable Development Goals (SDGs) and Agenda 2030.
- Offers a certification framework to assess progress and ensure accountability.

From theory to practice: realising the Whole Institution Approach (WIA) to Sustainability

The systemic framework on the Whole Institution Approach (WIA) to Sustainability integrates sustainability across all institutional domains, including pedagogy, governance, and operational processes. It ensures that sustainability principles are embedded holistically, fostering innovation, inclusivity, and systemic change.

The methodology defines five progress levels—Foundation Activation, Integration, Embedding, and WIA to ESD—each with specific milestones and benchmarks across four core pillars: Social, Organisational, Pedagogical, and the horizontal pillar of Vision, Mission, and Values. By following this approach, institutions can embed sustainability principles systematically, ensuring long-term resilience, accountability, and leadership in the field of education for sustainable development.

The Route Map for the Transformation of Educational Institutions into WIA to Sustainability methodology is built upon the Systemic Framework, which was developed to visualise the elements that educational institutions need to transform. The methodology serves as the realisation of this theoretical approach, translating it into tangible steps that institutions can implement systematically.

Recognising the unique contexts of various educational institutions—whether primary schools, secondary schools, higher education institutions, or Vocational Education and Training (VET) and adult learning providers—it provides adaptable strategies to suit different settings.

Each level requires institutions to meet milestones across four core pillars, including the horizontal milestone of Vision, Mission, and Values pillar, which is mandatory across all progress levels. The Social pillar focuses on community engagement, inclusivity, and transformative action, the Organisational pillar encompasses governance, resource management, infrastructure, and leadership, and the Pedagogical pillar embeds sustainability into curricula, teaching methods, and capacity-building efforts.

Benchmarking, certification and monitoring progress

This guide provides the basis for developing a structured certification framework, laying the foundation for institutions to establish a clear and systematic pathway towards demonstrating balanced and measurable progress. Institutions must achieve specific benchmarks within each pillar to advance through the transformation levels. A self-assessment tool supports institutions in evaluating their sustainability maturity, while KPIs and metrics provide quantifiable evidence of progress.

Ex-ante analysis on assessing the transformation framework

A critical component of this methodology was the ex-ante analysis, conducted to assess the effectiveness of the transformation framework. This analysis systematically evaluated all parameters, milestones, KPIs, metrics, and activities to ensure their feasibility, relevance, and impact in guiding institutions through sustainability transitions. By employing this approach, the methodology was refined to provide a structured yet adaptable transformation roadmap, ensuring that institutions can confidently implement each phase of their sustainability journey.

Implementation and impact realisation

This guide also presents a template sustainability plan, providing institutions with a structured approach to planning and documenting their sustainability journey. Additionally, a pool of indicative activities is outlined for each milestone, offering practical steps institutions can take to achieve progress at every level. By following this route map, institutions can develop a coherent sustainability vision and strategy, foster a culture of sustainability across all stakeholders, implement structured activities that align with institutional and global sustainability goals, and monitor, evaluate, and continuously improve sustainability efforts.

The D4.1 Methodology Guide serves as a comprehensive tool for educational institutions committed to embedding sustainability into their core identity. Educational institutions are encouraged to take the first step in this journey by leveraging the guide's structured approach, ensuring that sustainability becomes an integral part of their long-term strategy.

Sustainability is not a one-time achievement but a continuous commitment to improvement, requiring ongoing evaluation, adaptation, and stakeholder engagement. Collaboration among educators, administrators, and communities is essential in driving systemic change, making institutions more resilient, innovative, and impactful in their sustainability efforts. It enables institutions to progress systematically towards a fully integrated Whole Institution Approach to sustainability, ensuring long-term impact and resilience in the face of global challenges.

Structure of the Transformation Route Map

The transformation process follows a milestone-based approach with five distinct progress levels.

Foundation level	Institutions lay the groundwork by defining sustainability strategies and initiating basic actions.
Activation level	Early-stage implementation, engaging staff, students, and stakeholders.
Integration level	Sustainability becomes integrated into teaching, governance, and institutional processes.
Embedding level	Sustainability is deeply embedded, with mature policies, leadership, and practices.
Whole Institution Approach to Sustainability	Institutions achieve sustainability leadership, serving as role models and driving continuous innovation.

Figure 3: Structure of the transformation route map of educational institutions

Introduction.

Purpose and objectives of the Report

This report serves as a strategic guide for educational institutions (EIs) seeking to transform into sustainable organisations through the Whole Institution Approach (WIA). It presents the D4.1 Methodology Guide: "Route Map for the Transformation of Educational Institutions into WIA to Sustainability", developed within Work Package 4 (WP4) under T4.2, as part of the ERASMUS-LS 101087440-EDU-2022-PI-FORWARD "Route to Transformation of Educational Institutions through a Whole Institution Approach to Sustainability [SUStainability in EDucational Institutions_SUSEDI]".

The Route Map for the Transformation of Educational Institutions into WIA to Sustainability provides a comprehensive and structured approach that guides EIs through their sustainability journey, ensuring that institutions can systematically integrate sustainability across governance, pedagogy, operations, and community engagement. The methodology as illustrated in Figures 1 and 2, presents the systematic transformation process institutions must follow to transition across the five progress levels.

Conceptual Framework for Sustainability Transformation

- Defines the core components of institutional change, including sustainability competences, the route map to transformation, support mechanisms, and certification benchmarks.
- Establishes a high-level strategic vision, ensuring institutions integrate sustainability holistically rather than through isolated initiatives.

Structured Roadmap for Institutional Transformation

- Outlines a step-by-step process, linking competence-building (WP3), self-assessment (WP5), sustainability planning (WP4), and implementation to achieve sustainability transformation.
- Integrates a feedback loop between the self-assessment and the sustainability plan, ensuring continuous improvement and adaptation.

By leveraging this structured and systematic approach, the guide equips institutions with practical tools, resources, and strategies to progress systematically through the five transformation levels (Foundation, Activation, Integration, Embedding, and WIA to sustainability). Through this methodology, EIs can evolve into sustainability leaders, fostering systemic change and promoting a culture of responsibility, innovation, and inclusivity. The Route Map aligns institutional transformation efforts with global sustainability frameworks, including the United Nations' Sustainable Development Goals (SDGs) and Agenda 2030, reinforcing the critical role of educational institutions in shaping a more sustainable future.

The Whole Institution Approach to Sustainability

Recognising the urgency of addressing global sustainability challenges, this guide emphasises the strategic and systemic alignment of educational institutions with the United Nations Sustainable Development Goals and the 2030 Agenda, directly linking these efforts to the Whole Institution Approach to Education for Sustainable Development. This journey signifies a commitment to holistically addressing global challenges such as climate change, social equity, and resource efficiency.

The Route Map presented provides a visionary framework to guide educational institutions in their transition to holistic sustainability. This transformative journey is rooted in the Whole Institution Approach, a holistic model that integrates sustainability into every aspect of institutional operations, pedagogy and community engagement. The methodology builds upon SUSEDI's Systemic Framework, which defines the three main pillars of sustainability: Social, Pedagogical, and Organisational, which are translated into actionable dimensions and parameters, and serve as the backbone of the transformation route map. Together, they ensure a comprehensive and context-sensitive approach to sustainability, tailored to the unique needs and aspirations of each institution.

By adopting the Whole Institution Approach to sustainability, institutions are empowered to embark on a transformative journey that fundamentally redefines their role in fostering sustainable development. Regardless of the type of institution—whether a school, university, or VET provider—this transition involves embedding sustainability principles across all facets of operations, pedagogy, and governance. It is not uniform transition but tailored to the unique needs, capacities, and contexts of each institution. Factors such as institutional size, local socio-economic conditions, available resources, and the nature of the learning environment influence the approach.

For schools, this may mean fostering environmental awareness and sustainable behaviours among students through age-appropriate curricula and hands-on activities. Universities might prioritise integrating interdisciplinary sustainability research and establishing partnerships to drive innovation. VET providers, on the other hand, can focus on equipping learners with the technical skills required for green jobs and fostering sustainable practices in specific industries. Larger institutions may adopt complex governance models and extensive stakeholder engagement strategies, while smaller ones might emphasize grassroots initiatives and strong community ties. These contextual factors determine the readiness and pace of transformation, as well as the maturity levels institutions can achieve through the WIA framework.

By leveraging this adaptable and systemic approach, institutions can position themselves as leaders in sustainability, fostering innovation, inclusivity, and resilience in their communities and beyond. This leadership role is achieved by tailoring strategies to institutional contexts while ensuring alignment with global goals such as the SDGs. Each institution’s unique path to sustainability becomes a model for systemic transformation, inspiring others to follow suit.

Susedi Route Map Methodology.

Susedi Route Map Methodology

Conceptual framework

The conceptual framework is based on Susedi's Systemic Framework, which provides a comprehensive approach to sustainability by integrating the three vertical pillars —Social, Pedagogical, and Organisational—with corresponding dimensions and parameters. These components ensure a balanced transformation by addressing the interconnected social, pedagogical, and organisational dimensions of educational institutions, guiding educational institutions toward adopting the Whole Institution Approach (WIA) to sustainability.

The framework is designed to be universally applicable, addressing the needs of primary, secondary, higher, vocational education and training (VET), and adult education institutions. It is adaptable to a variety of sizes, resources, and contexts, ensuring that all educational institutions can implement it effectively, regardless of their specific characteristics or constraints. This adaptability enables institutions to align their local priorities with global sustainability goals, such as the United Nations Sustainable Development Goals (UN SDGs) and Agenda 2030.

The framework is designed to provide educational institutions with a clear roadmap. As described above, the conceptual framework for sustainability transformation defines the core elements of transformation, from building sustainability competences, the route map to transformation, support mechanisms, and certification benchmarks. It ensures that a high-level strategic vision can be established and that institutions integrate sustainability holistically rather than through isolated initiatives.

In addition, the framework provides a structured roadmap with a step-by-step process for transformation, linking capacity-building (WP3), self-assessment (WP5), sustainability planning (WP4), implementation, and continuous improvement. It also integrates a feedback loop between the self-assessment tool and the sustainability plan, ensuring institutions can monitor progress, refine strategies, and adapt to emerging challenges.

The transformation process is structured around progressive levels of advancement, ensuring that institutions follow a measurable and certifiable trajectory toward full sustainability integration, linking vision and values to tangible milestones. The five transformation levels—Foundation, Activation, Integration, Embedding, and WIA to ESD—offer a clear pathway, guiding institutions from initial engagement with sustainability to full systemic transformation. These levels are linked to certification benchmarks, ensuring that institutions can track and validate their progress systematically across the Social, Pedagogical, and Organisational pillars.

The holistic approach of this Framework ensures that the transformation process outlined in the route map methodology is grounded in actionable, measurable, and adaptable steps and activities. A key feature of this methodology is the integration of these three pillars with their respective dimensions and parameters into the framework's progression levels. Each pillar provides a unique lens for transformation and the parameters within each dimension provide concrete benchmarks and milestones and measurable outcomes that guide institutions through their transformation journey.

The progression levels—Foundation, Activation, Integration, Embedding, and WIA to ESD, as presented in the next chapter—offer a phased approach to institutional transformation. Each level is designed to incrementally build capacity, address institutional needs, and foster systemic change. At the Foundation level, the focus is on laying the groundwork for sustainability.

As institutions advance to the Activation and Integration levels, actions expand to engage stakeholders, integrate sustainability into institutional operations, and scale impactful practices. At the Embedding and WIA to ESD levels, educational institutions demonstrate leadership by institutionalising sustainability and mentoring others. By aligning dimensions and parameters with these levels, the framework ensures that institutions move from basic to advanced sustainability practices in a structured and measurable way.

The dimensions and parameters are operationalised through milestones, key performance indicators (KPIs), and metrics at each progression level. Benchmarks represent milestones that indicate successful achievement of goals (e.g., implementing a sustainability committee at the Foundation level).

KPIs measure progress toward these milestones (e.g., the percentage of curricula aligned with SDGs at the Integration level), providing a robust tool as a monitoring and evaluation mechanisms to the educational institutions. Metrics quantify the KPIs, providing specific data points to evaluate progress (e.g., the number of interdisciplinary projects initiated). This robust connection between the systemic framework and the progression levels provides a clear and actionable pathway for institutions to achieve sustainable transformation.

Drivers of transformation to Whole Institution Approach to sustainability

Drivers for the transformation of educational institutions towards the Whole Institution Approach to sustainability

MULTIDIMENSIONAL INTEGRATION

Achieving WIA involves embeddingsustainability across social, organisational andpedagogical pillars. This multidimensionalintegration is challenging as it requires aligningdiverse institutional processes, policies, andcultural practices with sustainability principles.

SYSTEMIC CHANGE

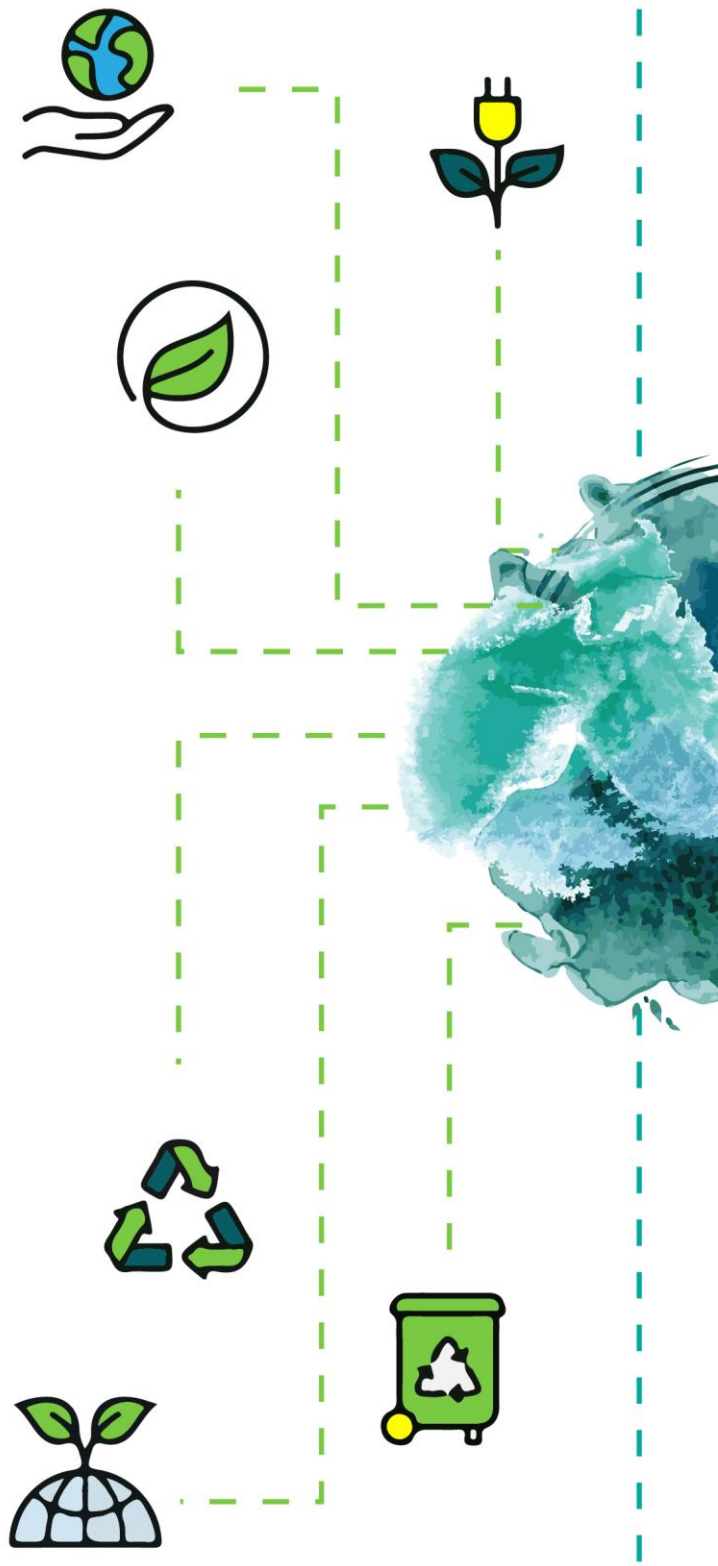
Sustainability transformation requires a shiftfrom traditional paradigms to systems thinking.Institutions need to adopt innovative strategiesthat address all sustainability dimensionstogether, which can be complicated by existingbarriers within institutional structures.

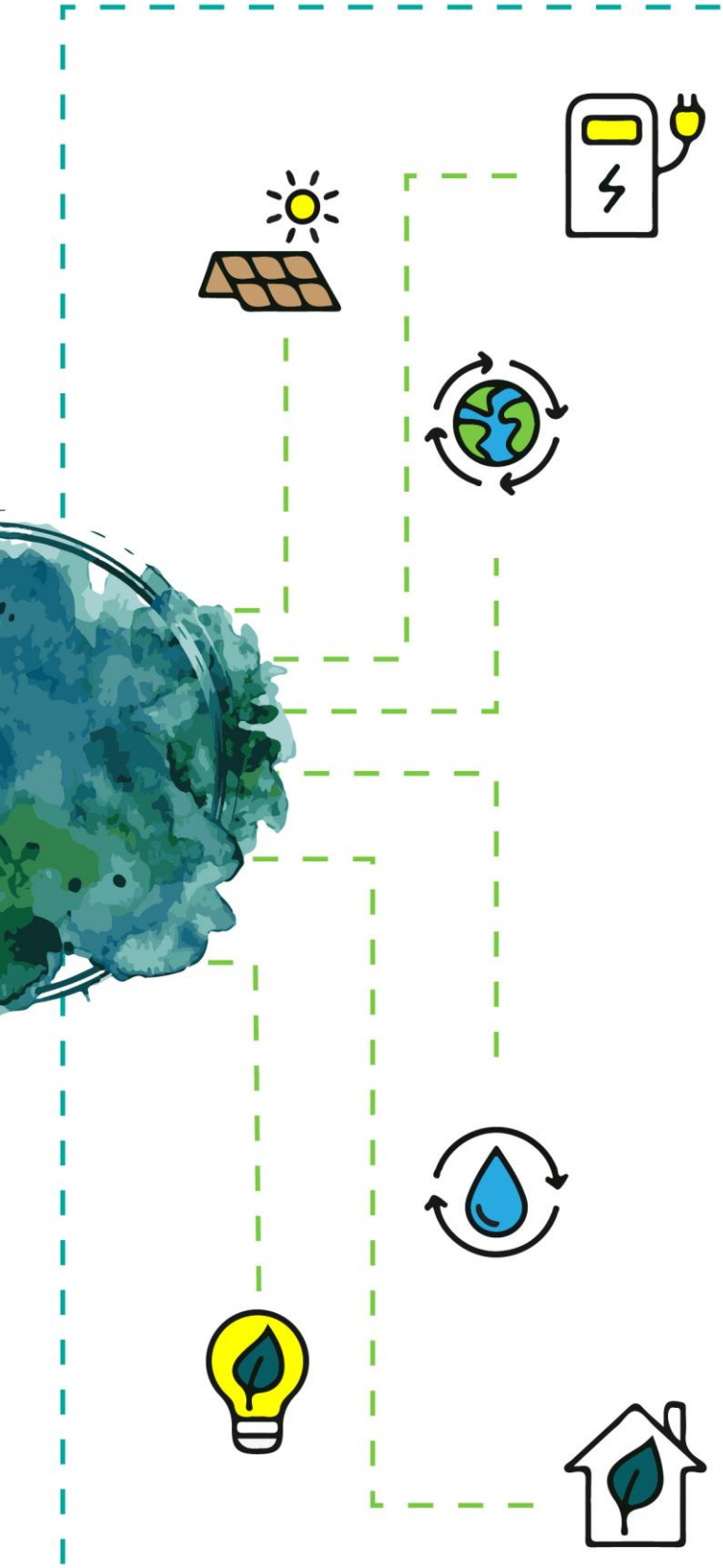
STAKEHOLDER ENGAGEMENT

Progress toward WIA requires activeparticipation from a wide range of stakeholders,including staff, educators, learners, localcommunities, and policymakers. Effectivelymanaging these diverse interests and fosteringcollaboration demands robust communicationand engagement strategies.

RESISTANCE TO CHANGE

Sustainability transformation requires a shiftfrom traditional operational paradigms tosystems thinking. Institutions need to adoptinnovative strategies that addressenvironmental, social and economic dimensionstogether, which can be complicated by existingbarriers within institutional structures.





RESOURCE CONSTRAINTS

Sustainability transformation requiresconsiderable investments in capacity building,infrastructure, and innovative tools. Manyinstitutions face financial limitations andcompeting priorities, making it difficult toallocate resources toward sustainability goals.

GLOBAL IMPERATIVE

The transformation is vital as education plays acentral role in equipping individuals with theknowledge, skills, and attitudes necessary toaddress global sustainability challenges. Byadopting WIA, institutions contribute toachieving the Agenda 2030.

LEADERSHIP AND ROLE MODELLING

Institutions that achieve WIA to sustainabilitybecome paradigms of change, inspiring otherorganisations and communities to adoptsustainable practices. This role modelling iscritical in fostering a broader cultural shifttoward sustainability.

ETHICAL RESPONSIBILITY

As centres of learning and influence,educational institutions hold an ethicalresponsibility to prepare learners for thechallenges of the future. By embeddingsustainability into their ethos, institutions affirmtheir commitment to social and environmentalstewardship.

Progress levels: From Foundation to Whole Institution Approach to sustainability

The transformation of educational institutions towards a Whole Institution Approach to sustainability is a complex journey due to the need for systemic change, stakeholder engagement, collaboration and coordination, and resource allocation. However, it is essential as educational institutions are central to driving the societal change required for a sustainable future. To facilitate this process, a structured roadmap with progress levels is essential.

Each level represents a significant milestone on the journey to full sustainability, guiding institutions step by step while keeping them motivated and engaged. This transformation roadmap framework presents the five levels of progress in a systematic approach to embedding sustainability in institutional culture, governance, operations and pedagogy.

The step-by-step systematic approach of the progress levels ensures that institutions can set achievable goals, measure progress and maintain momentum. Each level builds on the achievements of the previous one, fostering a culture of continuous improvement. By breaking down the transformation process into tangible milestones, institutions remain motivated, engaged and focused on long-term goals.

FOUNDATION

At this level, educational institutions establish the foundational elements necessary to embark on their sustainability transformation journey. They articulate a vision in line with sustainability principles, identify key priorities and initiate basic actions. The primary goal is to create a shared understanding of sustainability across the institution and establish baseline data to measure progress.

ACTIVATION

Building on the foundation, institutions activate their sustainability vision by implementing strategies and engaging key internal and external stakeholders. This stage focuses on turning vision into action by implementing pilot initiatives, forming cross-functional sustainability teams and encouraging active participation. Engagement is key, as institutions begin to take ownership of sustainability activities, and experiment with practices that drive progress.

INTEGRATION

At this level, sustainability efforts are no longer isolated, but embedded in the institution's governance structures, operational practices and pedagogical frameworks. Policies and objectives drive decision-making across the social, environmental and economic pillars. The institution demonstrates a growing commitment to continuous improvement, with sustainability integrated into curricula, operations and administrative processes.

EMBEDDING

Sustainability is deeply embedded in the institution's identity and operations. Policies and governance structures fully reflect a commitment to sustainable development. At this stage, the institution has a mature sustainability ecosystem, with widespread adoption of practices, stakeholder buy-in and regular monitoring and evaluation of progress. The institution is well prepared to adopt the Whole Institution Approach to sustainability and to act as a leader in sustainability.

WHOLE INSTITUTION APPROACH TO SUSTAINABILITY

Institutions at this level exemplify sustainability excellence, continuously innovating and setting industry-leading milestones. They integrate advanced practices across all dimensions, including governance, pedagogy, and community engagement. Their role extends beyond internal operations to influencing broader societal and policy changes. As sustainability leaders, institutions share best practices, mentor, and actively participate in shaping global sustainability narratives.

Susedi Transformation Route Map to WIA. to sustainability.

Susedi Transformation Route Map to Whole Institution Approach to Sustainability

Embedding
Embedding sustainability comprehensively in institutional processes, setting the stage for achieving the next and final level.

75%

Whole Institution Approach to Education for Sustainable Development (WIA to ESD)
Leading as sustainability champions by innovating, setting benchmarks and milestones, and serving as role models for other institutions.

Above 75%

50%

Integration
Integrating sustainability practices across governance, operations, and pedagogy, demonstrating commitment to continuous progress.

15%

Foundation
Laying the groundwork for sustainability by defining a clear vision, setting objectives, and initiating actions.

Activation
Activating initial sustainability strategies, engaging staff, students, and stakeholders in sustainability initiatives.

25%

Susedi Transformation Route Map to WIA to sustainability

As analysed in previous chapters, the transformation of educational institutions (EIs) toward sustainability is underpinned by the Whole Institution Approach (WIA) to Education for Sustainable Development (ESD). This approach recognises that sustainability cannot be achieved through isolated initiatives but requires a holistic integration of principles across all aspects of an institution.

WIA promotes a systemic transformation that embeds sustainability into governance, teaching, operations, and stakeholder engagement, ensuring that sustainability becomes a core value rather than a supplementary activity. It emphasises the importance of collective effort, where educators, leaders, administrative staff, learners, and external stakeholders such as policy makers and the community collaborate to redefine the purpose and function of education in the context of local, regional and global challenges.

To operationalise this vision, the Susedi Transformation Route Map with its structured framework and progress levels, employs a milestone-based approach, which provides a pragmatic and actionable pathway for institutions to assess their current maturity levels and chart a clear course toward WIA to sustainability.

The framework identifies specific milestones that reflect meaningful progress towards transformation, offering institutions measurable benchmarks to evaluate their achievements. A key feature of the Susedi framework is its focus on balanced achievements across three critical pillars: Social, Organisational, and Pedagogical, as presented below.

Milestone allocation process

The process begins with the systemic framework's three core pillars: Social, Organisational, and Pedagogical, each representing critical aspects of sustainability in educational institutions. Within each pillar, specific dimensions encompass the primary areas of focus.

Each dimension is further divided into actionable parameters. Parameters represent discrete, tangible elements of each dimension. These parameters ensure a detailed and actionable focus within each dimension. Parameters are translated into milestones, which are clear, measurable goals that institutions must achieve. Milestones reflect the institution's progress at different levels of maturity, from foundational actions to leadership in sustainability.

To reinforce alignment across the institution, a horizontal milestone on Vision, Mission, and Values has been introduced. This milestone applies horizontally to all three pillars and ensures that sustainability is embedded in the institution's identity and strategic direction. Institutions must define or revise their vision, mission, and values to explicitly include sustainability principles, providing a unifying framework for all other milestones.

Strategic importance

- The Vision articulates the institution's long-term aspiration to become a sustainability leader, inspiring stakeholders and guiding decision-making.
- The Mission defines the institution's purpose and outlines its role in advancing sustainability goals through education, governance, and community engagement.
- The Values establish the ethical and cultural foundation for the institution's actions, ensuring consistency in promoting inclusivity, equity, and environmental stewardship.

The inclusion of the horizontal milestone brings the total number of milestones to 53. The percentage allocation represents the weight and importance of each area within the overall milestone framework. These are distributed as presented below.

Vision, Mission, and Values ➔ 1 milestone (2%)

The Vision, Mission and Values milestone, which represents 2% of the total milestones, is a mandatory component at all levels of progress in the transformation framework. Its role as a horizontal milestone underlines its critical importance in driving sustainability transformation. Without a clearly defined, sustainability-aligned vision, mission and values, efforts within each pillar risk becoming fragmented or misaligned. Aligning an institution's vision, mission and values with sustainability ensures a consistent strategic direction throughout the transformation journey. Institutions need to demonstrate that sustainability is embedded in their core identity, not a peripheral activity. Although it represents only 2% of the milestones numerically, its practical impact is far greater, serving as a guiding framework for all sustainability actions across the social, organisational and educational pillars. This milestone acts as a unifying element, ensuring coherence and alignment of all institutional efforts.

Social Pillar ➔ 12 milestones (22%)

The Social pillar represents 24% of the milestones, highlighting the importance of community engagement, inclusivity, and fostering a culture of shared responsibility. These milestones focus on actions that involve internal and external stakeholders, such as local communities, families, and other institutions, ensuring that sustainability efforts are outward-looking and collaborative. The allocation reflects the critical role of social engagement in building a sustainable and equitable institutional ecosystem.

Organisational Pillar ➔ 20 milestones (38%)

With 34% of the milestones, the Organisational pillar receives the largest allocation of the three pillars. This reflects the central role of governance, resource management, and strategic planning in driving sustainability transformation. These milestones address internal processes such as policy development, operational efficiency, and infrastructure improvement, to ensure that the institution's operations are fully aligned with sustainability objectives. The increased allocation acknowledges the complexity and fundamental importance of institutional governance in achieving systemic change.

Pedagogical Pillar ➔ 20 milestones (38%)

The Pedagogical pillar accounts for 40% of the milestones, highlighting its central role in preparing students for a sustainable future. These milestones focus on integrating sustainability into teaching and learning, from curricula design to innovative pedagogical methods and student engagement.

The higher percentage reflects the direct impact of education in fostering the knowledge, skills, and values required for sustainability. It also recognises the significant effort required to embed sustainability across different educational programmes and activities.

Certification benchmarks across the 5 progress levels

The Sustainability Transformation Certification Framework outlines specific benchmarks at each progress level to ensure that institutions achieve balanced and measurable progress across the social, organisational and educational pillars, as well as a mandatory horizontal milestone focused on aligning the institution's vision, mission and values with sustainability principles.

Below is a detailed description of each progress level and its associated benchmarks. Institutions must demonstrate balanced progress and meet the following milestones, as detailed below.

Foundation (15%)

At the Foundation stage, institutions are required to complete a total of 7 milestones to demonstrate their initial commitment to sustainability. This level emphasises laying the groundwork for transformation by defining strategic directions and initiating foundational actions across all pillars.

- Completing the horizontal milestone—embedding sustainability in the institution's vision, mission, and values—is mandatory at this level and ensures that all efforts are aligned with a cohesive institutional identity.
- Within the Social pillar, institutions must achieve at least 2 milestones, focusing on building community engagement and fostering inclusivity. These actions are designed to create a foundation for collaboration with external stakeholders and ensure diverse voices are involved in sustainability efforts.
- Similarly, the Organisational pillar requires the completion of 2 milestones that focus on establishing basic governance structures and resource planning. These foundational efforts enable institutions to align their internal processes with sustainability goals.
- In the Pedagogical pillar, institutions must achieve 2 milestones that integrate sustainability concepts into curricula and teaching practices, ensuring that education begins to reflect the values of sustainability.

Activation (25%)

The Activation stage marks a significant step forward, requiring institutions to complete 12 milestones. This level represents increased engagement and the implementation of more comprehensive actions to embed sustainability.

At this stage, the focus is on activating strategies and engaging stakeholders to ensure sustainability becomes visible and actionable across all areas.

- As with the Foundation stage, the horizontal milestone on vision, mission, and values remains a mandatory element, reinforcing the institution's strategic alignment with sustainability principles.
- Within the Social pillar, institutions must achieve 3 milestones aimed at advancing stakeholder involvement in sustainability initiatives, ensuring broader participation and collaboration.
- The Organisational pillar requires the completion of 4 milestones, focusing on strengthening governance frameworks and operational alignment to sustainability objectives. These actions help institutions develop robust processes for sustainability integration.
- In the Pedagogical pillar, institutions must achieve 4 milestones, extending sustainability concepts into a broader range of teaching practices and curricula.

Integration (50%)

The Integration stage is a pivotal point in the transformation journey, requiring institutions to achieve 25 milestones. This level emphasises the embedding of sustainability principles into all aspects of institutional operations and teaching.

At this stage, institutions demonstrate significant integration of sustainability practices and begin to align their operational and educational practices with long-term sustainability goals.

- The horizontal milestone continues to serve as a unifying element, ensuring that all efforts are guided by the institution's sustainability-aligned vision, mission, and values.
- For the Social pillar, institutions must achieve 6 milestones, ensuring that sustainability becomes a core element of community relations and external engagement.
- Within the Organisational pillar, the requirement is to complete 8 milestones, reflecting the integration of sustainability into governance, resource management, and institutional policies.
- The Pedagogical pillar demands the achievement of 10 milestones, ensuring that sustainability is a fundamental part of educational outcomes and student engagement.

Embedding (75%)

At the Embedding stage, institutions must complete 37 milestones, reflecting advanced progress and a mature approach to sustainability. This level requires institutions to fully integrate sustainability across their operations, governance, and pedagogy. At this stage, institutions are prepared to lead by example, showcasing comprehensive and systemic integration of sustainability.

- The horizontal milestone remains a mandatory benchmark, ensuring that the institution's identity and strategic framework continue to reflect its commitment to sustainability.
- In the Social pillar, institutions must achieve 9 milestones, deepening community engagement and ensuring inclusivity is central to sustainability efforts.
- The Organisational pillar requires the completion of 12 milestones, demonstrating mature governance structures and operational systems that support sustainability objectives.
- For the Pedagogical pillar, institutions must achieve 15 milestones, embedding sustainability into the majority of educational practices and curricula.

WIA to ESD (Above 75%)

The final stage, WIA to ESD, requires institutions to achieve 40 or more milestones, positioning them as leaders in sustainability. This level is characterised by excellence and innovation in sustainability practices. Institutions at this stage serve as benchmarks for others, showcasing continuous improvement, innovative practices, and a commitment to sustainability leadership.

- The horizontal milestone remains a critical component, signifying the institution's alignment with its sustainability-oriented vision, mission, and values.
- In the Social pillar, institutions must complete 10 milestones, demonstrating leadership in stakeholder engagement and inclusivity.
- The Organisational pillar requires 14 milestones, reflecting exemplary governance and resource optimisation.
- For the Pedagogical pillar, institutions must achieve 16 milestones, ensuring that sustainability is fully embedded into teaching, learning, and institutional culture.

This framework ensures that the sustainability transformation journey is structured, measurable, and achievable while fostering leadership and innovation in educational institutions. The milestone framework operates on a cumulative basis, ensuring that progress achieved at each level contributes to the institution's journey toward sustainability.

Milestones completed at the Foundation level or any subsequent level are not reset or revisited as institutions advance. Instead, they can serve as building blocks that must be implemented and maintained on an ongoing basis to count toward the next progression levels. This approach recognises that sustainability is a continuous effort and that consistent implementation is essential for achieving higher levels of maturity.

Figure 5: Certification benchmarks

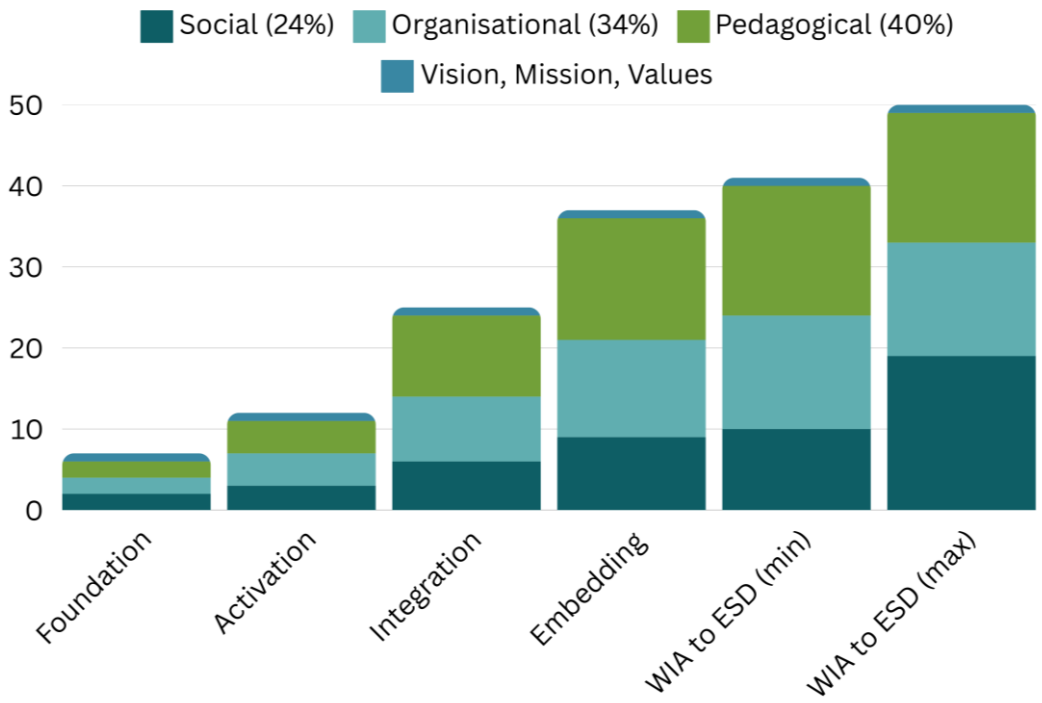


Table 1: Certification benchmarks

Progress Level	Total Milestones	Social (24%)	Organisational (34%)	Pedagogical (40%)	Vision, Mission, and Values (2%)
Foundation (15%)	7	2	2	2	1
Activation (25%)	12	3	4	4	1
Integration (50%)	25	6	9	9	1
Embedding (75%)	37	9	14	14	1
WIA to ESD (Above 75%)	45+	11	17	17	1

For example, if an institution achieves the required 7 milestones at the Foundation level, those milestones remain relevant and valid as the institution progresses to the Activation level. However, the institution must demonstrate that these milestones are actively sustained and operationalised in the institution's ongoing practices. The same principle applies as institutions move from Activation to Integration, and so on, culminating in the WIA to ESD stage. This cumulative structure ensures that transformation is not superficial or temporary but deeply embedded within the institution's culture, operations, and pedagogy.

Rationale for the cumulative progress

ENSURING LONG-TERM IMPACT

By requiring the maintenance of completed milestones, the framework promotes a culture of continuous improvement and accountability. Institutions cannot advance without showing that past achievements are still relevant and impactful.

BUILDING A STRONG FOUNDATION

The milestones at lower levels provide the essential groundwork for achieving more complex goals at higher levels. For instance, a robust governance structure established at the Foundation level supports deeper integration efforts at the Integration and Embedding levels.

SUSTAINABILITY AS AN ONGOING COMMITMENT

Institutions must demonstrate that early milestones, such as integrating sustainability into vision and governance, remain active and effective throughout their journey.

PROGRESSIVE AND SCALABLE TRANSFORMATION

The cumulative nature of the framework ensures scalability, allowing institutions to gradually expand their efforts without duplicating or undoing previous work.

To advance to higher levels, institutions must provide evidence that milestones achieved in earlier stages are not only completed but also sustained as part of their routine operations. For instance:

- A milestone at the Foundation level, such as engaging with the community, must evolve and remain active in subsequent stages as the institution builds more advanced engagement strategies.
- A governance milestone from the Activation level, such as creating a sustainability committee, must remain functional and effective during Integration and beyond.

This cumulative approach underscores that working toward WIA to Sustainability is not about isolated achievements but about embedding sustainability as a lasting and evolving aspect of the institution's identity.

Baseline exercise

Educational institutions will employ the Susedi self-assessment tool to evaluate their current status in terms of sustainability maturity. This tool allows institutions to analyse their alignment with the systemic framework's three pillars—social, pedagogical, and organisational—and identify their positioning within the five progress levels: Foundation, Activation, Integration, Embedding, and WIA to sustainability.

The self-assessment process is not prescriptive but serves as a critical reflective tool. Through this exercise, institutions will gather data on sustainability-related actions across the framework's 53 parameters, ensuring a complete baseline is established. This reflective process supports institutions in understanding their strengths, identifying areas for improvement, and prioritising specific dimensions or parameters for early intervention. Following the self-assessment, institutions will draft a Sustainability Plan, which outlines a roadmap for achieving higher progress levels. This plan will achieve the following:

- Set benchmarks for each pillar and dimension at the relevant progress level.
- Define clear KPIs and metrics to track progress and measure the effectiveness of interventions.
- Integrate synergies across dimensions, ensuring efficient use of resources and systemic change.

Milestones, KPIs and metrics of the Transformation Route Map.

Milestones, KPIs and metrics of the Transformation Route Map

This section outlines the structured framework for translating the systemic Whole Institution Approach (WIA) to sustainability into measurable progress through milestones, Key Performance Indicators (KPIs), and metrics. Based on SUSEDI's systemic framework, the milestones have been carefully designed to be broad and flexible, ensuring their applicability across diverse educational settings, including primary, secondary, higher education, vocational education and training (VET), and adult learning institutions.

This chapter emphasises that milestones are not isolated objectives but integral elements of a holistic transformation journey. While specific activities may differ depending on the context and learner demographics, the overarching goals remain universally relevant. Institutions have the flexibility to select activities tailored to their needs while ensuring evidence supports all KPIs and metrics, thereby aligning their efforts with measurable and impactful outcomes.

Although readers may perceive overlaps between milestones, activities, and outcomes, these intersections should be viewed as synergies that enhance efficiency and coherence. Educational institutions can strategically design activities to simultaneously address multiple milestones, KPIs, and metrics, fostering interconnected strategies that amplify their impact. This approach not only optimises resource utilisation but also reinforces a cohesive and integrated path toward achieving sustainability excellence across all pillars of the framework.

Translating milestones into Key Performance Indicators and metrics

The transformation route map framework is built upon a structured and measurable approach to institutional sustainability. Central to this framework are milestones, which represent actionable and tangible steps toward achieving progress in the three pillars: social, organisational, and pedagogical. To effectively monitor, evaluate, and certify progress, these milestones are translated into Key Performance Indicators (KPIs) and metrics, providing a universal system for tracking institutional achievements.

The design of KPIs and metrics ensures alignment with the framework's overarching goals, enabling actionable and measurable progress tracking. KPIs serve as high-level indicators that define what success looks like for each milestone, while metrics provide the quantitative data necessary to evaluate and substantiate this success. For example, if a milestone is to develop an internal collaboration framework, the KPI might be the number of active sustainability teams established, and the metric could be the percentage of educators, learners, and staff actively participating in these teams. Together, KPIs and metrics create a structured and transparent way to monitor progress, ensure accountability, and guide decision-making.

The process of translating milestones into KPIs and metrics involves the following key principles.

MILESTONE-CENTRED DESIGN

KPIs and metrics are directly tied to specific milestones, ensuring that every indicator measures the achievement of a defined goal. This approach ensures that KPIs and metrics remain focused on outcomes that align with institutional sustainability goals.

UNIVERSALITY AND CONSISTENCY

KPIs and metrics are designed to be universal, applying consistently across all progress levels and types of educational institutions. Institutions are assessed using the same criteria regardless of their size, type, or location, ensuring fairness and comparability.

CUMULATIVE TRACKING

Progress levels are cumulative, meaning previously achieved milestones continue to contribute to the institution's overall transformation. KPIs and metrics reflect this by capturing the sustained implementation and ongoing impact of milestones over time.

FLEXIBILITY

While KPIs and metrics are universal, they are flexible enough to be adapted to the specific context of different institutions, including primary, secondary, vocational, higher, and adult education.

Each parameter within a pillar is supported by its own set of KPIs and metrics, designed to measure specific outcomes while remaining scalable across institutions with varying resources and capacities. This universal yet adaptable approach allows institutions to align their efforts with the framework's goals while addressing their unique contexts and needs.

By linking milestones to KPIs and metrics, the framework provides institutions with a clear roadmap for tracking performance, identifying areas for improvement, and achieving certification. Institutions can use these indicators as verifiable evidence of milestone completion, ensuring that progress is meaningful, sustained, and reflective of long-term commitment to transformation. Additionally, KPIs and metrics foster a culture of accountability and continuous learning by enabling institutions to refine strategies and scale efforts based on data-driven insights.

To maximise their utility, institutions are encouraged to embed KPIs and metrics into regular monitoring and evaluation processes. This integration ensures that sustainability initiatives remain impactful and aligned with both institutional priorities and broader sustainability goals, such as the UN Sustainable Development Goals.

Vision, Mission, and Values milestone, KPI and metrics

The core milestone under this horizontal pillar emphasises the critical role of a clearly defined vision, mission, and core values in driving sustainability transformation within an educational institution. By explicitly aligning with the social, organisational, and pedagogical dimensions, the institution ensures that sustainability principles are embedded across all aspects of its operations, governance, and educational practices. Institutions can tailor their sustainability vision and mission to local and national priorities, addressing specific socio-environmental needs while contributing to global goals. In addition, a well-defined sustainability ethos inspires learners and stakeholders, motivating them to adopt sustainable behaviours and engage in transformative actions.

Table 2: Vision, Mission, and Values milestone, KPI and metrics

Milestone	KPIs	Metrics
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.	Vision, mission, and values explicitly address sustainability.	● Sustainability vision ● Sustainability mission

Social pillar milestones, KPIs and metrics

The milestones within the social pillar are designed to foster collaboration, transformative action, and green self-identity among all stakeholders, including learners, educators, administrative staff, and the broader community. While these milestones provide a universal framework, their implementation can be tailored to the unique characteristics and priorities of different educational institutions, whether a primary school engaging young students in sustainability clubs, a vocational training centre partnering with local businesses, or a university leading community sustainability initiative.

This flexibility ensures that institutions can align milestones with their specific capacities and contexts. More than tasks, these milestones aim to embed a culture of sustainability into the institution, cultivating collaboration and action-oriented mindsets that drive long-term social transformation and stakeholder engagement. The table below presents the milestones per parameter across the social dimensions.

Table 3: Social pillar milestones, KPIs and metrics

Dimension	Parameter	Milestones	KPIs	Metrics
Collaboration (SC)	Among Educational Institution stakeholders (SC1)	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.	Number of sustainability teams established internally.	● Percentage of internal stakeholders involved in collaboration efforts. ● Frequency of sustainability-focused meetings or workshops on an annual basis.
	Among Educational Institution and local community (SC2)	Establish partnerships with local community groups to co-design and execute sustainability projects, such as tree planting or clean-ups.	Number of formal partnerships established with community groups.	● Number of joint sustainability projects completed annually. ● Percentage of internal stakeholders participating in community activities.
	Among Educational Institution and labour market (SC3)	Collaborate with local businesses to integrate sustainability education and promote skill-building aligned with the labour market needs.	Number of collaborations established with local businesses to promote sustainability education and skill-building.	● Number of formal agreements or partnerships established with local businesses. ● Number of joint sustainability-related initiatives or projects with local businesses.
	Established networking mechanisms (SC4)	Formalise sustainable networking mechanisms to connect institution's internal to external stakeholders.	Existence of formalised networking mechanisms (internal-external).	● Frequency of stakeholder engagement (internal-external) through networking platforms. ● Number of external partners engaged in sustainability initiatives.

Dimension	Parameter	Milestones	KPIs	Metrics
Transformative Action Through Social Roles (STA)	Responsibility for promoting sustainability in the community (STA1)	Initiate annual community projects addressing local socio-environmental issues.	Number of community sustainability projects initiated annually.	● Number of community members engaged in these projects. ● Internal stakeholder participation rate in community-focused sustainability actions.
	Active role of learners for Educational Institution functioning (STA2)	Involve learners in institutional management on sustainability aspects.	Proportion of sustainability initiatives led or co-managed by learners.	● Number of learners involved in institutional sustainability management. ● Feedback from learners on their participation.
	Learners as leaders in Educational Institution operations (STA3)	Establish a learner leadership program for overseeing sustainability projects.	Existence of a learner leadership program for sustainability.	● Number of active learner-led projects. ● Percentage of leadership roles held by learners in sustainability activities.
	Educating to manage socio-environmental issues and transform society (STA4)	Integrate socio-environmental management into the curricula offered.	Proportion of courses integrating socio-environmental management topics.	● Number of curriculum hours dedicated to socio-environmental curricula. ● Number of participants to socio-environmental curricula.

Dimension	Parameter	Milestones	KPIs	Metrics
Green Self-Identity (SSI)	Developing strong sense of self-worth (SSI1)	Implement programs fostering self-worth through sustainability leadership.	Number of programs focused on building self-worth through sustainability leadership.	● Number of learners participating in these programs. ● Percentage of learners reporting increased confidence in sustainability roles.
	Clear understanding of meaningful roles in society (SSI2)	Organise green career dissemination activities to highlight meaningful societal roles.	Number of green career dissemination events conducted.	● Learner attendance and feedback on these events. ● Number of events annually.
	Connection of one's self with place and space (SSI3)	Engage learners in community activities connecting them to their local surroundings.	Number of community-based activities fostering connection to local surroundings.	● Stakeholder (internal-external) feedback on the impact of these activities. ● Hours spent annually by learners in local community projects.
	Connection of one's self with nature (SSI4)	Engage learners in outdoor activities connecting them to their local environment.	Number of outdoor educational activities promoting connection to nature.	● Percentage of learners participating in outdoor programs. ● Number of activities implemented annually.

Organisational pillar milestones, KPIs and metrics

The organisational pillar focuses on embedding sustainability into governance, infrastructure, leadership, and institutional strategy. The milestones under this pillar are adaptable, enabling institutions to customise their approach based on operational scale, resources, and local needs. This flexibility ensures that institutions of all types and sizes can make meaningful progress. These milestones go beyond operational improvements, aiming to create systemic shifts that align institutional policies, infrastructure, and leadership with long-term sustainability goals, setting a strong foundation for continuous progress. The table below presents the milestones per parameter across the organisational dimensions.

Table 4: Organisational pillar milestones, KPIs and metrics

Dimension	Parameter	Milestones	KPIs	Metrics
Infrastructure (OI)	Creating and mobilising sustainability on location (OI1)	Implement sustainable infrastructure practices tailored to the institution's needs and goals.	Implementation of sustainable practices in infrastructure.	● Percentage of infrastructure assessed for sustainability improvements (diagnostic and benchmarking). ● Percentage of targets achieved for reducing the environmental impact of infrastructure
	Outdoor spaces as classrooms (OI2)	Utilise outdoor spaces for experiential learning and sustainability education, creating hands-on opportunities for engagement with the environment.	Utilisation rate of outdoor spaces for educational activities.	● Number of hours or sessions conducted outdoors annually. ● Learner and educator satisfaction rates with outdoor learning spaces.
	Building local energy sources (OI3)	Develop renewable energy systems on-site, such as solar panels, to support the institution's operations sustainably.	Renewable energy systems operational on-site.	● Amount of energy produced locally. ● Reduction in carbon emissions attributed to local energy use.

Dimension	Parameter	Milestones	KPIs	Metrics
Governance and Educational Institution functions (OG)	Tailor-made administrative tasks (OG1)	Adapt administrative practices to align with the specific sustainability goals and needs of institution.	Extent to which administrative tasks are adapted to support sustainability goals.	● Percentage of administrative processes modified to incorporate sustainability. ● Number of roles or responsibilities revised to include ESD-related tasks.
	Policy formation (OG2)	Develop and implement policies that integrate sustainability into the institution's operations and curricula, aligning with national and global goals.	Number of policies integrating sustainability principles.	● Percentage of sustainability-related policies implemented across institutional functions. ● Number of stakeholders (internal-external) engaged in the policy development and review process.
	Monitoring mechanisms (OG3)	Establish accountability systems to track progress on sustainability goals.	Existence and implementation of monitoring systems for sustainability progress.	● Number of sustainability milestones tracked annually. ● Frequency of progress reports generated.
	Coordination mechanisms (OG4)	Create systems to coordinate sustainability-related actions across departments and stakeholders.	Number of sustainability actions coordinated across departments.	● Percentage of departments actively participating in coordinated initiatives. ● Number of cross-departmental meetings or planning sessions held.
	Networking mechanisms (OG5)	Develop formal internal networking mechanisms to connect educators, administrators, learners, and other internal stakeholders, fostering collaboration and coordination for sustainability initiatives within the organisation.	Number of active internal networking mechanisms to promote sustainability collaboration within the institution.	● Number of formal networking structures (e.g., committees, task forces, or working groups) established internally. ● Number of internal stakeholders reached annually.

Dimension	Parameter	Milestones	KPIs	Metrics
Governance and Educational Institution functions (OG)	Top-down support (OG6)	Ensure institutional leadership provides resources and policies that empower internal stakeholders to engage in sustainability actions.	Level of leadership support for sustainability initiatives.	● Amount of funding allocated to sustainability actions. ● Number of leadership-driven sustainability projects.
	Allocated time for ESD-related actions (OG7)	Dedicate time within institutional schedules for sustainability initiatives.	Time dedicated within institutional schedules for ESD-related activities.	● Hours allocated for sustainability projects per term. ● Number of stakeholders utilising dedicated ESD time.
Leadership (OL)	Youth leaders (OL1)	Cultivate youth leadership roles within the institution to drive sustainability initiatives.	Proportion of leadership roles held by learners in sustainability initiatives.	● Percentage of sustainability initiatives with learner-led leadership roles. ● Number of internal stakeholders (youth) currently holding leadership positions in sustainability activities.
	Participatory decision making (OL2)	Foster inclusive decision-making processes, engaging stakeholders in sustainability planning.	Proportion of institutional decisions influenced by stakeholder input (internal-external).	● Number of participatory activities held annually. ● Percentage of decisions incorporating feedback from stakeholders.
	Role models (OL3)	Identify and promote sustainability role models within the institution to inspire and guide stakeholders.	Number of sustainability role models identified and promoted within the institution.	● Stakeholder awareness level of institutional role models. ● Number of activities or events featuring role models annually.

Dimension	Parameter	Milestones	KPIs	Metrics
Strategy (OS)	Adjustability (OS1)	Create a flexible strategy that adapts to evolving sustainability goals and local needs.	Frequency of strategic updates to address evolving sustainability goals.	● Number of strategy revisions conducted annually. ● Percentage of updated strategic goals implemented.
	Facilitates collaborations (OS2)	Embed collaboration opportunities within the strategy to strengthen partnerships and resource sharing.	Number of collaborative initiatives embedded in the institutional strategy.	● Number of stakeholders engaged in collaborative projects annually. ● Percentage of strategic objectives achieved through partnerships.
	Commits educators to engage in ESD (OS3)	Include educators' commitments to ESD in institutional strategy, policy or employment agreements.	Proportion of educators with ESD-specific commitments in their roles.	● Percentage of educators completing ESD training. ● Number of ESD-focused activities led by educators.
	Integrates non-formal education (OS4)	Incorporate non-formal education into sustainability-related activities and learning programs.	Number of non-formal education programs integrated into ESD activities.	● Hours of non-formal education delivered annually. ● Participant feedback on non-formal programs implementation.
	Promotes accountability (OS5)	Establish accountability measures for all sustainability-related activities under WIA.	Existence and effectiveness of accountability mechanisms for sustainability initiatives.	● Number of accountability mechanisms established and operational. ● Frequency of stakeholder reporting and feedback sessions on sustainability progress.

Dimension	Parameter	Milestones	KPIs	Metrics
Strategy (OS)	Alignment with Agenda 2030 (OS6)	Align institutional strategy with the UN's Agenda 2030 and Sustainable Development Goals (SDGs).	Proportion of institutional policies aligned with the SDGs.	● Number of institutional policies explicitly referencing specific SDGs. ● Percentage of sustainability initiatives mapped to specific SDGs.
	Educational Institution action plans (OS7)	Develop and implement an action plan to systematically advance institutional sustainability.	Having an action plan in place to achieve sustainability.	● Frequency of updates or reviews conducted on the action plan. ● Percentage of milestones in the action plan achieved within the specified timeframe.

Pedagogical pillar milestones, KPIs and metrics

The pedagogical pillar addresses the integration of sustainability into teaching, learning and capacity building, equipping educators and learners with the knowledge, skills, and attitudes necessary for a sustainable future. While the milestones are universally relevant, they allow for customisation to fit the diverse education settings of primary, secondary, vocational, higher, and adult education institutions. These milestones are outcome-oriented, striving to transform educational practices and embed sustainability into the core of the learning experience, ensuring that learners are prepared to act as informed and empowered agents of change. The table below presents the milestones per parameter across the pedagogical dimensions.

Table 5: Pedagogical pillar milestones, KPIs and metrics

Dimension	Parameter	Milestones	KPIs	Metrics
Curricula (PC)	Interdisciplinary, horizontal, coherent (PC1)	Develop curricula that integrate interdisciplinary, horizontal, and coherent sustainability concepts, promoting a holistic view of education.	Percentage of curricula integrating interdisciplinary sustainability concepts.	● Percentage of courses designed with interdisciplinary approaches. ● Number of cross-disciplinary modules developed.

Dimension	Parameter	Milestones	KPIs	Metrics
Curricula (PC)	SDGs integration (PC2)	Align curricula with the Sustainable Development Goals (SDGs), emphasising local and global sustainability challenges.	Proportion of curricula aligned with specific SDGs.	● Number of courses or modules explicitly referencing SDGs. ● Percentage of learners engaging in SDG-aligned projects or activities.
	Skills for the future (PC3)	Embed future-oriented skills, such as systems thinking, adaptability, and futures literacy, into educational programs.	Proportion of courses embedding future-oriented skills.	● Number of future skill-focused workshops conducted annually. ● Learner self-assessment of their maturity level on future sustainability skills.
	Promotes critical thinking (PC4)	Design curricula that prioritise critical thinking, encouraging learners to question assumptions and evaluate sustainability challenges.	Proportion of courses prioritising critical thinking in their outcomes.	● Number of problem-based learning activities implemented. ● Learner performance in critical thinking assessments or evaluations.
	Extracurricular ESD activities (PC5)	Implement extracurricular programs that reinforce sustainability concepts through experiential learning.	Number of extracurricular programs focused on sustainability.	● Learner participation rate in extracurricular sustainability initiatives. ● Number of projects resulting from extracurricular activities.
	ICT (PC6)	Incorporate ICT tools to enhance sustainability education and foster digital literacy.	Integration of ICT tools in sustainability education.	● Percentage of courses using ICT for sustainability education. ● Number of ICT-based sustainability learning modules developed.

Dimension	Parameter	Milestones	KPIs	Metrics
Capacity Building (PCB)	Employability (PCB1)	Provide professional development programs that align teaching and training competencies with sustainability and employability needs.	Proportion of professional development programs aligned with sustainability competencies.	● Number of educators completing sustainability-focused training programs. ● Percentage of training hours dedicated to employability skills in sustainability.
	Scaling of skills (PCB2)	Tailor capacity-building programs to address varying skill levels among leaders, educators, administrators of educational institution.	Tailored capacity-building programs for different skill levels.	● Number of programs addressing varying skill levels among stakeholders. ● Percentage of learners reporting improved competencies post-training.
	Monitoring (PCB3)	Establish systems to monitor the effectiveness of capacity-building efforts and identify gaps.	Existence of monitoring systems for capacity-building initiatives.	● Frequency of monitoring reports generated. ● Number of adjustments made to programs based on monitoring outcomes.
	Mentoring (PCB4)	Implement mentoring programs pairing experienced educators with new ones to enhance ESD practices.	Implementation of mentoring programs for educators.	● Number of mentoring pairs established annually. ● Percentage of mentees reporting enhanced teaching efficacy through feedback.
	Facilitating educators' integration in community – shaping of social identity of profession (PCB5)	Develop structured processes to integrate new and existing educators into the local community and professional networks, strengthening their role as agents of sustainability.	Proportion of new educators engaged in structured integration programs connecting them with the community and professional networks.	● Percentage of newly hired educators participating in community engagement and orientation activities. ● Extent to which sustainability topics and real-world community challenges are embedded into educators' teaching practices.

Dimension	Parameter	Milestones	KPIs	Metrics
Capacity Building (PCB)	Sustainability of educational institution actions through time (PCB6)	Implement mechanisms that ensure the continuity and institutional memory of sustainability-related actions, preventing disruption due to staff or leadership turnover.	Existence of formalised continuity mechanisms for sustainability actions within the institution.	● Number of formalised continuity mechanisms established relevant to sustainability. ● Frequency of institutional reviews and updates to sustainability action plans.
	Recognition of work (PCB7)	Establish formal recognition mechanisms to value and incentivise educators' and staff contributions to advancing sustainability within the institution.	Number of formal recognition and reward programs for sustainability efforts.	● Number of formal recognition mechanisms implemented (e.g. awards, certifications, incentive schemes). ● Percentage of educators and staff reporting increased motivation and engagement due to recognition mechanisms.
Teaching and Learning (PTL)	Formal and non-formal education (PTL1)	Combine formal and non-formal education approaches to create diverse learning opportunities.	Proportion of learning opportunities combining formal and non-formal approaches.	● Number of non-formal educational sustainability activities integrated into curricula. ● Percentage of learners participating in formal and non-formal sustainability programs.
	Connection to labour market (PTL2)	Create programs that connect educational experiences to labour market needs, equipping learners with skills for sustainable professions.	Number of partnerships established with the labour market for sustainability skills development.	● Number of collaborative activities or projects conducted with labour market partners. ● Percentage of curricula or programs co-developed with input from labour market stakeholders.

Dimension	Parameter	Milestones	KPIs	Metrics
Teaching and Learning (PTL)	Learner-led Initiatives (PTL3)	Foster learner-led projects addressing real-world sustainability challenges.	Number of learner-led sustainability projects.	● Number of completed projects addressing real-world sustainability challenges annually led by learners. ● Percentage of learners involved in project leadership roles.
	Promotes awareness of changes on the planet and impact on human life (PTL4)	Integrate educational content that highlights planetary changes and their implications for human life, fostering a deeper understanding of sustainability challenges.	Integration of planetary changes into educational content.	● Number of courses or sessions focused on planetary changes and human impact. ● Learner feedback on awareness and understanding of planetary challenges.
	Practical, hands-on experiences (PTL5)	Develop programs that provide hands-on learning experiences focused on sustainability practices.	Number of hands-on learning experiences provided.	● Number of sustainability-related skills gained through practical sessions annually. ● Learner participation rate in hands-on sustainability activities.
	Alternative Learning Processes (PTL6)	Design alternative learning approaches to accommodate diverse learner needs and styles.	Number of alternative learning approaches implemented.	● Percentage of learners participating in activities tailored to their individual learning styles annually. ● Number of new teaching methodologies introduced annually to address diverse learning needs.
	Multimodal Learning Environments (PTL7)	Create multimodal learning environments that utilise diverse teaching methods and resources.	Percentage of courses utilising multimodal learning environments.	● Number of courses integrating diverse teaching resources and methods. ● Learner satisfaction with multimodal educational experiences.

Pool of indicative transformative activities per milestone

Educational institutions are encouraged to adopt a strategic approach by designing activities that address multiple milestones, KPIs and metrics simultaneously. This flexibility allows institutions to create dynamic, interconnected initiatives that achieve broader outcomes with greater efficiency. By targeting several objectives through a single activity or program, institutions can reduce duplication of effort, maximise resource utilisation, and establish a cohesive framework that supports holistic progress. Rather than viewing overlaps between milestones, activities, and outcomes as repetitive, these intersections should be recognised as synergies that enhance the overall Whole Institution Approach to sustainability.

Indicative activities are designed to inspire or guide educational institutions in tailoring their approaches to achieve specific outcomes aligned with their sustainability goals. These activities provide adaptable pathways that EIs can customise to their unique contexts, ensuring meaningful engagement with stakeholders and alignment with institutional priorities. Importantly, while educational institutions have the flexibility to select how many activities they wish to implement to achieve a milestone, they must provide evidence for all corresponding KPIs and metrics to demonstrate progress and alignment.

The activities that educational institutions use to develop their sustainability plans will indeed vary depending on factors such as the size of the institution, type of institution (primary, secondary, higher education, vocational education and training (VET), or adult education), and their available resources and priorities. Tailoring these activities ensures they are relevant, feasible, and impactful for each specific context.

Size of the institution

SMALL INSTITUTIONS	LARGE INSTITUTIONS
Activities may focus on immediate, low-cost interventions (e.g. creating a sustainability club, simple recycling programmes).	May involve comprehensive actions (e.g. institutional energy audits, forming sustainability committees, or multi-department projects).

LOCAL CONTEXT AND NEEDS
Activities could reflect local environmental and socio-economic challenges. For example, schools in urban areas might prioritise waste management, while rural schools could focus on biodiversity conservation.

Type of institution

PRIMARY EDUCATION	SECONDARY EDUCATION
Activities should be age-appropriate and hands-on, such as gardening projects, sustainability-themed art competitions, or storytelling sessions about the environment.	Could include research-based projects, environmental campaigns, or student-led initiatives like waste management programmes.

HIGHER EDUCATION	VET AND ADULT EDUCATION
Activities could involve integrating sustainability into curricula, conducting research on sustainability topics, or creating partnerships with local organisations.	Activities could focus on industry-specific sustainable practices and practical workshops or could include community engagement projects, short courses on sustainable practices, or peer learning initiatives.

RESOURCES AVAILABLE

Institutions with limited resources might start with awareness campaigns or simple initiatives.

Institutions with better funding and staffing can implement larger projects, such as renewable energy installations or full-scale policy shifts.

Vision, Mission, and Values indicative activities

The process of defining and adopting a sustainability-aligned vision, mission, and set of core values is a critical step for educational institutions aiming to integrate the social, organisational, and pedagogical dimensions into their sustainability excellence. This milestone serves as a foundational element in aligning institutional strategies with the Whole Institution Approach (WIA) to sustainability.

By translating the milestone, KPI, and metrics into adaptable indicative activities, institutions are empowered to customise their efforts to their unique settings and community needs. With flexibility to accommodate various educational levels—primary, secondary, higher education, VET, and adult learning—this approach fosters inclusivity and strategic alignment, paving the way for meaningful progress toward sustainability goals.

Table 6: Vision, Mission, and Values indicative activities

Milestone	**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.**
KPI	Vision, mission, and values explicitly address sustainability
Metrics	• Sustainability vision • Sustainability mission
Indicative activities	• Conduct a visioning workshop with stakeholders (teachers, students, parents, local community members) and co-create a shared understanding of sustainability goals, which is translated into a sustainability vision of the institution. For primary and secondary schools, include visual aids or storytelling activities to engage younger participants. For higher education, VET and adult education, focus on strategic frameworks and industry trends. • Organise peer sessions with other institutions to exchange best practices and successful sustainability vision models. Tailor the session's complexity to the institution's level; primary schools may engage through storytelling. • Higher education can host seminars or conferences. Creating a sustainability committee to draft a mission statement aligning with institutional values and sustainability priorities. For adult learning institutions, include learners in the process to reflect their unique perspectives. For VET, involve industry partners to align with sector-specific sustainability goals.

Social pillar indicative activities

The following tables present the indicative activities across the different social pillar dimensions, which can be tailored to the needs of any education institution.

Table 7: Collaboration activities

Dimension	Collaboration
Parameter	Among Educational Institution stakeholders (SC1)
Milestone	**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.**
KPI	Number of sustainability teams established internally
Metrics	• Percentage of internal stakeholders involved in collaboration efforts. • Frequency of sustainability-focused meetings or workshops on an annual basis.
Indicative activities	• Facilitate the creation of sustainability teams involving representatives from learners, educators, leadership, and administrative staff. For primary and secondary schools, include teachers and parents in the team. For higher education, add faculty researchers and student representatives. • Organise awareness campaigns to attract new members and encourage participation in sustainability initiatives. In VET and adult education, tailor messaging to align with professional and life-skills development priorities. • Set a calendar of monthly or quarterly meetings to review sustainability initiatives and generate new ideas. For institutions with limited resources, adopt shorter, focused meetings or digital collaboration tools. For younger learners, use participatory games and activities. For higher education, integrate strategic planning tools.

Dimension	Collaboration
Parameter	Among Educational Institution and local community (SC2)
Milestone	**Establish partnerships with local community groups to co-design and execute sustainability projects, such as tree planting or clean-ups.**
KPI	Number of formal partnerships established with community groups.
Metrics	• Percentage of internal stakeholders involved in collaboration efforts. • Frequency of sustainability-focused meetings or workshops with the local community on an annual basis.
Indicative activities	• Conduct a stakeholder mapping exercise and identify and prioritise local community groups, NGOs, or businesses aligned with the institution's sustainability goals and directly engage them in partnership discussions. • Establish a community partnership framework such as draft formal agreements or memoranda of understanding (MOUs) with community groups, defining roles, responsibilities, and shared goals for sustainability initiatives. • Organise bi-annual sustainability forums and bring together internal stakeholders and community groups to discuss progress, share knowledge, and identify new sustainability initiatives. • Organise annual events to present outcomes of ongoing partnerships, highlighting community engagement and stakeholder contributions. • Host workshops focusing on specific sustainability themes, such as waste management or sustainable transportation, involving both internal and external stakeholders. For primary schools, include creative and hands-on activities such as crafting with recycled materials. For higher education, integrate advanced themes, like lifecycle analysis or urban sustainability planning. For adult education, you could offer workshops tailored to community needs, such as sustainable practices for small businesses.

Dimension	Collaboration
Parameter	Among Educational Institution and labour market (SC3)
Milestone	**Collaborate with local businesses to integrate sustainability education and promote skill-building aligned with the labour market needs.**
KPI	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. • Number of joint sustainability-related initiatives or projects with local businesses.
Indicative activities	• Develop sustainability-focused Memoranda of Understanding (MOUs) or establish formal agreements outlining collaboration areas, such as skills training, co-designed curricula, or project sponsorship. For primary and secondary schools, include experiential learning visits or guest lectures. For higher education, include R&D activities or entrepreneurship mentorship programmes in the MOUs. For VET/adult education, focus on skill-building for emerging green jobs. • Host industry collaboration forums or organise events where local businesses and the institution to discuss sustainability challenges and co-develop opportunities for joint projects. For primary and secondary schools, invite businesses to sponsor or co-create sustainability projects like school gardens or recycling programmes. For higher education, develop research and internship partnerships focused on sustainability solutions relevant to the labour market. For VET/adult education, facilitate training agreements with local industries to develop job-specific green skills. • Implement co-designed sustainability projects and collaborate on projects such as energy-saving campaigns, sustainable product design competitions, or waste management solutions. For primary schools, include activities like co-hosted recycling drives or tree planting days with local companies. For higher education, focus on industry-relevant projects, such as carbon footprint analysis or circular economy innovations. For VET/adult education, design sector-specific initiatives, such as eco-friendly construction or sustainable manufacturing workshops.

Dimension	Collaboration
Parameter	Established networking mechanisms (SC4)
Milestone	**Formalise sustainable networking mechanisms to connect institution's internal to external stakeholders.**
KPI	Existence of formalised networking mechanisms (internal-external).
Metrics	• Frequency of stakeholder engagement (internal-external) through networking platforms. • Number of external partners engaged in sustainability initiatives.
Indicative activities	• Establish a dedicated platform for communication and collaboration between internal stakeholders (learners, educators, administrators) and external partners (NGOs, local businesses, government bodies). For primary and secondary schools, use accessible tools such as WhatsApp groups, or social media pages to share updates, organise events, and foster collaboration with local external stakeholders. For higher education, VET, and adult education institutions, develop or utilise platforms with features like discussion forums, project collaboration spaces, and resource libraries for ongoing partnership activities. • Host periodic forums or workshops (online or in-person) where internal and external stakeholders co-develop sustainability initiatives. • Develop and regularly update a database of external partners engaged in sustainability initiatives, including contact details, areas of expertise, and previous collaborations. • Establish formal roles or committees that include both internal and external stakeholders to oversee sustainability collaborations. • Develop tools (e.g., surveys, dashboards) to track the frequency and quality of engagement between internal and external stakeholders.

Table 8: Transformative action through social roles activities

Dimension	Transformative action through social roles
Parameter	Responsibility for promoting sustainability in the community (STA1)
Milestone	**Initiate annual community projects addressing local socio-environmental issues.**
KPI	Number of community sustainability projects initiated annually.
Metrics	• Number of community members engaged in these projects. • Internal stakeholder participation rate in community-focused sustainability actions.
Indicative activities	• Launch sustainability projects in partnership with community groups and involve internal stakeholders at all levels. For primary and secondary schools, create child- and youth-friendly initiatives, such as school garden projects or adopt-a-park programmes. For higher education, link sustainability projects to research grants or student thesis topics for deeper engagement. For VET institutions, develop sector-specific sustainability programmes. • Organise workshops with local stakeholders to identify key socio-environmental challenges and design targeted projects. For primary and secondary schools, focus on projects such as clean-up campaigns or school garden initiatives that engage families. For higher education, prioritise research-based projects tackling complex local environmental challenges, with community participation. For VET and adult education, align projects with vocational training needs, such as waste management or renewable energy communities. • Implement internal volunteer programmes and encourage internal stakeholders to participate in community initiatives by recognising and rewarding contributions.

Dimension	Transformative action through social roles
Parameter	Active role of learners for Educational Institution functioning (STA2)
Milestone	**Involve learners in institutional management on sustainability aspects.**
KPI	Proportion of sustainability initiatives led or co-managed by learners.
Metrics	• Number of learners involved in institutional sustainability management. • Feedback from learners on their participation.
Indicative activities	• Introduce learner-led micro-projects to allow learners to design and implement small-scale sustainability initiatives. For primary and secondary schools, engage students in hands-on activities like creating eco-friendly posters, planting trees, or maintaining a school garden. For higher education, facilitate projects where students work in teams to address campus sustainability challenges. For VET/adult education, encourage learners to develop sustainability solutions related to their vocational field. • Facilitate age-appropriate feedback mechanisms by utilising user-friendly tools to collect feedback from learner on their sustainability experience within the institution and identify areas for improvement. For primary and secondary schools, use interactive methods like drawing exercises or group discussions to gather insights from younger students. For higher education, develop structured surveys or focus groups to evaluate the effectiveness of student participation in sustainability initiatives. For VET and adult education, tailor feedback sessions to include vocationally relevant reflections, focusing on practical skills and real-world applications. • Organise celebration and reflection events to create opportunities for learners to share their achievements and reflect on their participation. For primary and secondary schools, host meetings where students present their sustainability efforts, celebrating accomplishments with certificates or small rewards. For higher education, combine reflection sessions with knowledge-sharing events, such as seminars or exhibitions. For VET and adult education, highlight the link between sustainability activities and professional growth during feedback and celebration events.

Dimension	Transformative action through social roles
Parameter	Learners as leaders in Educational Institution operations (STA3)
Milestone	**Establish a learner leadership program for overseeing sustainability projects.**
KPI	Existence of a learner leadership program for sustainability.
Metrics	• Number of active learner-led projects. • Percentage of leadership roles held by learners in sustainability activities.
Indicative activities	• Establish a learner leadership programme by creating a structured programme where learners take on roles to plan, manage, and implement sustainability projects within the institution. For primary and secondary schools, use simple roles to oversee initiatives like recycling, energy-saving campaigns, or school garden maintenance. For higher education, introduce student-led committees tasked with managing campus-wide sustainability projects, such as waste audits or energy efficiency plans. For VET and adult education, design leadership roles aligned with vocational training, such as leading projects in green construction or renewable energy. • Formalise leadership positions such as sustainability coordinators, project leaders, or committee chairs for learners. For primary and secondary schools, rotate roles among students to ensure inclusivity and engagement, focusing on age-appropriate tasks. For higher education, appoint long-term student leaders for sustainability clubs, councils, or cross-departmental initiatives. For VET and adult education, tie leadership roles to professional development goals, offering certificates or endorsements. • Implement peer-led mentoring programmes and allow experienced learners to mentor their peers in leading sustainability projects. For primary and secondary schools, pair older students with younger ones to promote knowledge sharing and leadership development. For higher education, integrate mentoring with academic programmes, encouraging senior students to guide junior peers in sustainability research or initiatives. For VET and adult education, offer mentoring opportunities where learners can share vocational sustainability expertise with peers or community members.

Dimension	Transformative action through social roles
Parameter	Educating to manage socio-environmental issues and transform society (STA4)
Milestone	**Integrate socio-environmental management into the curricula offered.**
KPI	Proportion of courses integrating socio-environmental management topics.
Metrics	• Number of curriculum hours dedicated to socio-environmental curricula. • Number of participants to socio-environmental curricula.
Indicative activities	• Identify courses across subjects where socio-environmental management can be integrated and develop new modules to cover these topics. For primary and secondary schools, include modules on local environmental challenges and simple actions like recycling, energy conservation, or tree planting. For higher, VET and adult education, dedicated courses on sustainability leadership, climate change adaptation, or sustainable urban planning, managing resources efficiently or green manufacturing processes. • Develop interdisciplinary socio-environmental courses that combine environmental science with social studies, focusing on real-world issues and systemic thinking. For primary and secondary schools, create project-based learning units that encourage collaboration across science, geography, and civic education. For higher education, offer courses in collaboration with departments like economics, engineering, or public policy to provide comprehensive coverage. For VET and adult education, integrate interdisciplinary topics into skill-focused training, such as sustainable supply chain management or sustainability design. • Promote socio-environmental curricula through targeted awareness campaigns to highlight the importance of socio-environmental education and attract participants. For primary and secondary schools, engage parents and students with presentations or activities showcasing the benefits of such curricula. For higher education and VET and adult education, use webinars, open days, or social media. • Incentivise participation in socio-environmental courses via certificates, awards, or recognition for learners completing these courses.

Table 9: Green self-identity activities

Dimension	Green self-identity
Parameter	Developing strong sense of self-worth (SSI1)
Milestone	**Implement programs fostering self-worth through sustainability leadership.**
KPI	Number of programs focused on building self-worth through sustainability leadership.
Metrics	• Number of learners participating in these programs. • Percentage of learners reporting increased confidence in sustainability roles.
Indicative activities	• Develop programmes where learners set personal sustainability goals (e.g., reducing waste production or energy use) and track their progress. For primary and secondary schools, use visual trackers or stickers to encourage young students to follow their goals daily. For higher education, VET and adult education, integrate apps into project-based courses, enabling them to monitor their individual contributions to sustainability. Use aggregated app data for discussions and project evaluations. • Facilitate workshops where learners reflect on their personal achievements in sustainability and share feedback. For primary and secondary schools, use group discussions or creative expressions like drawing to help younger learners reflect. For higher education, structure the workshops around case studies or project outcomes, fostering analytical discussions. For VET and adult education, focus on vocational impact, discussing how sustainability actions enhance professional competence. • Encourage learners to create art, music, or theatre performances that highlight their personal growth and sustainability impact. For primary and secondary schools, use simple mediums like posters, poems, or skits to engage students. For higher education, encourage learners to create art, music, or multimedia content that highlights their personal growth and sustainability impact. For VET and adult education, facilitate practical demonstrations or presentations of sustainable practices in relevant trades.

Dimension	Green self-identity
Parameter	Clear understanding of meaningful roles in society (SSI2)
Milestone	**Organise green career dissemination activities to highlight meaningful societal roles.**
KPI	Number of green career dissemination events conducted.
Metrics	• Learner attendance and feedback on these events. • Number of events annually.
Indicative activities	• Organise events where professionals from various sustainability sectors share their career paths, challenges, and societal impact. For primary and secondary schools, include relatable, inspiring speakers who can connect with younger audiences. For higher education, feature industry leaders discussing advanced topics, such as policy-making or green innovation. For VET and adult education, highlight practical roles and pathways in emerging green industries. • Conduct online sessions with global green leaders, showcasing a range of opportunities in sustainability fields. For primary and secondary schools, keep webinars short and engaging with videos and Q&A sessions. For higher education and VET and adult education, include in-depth discussions and networking opportunities or provide resources and follow-up materials tailored to job readiness. • Schedule a series of events, each focusing on specific sustainability sectors, such as renewable energy, circular economy, or biodiversity conservation. For primary and secondary schools, combine career sessions with hands-on activities, like creating models of renewable energy systems. For higher education, integrate events with coursework or research presentations on related topics. For VET and adult education, pair themed events with workshops on sector-specific skills. • Arrange visits to green workplaces or invite learners to participate in day-long shadowing experiences with sustainability professionals. For primary and secondary schools, organise simple, local visits to parks, recycling centres, or smart farms. For higher education and VET and adult education, include workplace tours with presentations from staff on sustainability practices or focus on practical demonstrations and interactive learning experiences.

Dimension	Green self-identity
Parameter	Connection of one's self with place and space (SSI3)
Milestone	**Engage learners in community activities connecting them to their local surroundings.**
KPI	Number of community-based activities fostering connection to local surroundings.
Metrics	• Stakeholder (internal-external) feedback on the impact of these activities. • Hours spent annually by learners in local community projects.
Indicative activities	• Facilitate workshops where learners reflect on their personal connection to their local area and create "identity maps" that highlight places of personal significance. For primary and secondary schools, use simple prompts like "my favourite local spot" or "a place that inspires me" to guide younger learners. For higher, VET and adult education, focus on professional connections to local areas or local craft industries. • Organise guided walks through local areas, where learners share personal stories or reflections about places they find meaningful. For primary and secondary schools, include simple activities like drawing or describing favourite places during the walk. For higher education, combine walks with research on local heritage or cultural significance. For VET and adult education, highlight the connection between local traditions and sustainability practices, fostering pride and identity. • Organise a campaign where learners identify a local issue or opportunity and suggest or take individual actions to address it. For primary and secondary schools, create simple initiatives like decorating a local wall with eco-themed art. For higher, VET and adult education, support research or outreach initiatives focused on local challenges like urban heat islands or community resilience. • Hold reflection sessions where learners articulate how their involvement in local community activities influences their sense of identity and belonging. For primary and secondary schools, guide reflections with storytelling or creative prompts. For higher, VET and adult education, integrate structured reflection assignments into courses or use these sessions to connect personal insights with professional aspirations and local needs.

Dimension	Green self-identity
Parameter	Connection of one's self with nature (SSI4)
Milestone	**Engage learners in outdoor activities connecting them to their local environment.**
KPI	Number of outdoor educational activities promoting connection to nature.
Metrics	• Percentage of learners participating in outdoor programs. • Number of activities implemented annually.
Indicative activities	• Assign learners a specific natural area to visit regularly, reflect on, and care for over time. For primary and secondary schools, provide tools like activity logs to record visits and observations, fostering ownership of their "spot." For higher education, integrate this activity into coursework, encouraging learners to connect theoretical knowledge with personal experiences. For VET and adult education, align this activity with vocational practices, such as designing environmentally-friendly improvements for their chosen spot. • Organise activities where learners identify and connect personally with specific local landmarks, such as rivers, forests, or parks, and map their feelings and stories associated with these places. For primary and secondary schools, encourage learners to create visual maps or collages representing their bond with local nature. For higher education, include elements of research, such as the ecological importance or historical significance of identified landmarks. For VET and adult education, relate the activity to local environmental challenges or opportunities for sustainability within their trade. • Facilitate guided mindfulness walks where learners focus on sensory experiences and their emotional responses to the environment. For primary and secondary schools, use playful activities like "silent exploration" or "find and feel" to engage younger learners. For higher education, incorporate reflective journaling or group discussions post-walk to deepen the connection. For VET and adult education, tie mindfulness walks to stress management and vocational inspiration, fostering a deeper link between nature and their trade. • Enable learners to develop individual projects that address a local environmental issue they feel passionate about, such as promoting biodiversity or reducing pollution.

Organisational pillar indicative activities

The following tables present the indicative activities across the different organisational pillar dimensions, which can be tailored to the needs of any education institution.

Table 10: Infrastructure activities

Dimension	Infrastructure
Parameter	Creating and mobilising sustainability on location (OI1)
Milestone	**Implement sustainable infrastructure practices tailored to the institution's needs and goals.**
KPI	Implementation of sustainable practices in infrastructure.
Metrics	• Percentage of infrastructure assessed for sustainability improvements (diagnostic and benchmarking). • Percentage of targets achieved for reducing the environmental impact of infrastructure.
Indicative activities	• Perform a site audit of the institution's infrastructure, focusing on energy use, water management, waste reduction, and material sustainability. • Compare current infrastructure practices with sustainability benchmarks and best practices for similar institutions. • Based on the audit, develop a detailed plan outlining key areas for infrastructure improvement and achievable targets. For primary and secondary schools, focus on small, actionable changes, such as adding recycling bins or improving playground materials. For higher education, incorporate stakeholder input to align infrastructure improvements with institutional sustainability goals. For VET and adult education, include learners in drafting the plan to foster practical knowledge and ownership. • Upgrade infrastructure using more efficient materials, energy-efficient systems, and renewable energy solutions. For primary and secondary schools, start with simple upgrades, such as installing led lights or rainwater harvesting systems. For higher education, invest in large-scale improvements, such as solar panels or green roofs, aligning with research and teaching goals. For VET and adult education, use green infrastructure projects as training opportunities for learners in construction, electrical, or mechanical fields.

Dimension	Infrastructure
Parameter	Outdoor spaces as classrooms (OI2)
Milestone	**Utilise outdoor spaces for experiential learning and sustainability education, creating hands-on opportunities for engagement with the environment.**
KPI	Utilisation rate of outdoor spaces for educational activities.
Metrics	• Number of hours or sessions conducted outdoors annually. • Learner and educator satisfaction rates with outdoor learning spaces.
Indicative activities	• For primary schools, organise outdoor sessions with hands-on activities, combining science exploration, and art to create a holistic learning experience in nature (e.g. hands-on activities like bug hunts, leaf identification, or observing the water cycle in action and encourage students to document their findings through drawings or short discussions, students can plant seeds, nurture plants, and learn about their growth process and assign simple responsibilities to teach care and responsibility, creative activities, using natural materials to craft artwork inspired by their exploration and gardening experience). • For secondary schools, organise outdoor sessions that that integrates environmental science lessons, sustainability debates, and exploration of local landmarks to deepen understanding and critical thinking. • For higher education, organise outdoor sessions that integrates research, collaborative problem-solving, and real-world application in a local environment, where students work in groups to analyse a problem and propose practical solutions to identified challenges. • For VET and adult education, conduct a full-day workshop in outdoor settings, integrating hands-on training, problem-solving, and real-world application to develop practical sustainability skills relevant to vocational and adult learners. • Use outdoor settings for reflective exercises or feedback sessions.

Dimension	Infrastructure
Parameter	Building local energy sources (OI3)
Milestone	**Develop renewable energy systems on-site, such as solar panels, to support the institution's operations sustainably.**
KPI	Renewable energy systems operational on-site.
Metrics	• Amount of energy produced locally. • Reduction in carbon emission equivalents attributed to local energy use.
Indicative activities	• Assess and identify the most suitable renewable energy solutions, including assessments of available space, weather patterns, and current energy usage. • Develop a phased installation plan for renewable energy systems, starting with smaller pilot projects to demonstrate feasibility. • Install smart meters and monitoring systems to track the energy produced by on-site renewable systems.

Table 11: Governance and Educational Institution functions activities

Dimension	Governance and Educational Institution functions
Parameter	Tailor-made administrative tasks (OG1)
Milestone	**Adapt administrative practices to align with the specific sustainability goals and needs of institution.**
KPI	Extent to which administrative tasks are adapted to support sustainability goals.
Metrics	• Percentage of administrative processes modified to incorporate sustainability. • Number of roles or responsibilities revised to include ESD-related tasks.
Indicative activities	• Assess current administrative tasks to identify gaps or misalignments with sustainability goals and develop a plan or a policy for incorporating sustainability considerations into procurement, budgeting, and daily operations. • Implement procurement guidelines prioritising sustainable materials, eco-certified suppliers, and resource-efficient products. • Develop policies for organising sustainable meetings and events, such as reducing travel, minimising waste, and using virtual platforms when feasible. • Provide targeted training for administrative personnel to build their capacity for integrating sustainability into their roles.

Dimension	Governance and Educational Institution functions
Parameter	Policy formation (OG2)
Milestone	**Develop and implement policies that integrate sustainability into the institution's operations and curricula, aligning with national and global goals.**
KPI	Number of policies integrating sustainability principles.
Metrics	Percentage of sustainability-related policies implemented across institutional functions. • Number of stakeholders (internal-external) engaged in the policy development and review process.
Indicative activities	• Conduct an audit of existing institutional policies to identify gaps where sustainability principles are absent or insufficient and create a plan for creating or revising policies to embed sustainability. • Implement new or revised policies on a pilot basis in specific departments or functions, such as green procurement or energy efficiency, before scaling institution-wide. • Establish a system for regular review and reporting of sustainability-related policies, ensuring continuous improvement and compliance with evolving standards. • Organise workshops with internal and external stakeholders, including students, staff, local businesses, and community organisations, to gather input on policy formation. • Develop training modules or sessions to educate stakeholders on new sustainability policies and their importance.

Dimension	Governance and Educational Institution functions
Parameter	Monitoring mechanisms (OG3)
Milestone	**Establish accountability systems to track progress on sustainability goals.**
KPI	Existence and implementation of monitoring systems for sustainability progress.
Metrics	• Number of sustainability milestones tracked annually. • Frequency of progress reports generated.
Indicative activities	• Create a monitoring mechanism outlining key sustainability milestones, their metrics and tracking methods, which will provide a structured approach to monitor progress across various sustainability goals.

	• Use platforms such as sustainability dashboards or project management software to track milestones in real-time. • Schedule recurring meetings within a year to review the status of milestones, identify challenges, and adjust plans as necessary. • Assign specific teams or roles to track sustainability milestones as part of their routine responsibilities. • Define a schedule for generating sustainability progress reports, such as monthly, quarterly, or annually, depending on the institution's goals and capacity. • Invite feedback from internal and external stakeholders during report preparation to ensure completeness and relevance.

Dimension	**Governance and Educational Institution functions**
Parameter	Coordination mechanisms (OG4)
Milestone	**Create systems to coordinate sustainability-related actions across departments and stakeholders.**
KPI	Number of sustainability actions coordinated across departments.
Metrics	• Percentage of departments actively participating in coordinated initiatives. • Number of cross-departmental meetings or planning sessions held.
Indicative activities	• Establish a Sustainability Steering Committee with representatives across departments to oversee and coordinate sustainability actions. • Organise interdepartmental sustainability campaigns that require collaboration between departments, which promotes teamwork and a shared sense of responsibility for sustainability goals. • Schedule regular sustainability coordination meetings to discuss ongoing and planned sustainability initiatives, share updates, and resolve challenges, keeping the departments informed and aligned on priorities. • Use project management tools or intranet platforms to facilitate coordination, share resources, and track progress on sustainability actions, enhancing communication and transparency across departments. • Provide training sessions on sustainability topics that bring together staff from different departments, fostering collaboration and shared learning.

Dimension	Governance and Educational Institution functions
Parameter	Networking mechanisms (OG5)
Milestone	**Develop formal internal networking mechanisms to connect educators, administrators, learners, and other internal stakeholders, fostering collaboration and coordination for sustainability initiatives within the organisation.**
KPI	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. • Number of internal stakeholders reached annually.
Indicative activities	• Identify and categorise external stakeholders, such as businesses, NGOs, government agencies, academic institutions, and community organisations, that align with the institution's sustainability goals, creating a database of diverse stakeholders to engage in future activities. • Organise forums focused on specific sustainability themes (e.g., circular economy, renewable energy, social equity) that attract varied stakeholders to discuss, collaborate, and share best practices. • Develop and implement a policy to ensure all networking activities aim to engage a wide range of stakeholder groups, particularly underrepresented sectors or communities. • Facilitate workshops that bring together stakeholders from different sectors to co-create solutions to sustainability challenges. • Organise regular networking events to connect external stakeholders with the institution’s sustainability initiatives. • Develop or join an online platform that facilitates communication, collaboration, and resource sharing among external stakeholders. • Collaborate with established sustainability networks, such as national alliances, international organisations, or local environmental groups, to amplify efforts. • Involve external stakeholders in pilot sustainability projects.

Dimension	Governance and Educational Institution functions
Parameter	Top-down support (OG6)
Milestone	**Ensure institutional leadership provides resources and policies that empower internal stakeholders to engage in sustainability actions.**
KPI	Level of leadership support for sustainability initiatives.
Metrics	• Amount of funding allocated to sustainability actions. • Number of leadership-driven sustainability projects.
Indicative activities	• Establish a dedicated sustainability budget for sustainability initiatives, ensuring consistent financial support for projects and programmes. • Launch high-visibility sustainability projects led by institutional leadership, to demonstrate a strong leadership commitment to sustainability while setting an example for internal stakeholders. • Develop and deliver sustainability-focused training sessions for staff and students, led or endorsed by institutional leaders. • Establish awards or recognition programmes for individuals or departments that excel in implementing sustainability initiatives. • Facilitate regular dialogues between institutional leaders and stakeholders (e.g., students, staff, external partners) to co-design and review sustainability initiatives. • Embed sustainability goals and actions into the institution's strategic plan, with leadership explicitly championing these initiatives.

Dimension	Governance and Educational Institution functions
Parameter	Allocated time for ESD-related actions (OG7)
Milestone	Dedicate time within institutional schedules for sustainability initiatives.
KPI	Time dedicated within institutional schedules for ESD-related activities.
Metrics	• Hours allocated for sustainability projects per term. • Number of stakeholders utilising dedicated ESD time.
Indicative activities	• Allocate ESD time in the academic schedule for learners to participate in sustainability projects or workshops. Allow departments or teams to use allocated time flexibly for ESD-related projects that align with their specific goals. • Facilitate cross-departmental activities during allocated ESD time, such as interdepartmental sustainability challenges or team-based projects.

	• Organise sustainability action days for institution-wide sustainability projects which provides concentrated time for impactful initiatives and fosters collaboration among stakeholders. • Provide a formal programme encouraging learners and staff to actively utilise dedicated ESD time for workshops, training, or projects. • Recognise individuals and teams that make the most impactful use of allocated ESD time through awards or certificates. Run campaigns highlighting the importance of dedicated ESD time and showcasing how stakeholders can get involved in ongoing projects.

Table 12: Leadership activities

Dimension	Leadership
Parameter	Youth leaders (OL1)
Milestone	**Cultivate youth leadership roles within the institution to drive sustainability initiatives.**
KPI	Proportion of leadership roles held by learners in sustainability initiatives.
Metrics	• Percentage of sustainability initiatives with learner-led leadership roles. • Number of internal stakeholders (youth) currently holding leadership positions in sustainability activities.
Indicative activities	• Launch learner-led project incubation programmes where learners propose, develop, and manage their own sustainability initiatives with mentorship from staff. • Empower youth leaders as sustainability ambassadors tasked with promoting green practices and inspiring peers through workshops and events. • Incorporate leadership training into ESD activities and provide targeted training sessions for learners on leadership skills, project management, and communication to prepare them for leadership roles. • Assign youth leaders to track progress, collect feedback, and report on the impact of sustainability initiatives. • Recognise and celebrate youth leaders by establishing awards or public recognition for youth leaders who excel in driving sustainability initiatives.

Dimension	Leadership
Parameter	Participatory decision making (OL2)
Milestone	**Foster inclusive decision-making processes, engaging stakeholders in sustainability planning.**
KPI	Proportion of institutional decisions influenced by stakeholder input (internal-external).
Metrics	• Number of participatory activities held annually. • Percentage of decisions incorporating feedback from stakeholders
Indicative activities	• Hold regular roundtable discussions with representatives from internal and external stakeholder groups to brainstorm and prioritise sustainability initiatives. • Provide platforms for open dialogue where stakeholders can voice their concerns, ideas, and recommendations on sustainability-related decisions. • Conduct workshops where stakeholders co-design sustainability plans, identifying goals, strategies, and actions. • Develop a formal process to review and incorporate stakeholder feedback into institutional sustainability policies. • Create feedback loop systems to share how stakeholder input has been used in final decisions, such as through reports or meetings. • Use online surveys, polls, or suggestion platforms to collect and analyse stakeholder feedback on proposed decisions.

Dimension	Leadership
Parameter	Role models (OL3)
Milestone	**Identify and promote sustainability role models within the institution to inspire and guide stakeholders.**
KPI	Number of sustainability role models identified and promoted within the institution.
Metrics	• Stakeholder awareness level of institutional role models. • Number of activities or events featuring role models annually.
Indicative activities	• Establish a sustainability role model programme to identify and recognise individuals (students, staff, or alumni) who exemplify sustainability leadership as a structured framework for promoting role models and increasing awareness.

	• Publish stories, interviews, or videos showcasing the contributions of sustainability role models on the institution's website, social media, and newsletters. • Feature role models in sustainability campaigns, events, or workshops to share their experiences and inspire others. • Run interactive role model sessions where sustainability role models share insights and practical advice on achieving sustainability goals. • Host storytelling sessions where role models share their journey, challenges, and successes in driving sustainability. • Arrange visits to projects or sites led by sustainability role models.

Table 13: Strategy activities

Dimension	Strategy
Parameter	Adjustability (OS1)
Milestone	**Create a flexible strategy that adapts to evolving sustainability goals and local needs.**
KPI	Frequency of strategic updates to address evolving sustainability goals.
Metrics	• Number of strategy revisions conducted annually. • Percentage of updated strategic goals implemented.
Indicative activities	• Establish an annual strategy review process involving key stakeholders to assess the effectiveness of the current sustainability strategy and identify areas for revision to ensure the strategy remains relevant and aligned with new developments in sustainability. • Monitor local, national, and international sustainability trends and policies to inform strategy updates, keeping the strategy proactive and aligned with broader sustainability goals. • Collect input from stakeholders through surveys, focus groups, or consultations to guide strategy updates, ensuring the revisions reflect the needs and perspectives of internal and external stakeholders. • Develop an implementation action plan for each strategic goal, including timelines, responsible parties, and resource allocation. • Align revised goals with operational policies, such as procurement, energy management, or curriculum planning.

Dimension	Strategy
Parameter	Facilitates collaborations (OS2)
Milestone	**Embed collaboration opportunities within the strategy to strengthen partnerships and resource sharing.**
KPI	Number of collaborative initiatives embedded in the institutional strategy.
Metrics	Number of stakeholders engaged in collaborative projects annually. • Percentage of strategic objectives achieved through partnerships.
Indicative activities	• Develop a collaborative partnership framework that defines processes for identifying, initiating, and managing partnerships with external stakeholders. • Use forums to bring together stakeholders from various sectors to discuss potential collaborations and sustainability initiatives, strengthening networking and supporting the identification of new partnership opportunities. • Develop a database of existing and potential collaborators, including their expertise, resources, and alignment with institutional objectives to streamline the process of identifying suitable collaborating partners for specific initiatives. • Develop agreements with partners to share resources, such as expertise, infrastructure, or funding, to achieve common objectives. • Showcase collaborative achievements by highlighting successful partnerships and their outcomes through reports, events, or media campaigns, which helps in building credibility and encourages further collaboration.

Dimension	Strategy
Parameter	Commits educators to engage in ESD (OS3)
Milestone	**Include educators' commitments to ESD in institutional strategy, policy or employment agreements.**
KPI	Proportion of educators with ESD-specific commitments in their roles.
Metrics	• Percentage of educators completing ESD training. • Number of ESD-focused activities led by educators.
Indicative activities	• Integrate ESD training as part of the onboarding process for all new educators to ensure all educators have foundational knowledge of sustainability principles and practices.

	• Offer regular workshops, seminars, and online courses on ESD topics, aligned with GreenComp or other sustainability frameworks to build capacities and enable the integration of sustainability into their teaching and training practices. • Partner with recognised institutions to provide certification courses for educators, focusing on teaching methodologies and sustainability leadership. • Pair experienced ESD educators with peers to provide guidance and share best practices in integrating sustainability into curricula. • Host events where educators present their ESD projects, lesson plans, or research to peers, students, and external stakeholders.

Dimension	Strategy
Parameter	Integrates non-formal education (OS4)
Milestone	**Incorporate non-formal education into sustainability-related activities and learning programs.**
KPI	Number of non-formal education programs integrated into ESD activities.
Metrics	• Hours of non-formal education delivered annually. • Participant feedback on non-formal programs implementation.
Indicative activities	• Organise time-bound collaborative events such as sustainability hackathons, where participants develop innovative solutions to sustainability challenges, such as reducing waste or designing sustainability products. • Host intensive workshops such as green entrepreneurship bootcamps to guide participants in creating sustainability-focused business ideas and to provide mentorship, ideation sessions, and business model development. • Leverage technology to offer online courses, webinars, or virtual simulations on sustainability topics. Incorporate gamification, case studies, or role-playing scenarios to enhance engagement. • Use art, music, theatre, and storytelling as tools to communicate sustainability messages and inspire behavioural change. Activities could include creating murals, staging plays about environmental issues, etc. • Develop mobile sustainability units or pop-up learning stations that travel to communities, schools, and events to offer non-formal ESD activities like workshops, exhibitions, and demonstrations.

Dimension	Strategy
Parameter	Promotes accountability (OS5)
Milestone	**Establish accountability measures for all sustainability-related activities under WIA.**
KPI	Existence and effectiveness of accountability mechanisms for sustainability initiatives.
Metrics	• Number of accountability mechanisms established and operational. • Frequency of stakeholder reporting and feedback sessions on sustainability progress.
Indicative activities	• Create a framework detailing roles, responsibilities, and reporting processes for sustainability initiatives, which clarifies expectations and ensures transparency in implementing and monitoring actions. • Define specific, measurable indicators for each sustainability initiative to ensure consistent tracking and evaluation. • Establish mechanisms for stakeholders to share feedback on sustainability initiatives progress. • Recognise and reward teams or individuals who excel in implementing and monitoring sustainability initiatives, which encourages ownership and continuous engagement.

Dimension	Strategy
Parameter	Alignment with Agenda 2030 (OS6)
Milestone	**Align institutional strategy with the UN's Agenda 2030 and Sustainable Development Goals (SDGs).**
KPI	Proportion of institutional policies aligned with the SDGs.
Metrics	• Number of institutional policies explicitly referencing specific SDGs. • Percentage of sustainability initiatives mapped to specific SDGs.
Indicative activities	• Conduct a review of all institutional policies to identify how they align with specific SDGs and highlight areas needing further integration, creating a baseline for aligning policies and initiatives. • Revise existing policies to explicitly reference relevant SDGs, ensuring alignment with their targets and indicators. • Develop a toolkit to help teams map their initiatives to specific SDGs and identify contributions to the broader Agenda 2030. • Require all new sustainability initiatives to explicitly identify and address relevant SDGs during the planning stage.

	• Create visual dashboards to track the alignment of ongoing initiatives with specific SDGs and their targets. • Partner with organisations or networks focused on SDG implementation to enhance alignment and access to best practices.

Dimension	Strategy
Parameter	Educational Institution action plans (OS7)
Milestone	Develop and implement an action plan to systematically advance institutional sustainability.
KPI	Having an action plan in place to achieve sustainability.
Metrics	• Frequency of updates or reviews conducted on the action plan. • Percentage of milestones in the action plan achieved within the specified timeframe.
Indicative activities	• Establish a regular review cycle by setting the frequency of reviewing the action plan to assess progress, identify challenges, and incorporate updates. • Create a standardised process for revising the action plan, including criteria for updates and roles of responsible teams. • Develop a dashboard to track the implementation of the action plan in real-time, highlighting completed, ongoing, and pending tasks. • Break down the action plan into specific, time-bound milestones with measurable outcomes. • Ensure adequate resources are allocated to each milestone to support its completion. • Include milestone deadlines in institutional calendars to align them with other operational activities and priorities.

Pedagogical pillar indicative activities

The following tables present the indicative activities across the different pedagogical pillar dimensions, which can be tailored to the needs of any education institution.

Table 14: Curricula activities

Dimension	Curricula
Parameter	Interdisciplinary, horizontal, coherent (PC1)
Milestone	**Develop curricula that integrate interdisciplinary, horizontal, and coherent sustainability concepts, promoting a holistic view of education.**

KPI	Percentage of curricula integrating interdisciplinary sustainability concepts.
Metrics	• Percentage of courses/subjects designed with interdisciplinary approaches. • Number of cross-disciplinary modules developed.
Indicative activities	• For primary schools, design integrated thematic units where sustainability concepts are explored across multiple subjects. For example, a theme like "Water" could combine science (water cycle), maths (measuring rainfall), and art (creating water conservation posters). Schools can tailor themes to local contexts, using simple tools and hands-on activities suitable for young learners. • For secondary schools, develop project-based modules requiring students to address sustainability challenges using knowledge from multiple disciplines. For example, "Design a Green Community" project combining geography (mapping), economics (budgeting), and physics (energy systems). Schools can choose local issues or global challenges as focal points, ensuring relevance and engagement. • For higher education, create interdisciplinary courses or projects that bring together students from different fields to solve real-world sustainability problems. For example, a course or a project on "Sustainable Urban Development" integrating urban planning, engineering, and public policy. Institutions can partner with industries or governmental bodies to align projects with practical needs and research opportunities. • For VET and adult education, offer modular training programmes integrating various skills (business, technical, etc.) for sustainability-focused vocations. Training centres can align modules with local job markets and evolving green industry standards.

Dimension	**Curricula**
Parameter	SDGs integration (PC2)
Milestone	**Align curricula with the Sustainable Development Goals (SDGs), emphasising local and global sustainability challenges.**
KPI	Proportion of curricula aligned with specific SDGs.
Metrics	• Number of courses or modules explicitly referencing SDGs. • Percentage of learners engaging in SDG-aligned projects or activities.

Indicative activities	• For primary schools, create thematic lessons around specific SDGs (e.g., SDG 6: Clean Water and Sanitation), integrating activities like exploring water conservation in science and creating posters in art. Focus on child-friendly and interactive approaches to introduce global challenges with local relevance. • For secondary schools, develop interdisciplinary modules tied to SDGs, such as SDG 13: Climate Action, where students assess local climate impacts using knowledge from geography, science, and economics. Use case studies or local data to make topics relatable and actionable for learners. • For higher education, offer elective courses on specific SDGs, such as SDG 11: Sustainable Cities and Communities, combining urban planning, policy analysis, and engineering. Partner with local governments or organisations to align course objectives with real-world challenges. • For VET and adult education, design training programmes focusing on SDG-aligned skills, such as circular business models (SDG 12: Responsible Consumption and Production).

Dimension	**Curricula**
Parameter	Skills for the future (PC3)
Milestone	**Embed future-oriented skills, such as systems thinking, adaptability, and futures literacy, into educational programs.**
KPI	Proportion of courses embedding future-oriented skills.
Metrics	• Number of future skill-focused workshops conducted annually. • Learner self-assessment of their maturity level on future sustainability skills.

Indicative activities	• For primary schools:
	  ○ Organise hands-on workshops using storytelling and games to introduce systems thinking and problem-solving. For example, use interactive activities like building simple ecosystems to show interconnectedness. Tailor topics to everyday concepts, such as food chains or waste management, making them relatable for young learners.
	  ○ Use age-appropriate reflection tools, such as visual charts or group discussions, for learners to evaluate their problem-solving and teamwork skills. For example, ask students to share how they contributed to a group project and what they learned about collaboration.

	• For secondary schools:
	  ○ Facilitate scenario-based workshops where students tackle future challenges, such as urbanisation or resource scarcity, through group problem-solving. For example, simulate decision-making roles in a future city facing climate challenges, requiring students to balance economic, social, and environmental needs. Incorporate regional or global challenges into scenarios to enhance relevance.
	  ○ Develop guided reflection exercises where students assess their abilities in systems thinking and adaptability after completing projects.
	• For higher education:
	  ○ Host interdisciplinary workshops focusing on futures literacy and systems thinking in tackling sustainability issues. For example, a workshop on "Envisioning the Green Economy of 2050" involving collaboration between students across functions.
	  ○ Incorporate self-assessment tools in sustainability courses where learners rate their proficiency in future skills, supported by peer and instructor feedback.
	• For VET and adult education:
	  ○ Provide practical training sessions combining future skills with technical knowledge, such as adaptability in adopting new green technologies. For example, a workshop on "Reskilling for the renewable energy sector", blending technical skills with adaptability strategies for industry changes. Focus on skills directly aligned with industry demands and future-proofing careers.
	  ○ Include self-assessment modules in training programmes, focusing on adaptability to new technologies and systems thinking in industry applications. Use practical, outcome-oriented metrics that resonate with professional growth.

Dimension	**Curricula**
Parameter	Promotes critical thinking (PC4)
Milestone	**Design curricula that prioritise critical thinking, encouraging learners to question assumptions and evaluate sustainability challenges.**
KPI	Proportion of courses prioritising critical thinking in their outcomes.
Metrics	• Number of problem-based learning activities implemented.

	• Learner performance in critical thinking assessments or evaluations.

Indicative activities	• For primary schools:
	  ○ Use story-based problem-solving activities to introduce critical thinking. Simplify problems into manageable, age-appropriate tasks, encouraging collaboration and creativity. For example, present a story about waste management in a fictional town and ask learners to brainstorm ways to reduce waste.
	  ○ Use reflection exercises where learners explain their reasoning behind problem-solving tasks. Use visual or verbal formats to suit young learners' communication skills.
	• For secondary schools:
	  ○ Develop scenario-based group projects where students address real-world sustainability challenges. Include local challenges to make projects relatable and impactful. For example, assign groups to assess the pros and cons of introducing solar panels in their community, considering cost, benefits, and environmental impact.
	  ○ Introduce structured critical thinking assessment criteria to evaluate group projects or written assignments. For example, evaluate students' ability to identify biases, assess evidence, and propose solutions in a report on sustainable transportation.
	• For higher education:
	  ○ Incorporate case studies and debates on complex sustainability dilemmas. Use advanced cases relevant to learners' fields of study, such as engineering, law, or business. For example, facilitate a case study on the ethical trade-offs of deforestation for economic development, followed by a moderated debate.
	  ○ Conduct peer-reviewed assignments and discussions where learners evaluate each other's arguments on sustainability topics.
	• For VET and adult education:
	  ○ Implement workplace simulations where learners analyse and propose solutions to sustainability problems. Focus on scenarios aligned with industry-specific skills and challenges. For example, challenge participants to optimise a factory's production process to reduce energy waste and increase efficiency.

	○ Use practical assessments where learners justify their sustainability decisions during hands-on tasks. Focus assessments on real-world applicability and decision-making processes.

Dimension	Curricula
Parameter	Extracurricular ESD activities (PC5)
Milestone	Implement extracurricular programs that reinforce sustainability concepts through experiential learning.
KPI	Number of extracurricular programs focused on sustainability.
Metrics	• Learner participation rate in extracurricular sustainability initiatives. • Number of projects resulting from extracurricular activities.
Indicative activities	• Extracurricular activities can be designed to emphasise direct action and real-world impact rather than classroom-based discussions. • Build lifelong learning through experiential ESD, emphasising long-term engagement through activities that develop practical life skills while reinforcing sustainability concepts. • Use extracurricular activities as a platform to explore cultural, artistic, and creative perspectives on sustainability and emphasise creativity and cultural perspectives. • Utilise technology and gamification leveraging gamified experiences to enhance engagement and innovation. ○ Encourage civic engagement and policy advocacy by focusing extracurricular efforts on empowering learners to influence policies and community practices.

Dimension	Curricula
Parameter	ICT (PC6)
Milestone	Incorporate ICT tools to enhance sustainability education and foster digital literacy.
KPI	Integration of ICT tools in sustainability education.
Metrics	• Percentage of courses using ICT for sustainability education. • Number of ICT-based sustainability learning modules developed.
Indicative activities	• For primary and secondary schools: ○ Engage young learners with visual and interactive content, making abstract concepts relatable. Introduce interactive

	educational apps and games focused on sustainability themes like recycling, biodiversity, or energy conservation. ○ Incorporate virtual simulations and digital storytelling tools to explore complex sustainability topics, such as climate change or renewable energy systems. Promote critical thinking and real-world problem-solving through experiential learning. ○ Develop interactive e-books or animated videos on local sustainability challenges and solutions. Combine storytelling with ICT to captivate young audiences. • For higher education: ○ Implement data-driven learning through platforms like GIS mapping, environmental monitoring tools, and carbon footprint calculators. Prepare learners for professional use of ICT in sustainability-related fields. For example, assign students to analyse real-time environmental data and propose solutions for reducing pollution. ○ Offer online interdisciplinary modules integrating ICT tools for systems thinking, such as analysing global supply chains or modelling environmental impacts. • For VET and adult education: ○ Enhance technical competence and adaptability in rapidly evolving industries. For example, use online training modules, augmented reality (AR), or virtual reality (VR) tools for skill-building in green industries. ○ Provide blended learning programmes combining online resources and hands-on sessions for industry-specific sustainability skills. Deliver flexibility and practical knowledge for working professionals.

Table 15: Capacity building activities

Dimension	Capacity building
Parameter	Employability (PCB1)
Milestone	**Provide professional development programs that align teaching and training competencies with sustainability and employability needs.**
KPI	Proportion of professional development programs aligned with sustainability competencies.
Metrics	• Number of educators completing sustainability-focused training programs.

	• Percentage of training hours dedicated to employability skills in sustainability.
Indicative activities	• Partner with recognised institutions to offer certification programs for educators in sustainability competencies aligned with GreenComp or similar frameworks. • Provide training on emerging green technologies to prepare educators to teach skills aligned with green job markets. • Facilitate workshops on designing interdisciplinary courses that blend technical, social, and economic sustainability themes. • Develop leadership-focused workshops to train educators in inspiring students to become sustainability leaders. For example, a workshop on coaching students in green entrepreneurship or community engagement projects. • Create short, focused training programs on specialised sustainability topics, offering micro-credentials for educators. This provides targeted, flexible options for professional development.

Dimension	**Capacity building**
Parameter	Scaling of skills (PCB2)
Milestone	**Tailor capacity-building programs to address varying skill levels among leaders, educators, administrators of educational institution.**
KPI	Tailored capacity-building programs for different skill levels.
Metrics	• Number of programs addressing varying skill levels among stakeholders. • Percentage of learners reporting improved competencies post-training.
Indicative activities	• Conduct workshops to identify the skill gaps and training needs of leaders, educators, and administrators, focusing on sustainability competencies. This will ensure training programmes selected or provided are relevant and targeted to stakeholder needs. • Offer modular programs with beginner, intermediate, and advanced levels to accommodate diverse skill sets. • Implement assessments to measure knowledge and skills before and after training sessions to provide measurable evidence of skill improvement. • Establish peer-to-peer learning groups where participants with similar roles but varying skill levels share experiences and mentor each other to encourage collaboration and knowledge sharing.

Dimension	Capacity building
Parameter	Monitoring (PCB3)
Milestone	**Establish systems to monitor the effectiveness of capacity-building efforts and identify gaps.**
KPI	Existence of monitoring systems for capacity-building initiatives.
Metrics	• Frequency of monitoring reports generated. • Number of adjustments made to programs based on monitoring outcomes.
Indicative activities	• Create a structured framework outlining key performance indicators (KPIs), data collection methods, and reporting timelines for capacity-building initiatives. • Use surveys, self-assessments, and feedback forms to gather insights on participant experiences and perceived effectiveness of training programs. Collect pre- and post-training surveys to measure knowledge or skill improvement. This will provide real-time data to assess progress and satisfaction. • Organise regular meetings with trainers, program designers, and stakeholders to review monitoring data and discuss trends or challenges. • Develop a process for translating feedback into actionable changes, such as refining curriculum, adjusting schedules, or adding new content. • Use monitoring data to develop improvement plans detailing specific adjustments for the following year.

Dimension	Capacity building
Parameter	Mentoring (PCB4)
Milestone	**Implement mentoring programs pairing experienced educators with new ones to enhance ESD practices.**
KPI	Implementation of mentoring programs for educators.
Metrics	• Number of mentoring pairs established annually. • Percentage of mentees reporting enhanced teaching efficacy through feedback.
Indicative activities	• Pair experienced educators with mentees based on specific ESD competencies or subject areas. Develop a structured mentoring framework with clearly defined roles, goals, and timelines for mentoring pairs.

	• Provide training for mentors on effective mentoring practices, including active listening, constructive feedback, and goal setting. Example could be to offer a workshop on "Mentoring for ESD integration", focusing on guiding new educators in integrating sustainability themes. • Facilitate opportunities for mentors to observe mentees' teaching and provide constructive feedback on ESD integration. • Use feedback from mentees to identify areas for improvement in the mentoring programme and adjust accordingly.

Dimension	**Capacity building**
Parameter	Facilitating educators' integration in community – shaping of social identity of profession (PCB5)
Milestone	**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.**
KPI	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. • 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.).
Indicative activities	• Establish an orientation program for newly hired educators that immerses them in local sustainability challenges, community priorities, and relevant stakeholders. • Engage educators in designing lesson plans and learning modules that reflect real-world community sustainability issues and integrate them into existing curricula.

Dimension	Capacity building
Parameter	Sustainability of educational institution actions through time (PCB6)
Milestone	**Implement mechanisms that ensure the continuity and institutional memory of sustainability-related actions, preventing disruption due to staff or leadership turnover.**
KPI	Existence of formalised continuity mechanisms for sustainability actions within the institution.
Metrics	• Number of formalised continuity mechanisms established relevant to sustainability. • Frequency of institutional reviews and updates to sustainability action plans.
Indicative activities	• Establish a structured process to document, store, and transfer sustainability-related knowledge, ensuring continuity in institutional actions. • Implement an onboarding module for new staff and leadership, introducing them to institutional sustainability commitments. • Integrate sustainability responsibilities into job descriptions for key staff (e.g., sustainability coordinator, facilities manager). • Develop an annual handover process for student-led sustainability groups to ensure project continuity. • Implement regular institutional reviews to assess the effectiveness of sustainability initiatives and update strategies accordingly.

Dimension	Capacity building
Parameter	Recognition of work (PCB7)
Milestone	**Establish formal recognition mechanisms to value and incentivise educators' and staff contributions to advancing sustainability within the institution.**
KPI	Number of formal recognition and reward programs for sustainability efforts.
Metrics	• Number of formal recognition mechanisms implemented (e.g. awards, certifications, incentive schemes). • Percentage of educators and staff reporting increased motivation and engagement due to recognition mechanisms.

Indicative activities	• Develop an institution-wide sustainability awards program to formally acknowledge educators, staff, and teams leading sustainability efforts. • Announce winners through institutional events, media coverage, and professional networks to amplify impact. • Embed sustainability contributions into educator and staff performance reviews, ensuring that sustainability work is formally acknowledged in career progression. • Provide tangible incentives for staff and educators engaging in sustainability efforts. • Introduce a peer-led recognition system where educators and staff can nominate colleagues for outstanding sustainability contributions.

Table 16: Teaching and learning activities

Dimension	Teaching and learning
Parameter	Formal and non-formal education (PTL1)
Milestone	**Combine formal and non-formal education approaches to create diverse learning opportunities.**
KPI	Proportion of learning opportunities combining formal and non-formal approaches.
Metrics	• Number of non-formal educational sustainability activities integrated into curricula. • Percentage of learners participating in formal and non-formal sustainability programs.
Indicative activities	• Assess existing curricula and extracurricular activities to identify gaps and potential opportunities for non-formal education integration. • Identify sustainability topics that would benefit from experiential or community-based approaches. • Train educators to incorporate non-formal education approaches effectively. • Develop institutional policies that mandate or encourage combining formal and non-formal education. • Pilot blended learning opportunities combining formal and non-formal approaches.

	• Set up physical spaces (sustainability maker spaces) equipped with tools and resources for learners to collaboratively create solutions to sustainability challenges. • Create a time banking system for sustainability, a system where learners “earn” hours by contributing to sustainability projects and “spend” them on learning opportunities or mentorship.

Dimension	Teaching and learning
Parameter	Connection to labour market (PTL2)
Milestone	**Create programs that connect educational experiences to labour market needs, equipping learners with skills for sustainable professions.**
KPI	Number of partnerships established with the labour market for sustainability skills development.
Metrics	• Number of collaborative activities or projects conducted with labour market partners. • Percentage of curricula or programs co-developed with input from labour market stakeholders.
Indicative activities	• Capacity building for student career consultants by building a strong understanding of sustainability concepts, green industries, and emerging career trends. Equip consultants with techniques to effectively guide students toward sustainability careers. • Bridge the gap between educational institutions and the labour market. Establish formal agreements and collaborations to co-design educational programs and integrate industry-relevant sustainability skills into curricula. • Build early awareness of sustainability-related professions and inspire interest. Incorporate examples of sustainability careers into subjects like science, geography, and social studies. For example, use lessons on the water cycle to introduce the role of hydrologists in sustainability. • Strengthen ties between schools, families, and the labour market. Engage parents working in sustainability fields to contribute to classroom lessons or projects. Host evening events where local professionals share insights into their sustainability roles, encouraging family participation.

Dimension	Teaching and learning
Parameter	Learner-led Initiatives (PTL3)
Milestone	**Foster learner-led projects addressing real-world sustainability challenges.**
KPI	Number of learner-led sustainability projects.
Metrics	• Number of completed projects addressing real-world sustainability challenges annually led by learners. • Percentage of learners involved in project leadership roles.
Indicative activities	• Empower learners to lead awareness campaigns on topics like climate action, renewable energy adoption, or biodiversity conservation. • Support students in conducting research projects on sustainability topics. • Conduct workshops focused on project management, communication, and collaboration skills for sustainability leaders. • Provide small grants to learners for implementing sustainability projects. This encourages entrepreneurship and accountability while empowering learners to take initiative. • Host formal pitch events where learners present sustainability projects to institutional leaders for support or funding. • Use digital platforms to allow learners to pitch sustainability ideas and gather support or resources from peers and external stakeholders.

Dimension	Teaching and learning
Parameter	Promotes awareness of changes on the planet and impact on human life (PTL4)
Milestone	**Integrate educational content that highlights planetary changes and their implications for human life, fostering a deeper understanding of sustainability challenges.**
KPI	Integration of planetary changes into educational content.
Metrics	• Number of courses or sessions focused on planetary changes and human impact. • Learner feedback on awareness and understanding of planetary challenges.

Indicative activities	• Use surveys or group feedback sessions to gauge how well learners understand planetary changes and their implications. Create modules that combine science, geography, and social studies to explore planetary changes like climate change, biodiversity loss, and urbanisation. • Use simulation tools to help learners experience the effects of planetary changes, such as rising sea levels or extreme weather patterns. • Facilitate visits to sites where planetary changes are evident, such as eroded coastlines, polluted rivers, or urban heat islands, to connect theory with real-world observations. • Facilitate structured debates on topics such as "Should nations prioritise economic growth over environmental conservation?".

Dimension	**Teaching and learning**
Parameter	Practical, hands-on experiences (PTL5)
Milestone	**Develop programs that provide hands-on learning experiences focused on sustainability practices.**
KPI	Number of hands-on learning experiences provided.
Metrics	• Number of sustainability-related skills gained through practical sessions annually. • Learner participation rate in hands-on sustainability activities.
Indicative activities	• Identify skills and competencies learners need to develop for sustainability practices. Analyse local and global sustainability challenges to align program objectives with real-world needs. • Create structured modules that integrate hands-on activities with theoretical learning. Develop step-by-step guides for activities like waste audits, biodiversity mapping, or sustainable product design. • Establish resources (such as spaces, funding) and collaborations with key stakeholders to support hands-on experiences. • Equip educators with the skills and tools to deliver hands-on sustainability programs effectively.

Dimension	**Teaching and learning**
Parameter	Alternative Learning Processes (PTL6)
Milestone	**Design alternative learning approaches to accommodate diverse learner needs and styles.**

KPI	Number of alternative learning approaches implemented.
Metrics	• Percentage of learners participating in activities tailored to their individual learning styles annually. • Number of new teaching methodologies introduced annually to address diverse learning needs.
Indicative activities	• Conduct a needs assessment to understand the diverse needs, preferences, and learning styles of the target learners. Based on the needs, design innovative learning approaches to meet their specific needs. • Collaborate with educators and stakeholders to design innovative learning approaches and alternative methodologies like blended learning, project-based learning, or flipped classrooms. • Offer multiple pathways to achieve the same learning outcomes, accommodating diverse preferences. Create modular courses where learners can choose the sequence or focus of their learning journey.

Dimension	**Teaching and learning**
Parameter	Multimodal Learning Environments (PTL7)
Milestone	**Create multimodal learning environments that utilise diverse teaching methods and resources.**
KPI	Percentage of courses utilising multimodal learning environments.
Metrics	• Number of courses integrating diverse teaching resources and methods. • Learner satisfaction with multimodal educational experiences.
Indicative activities	• Integrate technology with traditional methods and combine digital tools, such as interactive whiteboards or AR/VR simulations, with traditional teaching methods like lectures and group discussions. • Leverage free online resources, such as MOOCs, videos, and research papers, to enrich curricula. • Combine synchronous and asynchronous learning through platforms like Moodle or Microsoft Teams, offering both live sessions and self-paced modules. • Use varied assessment methods, such as presentations, reflective journals, and online quizzes, to cater to different learning preferences. • Conduct regular surveys to gather learner feedback on teaching methods and tailor approaches accordingly. • Create repositories of varied resources, including videos, podcasts, infographics, and articles, accessible to all learners.

Susedi Transformation agents as a support mechanism for Educational Institutions.

Susedi Transformation agents as a support mechanism for Educational Institutions

Support mechanisms are vital for enabling educational institutions (EIs) to adopt sustainable practices in alignment with the Whole Institution Approach (WIA). These mechanisms act as enablers, offering the expertise, resources, and collaborative platforms needed to implement transformative changes effectively. By equipping EIs with the tools and guidance necessary for systemic transformation, these support mechanisms ensure long-term impact and alignment with global sustainability objectives.

Transformation experts are subject matter experts in sustainability, well-equipped to guide and coach educational institutions through the adoption of the WIA framework. These experts leverage tools like the Susedi Route Map to provide comprehensive support tailored to each institution's unique context.

By addressing both strategic and operational challenges, transformation experts serve as the focal point in translating sustainability aspirations into actionable and measurable outcomes. The transformation agents play a complex role in supporting EIs, including:

Providing guidance on sustainability integration by supporting institutions in embedding sustainability principles across the systemic framework's pillars, dimensions and parameters.
Coaching and mentorship by offering customised advice and hands-on support to institutional leaders, faculty, and administrative staff.
Utilising the Susedi Route Map, providing in this way a structured pathway for transformation, including defined milestones, metrics, and activities, ensuring institutions progress systematically.

Annex A: Detailed explanation for defining the milestones.

Annex A: Detailed explanation for defining the milestones

Vision, Mission, and Values milestone and their KPI and metrics

Milestone

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.

Explanation and argument

This milestone emphasises the critical role of a clearly defined vision, mission, and core values in driving sustainability transformation within an educational institution. By explicitly aligning with the social, organisational, and pedagogical dimensions, the institution ensures that sustainability principles are embedded across all aspects of its operations, governance, and educational practices. Institutions can tailor their sustainability vision and mission to local and national priorities, addressing specific socio-environmental needs while contributing to global goals.

The vision sets the long-term aspiration for the institution, highlighting its commitment to co-creating a future where learners thrive in an environment that values and respects nature. It reflects the institution's aim to prepare responsible citizens and leaders capable of addressing global and local sustainability challenges. A sustainability-aligned vision and mission serve as the foundation for implementing systemic changes across policies, curricula, and daily practices. Without this foundational commitment, efforts may lack coherence and long-term impact.

The mission operationalises the vision by detailing the institution's purpose in promoting sustainability through education. This includes integrating ecological principles into teaching, governance, and community engagement to foster a holistic and systemic approach to sustainability.

Core values act as guiding principles, shaping the behaviours and decisions of all stakeholders. Emphasising respect, equity, collaboration, and environmental stewardship ensures that sustainability becomes a shared ethos influencing attitudes and actions throughout the institution. A well-defined sustainability ethos inspires learners and stakeholders, motivating them to adopt sustainable behaviours and engage in transformative actions.

Social pillar milestones

Table 17: Social milestones across dimensions and parameters

Dimension	Parameter	Milestone	Explanation and argument
Collaboration (SC)	Among Educational Institution stakeholders (SC1)	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.	Internal collaboration fosters a culture of shared responsibility and collective ownership of sustainability goals. By engaging all stakeholders within the institution, this milestone promotes diverse perspectives and enhances the institution's ability to create effective, inclusive solutions. Evidence from eco-educational institutions demonstrates that collaborative internal efforts motivate the entire community to organise and take action for the environment.
	Among Educational Institution and local community (SC2)	Establish partnerships with local community groups to co-design and execute sustainability projects, such as tree planting or clean-ups.	Collaboration with the local community strengthens the institution's role as a hub for sustainability action. By working together on projects, learners and community members exchange knowledge and resources, addressing shared socio-environmental issues. The Okayama ESD Network highlights the value of such partnerships in solving regional issues and deepening community engagement.
	Among Educational Institution and	Collaborate with local businesses to integrate	Aligning education with labour market needs ensures learners are prepared for

Dimension	Parameter	Milestone	Explanation and argument
	labour market (SC3)	sustainability education and promote skill-building aligned with the labour market needs.	emerging green jobs, supporting both individual career development and broader sustainability goals. Partnerships with businesses allow institutions to stay relevant and foster practical skill-building opportunities for learners, as demonstrated in initiatives promoting green skills training.
	Established networking mechanisms (SC4)	Formalise sustainable networking mechanisms to connect institution's internal to external stakeholders.	SC4 emphasises building external-facing networks that foster collaboration between the institution and its local community to address sustainability challenges. It aligns with the social pillar's focus on societal and community-level impact.
Transformative Action Through Social Roles (STA)	Responsibility for promoting sustainability in the community (STA1)	Initiate annual community projects addressing local socio-environmental issues.	Community projects enable institutions to extend their impact beyond education, directly addressing sustainability challenges in their local context. This milestone reinforces the institution's responsibility to contribute to the quality of life in the community, as seen in the Educational Institution's initiatives that integrate community transformation into its mission.
	Active role of learners for Educational Institution	Involve learners in institutional management on sustainability aspects.	Engaging learners in sustainability-related management tasks, such as resource efficiency or waste management, fosters a

Dimension	Parameter	Milestone	Explanation and argument
	functioning (STA2)		sense of ownership and responsibility. Such involvement also provides experiential learning opportunities that prepare students for active participation in society.
	Learners as leaders in Educational Institution operations (STA3)	Establish a learner leadership program for overseeing sustainability projects.	Leadership programs empower learners to take initiative and drive institutional sustainability efforts. This milestone cultivates skills like project management and teamwork while positioning learners as equal contributors, reflecting best practices from institutions where students are integral to operational decision-making.
	Educating to manage socio-environmental issues and transform society (STA4)	Integrate socio-environmental management into the curricula offered.	Embedding socio-environmental management into curricula ensures that learners acquire the knowledge and skills necessary to address complex sustainability challenges. This milestone aligns education with societal needs, as highlighted by institutions that focus on preparing citizens to manage and adapt to environmental changes.
Green Self-Identity (SSI)	Developing strong sense of self-worth (SSI1)	Implement programs fostering self-worth through sustainability leadership.	Programs that empower learners to lead sustainability initiatives build their confidence and self-esteem, encouraging them to take meaningful action.

Dimension	Parameter	Milestone	Explanation and argument
			Institutions like the Drobak Montessori secondary educational institution demonstrate that fostering self-worth impacts lifestyle decisions and promotes long-term engagement with sustainability.
	Clear understanding of meaningful roles in society (SSI2)	Organise green career dissemination activities to highlight meaningful societal roles.	Career-focused activities help learners identify how their skills can contribute to societal sustainability. This milestone connects personal aspirations with broader environmental goals, promoting purposeful action and aligning education with societal needs.
	Connection of one's self with place and space (SSI3)	Engage learners in community activities connecting them to their local surroundings.	By participating in place-based activities like gardening or conservation, learners develop a sense of belonging and responsibility for their environment.
	Connection of one's self with nature (SSI4)	Engage learners in outdoor activities connecting them to their local environment.	Outdoor activities help learners develop a personal relationship with nature, fostering environmental stewardship. Initiatives like those at the Green Free educational institution teach learners to respect natural resources and participate actively in sustainable practices.

Organisational pillar milestones

Table 18: Organisational milestones across dimensions and parameters

Dimension	Parameter	Milestone	Explanation and argument
Infrastructure (OI)	Creating and mobilising sustainability on location (OI1)	Implement sustainable infrastructure practices tailored to the institution's needs and goals.	Implementing sustainable infrastructure practices, such as environmentally-friendly transport policies, and efficient resource management, directly reduces the institution's environmental footprint and sets an example for learners and the broader community. By integrating sustainability into daily operations, institutions model the behaviours and practices they aim to instil in learners.
	Outdoor spaces as classrooms (OI2)	Utilise outdoor spaces for experiential learning and sustainability education, creating hands-on opportunities for engagement with the environment.	Outdoor learning spaces provide unique opportunities for experiential education, fostering a deeper connection to nature and promoting sustainable attitudes among learners. Using the outdoors as classrooms allows institutions to integrate the natural environment into curricula, encouraging hands-on learning and ecological awareness.
	Building local energy sources (OI3)	Develop renewable energy systems on-site, such as solar panels, to support the institution's operations sustainably.	Developing on-site renewable energy systems, demonstrates leadership in sustainability and provides real-world examples to learners. Such initiatives reduce reliance on external energy sources, lower operational costs, and showcase the institution's commitment to sustainability principles. For instance, the

Dimension	Parameter	Milestone	Explanation and argument
			University of Padua's energy-efficient buildings and policies highlight how infrastructure can be transformed to meet energy goals.
Governance and Educational Institution functions (OG)	Tailor-made administrative tasks (OG1)	Adapt administrative practices to align with the specific sustainability goals and needs of institution.	Customising admin practices to align with the institution's specific sustainability goals allows for flexibility and responsiveness to local contexts. Tailored governance structures, empower stakeholders by fostering collaboration and shared responsibility. This approach ensures that administrative systems are not only efficient but also supportive of the institution's broader sustainability objectives.
	Policy formation (OG2)	Develop and implement policies that integrate sustainability into the institution's operations and curricula, aligning with national and global goals.	Developing specific policies that integrate sustainability into all areas of operation ensures a cohesive and strategic approach to transformation. When aligned with national and global frameworks, they provide a roadmap for achieving short- and long-term sustainability goals. For example, Cyprus' Sustainable Environmental Education Policy (SEEP) demonstrates how tailored policies can guide institutions in embedding sustainability holistically, from governance to curricula and community engagement.

Dimension	Parameter	Milestone	Explanation and argument
	Monitoring mechanisms (OG3)	Establish accountability systems to track progress on sustainability goals.	Establishing robust monitoring systems ensures that progress toward sustainability goals is monitored, evaluated, and communicated transparently. These mechanisms hold all stakeholders accountable and provide actionable insights for continuous improvement. Accountability is essential for aligning institutional operations with sustainability goals and ensuring that the vision and mission are effectively implemented.
	Coordination mechanisms (OG4)	Create systems to coordinate sustainability-related actions across departments and stakeholders.	Effective coordination mechanisms facilitate the integration of sustainability efforts across departments and stakeholders, ensuring that actions are aligned and mutually reinforcing. Such systems enhance efficiency and foster collaboration.
	Networking mechanisms (OG5)	Develop formal internal networking mechanisms to connect educators, administrators, learners, and other internal stakeholders, fostering collaboration and coordination for sustainability initiatives within the organisation.	OG5 targets internal networking mechanisms that improve communication, collaboration, and coordination among internal stakeholders (educators, administrators, learners, and staff). It reflects the organisational pillar's goal of enhancing institutional capacity and governance for sustainability.
	Top-down support (OG6)	Ensure institutional leadership provides resources	Leadership support ensures that sustainability goals receive the necessary

Dimension	Parameter	Milestone	Explanation and argument
		and policies that empower internal stakeholders to engage in sustainability actions.	resources, policies, and institutional backing to succeed. Top-down support not only provides the infrastructure for action but also empowers bottom-up initiatives from internal stakeholders, educators, and admin staff.
	Allocated time for ESD-related actions (OG7)	Dedicate time within institutional schedules for sustainability initiatives.	Dedicating institutional time for sustainability actions, such as internships or community projects, ensures that internal stakeholders have the capacity to engage meaningfully with ESD initiatives. This allocation promotes experiential learning and bridges the gap between education and practical application.
Leadership (OL)	Youth leaders (OL1)	Cultivate youth leadership roles within the institution to drive sustainability initiatives.	Cultivating youth leadership roles empowers learners, educators and admin staff to take ownership of sustainability initiatives and act as ambassadors for change. These roles develop critical skills such as decision-making, teamwork, and advocacy, preparing learners to lead sustainability efforts within and beyond the institution.
	Participatory decision making (OL2)	Foster inclusive decision-making processes, engaging stakeholders in sustainability planning.	Participatory decision-making processes foster a sense of ownership among stakeholders and ensure that diverse perspectives are considered in sustainability planning. Participatory

Dimension	Parameter	Milestone	Explanation and argument
			governance strengthens the institution's ability to implement transformative actions effectively.
	Role models (OL3)	Identify and promote sustainability role models within the institution to inspire and guide stakeholders.	Identifying and promoting sustainability role models within the institution inspires stakeholders to adopt and champion sustainable practices. Role models demonstrate the feasibility and benefits of sustainability, motivating others to take similar actions. By showcasing exemplary behaviours, institutions reinforce the values and goals of their sustainability ethos.
Strategy (OS)	Adjustability (OS1)	Create a flexible strategy that adapts to evolving sustainability goals and local needs.	A flexible strategy allows institutions to adapt to emerging challenges and opportunities, ensuring relevance and alignment with evolving sustainability goals. This adaptability supports continuous improvement and enables institutions to address local and global priorities effectively. Flexible strategies also foster innovation, driving impactful sustainability outcomes.
	Facilitates collaborations (OS2)	Embed collaboration opportunities within the strategy to strengthen partnerships and resource sharing.	Embedding collaboration into the institutional strategy strengthens partnerships and resource-sharing opportunities, enhancing the impact of sustainability initiatives. Collaborative strategies create networks of

Dimension	Parameter	Milestone	Explanation and argument
			expertise and mutual support, amplifying collective efforts.
	Commits educators to engage in ESD (OS3)	Include educators' commitments to ESD in institutional strategy, policy or employment agreements.	Embedding commitments to ESD within teacher contracts or professional development plans ensures that sustainability remains a priority in educational delivery. This approach not only strengthens institutional accountability but also equips educators with the tools and motivation to drive transformative change.
	Integrates non-formal education (OS4)	Incorporate non-formal education into sustainability-related activities and learning programs.	Incorporating non-formal education into sustainability strategies expands learning opportunities and fosters practical engagement with sustainability concepts. This integration enriches curricula and bridges the gap between theoretical knowledge and real-world application.
	Promotes accountability (OS5)	Establish accountability measures for all sustainability-related activities under WIA.	Establishing clear accountability measures ensures that all stakeholders are responsible for implementing and sustaining ESD initiatives. Accountability fosters transparency and trust, aligning institutional practices with sustainability goals.
	Alignment with Agenda 2030 (OS6)	Align institutional strategy with the UN's Agenda 2030 and Sustainable Development Goals (SDGs).	Aligning institutional strategy with the UN's Agenda 2030 positions the institution as a leader in sustainability. This alignment ensures that local actions contribute to global priorities, reinforcing the

Dimension	Parameter	Milestone	Explanation and argument
			institution's relevance and impact.
	Educational Institution action plans (OS7)	Develop and implement an action plan to systematically advance institutional sustainability.	Developing holistic action plans provides a clear roadmap for achieving sustainability goals. Action plans ensure systematic progress, enabling institutions to measure and refine their efforts over time

Pedagogical pillar milestones

Table 19: Pedagogical milestones across dimensions and parameters

Dimension	Parameter	Milestone	Explanation and argument
Curricula (PC)	Interdisciplinary, horizontal, coherent (PC1)	Develop curricula that integrate interdisciplinary, horizontal, and coherent sustainability concepts, promoting a holistic view of education.	Interdisciplinary curricula break down silos between subjects, enabling learners to approach sustainability challenges holistically. Horizontal integration ensures consistency across learners and students, while coherence fosters a clear connection between theoretical knowledge and practical application. This alignment promotes critical thinking and problem-solving skills.
	SDGs integration (PC2)	Align curricula with the Sustainable Development Goals (SDGs), emphasising local and global sustainability challenges.	Integrating the SDGs ensures learners understand the interconnectedness of global issues like climate change, social equity, and economic development. In this way, institutions demonstrate the value of SDG-aligned curricula in fostering a global perspective while addressing local priorities.

Dimension	Parameter	Milestone	Explanation and argument
	Skills for the future (PC3)	Embed future-oriented skills, such as systems thinking, adaptability, and futures literacy, into educational programs.	Preparing learners for an uncertain future requires cultivating skills that empower them to navigate complexity and drive sustainability. Localisation of curricula ensures relevance to regional and national needs, fostering employability and resilience.
	Promotes critical thinking (PC4)	Design curricula that prioritise critical thinking, encouraging learners to question assumptions and evaluate sustainability challenges.	Critical thinking enables learners to assess the impacts of human actions on the environment and devise innovative solutions. By promoting inquiry-based learning, institutions empower students to become agents of change in their communities.
	Extracurricular ESD activities (PC5)	Implement extracurricular programs that reinforce sustainability concepts through experiential learning.	Activities like sustainability campaigns, and hands-on projects complement formal curricula and engage learners in meaningful ways. These programs enhance personal growth and community engagement
	ICT (PC6)	Incorporate ICT tools to enhance sustainability education and foster digital literacy.	Digital tools enable interactive and personalised learning experiences, equipping learners with the skills needed to address modern sustainability challenges. Institutions like STEMFreak in Cyprus use ICT to create multimodal learning environments that support diverse learners.
	Employability (PCB1)	Provide professional	By equipping educators with up-to-date skills, capacity-

Dimension	Parameter	Milestone	Explanation and argument
Capacity Building (PCB)		development programs that align teaching and training competencies with sustainability and employability needs.	building programs enhance their ability to deliver ESD effectively and adapt to evolving demands. Examples include training seminars at Frederick University and University of Lodz.
	Scaling of skills (PCB2)	Tailor capacity-building programs to address varying skill levels among leaders, educators, administrators of educational institution.	Differentiated training ensures all stakeholders can contribute meaningfully to sustainability initiatives. Scaling skills supports a holistic approach to institutional transformation.
	Monitoring (PCB3)	Establish systems to monitor the effectiveness of capacity-building efforts and identify gaps.	Monitoring ensures continuous improvement and alignment with institutional goals. Systematic evaluations enable data-driven decision-making, enhancing the impact of capacity-building initiatives.
	Mentoring (PCB4)	Implement mentoring programs pairing experienced educators with new ones to enhance ESD practices.	Mentoring builds a supportive culture of knowledge sharing and professional growth. New teachers gain confidence and insights into integrating sustainability into their practices.
Teaching and Learning (PTL)	Formal and non-formal education (PTL1)	Combine formal and non-formal education approaches to create diverse learning opportunities.	Combining formal and non-formal education ensures that learning transcends traditional classroom boundaries, fostering deeper connections to real-world contexts. Non-formal settings, such as community centres, local enterprises, and natural environments, provide

Dimension	Parameter	Milestone	Explanation and argument
			opportunities for experiential learning that reinforces theoretical concepts. This approach not only enhances learners' understanding of sustainability but also equips them with practical skills, such as collaboration, adaptability, and community engagement, essential for addressing complex global challenges.
	Connection to labour market (PTL2)	Create programs that connect educational experiences to labour market needs, equipping learners with skills for sustainable professions.	Connecting education to the labour market bridges the gap between academic learning and professional application, ensuring learners are prepared for sustainability-oriented careers. Programs such as internships, apprenticeships, or collaborations with local enterprises provide hands-on experience and exposure to real-world challenges. This approach not only enhances employability but also builds learners' awareness of the importance of sustainability in professional contexts, fostering a workforce that can drive positive environmental and social change.
	Learner-led Initiatives (PTL3)	Foster learner-led projects addressing real-world sustainability challenges.	Learner-led initiatives empower learners to transition from passive recipients of knowledge to active contributors to sustainability solutions. By engaging in projects such as onsite waste management, community clean-ups, or energy efficiency campaigns, learners develop

Dimension	Parameter	Milestone	Explanation and argument
			critical thinking, problem-solving, and leadership skills. This method nurtures a sense of ownership and accountability among learners, preparing them to become change-makers in their communities and professions.
	Promotes awareness of changes on the planet and impact on human life (PTL4)	Integrate educational content that highlights planetary changes and their implications for human life, fostering a deeper understanding of sustainability challenges.	Raising awareness about global changes, such as climate change, biodiversity loss, and resource depletion, helps learners grasp the interconnectedness of ecological systems and human well-being. By exploring topics like the impact of rising temperatures on agriculture or the effects of plastic pollution on marine life, learners develop critical insights into the urgency of sustainability. This milestone ensures that learners are not only informed about planetary changes but also empowered to take action, fostering a sense of responsibility and resilience in the face of global challenges.
	Practical, hands-on experiences (PTL5)	Develop programs that provide hands-on learning experiences focused on sustainability practices.	Practical, hands-on experiences bridge the gap between theoretical knowledge and its application, ensuring learners gain tangible skills and insights. Activities such as resource management workshops, gardening and planting trees, or energy efficiency practices, allow students to engage directly with sustainability principles in

Dimension	Parameter	Milestone	Explanation and argument
			action. These experiences not only enhance retention and understanding but also build confidence in applying solutions to real-world problems.
	Alternative Learning Processes (PTL6)	Design alternative learning approaches to accommodate diverse learner needs and styles.	Alternative learning processes, such as project-based learning, and gamification, provide inclusive and flexible pathways for engaging with sustainability topics. These approaches recognise that learners have varying strengths, preferences, and paces of learning. For example, project-based learning fosters collaboration and innovation, while gamification enhances motivation and engagement. This adaptability is key to cultivating a more equitable and impactful learning environment.
	Multimodal Learning Environments (PTL7)	Create multimodal learning environments that utilise diverse teaching methods and resources.	Multimodal learning environments leverage a variety of stimuli, such as visuals, audio, hands-on activities, and digital tools, to engage different types of learners effectively. This approach ensures that educational experiences cater to individual preferences and enhance comprehension through varied sensory inputs.

Annex B: Sustainability Plan Template.

Sustainability Plan Template

Sustainability Plan

This Sustainability Plan template is designed to guide educational institutions in transforming to the Whole Institution Approach to sustainability. By completing this plan, your institution will systematically assess its current sustainability status, define its strategic direction, engage stakeholders, and implement concrete actions to progress towards certification.

Methodology:

How to use this template: 4-steps to sustainability transformation

The plan follows a structured 4-step process, ensuring institutions achieve measurable milestones that align with the Susedi Transformation Route Map.

Step 1: Understand your institution's context and baseline

- Provide key details about your institution.
- Complete the self-assessment to determine your progress level on the Susedi Transformation Route Map.
- Identify your strengths, areas for improvement, and key gaps to be addressed.

Step 2: Plan your sustainability transformation

- Select your target progress level and identify the milestones you aim to achieve.
- Use the Milestones Matrix to tick relevant milestones under the pillars.
- Align your sustainability strategy with certification benchmarks.

Step 3: Engage stakeholders

- Identify internal and external stakeholders and map their needs, expectations, and influence.
- Develop a Stakeholder Engagement plan.
- Define your Sustainability Vision and Mission Statements.

Step 4: Implement, monitor, and report progress

- Develop a Transformation Action Plan, with activities, responsibilities, resources, and timelines.
- Establish KPIs and monitoring mechanisms to track progress.
- Set up an internal and external reporting system.

Step 1: Understanding the institution's context and baseline

This step helps institutions define their current sustainability status and identify areas for improvement.

Description of the Educational Institution

Organisation	
Sustainability Plan Year	
Size of organisation: *Indicate the size of the institution based on its operations.*	☐ Small ☐ Medium ☐ Large
Type of institution: *Tick the appropriate type of educational institution.*	☐ Primary ☐ Secondary ☐ Higher ☐ VET/Adult Education
Student population: *Provide details on the total number of students and key demographic information, e.g., age, gender, socioeconomic background.*	
Location: *City, Region, Country*	

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

Current Progress Level based on the Susedi Transformation Route Map: *Tick the box that corresponds to the self-assessment results.*	☐ Foundation (15%) ☐ Activation (25%) ☐ Integration (50%) ☐ Embedding (75%) ☐ WIA to ESD (Above 75%)
Vision, Mission, and values pillar: *Indicate whether achieved.*	
Social pillar: *Total milestones achieved.*	
Organisational pillar: *Total milestones achieved.*	
Pedagogical pillar: *Total milestones achieved.*	

Key strengths: *List areas where the institution is performing well in terms of sustainability, which will support its transition to WIA to sustainability.*	
Areas for improvement: *Identify aspects that require development or enhancement, which could hinder progression to WIA to sustainability.*	
Gaps identified: *Highlight significant gaps or challenges that need to be addressed.*	

Step 2: Planning the Sustainability Transformation

This step sets the institution's goals and maps out the transformation process.

Transformation Route Map

The certification framework for sustainability transformation provides benchmarks across five progress levels to systematically embed sustainability into operations, governance, and pedagogy. Institutions must meet specific milestone requirements at each level, ensuring balanced progress across the Social, Organisational, and Pedagogical pillars, along with a mandatory horizontal milestone aligning vision, mission, and values with sustainability principles. The levels range from Foundation (15%), where seven milestones initiate basic actions, to Activation (25%), requiring 12 milestones to deepen engagement, and Integration (50%), with 25 milestones embedding sustainability into core functions. The Embedding (75%) stage demands 37 milestones for mature, systemic integration, while WIA to ESD (above 75%) requires 40+ milestones, representing sustainability leadership and innovation. Milestones are cumulative, building on prior achievements to ensure continuous improvement and alignment with sustainability goals.

Progress Level	Total Milestones	Social (24%)	Organisational (34%)	Pedagogical (40%)	Vision, Mission, and Values (2%)
Foundation (15%)	7	2	2	2	1
Activation (25%)	12	3	4	4	1
Integration (50%)	25	6	9	9	1
Embedding (75%)	37	9	14	14	1
WIA to ESD (Above 75%)	45+	11	17	17	1

Progress level aimed for: *Tick the desired progress level to achieve.*	☐ Foundation (15%) ☐ Activation (25%) ☐ Integration (50%) ☐ Embedding (75%) ☐ WIA to ESD (Above 75%)

Step 3: Engaging stakeholders and aligning with strategic goals

This step ensures all stakeholders are involved and the plan aligns with broader sustainability strategies.

Stakeholder Engagement Analysis

Internal stakeholders: *Identify stakeholders per group within the institution, e.g., staff, management.*	**Stakeholder group**	**Stakeholder**
External stakeholders: *Identify stakeholders per group outside the institution, e.g., parents, local community, policymakers.*	**Stakeholder group**	**Stakeholder**

Stakeholder needs and expectations analysis

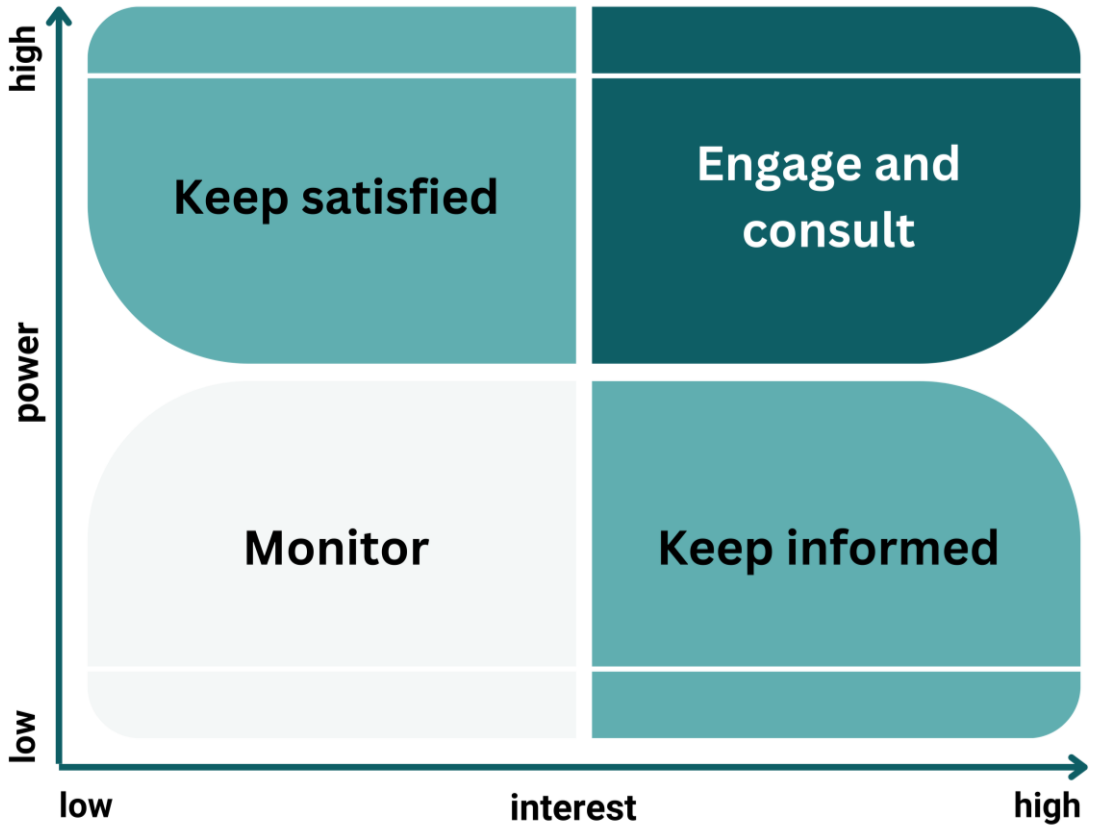
List the stakeholder groups or individuals identified in previous step. Write down their needs or expectations, analysing where they align with or not from the sustainability plan. Alignment refers to how their needs support your sustainability goals, while misalignment highlights areas where their interests might conflict with or not fully support your goals.

Stakeholder	Needs and expectations	Potential alignment	Potential misalignment

Stakeholder mapping and engagement approach

Based on the stakeholder analysis, stakeholders are categorised into four types of engagement, using a stakeholder matrix. This classification helps define engagement goals and strategies for each group. The four stakeholder engagement categories are:

- **Engage and consult:** High power, high interest. Actively involve these stakeholders in decision-making and planning. Seek their feedback and collaboration to ensure sustainability efforts are well-supported.
- **Keep satisfied:** High power, low interest. Maintain regular communication to ensure their needs are met and prevent disengagement. Engage them selectively when key sustainability decisions may affect them.
- **Keep informed:** Low power, high interest. Provide updates and opportunities for participation in sustainability initiatives, ensuring they feel included and aware of progress.
- **Monitor:** Low power, low interest. Track their interest and potential influence over time, providing minimal but targeted communication to keep them aware of sustainability efforts.



Stakeholder mapping and engagement approach

Create a stakeholder engagement map to visually represent categorisation based on the power-interest model, as a result from the previous exercise. Place each stakeholder group or individual in the appropriate quadrant.

Keep satisfied	Engage and consult
Monitor	**Keep informed**

Design a strong Vision and Mission for the Whole Institution Approach to Sustainability

Your Vision and Mission Statements should clearly express your institution's commitment to sustainability and how you will achieve it through the Whole Institution Approach (WIA). The Vision should reflect your institution's aspirations, including the progress level you aim to achieve on the Susedi Transformation Route Map. The Mission should outline the actions, strategies, and key stakeholders involved in implementing this vision.

Vision Statement

A concise statement describing the institution's aspirations for integrating sustainability through the Whole Institution Approach and the progress level you are working towards. It should reflect long-term impact, institutional identity, and transformation goals.

Timeframe: *Define the long-term ambition, for example, by 2030, within the next decade, etc.*	
Targeted progress level:	
Systemic change: *Describe how sustainability will be embedded across social, pedagogical, and organisational.*	
Impact: *Mention how the institution will contribute to a sustainable society.*	
Alignment with global goals: *Reference SDGs, national sustainability policies, or the WIA framework.*	

Mission Statement

A focused statement explaining how the institution will implement sustainability and achieve the vision. It should be action-oriented, measurable, and institution-specific.

Key elements of a strong Sustainability Mission

Strategic Actions: *Outline the institution's key approaches (e.g., curriculum integration, stakeholder engagement, sustainability operations).*	
Commitment to stakeholders: *Specify who will be engaged (students, staff, community, partners).*	
Implementation methods: *Mention concrete initiatives (e.g., policies, training, research, innovation).*	
Monitoring and accountability: *Include how progress will be tracked (e.g., milestones, certification, KPIs).*	

In the next page, develop your vision and mission statement, ensuring alignment with your educational institution's core values and strategic sustainability goals. Ensure you engage the relevant stakeholder in this process in refining and validating the vision and mission statements.

Whole Institution Approach to Sustainability Vision and Mission

Vision Statement
Describe the institution's aspirations for transforming into WIA to sustainability.

Mission Statement
Define how the institution intends to achieve its sustainability vision.

Step 4: Implementing and monitoring the Sustainability Plan

This step focuses on translating the institution's vision and mission into concrete actions, ensuring sustainability is embedded in governance, operations, and pedagogy. It also establishes mechanisms to track progress, measure impact, and ensure continuous improvement toward the institution's targeted progress level on the Susedi Transformation Route Map. To develop your Action Plan, follow these key tasks:

1. Define your sustainability baseline based on self-assessment

Using the Susedi self-assessment tool, you have already determined your current progress level based on the Transformation Route Map, and the gaps to be addressed to reach your target level. The self-assessment tool will support the prioritisation of milestones (short-term, medium-term, long-term) based on feasibility and impact. Based on the insights from the self-assessment, you will be able to proceed to the next task, which is to select the targeted milestones and define the activities to implement.

2. Select the targeted milestones and activities

You should be able now to select milestones and activities that align with their progress level, timeframe, and institutional priorities. Choose milestones from the Route Map that align with your institution's self-assessment results and targeted progress level. Each milestone comes with predefined KPIs and metrics, ensuring impact-driven implementation. Select activities from the pool of 200 indicative activities from the Map that contribute to achieving these milestones, ensuring that all selected actions are supported by evidence. You have the flexibility to select activities and tailor them accordingly to your educational institution's needs while ensuring evidence supports all the predefined KPIs and metrics of the milestones selected.

3. Develop the Sustainability Transformation Action Plan

Assign roles and responsibilities for each milestone and activity and identify the resources needed (budget, training materials, external support, time allocation). Ensure to establish monitoring and reporting mechanisms to track progress. Use the predefined KPIs and metrics from the Route Map to track progress. Ensure that each milestone has clear evidence of completion. Regularly review progress through internal reporting mechanisms.

4. Monitor progress and track evidence

Use the predefined KPIs and metrics from the Route Map to track progress. Ensure that each milestone has clear evidence of completion. Regularly review progress through internal reporting mechanisms. As an optional task, you could set up a structured internal and external reporting process to track progress and communicate results. Share findings with institutional leadership, faculty, students, and external partners. Use reports to inform future planning, secure additional resources, and strengthen institutional commitment to sustainability.

Sustainability Transformation Action Plan

Milestone	Activity	Responsible stakeholder	Required resources	Timeline	KPIs	Metrics	Potential risks	Mitigation measures

Annex C: Ex-ante analysis methodology.

Annex C: Ex-ante analysis methodology

Ex-ante impact analysis methodology

Ex-ante analysis is a forward-looking evaluation method used to assess the potential impacts, risks, and benefits of a planned project, policy, or activity before implementation. It helps decision-makers anticipate outcomes and make informed choices about whether to proceed with the initiative, how to improve it, and how to allocate resources effectively.

Since the framework translates milestones into KPIs and metrics, the primary focus of the analysis is to assess how the indicative activities contribute to achieving the KPIs and metrics, and to evaluate whether the activities remain relevant, adaptable, and impactful across institutions. The analysis will examine how well the activities align with achieving these KPIs and metrics.

The following methodology ensures a solid approach to assessing the potential impact of indicative activities on institutions, learners, and communities by addressing key dimensions like KPI contribution, adaptability, scalability, stakeholder impact, risks, and systemic alignment. The ex-ante impact analysis methodology evaluates the potential effects of indicative activities by systematically addressing six key steps: activity contribution to KPIs, adaptability, scalability, stakeholder impact, scenario analysis, and systemic alignment.

The first step focuses on assessing how each activity contributes to its associated KPIs and metrics. This involves linking the activity to relevant KPIs, analysing its alignment with defined metrics, and estimating the potential short- and long-term impacts on institutional progress. For example, integrating AR/VR tools may enhance learner satisfaction and course completion rates if properly implemented.

The second step evaluates the adaptability of activities across diverse educational institutions. By categorising institutions (e.g., primary schools, higher education, VET), the analysis assesses whether activities can be tailored to specific contexts. Activities suitable for primary schools may involve simpler tools like gamified platforms, whereas higher education might adopt more advanced AR/VR technologies for interdisciplinary learning. The readiness of institutions to adapt these activities based on available resources and staff capacity is also analysed.

The third step examines the scalability and resource requirements of the activities. This includes identifying the financial, infrastructural, and training resources needed for implementation and determining whether activities can be scaled from small pilots to broader adoption.

The fourth step focuses on the anticipated impact on stakeholders, including learners, educators, and the community. For learners, activities are expected to improve outcomes like engagement and satisfaction, measured through surveys and completion rates. Educators may benefit from increased confidence in applying multimodal teaching

methods, while communities could experience stronger partnerships and shared learning opportunities. Metrics such as training participation rates, learner feedback, and the number of community engagements are used to quantify these impacts.

The fifth step involves a scenario analysis, narrowed to identify risks, barriers, and mitigation strategies. Risks such as resistance to adopting new technologies, lack of funding, or limited training opportunities are evaluated in terms of their severity and likelihood. Mitigation strategies are then proposed, including professional development workshops, the use of free digital platforms, or leadership training to foster institutional buy-in. This step ensures that challenges are anticipated and addressed proactively.

Finally, the sixth step ensures systemic alignment, verifying that activities support broader institutional transformation goals across the social, organisational, and pedagogical pillars. Each activity is mapped to these pillars, ensuring alignment with sustainability goals and the institution's vision and mission. For example, a learner-led sustainability project may align with social goals by enhancing community engagement, organisational goals by fostering governance alignment, and pedagogical goals by promoting interdisciplinary learning. The KPIs and metrics are cross-checked to ensure they reflect these systemic priorities effectively.

Ex-ante impact analysis results

Ex-Ante analysis for Vision, Mission, and Values milestone

The indicative activities for defining and adopting a sustainability-aligned vision, mission, and values are well-aligned with the corresponding milestone, KPIs, and metrics. They are adaptable across diverse institutional contexts and scalable with minimal resources. The anticipated impacts are significant for learners, educators, and the community, fostering systemic transformation through collaboration and shared priorities. Risks such as limited engagement or resource constraints can be mitigated with targeted strategies like phased implementation, leveraging digital platforms, and training facilitators. These activities contribute meaningfully to embedding sustainability principles into the institutional identity, supporting long-term transformation goals.

1. Activity contribution to KPIs	The milestone aims to embed sustainability principles into the institution's vision, mission, and core values through targeted activities. The key KPI, "Vision, mission, and values explicitly address sustainability," will be achieved by translating these activities into measurable outputs. In terms of KPI contribution, activities like visioning workshops and peer sessions directly contribute to defining and adopting sustainability-aligned institutional frameworks. In terms of metric alignment, "Sustainability vision" is addressed through workshops that co-create a shared understanding of sustainability goals, while "Sustainability mission" is supported by

	activities that draft mission statements aligned with sustainability priorities. Immediate potential impact would be the development of a cohesive sustainability vision and mission, while longer-term, institutional identity and alignment with sustainability objectives will be enhanced, fostering systemic transformation.
2. Adaptability across institutions	The indicative activities are designed for flexibility, ensuring they can be customised for different educational contexts. Activities are highly adaptable, catering to diverse institutional needs while ensuring relevance and inclusivity For example, for primary and secondary schools, visioning workshops could involve storytelling or visual aids to engage younger participants and simplify complex sustainability concepts. For higher education, peer sessions, seminars, or conferences focusing on strategic frameworks and global sustainability trends can facilitate advanced discussions and align with research and policy objectives. For VET and adult learning institutions, activities can be adapted to include learners' and industry partners' perspectives, ensuring alignment with specific vocational and community priorities.
3. Scalability and resources	The feasibility of scaling these activities depends on institutional size and available resources. In terms of resource required, conducting visioning workshops may require facilitators, stakeholder engagement, and modest funding for materials or digital tools. Peer sessions could be low-cost if leveraging online platforms. The scalability potential for the small institutions would be to focus on smaller-scale, low-resource activities like localised workshops, in contrast with the larger institutions, where activities could involve multiple departments or campuses, using advanced tools and external partnerships.
4. Anticipated impact by stakeholder group	• Learners: Greater awareness of sustainability goals and values, fostering a sense of ownership and agency. • Educators: Increased involvement in defining institutional priorities and alignment with sustainability practices. • Community: Strengthened collaboration with local stakeholders, reinforcing the institution's role as a sustainability leader.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: limited stakeholder engagement or resistance to change; resource constraints for organising workshops; lack of expertise in sustainability visioning. • Mitigation strategies: conduct smaller, focused workshops with key stakeholders initially to build momentum; use free or low-cost digital platforms to organise peer sessions and disseminate best

	practices; provide training to build internal capacity for visioning exercises.
6. Systemic alignment	The activities align with the social, organisational, and pedagogical pillars of the transformation route map and systemic framework. In terms of the social pillar, the indicative activities ensure engagement diverse stakeholders, including learners, educators, parents, and community members, fostering inclusivity and collaboration. In terms of the organisational pillar, they establish a clear sustainability vision and mission, anchoring sustainability principles in institutional governance. In terms of the pedagogical pillar, they promote a shared understanding of sustainability, enhancing educational alignment with sustainability goals.

Ex-Ante analysis for the social pillar milestones

Analysis results for Among Educational Institution stakeholders (SC1) – Collaboration dimension

1. Activity contribution to KPIs	The milestone focuses on establishing an internal collaboration framework to foster co-creation of sustainability initiatives. The activities directly contribute to achieving the defined KPIs and metrics. In terms of KPI contribution, activities such as forming sustainability teams and organising awareness campaigns directly contribute to the number of sustainability teams established internally. In terms of metric alignment, the percentage of internal stakeholders involved is facilitated through diverse representation (learners, educators, leadership, administrative staff), while the frequency of sustainability-focused meetings or workshops is addressed through structured schedules of monthly or quarterly meetings. The potential impact of the indicative activities to be achieved can be the enhanced engagement among internal stakeholders in sustainability planning and initiatives and the improved collaboration and ownership of sustainability goals across all levels of the institution.
2. Adaptability across institutions	The indicative activities are adaptable to suit the diverse contexts of educational institutions, ensuring inclusivity and relevance to institutional goals and stakeholder needs. For example, for primary and secondary schools, sustainability teams include teachers, parents, and student representatives. Participatory games and creative methods engage younger learners. In higher education institutions, teams can incorporate faculty researchers, advanced student representatives, and use strategic planning tools for project alignment. For VET and adult education institutions, activities focus on aligning initiatives with

	professional and life-skills priorities. Teams may also involve industry experts and learners from vocational programs.
3. Scalability and resources	The scalability of activities depends on institutional size and resource availability. In terms of resource requirements, initial resources could include facilitation expertise, meeting space (physical or virtual), and tools for collaboration (e.g., digital platforms for resource-constrained institutions). The scalability potential for the small institutions would be to focus on a single sustainability team and localised initiatives, in contrast with the larger institutions, where multiple teams could be established, each addressing different aspects of sustainability (e.g., waste management, energy efficiency).
4. Anticipated impact by stakeholder group	• Learners: Increased leadership opportunities, critical thinking, and ownership of sustainability goals. • Educators: Strengthened collaboration across departments and alignment with sustainability objectives. • Leadership and administrative staff: Enhanced integration of sustainability into operational and strategic decisions.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Lack of stakeholder engagement or time commitment from educators and staff; limited resources for organising meetings or workshops; potential resistance to change from leadership or administrative staff. • Mitigation strategies: Begin with small, pilot teams to demonstrate value and build momentum; leverage free or low-cost digital tools to facilitate communication and meetings; use tailored awareness campaigns to address specific concerns and motivations of stakeholders.
6. Systemic alignment	The activities align with the social pillar under the parameter "Among Educational Institution stakeholders (SC1)". The focus is on fostering internal collaboration by building strong relationships among internal and diverse stakeholders and promoting a culture of collaboration, strengthening the community building within the institution. This alignment ensures that the milestone achieves its intended purpose within the social pillar.

Analysis results for Among Educational Institution and local community (SC2) – Collaboration dimension

1. Activity contribution to KPIs	The milestone focuses on fostering collaborations with local community groups to execute sustainability projects. The activities directly contribute to achieving the defined KPIs and metrics. In terms of KPI contribution, activities such as stakeholder mapping, MOUs, and sustainability forums contribute to increasing

	the number of formal partnerships established with community groups. In terms of metric alignment, the percentage of internal stakeholders involved in collaboration efforts is achieved by involving internal stakeholders (e.g. educators, admin staff) in partnership-building activities, while the frequency of sustainability-focused meetings or workshops is addressed indicatively through organising bi-annual forums, annual events, and workshops focusing on sustainability themes. The potential impact of these indicative activities could to build strong relationships between educational institutions and local communities, fostering co-created initiatives and the promotion of knowledge-sharing and collaboration among internal and external stakeholders.
2. Adaptability across institutions	The indicative activities are adaptable to sbe flexible and adaptable for various educational contexts. For example, primary and secondary schools can focus on creative and hands-on activities to engage young learners and parents (e.g., crafting with recycled materials during workshops or clean-up days). Higher education institutions can leverage advanced themes such as lifecycle analysis or urban sustainability planning, aligning community partnerships with research and strategic goals. VET and adult education institutions can tailor workshops to address community-specific needs, such as sustainable practices for small businesses or vocational training in green industries. Activities are adaptable to the scale, focus, and resources of different institutions, ensuring inclusivity and relevance for diverse stakeholders.
3. Scalability and resources	The scalability of activities depends on institutional capacity and the level of community engagement. In terms of required resources, initial resourcing could include facilitators for stakeholder mapping, venues for events and workshops, and materials for communication (e.g., MOUs, promotional content). The scalability potential for the small institutions would be to begin with one or two focused partnerships and for larger institutions to scale up to include partnerships addressing various sustainability themes.
4. Anticipated impact by stakeholder group	• Learners: Opportunities for experiential learning; increased awareness of local sustainability challenges; active involvement in community projects. • Educators: Enhanced opportunities for integrating community-driven sustainability themes into curricula and projects.

	• Community: Strengthened ties with educational institutions; co-creation of impactful sustainability projects; greater community empowerment.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited capacity or interest among community groups to participate; resource constraints for organising events; challenges in maintaining long-term partnerships and sustaining collaboration. • Mitigation strategies: Begin with small, achievable initiatives to build trust and demonstrate impact; use digital tools to reduce costs and expand accessibility for meetings and workshops; establish clear partnership frameworks (e.g., MOUs) with defined roles and shared goals to ensure sustainability of relationships.
6. Systemic alignment	The activities align with the social pillar under the parameter "Among Educational Institution and local community (SC2)". They foster institutional and community collaboration through building partnerships through formal agreements, encourage shared responsibility between internal and external stakeholders and empower the community by providing opportunities for knowledge exchange, skill development, and co-created sustainability solutions.

Analysis results for Among Educational Institution and labour market (SC3) – Collaboration dimension

1. Activity contribution to KPIs	The milestone focuses on fostering collaborations with local businesses to integrate sustainability into education and align skill-building with labour market needs. The activities directly contribute to achieving the defined KPIs and metrics. In terms of KPI contribution, developing MOUs and hosting forums support the number of collaborations established with local businesses, and implementing co-designed sustainability projects contributes to the number of joint sustainability-related initiatives or projects. In terms of metric alignment, the number of formal agreements or partnerships established with local businesses is achieved through formal MOUs, while the number of joint sustainability-related initiatives or projects is facilitated by organising collaborative forums and implementing joined projects. The potential impact of these indicative activities could to strengthen the alignment between educational institutions and labour market needs and create sustainable, skill-building opportunities for learners across all educational levels.

2. Adaptability across institutions	The indicative activities are adaptable to be flexible and adaptable for various educational contexts. For example, primary and secondary schools can focus on experiential learning through visits, guest lectures, and co-sponsored sustainability projects like school gardens or recycling programs. Higher education institutions can engage local businesses, entrepreneurship mentorship programmes, and internships focused on sustainability challenges like circular economy solutions. VET and adult education institutions can prioritise skill-building for emerging green jobs through training agreements and sector-specific initiatives like eco-friendly construction or sustainable manufacturing.
3. Scalability and resources	The scalability of these activities depends on the institution's size and its capacity to engage with local businesses. In terms of required resources, initial efforts include identifying suitable business partners, drafting MOUs, and organising events or forums, and co-designed projects might require additional funding or resources from the businesses. The scalability potential for the small institutions would be to begin with one or two focused partnerships and for larger institutions to engage multiple industry partners covering various sustainability themes.
4. Anticipated impact by stakeholder group	• Learners: Exposure to real-world sustainability practices, hands-on skill development, and enhanced employability. • Educators: Opportunities to integrate practical sustainability challenges into curricula. • Businesses: Strengthened ties with educational institutions, enhanced sustainability competences, and access to skilled, sustainability-aware workforce.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Lack of interest or commitment from local businesses to engage in partnerships; resource constraints for organising forums or co-designed projects; misalignment between institutional goals and business interests. • Mitigation strategies: Begin with small-scale, mutually beneficial projects to demonstrate success and build trust; provide incentives for business participation; use stakeholder mapping to identify businesses with existing sustainability goals or initiatives.
6. Systemic alignment	The activities align with the social pillar under the parameter "Among Educational Institution and Labour Market (SC3)". They promote the establishment of partnerships between the local market and education and businesses ensures that educational programs are aligned with real-world sustainability challenges and labour market demands. By co-designing curricula and training

	programs, institutions equip learners with the skills required for emerging green industries.

Analysis results for Established networking mechanisms (SC4) – Collaboration dimension

1. Activity contribution to KPIs	This milestone focuses on establishing formal networking mechanisms to connect internal and external stakeholders for sustainability collaboration. In terms of KPI contribution, activities such as establishing communication platforms, hosting forums, and creating roles for oversight ensure the existence of formalised networking mechanisms (internal-external). In terms of metric alignment, the frequency of stakeholder engagement through networking platforms is enhanced by regular updates, workshops, and collaboration tools, while the number of external partners engaged in sustainability initiatives is supported by maintaining a database and hosting collaborative forums. The potential impact of these indicative activities could be to build strong, sustainable connections between the institution and external stakeholders, fostering collective action for sustainability goals and increase institutional credibility and leadership in sustainability through transparent and collaborative engagement.
2. Adaptability across institutions	The activities are adaptable to the size, capacity, and focus of different institutions: Primary and secondary schools could use simple, accessible tools such as WhatsApp groups or social media pages to connect teachers, students, parents, and local organisations; host community events (e.g., clean-up days or tree-planting) to bring internal and external stakeholders together in practical collaborations; form small, local partnerships with NGOs or municipal bodies to align with community-specific sustainability needs. Higher education institutions could develop or leverage advanced platforms with features such as project management tools, discussion forums, and data-sharing capabilities for ongoing collaboration; engage national and international stakeholders, including research institutions and government agencies, in larger-scale sustainability initiatives; incorporate student and faculty research projects into collaborative networks to address global sustainability challenges. VET and adult education institutions could use networking tools to integrate sustainability into hands-on training programs or community projects; foster collaboration between learners, industry partners, and community organisations to co-create practical solutions for local sustainability challenges.

3. Scalability and resources	The scalability of these activities depends on the institution's access to resources and stakeholder networks. Initial required resources could include selecting or developing a networking platform, hosting forums or workshops, and maintaining a partner database. Additional resources may be needed for training internal stakeholders on collaboration tools and facilitation techniques. Small institutions could focus on local networking efforts, using low-cost tools like social media or community-based events, while larger institutions could expand to include regional, national, and international stakeholders, leveraging advanced digital platforms for communication and collaboration.
4. Anticipated impact by stakeholder group	• Learners: Gain exposure to diverse sustainability perspectives and opportunities for real-world collaboration with external stakeholders. • Educators and administrative staff: Enhanced capacity to implement sustainability goals through access to external expertise and partnerships. • External stakeholders: Strengthened partnerships with institutions, enabling shared sustainability initiatives that benefit the broader community.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited buy-in from internal or external stakeholders due to unfamiliarity with networking platforms or processes; resource constraints for developing and maintaining networking tools or organising events; challenges in ensuring inclusive and diverse stakeholder engagement. • Mitigation strategies: Begin with simple, low-cost tools and small-scale events to build trust and familiarity with networking mechanisms; use participatory approaches to involve all stakeholder groups in the planning and implementation of activities; develop clear policies and frameworks to ensure inclusive and equitable engagement across all stakeholder groups.
6. Systemic alignment	The activities align with the social pillar under the parameter "Established Networking Mechanisms (SC4)". They promote collaboration, inclusivity and capacity building on establishing networking channels. By connecting internal and external stakeholders, institutions foster a culture of shared responsibility and collective action for sustainability. Networking activities enhance the institution's ability to address sustainability challenges through shared expertise, resources, and best practices.

Analysis results for Responsibility for promoting sustainability in the community (STA1) – Transformative action through social roles activities dimension

1. Activity contribution to KPIs	The milestone focuses on initiating annual community projects that address socio-environmental issues, engaging both internal and external stakeholders. In terms of KPI contribution, launching sustainability projects and organising workshops contributes to the number of community sustainability projects initiated annually. In terms of metric alignment, the number of community members engaged in these projects is supported by partnerships with community groups, family-friendly projects, and workshops identifying local challenges., while the internal stakeholder participation rate in community-focused sustainability actions is enhanced through volunteer programmes and recognition systems. The potential impact of these indicative activities would be the strengthening of institutional role in addressing socio-environmental challenges and the increased engagement of internal and external stakeholders in sustainability initiatives.
2. Adaptability across institutions	The indicative activities are adaptable to meet the needs and capabilities of various types of educational institutions. Primary and secondary schools could focus on engaging families and younger learners through age-appropriate initiatives, such as school garden projects, adopt-a-park programmes, or clean-up campaigns. Higher education institutions could integrate sustainability community projects with academic activities, such as student thesis topics or research grants, involving local communities in addressing local complex sustainability challenges. VET and adult learning institutions could align projects with vocational training and local community needs, such as waste management, renewable energy systems, or sustainable agriculture practices.
3. Scalability and resources	The scalability of these activities depends on the institution's capacity and access to external partnerships in the local community. In terms of required resources, initial resources could include project planning, materials for activities, and community engagement tools. Additional funding may be needed for more complex projects. The scalability potential for the small institutions would be to start with simple low-cost initiatives, and for larger institutions to scale projects to include multiple community partnerships and cross-departmental involvement.

4. Anticipated impact by stakeholder group	• Learners: Opportunities for hands-on learning, increased awareness of socio-environmental issues, and a stronger sense of civic responsibility. • Educators: Enhanced ability to integrate real-world sustainability challenges into teaching and research. • Community: Empowered to contribute to local sustainability efforts, leading to stronger community-institution relationships.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited engagement or participation from community members; resource constraints for implementing larger or complex projects; difficulty in aligning internal stakeholders' interests with community needs. • Mitigation strategies: Start with smaller, visible initiatives to build trust and interest within the community; offer incentives, such as public recognition or rewards, to encourage participation from internal stakeholders; use participatory planning workshops to align project goals with community needs and expectations.
6. Systemic alignment	The activities align with the social pillar under the parameter "Responsibility for Promoting Sustainability in the Community (STA1)". They promote the active engagement with the community, where projects build partnerships to address complex sustainability challenges. By involving learners, educators, and community members, the initiatives foster shared responsibility and collaboration. The institution becomes a hub for sustainability action, demonstrating its commitment to addressing local and global challenges.

Analysis results for Active role of learners for Educational Institution functioning (STA2) – Transformative action through social roles activities dimension

1. Activity contribution to KPIs	The milestone focuses on embedding learners into institutional sustainability management by leading or co-managing initiatives. In terms of KPI contribution, introducing learner-led micro-projects and appointing sustainability ambassadors supports the proportion of sustainability initiatives led or co-managed by learners. In terms of metric alignment, the number of learners involved in institutional sustainability management is increased through micro-projects and ambassador roles., family-friendly projects, and workshops identifying local challenges, while the feedback from learners on their participation is facilitated by interactive feedback mechanisms and celebration/reflection events. The potential impact of these indicative activities would be to build leadership and organisational skills among learners while fostering a deeper commitment to sustainability initiatives, and to enhance

	institutional sustainability efforts with fresh perspectives and innovative approaches.
2. Adaptability across institutions	The indicative activities are adaptable to meet the different types of educational institutions. Primary and secondary schools could focus on hands-on activities, such as creating eco-friendly posters or planting trees, engage younger learners and promote a sense of responsibility. Higher education institutions could implement team-based projects addressing campus-wide sustainability challenges encourage interdisciplinary collaboration and designate student ambassadors who can lead campus-wide campaigns like reducing carbon footprints or increasing waste segregation efforts. VET and adult learning institutions could implement activities which focus on vocationally relevant sustainability challenges, and create opportunities for learners to champion sustainability practices aligned with their fields, gaining industry-specific skills.
3. Scalability and resources	The scalability of these activities depends on the institution's size, resources and capacity to engage learners. In terms of required resources, initial investments include training facilitators to mentor learner-led projects, tools for hands-on activities, and materials for feedback and reflection mechanisms. The scalability potential for the small institutions would be to focus on classroom-level initiatives, and for larger institutions to scale initiatives by involving multiple ambassadors and establishing structured micro-project programs across departments or campuses.
4. Anticipated impact by stakeholder group	• Learners: Gain leadership, project management, and sustainability-related skills, fostering a sense of ownership and civic responsibility. • Educators: Benefit from engaging with motivated learners who can assist in implementing sustainability initiatives. • Institutional leaders: Enhanced sustainability outcomes with minimal additional resource allocation by leveraging learner contributions.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited interest or participation from learners, particularly if activities are not age-appropriate or engaging; lack of structured mentorship or guidance for learners leading projects; resource constraints for organising reflection events or supporting large-scale projects. • Mitigation strategies: Use participatory design to involve learners in choosing project topics, increasing relevance and interest; provide training sessions for educators to act as mentors, offering consistent support to learners; begin with small, low-cost pilot projects to demonstrate success and build momentum.

6. Systemic alignment	The activities align with the social pillar under the parameter "Active Role of Learners for Educational Institution Functioning (STA2)". They empower learners to take on active roles fostering a culture of shared responsibility and initiative. By integrating learners into institutional management, the activities ensure collaboration across stakeholders, promoting inclusivity and shared ownership of sustainability goals. The hands-on and leadership-focused activities prepare learners for future roles in sustainability and community engagement.

Analysis results for Learners as leaders in Educational Institution operations (STA3) – Transformative action through social roles activities dimension

1. Activity contribution to KPIs	The milestone focuses on creating a learner leadership program that enables students to plan, manage, and implement sustainability projects. In terms of KPI contribution, the establishment of a structured leadership program ensures the existence of a learner leadership program for sustainability. In terms of metric alignment, the number of active learner-led projects is increased through structured leadership roles and incubating initiatives encouraging project development, while the percentage of leadership roles held by learners in sustainability activities is facilitated by formalising leadership roles and peer-led mentoring programs. The potential impact of these indicative activities would be to empower learners to take ownership of sustainability initiatives, fostering leadership and project management skills and to enhance institutional sustainability outcomes with innovative, learner-driven projects.
2. Adaptability across institutions	The indicative activities are designed to be flexible and adaptable for various educational institutions. In primary and secondary schools, leadership roles can oversee initiatives like classroom recycling, energy-saving campaigns, or school garden maintenance and small-scale projects like compost bins or environmentally-friendly habit promotion are age-appropriate and tangible. In higher education, student-led organisations or committees can tackle campus-wide sustainability issues, such as waste audits, energy efficiency projects, or interdisciplinary innovation challenges. In VET and adult education, the focus could be to align leadership roles with vocational training, such as leading green construction projects.

3. Scalability and resources	The scalability of these activities depends on the institution's size and capacity for learner engagement. In terms of required resources, initial resources could include training, funding for sustainability projects, and tools for implementing leadership programs. Additional funding may be required for mentorship programs and project incubation initiatives. The scalability potential for the small institutions would be to start with one or two leadership roles to build momentum, and for larger institutions to establish multiple leadership programs or committees across departments, offering resources for diverse projects.
4. Anticipated impact by stakeholder group	• Learners: Gain leadership, project management, and sustainability skills, fostering civic responsibility and career readiness. • Educators: Benefit from engaged learners taking active roles in sustainability projects, reducing the burden on faculty-led initiatives. • Institutional leaders: Improved institutional sustainability outcomes and reputation through visible, learner-led initiatives.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Low engagement from learners due to lack of awareness or confidence; resource constraints for providing mentorship, funding, or tools for projects; limited capacity for educators to mentor or oversee multiple projects. • Mitigation strategies: Conduct awareness campaigns to highlight the benefits of participation and provide orientation sessions to build learner confidence; begin with small-scale projects and progressively increase their scope to demonstrate success and build interest; train educators to mentor learners efficiently, leveraging external mentors where necessary to reduce faculty workload.
6. Systemic alignment	The activities align with the social pillar under the parameter "Learners as Leaders in Educational Institution Operations (STA3)". They promote leadership development by encouraging learners to lead sustainability initiatives fosters a culture of shared responsibility and active engagement. Peer-led mentoring programs and student committees ensure knowledge sharing and skill development across learner groups. Learner-driven projects bring fresh ideas and perspectives to institutional sustainability challenges, ensuring impactful and innovative outcomes.

Analysis results for Educating to manage socio-environmental issues and transform society (STA4) – Transformative action through social roles activities dimension

1. Activity contribution to KPIs	This milestone aims to embed socio-environmental management into curricula across various educational contexts, directly contributing to the defined KPI and metrics. In terms of KPI contribution, activities such as identifying relevant courses and developing interdisciplinary modules ensure an increase in the proportion of courses integrating socio-environmental management topics. In terms of metric alignment, the number of curriculum hours dedicated to socio-environmental curricula is increased by integrating modules into multiple subjects and designing dedicated courses, while the number of participants to socio-environmental curricula is achieved through targeted awareness campaigns, incentives, and showcasing career opportunities. The potential impact of these indicative activities would be to create awareness and understanding of socio-environmental challenges among learners, and equip them with practical and theoretical knowledge to address real-world sustainability issues.
2. Adaptability across institutions	The indicative activities are adaptable for diverse educational contexts, which is reflected below. In primary and secondary schools, activities could be simple, hands-on modules on local environmental challenges, such as recycling, energy conservation, or tree planting or project-based learning units that integrate science, geography, and civic education, fostering teamwork and real-world problem-solving. In higher education, activities could be dedicated courses on sustainability leadership, climate change adaptation, and sustainable urban planning or collaboration with departments such as economics, engineering, or public policy to create interdisciplinary courses tackling systemic issues. In VET and adult education, activities could be practical and technical training on green manufacturing, efficient resource management, or sustainable supply chain practices or integration of socio-environmental topics into skill-focused training, aligning with industry needs.
3. Scalability and resources	The scalability of these activities depends on the institution's capacity and resource availability. In terms of required resources, initial investments could include curriculum development, training for educators, and outreach for promoting courses. Advanced institutions may require access to experts for interdisciplinary module design. The scalability potential for the small institutions would be to focus on adding sustainability tailored modules to existing courses and

	engaging stakeholders through awareness campaigns, and for larger institutions to offer specialised programs or large-scale interdisciplinary projects involving multiple departments.
4. Anticipated impact by stakeholder group	• Learners: Gain awareness and skills to address socio-environmental issues, improving their employability and civic responsibility. • Educators: Enhanced ability to deliver interdisciplinary and impactful sustainability content. • Institutional leaders and community: Institutions produce graduates equipped with the knowledge and skills needed for green jobs and community sustainability initiatives.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance to curricular changes or lack of interest among learners; resource constraints for curriculum development and educator training; limited enrolment in socio-environmental courses due to a lack of awareness or perceived relevance. • Mitigation strategies: Conduct stakeholder engagement sessions (teachers, learners, community members) to ensure curricular relevance and buy-in; start with small pilot modules to demonstrate success and gather data for scaling; offer incentives, such as credits, certifications, or career advancement opportunities, to encourage participation.
6. Systemic alignment	The activities align with the social pillar under the parameter "Educating to manage socio-environmental issues and transform society (STA4)". They support dissemination of sustainability knowledge by embedding socio-environmental management topics across curricula ensures that learners gain comprehensive knowledge to tackle real-world sustainability challenges. Courses integrating environmental science, social studies, and technical skills promote systemic thinking and holistic problem-solving. By aligning curricula with local and global challenges, institutions empower learners to make meaningful contributions to their communities and careers.

Analysis results for Developing strong sense of self-worth (SSI1) – Green Self-Identity activities dimension

1. Activity contribution to KPIs	This milestone focuses on building learners' self-worth through sustainability leadership programs. In terms of KPI contribution, developing programs where learners set personal sustainability goals and engage in hands-on activities contributes to the number of programs focused on building self-worth through sustainability leadership.

	In terms of metric alignment, the number of number of learners participating in these programs is achieved through active participation in goal-setting, tracking, and hands-on activities, while the percentage of learners reporting increased confidence in sustainability roles is facilitated by workshops and creative activities where learners reflect on achievements and growth. The potential impact of these indicative activities would be to empower learners by fostering a sense of accomplishment and leadership and build personal confidence in addressing sustainability challenges.
2. Adaptability across institutions	The indicative activities are designed to suit different educational contexts. Primary and secondary schools could use visual trackers (e.g., sticker charts) to engage young learners in setting and achieving sustainability goals or facilitate creative reflections through drawing, skits, or simple group discussions. Higher education institutions could integrate digital tools and apps to track individual sustainability contributions in project-based courses of use case studies and analytical discussions in workshops to deepen learners' understanding of their sustainability impact. VET and adult education institutions could link sustainability goals to vocational skills, such as using eco-friendly materials in practical projects or encourage practical demonstrations or presentations of sustainable practices in workshops.
3. Scalability and resources	The scalability of these activities depends on institutional capacity and resource availability. Required resources could be for the development of tools (e.g., visual trackers, apps) to facilitate goal-setting and progress tracking and facilitators for workshops and materials for creative or practical demonstrations. The scalability potential for the small institutions could be to start with simple activities like sticker charts or small group discussions, and for larger institutions to implement digital tracking systems and host institution-wide reflection events or exhibitions.
4. Anticipated impact by stakeholder group	• Learners: Enhanced self-worth through achieving personal sustainability goals, developing leadership skills, and contributing to real-world solutions. • Educators: Gain tools to empower learners, fostering a collaborative and supportive learning environment. • Institutional leaders and community: Institutions develop a culture of sustainability leadership, while communities benefit

	from engaged, confident learners contributing to local challenges.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Learners may struggle to set realistic goals or maintain engagement; limited resources for implementing digital tools or organising workshops; resistance from learners or educators unfamiliar with reflective or creative activities. • Mitigation strategies: Provide clear guidance and examples for setting achievable goals; begin with pilot programs to test engagement strategies and resource needs; offer training for educators to integrate creative and reflective elements effectively.
6. Systemic alignment	The activities align with the social pillar under the parameter "Developing Strong Sense of Self-Worth (SSI1)". They promote empowerment by setting and achieving personal sustainability goals, and learners gain confidence in their abilities and contributions to sustainability. Workshops and creative activities enable learners to reflect on their progress, enhancing self-awareness and leadership development. Learners' actions inspire peers, educators, and communities, embedding sustainability leadership into institutional culture.

Analysis results for Clear understanding of meaningful roles in society (SSI2) – Green Self-Identity activities dimension

1. Activity contribution to KPIs	This milestone focuses on organising green career dissemination events to showcase meaningful societal roles in sustainability. In terms of KPI contribution, events featuring sustainability professionals and green workplaces ensure an increase in the number of green career dissemination events conducted. In terms of metric alignment, learner attendance and feedback on these events is achieved by designing engaging sessions tailored to age groups and institutional focus, while the number of events annually is addressed through structured event schedules and themed green career sessions. The potential impact of these indicative activities would be to increase learner awareness of sustainability careers and inspires a sense of purpose in contributing to societal transformation and to strengthen the connections between educational institutions, industry, and learners.
2. Adaptability across institutions	The indicative activities are adaptable to suit different educational levels and contexts. Primary and secondary schools could organise events with relatable speakers who inspire younger learners with simple and

	impactful stories or local workplace visits and hands-on activities, to make events interactive and age-appropriate. Higher education institutions could invite industry leaders and experts to discuss advanced topics like policy-making, green innovation, and sustainable urban development and events can be integrated with courses or research presentations, fostering connections between academic and professional sustainability pathways. VET and adult education institutions could focus on practical roles in emerging green industries, such as renewable energy, green construction, or circular economy practices or include workshops and interactive learning tailored to vocational skills.
3. Scalability and resources	The scalability of these activities depends on institutional capacity and access to external partnerships. Required resources could be event planning, speaker invitations, and materials for interactive activities or webinars or funding for learner visits to green workplaces or shadowing experiences. The scalability potential for the small institutions could be to focus on local speakers and workplace visits to minimise costs, and for larger institutions to organise multi-session events with global leaders and offer networking opportunities or shadowing programs for a wider range of learners.
4. Anticipated impact by stakeholder group	• Learners: Increased awareness of green career opportunities, motivation to pursue meaningful societal roles, and better understanding of sustainability-related professions. • Educators: Enhanced ability to connect students and learners with real-world sustainability careers and foster career readiness. • Industry professionals and community: Stronger partnerships with educational institutions and opportunities to promote sustainability practices and career paths.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited availability of relevant speakers or workplace hosts; low attendance or engagement from learners due to lack of interest or perceived relevance; resource constraints for organising events or covering travel for workplace visits. • Mitigation strategies: Start with local professionals and businesses to build momentum, gradually scaling to larger or global speakers; use engaging promotional campaigns to highlight the importance of sustainability careers and include hands-on or interactive elements to maintain interest; explore partnerships or sponsorships to cover event costs and logistics.
6. Systemic alignment	The activities align with the social pillar under the parameter “Clear understanding of meaningful roles in society (SSI2)”. They promote

	awareness building by connecting learners with professionals in sustainability fields, events highlight real-world roles and their societal impact. Learners gain insights into green industries and the skills needed to contribute effectively, empowering them to make informed career choices. Events strengthen collaboration between institutions, learners, and external stakeholders, embedding sustainability into educational and societal frameworks.

Analysis results for Connection of one's self with place and space (SSI3) – Green Self-Identity activities dimension

1. Activity contribution to KPIs	This milestone aims to engage learners in activities that strengthen their connection to local surroundings through community engagement. In terms of KPI contribution, workshops, guided walks, campaigns, and reflection sessions contribute to the number of community-based activities fostering connection to local surroundings. In terms of metric alignment, stakeholder (internal-external) feedback on the impact of these activities can collected through surveys and reflection sessions. The hours spent annually by learners in local community projects is expected to be increased through campaigns and guided walks with active learner participation. The potential impact of these indicative activities would be to strengthen learners' sense of place, belonging, and identity and to foster an appreciation for local heritage and sustainable practices within their community.
2. Adaptability across institutions	The indicative activities are adaptable to suit different educational contexts and learner groups. Primary and secondary schools could organise simple, hands-on activities like "identity maps" with prompts about favourite places or drawing meaningful locations, guided walks with opportunities to draw, describe, or share stories about places they find inspiring and campaigns such as decorating walls with eco-themed art to address local issues. Higher education institutions could enable critical reflections on how local surroundings influence values and aspirations, integrated into coursework or offer guided walks combined with research on cultural or historical significance of local areas and create campaigns addressing complex challenges, such as urban sustainability or climate resilience. VET and adult education institutions could focus on activities that highlight professional and cultural connections to local areas, such as local craft industries or sustainability practices tied to traditions

	and campaigns focusing on vocational skills, such as improving local infrastructure or promoting green practices in business.
3. Scalability and resources	The scalability of these activities depends on institutional capacity and access to partnerships. Required initial resources could include facilitators for workshops, materials for creative activities, and coordination with local organisations for walks or campaigns. Campaigns may require minimal funding for materials or event organisation. The scalability potential for the small institutions could be to focus on low-cost, small-scale workshops or walks within local areas, and for larger institutions to expand to include comprehensive campaigns, interdisciplinary projects, and collaborations with community stakeholders.
4. Anticipated impact by stakeholder group	• Learners: Develop a stronger sense of identity, belonging, and pride in their local surroundings while contributing to community sustainability efforts. • Educators: Gain opportunities to engage learners in real-world socio-environmental issues, enriching the learning experience. • Community members: Strengthened relationships with educational institutions and tangible contributions to local sustainability efforts.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited participation from learners or community stakeholders; resource constraints for organising walks, campaigns, or reflection sessions; difficulty in aligning activities with learners' interests or institutional priorities. • Mitigation strategies: Start with small, manageable initiatives to build interest and confidence among learners and community members; engage stakeholders early in the planning process to ensure activities address relevant local issues and align with institutional goals; leverage local partnerships and sponsorships to provide resources and logistical support.
6. Systemic alignment	The activities align with the social pillar under the parameter "Connection of one's self with place and space (SSI3)". They promote place-based learning by engaging learners in local community projects, they develop a deeper understanding of their surroundings and their role within them. Activities like reflection sessions, identity maps, and community campaigns foster a strong sense of connection to place and space, enhancing personal and collective identity. Guided walks and campaigns strengthen ties between learners and community stakeholders, fostering collaboration and mutual appreciation for local heritage and sustainability.

Analysis results for Connection of one's self with nature (SSI4) – Green Self-Identity activities dimension

1. Activity contribution to KPIs	This milestone focuses on fostering learners' connection to nature through outdoor educational activities. In terms of KPI contribution, assigning natural areas to learners, guided walks, and individual projects contribute to increasing the number of outdoor educational activities promoting connection to nature. In terms of metric alignment, the percentage of learners participating in outdoor programs is enhanced by engaging activities tailored to age groups and educational contexts, while the number of activities implemented annually is increased through a structured schedule of recurring visits, guided walks, and learner-led projects. The potential impact of these indicative activities is to deepen learners' emotional and intellectual connection to nature and to build awareness of local environmental issues and a sense of responsibility for sustainable action.
2. Adaptability across institutions	The indicative activities are adaptable for various educational levels and contexts. Primary and secondary schools could assign learners a tree, garden, or trail and provide activity logs to record observations and reflections. Visual maps or collages would allow younger learners to creatively express their bond with local landmarks. Playful mindfulness walks (e.g., "silent exploration" or "find and feel") engage learners while fostering sensory awareness. Simple, hands-on projects like planting flowers or creating posters build their connection to the local environment. Higher education institutions could integrate outdoor activities with coursework, encouraging learners to connect theoretical knowledge with hands-on experiences. Activities such as researching the ecological or historical significance of landmarks deepen understanding and foster interdisciplinary learning. Guided walks can include reflective journaling or group discussions for a more academic perspective. Encourage complex projects tied to research or practical applications in sustainability. VET and adult education institutions could align outdoor activities with vocational practices, such as designing eco-friendly improvements or addressing trade-specific sustainability challenges. Guided walks can be used for stress management and professional inspiration. Projects can focus on trade-specific initiatives, such as sustainable landscaping or building improvements for local green spaces.

3. Scalability and resources	The scalability of these activities depends on institutional capacity and access to external partnerships. Required resources could be tools for activity logs, visual mapping, or mindfulness exercises; facilitators for guided walks or project mentoring, or access to outdoor areas for recurring visits and projects. The scalability potential for the small institutions could be to begin with simple, low-cost activities like organising local walks, and for larger institutions to scale up with multiple outdoor activities, interdisciplinary projects, and partnerships with local environmental organisations.
4. Anticipated impact by stakeholder group	• Learners: Develops a personal and emotional connection with nature, fostering a deeper sense of responsibility and stewardship. • Educators: Gain opportunities to enrich curricula by integrating experiential learning and sustainability education. • Environment and community: Improved local green spaces and increased community awareness of environmental issues through learner-led projects.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited access to suitable outdoor spaces or local landmarks; learner engagement may be low if activities are not age-appropriate or relevant to their interests; resource constraints for implementing guided walks or larger projects. • Mitigation strategies: Start with nearby, accessible locations like school gardens or community parks to minimise logistical challenges; use participatory approaches to co-design activities with learners, ensuring relevance and interest; leverage partnerships with local organisations to access outdoor areas, materials, and expertise.
6. Systemic alignment	The activities align with the social pillar under the parameter “Connection of one’s self with nature (SSI4)”. They promote place-based learning by organising outdoor activities helps learners develop a tangible connection to their environment. Reflection sessions and individual projects foster emotional and intellectual connections with nature, encouraging learners to act as stewards of their local environment. Projects addressing local environmental issues strengthen ties between learners, their institutions, and the broader community.

Ex-Ante analysis for the organisational pillar milestones

Analysis results for Creating and mobilising sustainability on location (OI1) – Infrastructure dimension

1. Activity contribution to KPIs	This milestone aims to implement sustainable infrastructure practices tailored to the institution's needs and goals. In terms of KPI contribution, conducting audits, benchmarking practices, and upgrading infrastructure support the implementation of sustainable practices in infrastructure. In terms of metric alignment, the percentage of infrastructure assessed for sustainability improvements is achieved through site audits and benchmarking current practices, while the percentage of targets achieved for reducing the environmental impact of infrastructure is supported by detailed improvement plans and upgrades. The potential impact of the indicative activities could enhance environmental sustainability of the institution by reducing energy use, water consumption, and waste and build awareness and ownership among staff, learners, and stakeholders.
2. Adaptability across institutions	The indicative activities are tailored to suit different educational contexts. Primary and secondary schools could simplify the audit process to focus on key areas like lighting efficiency and waste segregation; use visual tools (charts, infographics) to communicate findings and engage learners and staff; and focus on small-scale, actionable improvements like adding recycling bins, installing led lights, or introducing rainwater harvesting systems. Higher education institutions could perform in-depth assessments using advanced tools like life cycle analysis or energy audits; integrate benchmarking into research assignments or student-led collaborative projects; or invest in infrastructure improvements like solar panels or green roofs. VET and adult education institutions could integrate audits into hands-on training, offering learners practical experience in sustainability diagnostics; link benchmarking findings to industry standards, providing vocationally relevant examples of sustainability improvements; or use infrastructure upgrades as training opportunities, such as green construction or renewable energy installations.
3. Scalability and resources	The scalability of activities depends on institutional resources and partnerships. In terms of resource requirements, initial efforts could include contracting for audits, purchasing tools for assessments, and allocating budgets for infrastructure upgrades. Additional funding

	may be required for large-scale improvements, such as solar panels or green roofs. The scalability potential for the small institutions would be to start with simple, low-cost audits and upgrades (e.g., LED lights, waste segregation systems), in contrast with the larger institutions, where they could scale up to site audits, advanced benchmarking, and significant infrastructure upgrades.
4. Anticipated impact by stakeholder group	• Learners: Develop a deeper understanding of sustainable infrastructure practices by engaging in real-world applications like energy audits, waste management projects, or renewable energy installations; gain practical knowledge of resource-efficient systems, fostering skills relevant to green careers. • Educators, leaders and administrative staff: Improved operational efficiency reduces resource wastage, creating a better-functioning and more comfortable environment for teaching and administrative activities; reduced operational costs free up resources for other institutional priorities; engagement in sustainability planning fosters a culture of shared responsibility for environmental outcomes. • Community: The institution serves as a role model for sustainable resource use, encouraging nearby organisations and communities to adopt similar practices; environmental benefits such as reduced waste, lower emissions, or improved resource efficiency positively impact the local area; strengthened partnerships with local organisations for sustainability initiatives.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resource constraints for conducting audits or implementing large-scale upgrades; resistance from staff or stakeholders due to perceived costs or disruptions; limited expertise in conducting sustainability diagnostics or implementing upgrades. • Mitigation strategies: Begin with small-scale, visible upgrades to build momentum and demonstrate impact; engage stakeholders early, ensuring alignment with institutional goals; provide training for staff and learners to build internal capacity for conducting audits and managing improvements.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “Creating and Mobilising Sustainability on Location (OI1)”. They promote systemic assessment as site audits and benchmarking ensure that infrastructure improvements are evidence-based and aligned with sustainability goals. Engaging learners, staff, and external stakeholders fosters a culture of sustainability and shared responsibility. Infrastructure upgrades, from small improvements to large-scale investments, demonstrate the institution’s commitment to sustainability.

Analysis results for Outdoor spaces as classrooms (OI2) – Infrastructure dimension

1. Activity contribution to KPIs	This milestone aims to utilise outdoor spaces for experiential learning and sustainability education. In terms of KPI contribution, organising outdoor learning sessions and workshops increases the utilisation rate of outdoor spaces for educational activities. In terms of metric alignment, the number of hours or sessions conducted outdoors annually is increased by incorporating outdoor sessions into curricula and organising targeted workshops, while the learner and educator satisfaction rates with outdoor learning spaces is supported through engaging and reflective activities designed to maximise the benefits of outdoor education. The potential impact of the indicative activities could enhance the engagement with the environment and fosters hands-on learning opportunities that connect learners to sustainability concepts and encourage educators to innovate in their teaching approaches by leveraging outdoor spaces for experiential learning.
2. Adaptability across institutions	The indicative activities are tailored to suit different educational contexts. Primary schools could combine science exploration (e.g., bug hunts, leaf identification, water cycle observations) with art activities, encouraging creativity and a sense of discovery; engage students in gardening projects, assigning responsibilities like watering plants or documenting plant growth to teach care and responsibility; foster reflective practices through creative activities like crafting art with natural materials. Secondary schools could integrate environmental science lessons with sustainability debates and exploration of local landmarks; or use outdoor sessions to encourage critical thinking and problem-solving by connecting theoretical lessons to real-world scenarios. Higher education institutions could focus on research-based activities and collaborative problem-solving in outdoor environments, where students propose solutions to real-world challenges; or leverage outdoor settings for practical applications tied to sustainability topics or interdisciplinary projects. VET and adult education institutions could conduct workshops that integrate hands-on training, vocational skills, and real-world sustainability applications; or use outdoor settings to simulate industry-relevant scenarios, such as sustainable construction or renewable energy installations.

3. Scalability and resources	The scalability of activities depends on institutional resources and access to outdoor spaces. Resource requirements for access to suitable outdoor spaces such as school gardens, parks, or local landmarks; or materials for hands-on activities (e.g., gardening tools, natural art supplies) and facilitation of workshops or sessions. The scalability potential for the small institutions would be to start with simple, low-cost activities such as observing nature or gardening in existing spaces, in contrast with the larger institutions, where they could scale up to include interdisciplinary projects, research opportunities, and full-day workshops with community partnerships.
4. Anticipated impact by stakeholder group	• Learners: Develop hands-on sustainability skills, a deeper connection to nature, and improved critical thinking through real-world applications. • Educators, leaders and administrative staff: Gain new teaching tools and methods that leverage outdoor environments to enhance learner engagement and understanding.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited access to safe or suitable outdoor spaces; lack of resources for organising outdoor activities or workshops; weather conditions or logistical challenges affecting the frequency of outdoor sessions. • Mitigation strategies: Use existing spaces like schoolyards or local parks for initial activities while developing partnerships to expand access to other locations; start with low-resource activities like observation or reflective exercises, building momentum for larger projects; develop contingency plans for weather disruptions, such as indoor adaptations of outdoor activities.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “Outdoor spaces as classrooms (OI2)”. They promote experiential learning by utilising outdoor spaces encourages hands-on learning and fosters a deeper understanding of sustainability concepts. Learners gain practical experience in caring for natural spaces, enhancing their sense of responsibility for the environment. Outdoor activities provide educators with opportunities to innovate and improve teaching methodologies, creating a more engaging learning environment.

Analysis results for Building local energy sources (OI3) – Infrastructure dimension

1. Activity contribution to KPIs	This milestone focuses on building local renewable energy sources to support institutional operations sustainably.

	In terms of KPI contribution, conducting feasibility studies, phased installations, and monitoring ensures the operationalisation of renewable energy systems on-site. In terms of metric alignment, the amount of energy produced locally is increased by installing and operating renewable energy systems, such as solar panels, while the reduction in carbon emission equivalents attributed to local energy use is enabled by transitioning to clean energy sources and monitoring reductions through smart systems. The potential impact of the indicative activities would reduce institutional reliance on non-renewable energy, lowering operational costs and environmental impact and build institutional leadership in renewable energy implementation, setting an example for sustainability practices.
2. Adaptability across institutions	The adaptability of renewable energy system implementation is designed to address the varying sizes of organisations, their budget constraints, and existing infrastructure capacity. Institutions can tailor the approach based on their specific context, while still achieving the overall milestone. Primary and secondary school typically operate on limited budgets with a strong reliance on public funding or grants. Infrastructure is often simpler, with smaller rooftop areas or outdoor spaces available for installations. Ther is limited technical expertise or dedicated staff to manage energy systems. Activities could be adapted to start with low-cost energy system and use government grants or local community support to fund installations. Higher education institutions tend to have larger campuses with extensive infrastructure and potentially higher energy demands. Infrastructure is more diverse, offering more opportunities for energy production systems. They could conduct feasibility studies to assess the best energy solutions for diverse infrastructure and implement the appropriate renewable energy systems.
3. Scalability and resources	The scalability of these activities depends on the institution's resources, space availability, and access to expertise. Initial costs include feasibility studies, pilot project installations, and smart monitoring systems. Larger projects may require significant capital investments, partnerships, or grants. Small institutions could start with small-scale pilot systems, such as rooftop solar panels, to test feasibility and gain stakeholder buy-in, in contrast with the larger institutions, where they could scale up to include campus-wide renewable energy systems, leveraging grants, industry partnerships, or government subsidies.

4. Anticipated impact by stakeholder group	• Educators, leaders and administrative staff: Reduced operational costs and improved infrastructure enhance the institutional environment for teaching and administrative work. • Community: Empower local renewable energy communities by sharing knowledge, resources, and even surplus energy; create economic opportunities by engaging local stakeholders in green energy projects and training; improve energy security and provide cost savings to community members through shared renewable energy systems; enable environmental benefits through reduced emissions and improved local air quality; foster collaboration and social cohesion by bringing community members together to address sustainability challenges.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: High initial investment costs for renewable energy systems; limited technical expertise for feasibility studies and installation; resistance from stakeholders concerned about feasibility or disruptions during installation. • Mitigation strategies: Start with small-scale pilot projects to demonstrate feasibility and build stakeholder confidence; partner with energy experts, local businesses, or NGOs to conduct feasibility studies and provide technical assistance; develop clear communication plans to keep stakeholders informed about project goals, benefits, and progress.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Building local energy sources (OI3)". They promote sustainability leadership as institutions demonstrate a commitment to reducing their environmental impact and transitioning to renewable energy. Renewable energy systems lower operational costs over time and reduce reliance on non-renewable resources.

Analysis results for Tailor-made administrative tasks (OG1) – Governance and Educational Institution functions dimension

1. Activity contribution to KPIs	This milestone focuses on adapting administrative practices to align with institutional sustainability goals. In terms of KPI contribution, activities such as revising processes, developing policies, and training staff ensure progress in the extent to which administrative tasks are adapted to support sustainability goals. In terms of metric alignment, the percentage of administrative processes modified to incorporate sustainability is achieved through assessments, policy updates, and implementation of sustainable practices, while the number of roles or responsibilities revised to include ESD-related tasks is addressed by updating job descriptions and assigning new responsibilities.

	The potential impact would be for the institutional operations to become more sustainable, resource-efficient, and aligned with environmental goals and administrative staff could gain clarity and ownership of their roles in contributing to sustainability efforts.
2. Adaptability across institutions	The indicative activities can be adapted to suit the specific size, budget, and capacity of different institutions. Primary and secondary schools could focus on simple, low-cost adjustments, such as incorporating sustainability into procurement processes (e.g., purchasing eco-friendly supplies); develop policies for waste reduction in daily operations and encourage virtual meetings for staff; and create roles such as "green coordinators" to oversee sustainable practices without requiring significant budget increases. Higher education institutions could conduct assessments of administrative tasks and align them with long-term sustainability strategies; develop detailed procurement guidelines for campus-wide operations, such as prioritising suppliers with strong environmental credentials; or assign dedicated sustainability managers or champions within administrative teams. VET and adult education institutions could align administrative changes with vocational training needs by integrating sustainability into procurement and operations; offer targeted training programs for administrative staff to understand industry-specific sustainability requirements; or create flexible roles that integrate sustainability with operational tasks.
3. Scalability and resources	The scalability of these activities depends on institutional capacity and access to resources. Initial required resources could include conducting sustainability assessments, revising policies, and providing training; or additional funds to assign dedicated sustainability roles or implement comprehensive procurement systems. Small institutions could start with low-cost activities like reviewing procurement policies and organising sustainable meetings, while large institutions could scale up by creating dedicated roles and cross-functional teams to address sustainability goals institution-wide.
4. Anticipated impact by stakeholder group	• Learners: Indirectly benefit from streamlined, sustainability-focused operations, which demonstrate institutional leadership in environmental stewardship. • Institutional leaders: Gain support from administrative staff in implementing sustainability initiatives, creating a cohesive institutional approach; operational efficiencies and alignment with sustainability goals improve institutional reputation and cost management.

	• Administrative staff: Develop new skills and competencies for integrating sustainability into their roles, fostering a sense of ownership and contribution to institutional goals.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance to change among administrative staff unfamiliar with sustainability practices; limited funding for training programs or role revisions; difficulty in aligning existing processes with sustainability goals without disrupting operations. • Mitigation strategies: Provide clear communication about the importance and benefits of sustainability-aligned practices; start with small, visible changes to build confidence and demonstrate feasibility; use free or low-cost training resources (e.g., webinars, toolkits) to build capacity incrementally.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Building local energy sources (OI3)". They promote sustainability integration by embedding sustainability into procurement, budgeting, and daily operations, administrative tasks become a critical driver of institutional transformation. Streamlining processes to align with sustainability goals reduces waste and improves resource management. Training and updated roles empower administrative staff to actively contribute to sustainability, fostering a culture of shared responsibility.

Analysis results for Policy formation (OG2) – Governance and Educational Institution functions dimension

1. Activity contribution to KPIs	This milestone focuses on developing and implementing policies to integrate sustainability across the institution's operations and curricula, aligning with broader national and global goals. In terms of KPI contribution, activities such as conducting policy audits, piloting policies, and stakeholder engagement ensure an increase in the number of policies integrating sustainability principles. In terms of metric alignment, the percentage of sustainability-related policies implemented across institutional functions is achieved by piloting and scaling policies in functions like green procurement and energy efficiency, while the number of stakeholders (internal-external) engaged in the policy development and review process is addressed through workshops and training sessions involving diverse groups. The potential impact would be the embedding of sustainability principles systematically into institutional operations and curricula, promoting in this way a culture of continuous improvement. It also fosters collaboration and alignment between the institution, community, and global sustainability priorities.

2. Adaptability across institutions	The indicative activities are designed to accommodate the varying capacities, structures, and resources of institutions. Primary and secondary schools could focus on simple, actionable policies, such as waste reduction, environmentally-friendly classroom practices, and green procurement; use interactive workshops to engage learners, teachers, and parents in policy discussions and decision-making; or pilot policies in specific areas (e.g., cafeteria waste management) before expanding school-wide. Higher education institutions could conduct comprehensive audits of policies across multiple departments (e.g., research, operations, and governance); engage students and faculty in policy formation through interdisciplinary workshops and research projects.; or develop monitoring systems for tracking and reporting sustainability policy outcomes, using data to inform further improvements. VET and adult education institutions could align policies with industry standards and workforce training needs, such as energy efficiency in workshops or sustainable resource management; integrate policy development into practical training modules, providing learners with hands-on experience in implementing sustainability initiatives; or engage industry partners in workshops to ensure policies reflect real-world sustainability challenges and opportunities.
3. Scalability and resources	The scalability of these activities depends on institutional size, budget, and stakeholder engagement. Initial costs include conducting policy audits, organising workshops, and piloting policies. Long-term investments may involve developing tracking systems and providing ongoing training for stakeholders. Small institutions could start with a focused audit and pilot a single policy (e.g., green procurement) before expanding to other areas, while large institutions could conduct institution-wide audits, develop policies for multiple departments, and engage diverse stakeholder groups.
4. Anticipated impact by stakeholder group	• Learners: benefit indirectly from policies enhancing their educational experience and directly through opportunities for engagement in policy development, fostering leadership and critical thinking. • Educators and administrative staff: experience improved clarity and efficiency in implementing sustainability goals, supported by structured policies and professional development opportunities. • Community and external stakeholders: gain from partnerships and alignment of institutional policies with local and global

	sustainability priorities, fostering collaborative environmental and social initiatives. • Institution: strengthens its position as a leader in sustainability, with measurable environmental and operational benefits that align with long-term goals.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance to new policies from staff or stakeholders unfamiliar with sustainability principles; resource constraints for conducting audits, piloting policies, and providing training; difficulty in aligning policies with national or global sustainability goals. • Mitigation strategies: Start with small-scale, pilot policies to demonstrate impact and build support for broader implementation; provide clear communication on the importance and benefits of sustainability-aligned policies; use free or low-cost resources, such as publicly available policy templates or training materials, to reduce costs.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Policy formation (OG2)". They promote systematic integration of sustainability. Policies ensure that sustainability principles are embedded into all aspects of the institution's operations and curricula. Engaging internal and external stakeholders fosters inclusivity and aligns institutional policies with broader community and societal goals. Regular reviews and reporting systems support policy refinement, ensuring alignment with evolving standards and sustainability priorities.

Analysis results for Monitoring mechanisms (OG3) Governance and Educational Institution functions dimension

1. Activity contribution to KPIs	This milestone focuses on establishing accountability systems to monitor and report progress on sustainability goals. In terms of KPI contribution, activities such as creating frameworks, assigning roles, and generating reports ensure the existence and implementation of monitoring systems for sustainability progress. In terms of metric alignment, the number of sustainability milestones tracked annually is increased by implementing tracking frameworks and dedicated roles, while the frequency of progress reports generated is supported by defined schedules for generating reports and recurring review meetings. The potential impact would be to establish transparency and accountability for sustainability efforts and enable informed decision-making and continuous improvement by tracking progress, identifying gaps, and adjusting plans.
2. Adaptability	The indicative activities are adaptable to institutions of varying sizes, resources, and capacities. Primary and secondary schools could focus on simple and manageable systems, such as manual tracking tools or basic

across institutions	project management software (e.g., google sheets) to monitor milestones; engage learners in tracking efforts, such as recording recycling outputs or energy usage reductions, to foster awareness and ownership; and generate annual progress reports and use visual aids (e.g., charts, infographics) to communicate progress to staff, students, and parents. Higher education institutions, VET and adult education institutions could use more advanced tools like sustainability dashboards or project management software for real-time milestone tracking; include tracking responsibilities as part of research or departmental goals, leveraging faculty and student expertise to analyse progress; and schedule quarterly reviews involving cross-departmental teams and stakeholders to ensure alignment with institutional sustainability goals.
3. Scalability and resources	The scalability of these activities depends on the institution's resources and technical capabilities Initial efforts include creating a framework for tracking milestones, assigning roles, and procuring tracking tools or platforms. Larger institutions may require advanced software solutions, while smaller ones can rely on simpler tools. Small institutions could begin with basic tools and manual reporting, focusing on a limited number of milestones to build capacity. Large institutions could implement sophisticated monitoring systems, such as real-time dashboards, and establish dedicated sustainability teams.
4. Anticipated impact by stakeholder group	• Learners: Increased awareness of institutional sustainability efforts through participation in tracking activities, fostering ownership and real-world skills. • Educators and administrative staff: Structured systems make it easier to align departmental or operational goals with institutional sustainability milestones. • Community and external stakeholders: Transparency and accountability foster trust and collaboration with local stakeholders and partners. • Institution leaders: Improved decision-making and strategy alignment through access to clear, data-driven progress reports.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited technical expertise or resources for developing and managing monitoring systems; resistance from staff unfamiliar with tracking and reporting processes; inconsistent data collection or lack of alignment between departments. • Mitigation strategies: Start with small-scale pilots to demonstrate the value of monitoring systems and build internal capacity; provide training and ongoing support for staff responsible for tracking milestones; standardise data collection

	processes and use templates or automated tools to minimise inconsistencies.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Monitoring mechanisms (OG3)". They promote accountability and transparency via data-driven decision-making. Tracking and reporting systems ensure stakeholders are informed about progress toward sustainability goals. Regular monitoring provides actionable insights, enabling the institution to identify gaps and make informed adjustments. By involving internal and external stakeholders, monitoring mechanisms foster shared ownership of sustainability milestones.

Analysis results for Coordination mechanisms (OG4) – Governance and Educational Institution functions dimension

1. Activity contribution to KPIs	This milestone focuses on establishing systems to coordinate sustainability-related actions across departments and stakeholders. In terms of KPI contribution, activities such as forming a steering committee, organising cross-departmental initiatives, and scheduling regular coordination meetings ensure an increase in the number of sustainability actions coordinated across departments. In terms of metric alignment, the percentage of departments actively participating in coordinated initiatives is enhanced through interdepartmental campaigns, steering committees, and training sessions, while the number of cross-departmental meetings or planning sessions held is achieved by scheduling regular coordination meetings and using tools for collaboration. The potential impact would be to create a unified approach to sustainability efforts across the institution and improve communication and collaboration between departments, ensuring alignment with sustainability goals.
2. Adaptability across institutions	The activities can be tailored to fit the size, structure, and resource capacity of various institutions. Primary and secondary schools could focus on simple, low-cost tools and informal coordination processes for small-scale campaigns. Higher education institutions could leverage resources to establish formal steering committees and use advanced tools to track and coordinate across multiple departments. VET institutions could align coordination efforts with hands-on vocational training and industry standards to ensure practical and relevant outcomes.

	Adult education institutions could implement flexible, low-resource coordination systems and engage external stakeholders to support sustainability actions.
3. Scalability and resources	The scalability of these activities depends on institutional capacity and resource availability. Initial resources include forming a committee, organising coordination meetings, and investing in basic tools for tracking and communication. Larger institutions may require advanced project management tools and dedicated sustainability coordinators. Small institutions could begin with informal coordination mechanisms, such as ad hoc meetings and simple campaigns. Large institutions could scale up by establishing formal committees, advanced tools, and institution-wide campaigns involving diverse stakeholders.
4. Anticipated impact by stakeholder group	• Learners: Gain exposure to cross-departmental sustainability efforts, fostering awareness of teamwork and systems thinking in addressing environmental challenges. • Educators and administrative staff: Enhanced collaboration across departments fosters a sense of shared responsibility and alignment in achieving sustainability goals. • Community: External stakeholders benefit from coordinated efforts that produce measurable sustainability outcomes, such as community-focused projects or partnerships. • Institution leaders: Better visibility and oversight of sustainability efforts across departments, enabling more strategic planning and resource allocation.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance from departments unfamiliar with collaborative approaches to sustainability; lack of resources or tools to facilitate coordination effectively; difficulty in aligning departmental goals with institution-wide sustainability objectives. • Mitigation strategies: Start with small-scale, visible campaigns to build trust and demonstrate the benefits of collaboration; provide training on coordination tools and sustainability principles to build staff capacity and confidence; use shared platforms or templates to simplify communication and tracking across departments.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “Coordination mechanisms (OG4)”. They promote institutional cohesion, operational coherence and transparency in communication. Coordination systems ensure that all departments work collaboratively toward common sustainability goals, reducing duplication of effort and improving outcomes. Regular meetings and shared platforms enhance communication, ensuring all stakeholders are informed and aligned. Cross-departmental

	campaigns and shared learning opportunities foster a culture of teamwork and collective responsibility for sustainability.

Analysis results for Networking mechanisms (OG5) – Governance and Educational Institution functions dimension

1. Activity contribution to KPIs	This milestone focuses on establishing formal internal networking mechanisms to enhance collaboration among educators, administrators, learners, and other internal stakeholders for sustainability initiatives. In terms of KPI contribution, activities such as forming internal committees, organising forums, and utilising digital platforms ensure an increase in the number of active internal networking mechanisms. In terms of metric alignment, the number of formal networking structures established internally is achieved by creating task forces, committees, and working groups, while the number of internal stakeholders reached annually is increased through events, workshops, and consistent communication via platforms. The potential impact would be to foster a culture of collaboration and shared responsibility for sustainability goals within the institution and improve communication, coordination, and resource sharing across departments and internal stakeholder groups.
2. Adaptability across institutions	The activities can be adapted to the unique capacities, organisational structures, and goals of different types of institutions. Primary and secondary schools could establish small sustainability committees or working groups involving teachers, students, and administrative staff to oversee and coordinate initiatives; use simple tools such as bulletin boards, shared email groups, or basic apps to communicate and share updates; focus on manageable initiatives like energy-saving campaigns or waste reduction drives that require cross-role collaboration. Higher education institutions could form interdisciplinary groups including faculty, researchers, students, and administrators to address complex sustainability goals, enabling collaboration between departments and alignment with institutional sustainability strategies. VET and adult education institutions could use practical tools for internal collaboration.
3. Scalability and resources	The scalability of these activities depends on institutional size, resource availability, and stakeholder engagement. Initial required resources include forming committees, organising internal events, and providing access to communication or

	collaboration tools. Larger institutions may require dedicated roles or teams to manage internal networking mechanisms. Small institutions could begin with informal groups using basic tools to coordinate initiatives, while large institutions could scale up with formalised committees, advanced collaboration platforms, and structured programs across departments.
4. Anticipated impact by stakeholder group	• Educators: Enhanced ability to contribute to and align teaching practices with institutional sustainability goals through cross-departmental collaboration. • Administrative staff: Improved clarity and support for implementing sustainability initiatives through better coordination and resource sharing. • Institution leaders: Enhanced oversight and strategic alignment of sustainability initiatives through structured networking mechanisms.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance from internal stakeholders unfamiliar with collaborative approaches or concerned about additional workload; limited resources for implementing advanced tools or managing networking mechanisms; difficulty in maintaining consistent participation and engagement across departments. • Mitigation strategies: Start with small, visible wins to build stakeholder buy-in and demonstrate the benefits of collaboration; provide training for staff and learners on collaboration tools and practices to reduce resistance and enhance confidence; use participatory approaches to involve all stakeholders in planning and decision-making, fostering ownership and accountability.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “Networking mechanisms (OG5) ”. They promote cross-departmental collaboration, efficiency and resource sharing, and organisational cohesion. Structured mechanisms ensure seamless coordination between internal stakeholders, reducing silos and fostering collective responsibility for sustainability. Networking mechanisms enable efficient communication, sharing of best practices, and alignment of efforts across the institution.

Analysis results for Top-down support (OG6) – Governance and Educational Institution functions dimension

1. Activity contribution to KPIs	This milestone focuses on ensuring institutional leadership actively supports sustainability actions through resources, policies, and visible commitments. In terms of KPI contribution, activities such as creating a sustainability budget, leadership-led projects, and strategic

	planning ensure an increase in the level of leadership support for sustainability initiatives. In terms of metric alignment, the amount of funding allocated to sustainability actions is increased through the establishment of dedicated budgets and high-visibility projects, while the number of leadership-driven sustainability projects is enhanced by launching initiatives explicitly championed by institutional leaders. The potential impact would be to encourage a culture of sustainability by demonstrating institutional commitment and setting a strong example for internal stakeholders and provide the financial and organisational foundation necessary for long-term sustainability progress.
2. Adaptability across institutions	The activities are adaptable to institutions of varying sizes, capacities, and leadership structures. In primary and secondary schools, leadership could establish small sustainability funds for projects such as waste segregation programs, energy efficiency upgrades, or school gardens; high-visibility projects, such as a leadership-driven tree-planting initiative, can engage staff, students, and parents in sustainability actions. Higher education institutions could allocate significant budgets for interdisciplinary sustainability research, campus-wide green projects, or renewable energy installations. Leadership can launch large-scale projects like green roofs, biodiversity areas, or zero-waste campaigns, integrating these into strategic institutional goals. VET and adult education institutions could allocate funding to create training modules and resources for educators, enabling them to integrate sustainability concepts into their teaching (e.g., practical examples in renewable energy, waste management, or sustainable construction); provide time and resources for professional development programs on sustainability practices, helping staff stay current with industry standards and trends; ensure administrators are equipped with tools and policies that streamline sustainability-related administrative tasks, such as simplified procurement processes for eco-friendly materials or software to track sustainability metrics.
3. Scalability and resources	The scalability of these activities depends on institutional resources, stakeholder engagement, and leadership commitment. Initial investments include setting up a sustainability fund, organising leadership-driven projects, and developing training or recognition programs. Larger institutions may require dedicated staff or offices to manage sustainability budgets and initiatives. Small institutions could begin with modest budgets and focus on visible, low-cost initiatives, while large institutions can scale up to

	include institution-wide funding mechanisms, infrastructure projects, and regular leadership-stakeholder dialogues.
4. Anticipated impact by stakeholder group	• Educators and administrative staff: Increased resources and strategic alignment empower staff to integrate sustainability into teaching, operations, and decision-making. • Institution leaders: Enhanced institutional reputation and alignment with national and global sustainability goals through high-visibility projects and strategic plans.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited leadership buy-in or competing priorities may hinder the allocation of resources for sustainability; resistance from staff or stakeholders due to a lack of clear communication about the purpose or benefits of leadership-driven initiatives; budgetary constraints may limit the scale or visibility of sustainability projects. • Mitigation strategies: Start with small, impactful projects to demonstrate the value of sustainability investments and build momentum for broader support; clearly communicate the importance of leadership-driven initiatives through reports, events, and stakeholder dialogues; secure funding or partnerships to supplement institutional resources, ensuring the feasibility of high-visibility projects.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Top-down support (OG6)". They promote institutional commitment and ensure strategic integration. Leadership-led projects and funding demonstrate a clear organisational commitment to sustainability goals. Providing resources and recognition enables internal stakeholders to engage meaningfully in sustainability actions.

Analysis results for Allocated time for ESD-related actions (OG7) – Governance and Educational Institution functions dimension

1. Activity contribution to KPIs	This milestone focuses on dedicating time within institutional schedules for Education for Sustainable Development (ESD) initiatives, enabling active engagement in sustainability projects. In terms of KPI contribution, activities such as allocating ESD time, organising action days, and formalising schedules ensure the time dedicated within institutional schedules for ESD-related activities. In terms of metric alignment, the hours allocated for sustainability projects per term: increased through structured schedules for sustainability-focused workshops, action days, and projects; while the number of stakeholders utilising dedicated ESD time is enhanced by actively engaging learners, educators, and administrative staff in these initiatives.

	The potential impact would be to normalise sustainability as a core institutional priority by embedding it into daily routines and academic schedules and foster collaboration across departments and stakeholder groups, encouraging active participation in sustainability projects.
2. Adaptability across institutions	The activities can be tailored to fit the varying capacities, schedules, and resource availability of different types of institutions. Primary and secondary schools, leadership could dedicate regular class hours (e.g., once per week or monthly) for hands-on sustainability activities such as gardening, recycling drives, or environmental science experiments; use sustainability action days for school-wide initiatives; involve parents and community stakeholders in scheduled sustainability events to enhance collaboration. Higher education institutions could allocate ESD time within timetables for interdisciplinary student projects, research assignments, or sustainability workshops; organise institution-wide sustainability action days focused on impactful projects like energy audits, biodiversity mapping, or policy development; provide faculty with allocated time to integrate sustainability themes into coursework or lead extracurricular sustainability initiatives. VET and adult education institutions could use ESD time for practical, industry-relevant sustainability training, organise team-based sustainability challenges aligned with vocational skills (e.g., designing sustainable prototypes).
3. Scalability and resources	The scalability of these activities depends on institutional size, schedules, and leadership support for ESD-related actions. Initial resources include creating timetables, planning action days, and promoting allocated ESD time among stakeholders. Additional investments may include materials for workshops or events and administrative time for coordination and tracking. Small institutions could start with focused action days or a single ESD session per term, involving a smaller group of stakeholders to build momentum, while larger institutions could scale up to include recurring ESD sessions across multiple departments.
4. Anticipated impact by stakeholder group	• Learners: Allocated ESD time provides learners with hands-on opportunities to engage in sustainability actions, fostering environmental awareness, teamwork, and practical skills. • Educators: Gain structured time to integrate sustainability themes into teaching, mentor learners, and participate in interdisciplinary projects. • Institution leaders: Demonstrate commitment to sustainability by embedding ESD into institutional schedules, aligning with national and global goals while fostering a culture of accountability.

5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance from stakeholders due to perceived disruptions to regular schedules or workloads; difficulty in securing leadership support to allocate sufficient time for ESD initiatives; lack of awareness or engagement from stakeholders about the purpose and benefits of ESD time. • Mitigation strategies: Start with small-scale, low-commitment initiatives to demonstrate the value of ESD-related actions; clearly communicate the purpose and expected outcomes of allocated ESD time through campaigns, workshops, and leadership endorsements; use participatory planning processes to involve all stakeholders in designing ESD schedules, fostering buy-in and accountability.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Allocated time for ESD-related actions (OG7)". They promote institutional commitment to sustainability. Embedding ESD into institutional schedules demonstrates a long-term commitment to sustainability education and action.

Analysis results for Youth leaders (OL1) – Leadership dimension

1. Activity contribution to KPIs	This milestone focuses on fostering youth leadership to drive sustainability initiatives within the institution. In terms of KPI contribution, activities such as learner-led projects, ambassador programs, and leadership training ensure an increase in the proportion of leadership roles held by learners in sustainability initiatives. In terms of metric alignment, the percentage of sustainability initiatives with learner-led leadership roles is increased by empowering youth leaders to manage and promote initiatives, while the number of internal stakeholders (youth) currently holding leadership positions in sustainability activities is enhanced by creating roles such as sustainability ambassadors and project leads. The potential impact would be to build leadership capacity among learners, equipping them with skills to lead and influence sustainability efforts and create a culture of youth-driven innovation and responsibility for institutional sustainability goals.
2. Adaptability across institutions	The activities are designed to align with the diverse contexts, structures, and resources of different institutions. Primary and secondary schools could focus on accessible and age-appropriate leadership roles, such as green champions, who oversee activities like classroom recycling or energy-saving campaigns. They could also provide mentorship from teachers to support young leaders in managing small-scale projects like school gardens or waste segregation drives and celebrate youth

	contributions through certificates, assemblies, or parent-teacher meetings to reinforce their leadership. Higher education institutions could establish structured project incubation programs where students propose and lead interdisciplinary sustainability projects, supported by faculty mentors; use sustainability committees or councils that include students in decision-making roles for campus-wide initiatives such as carbon reduction or biodiversity projects; offer advanced leadership training, focusing on project management, communication, and strategic thinking to prepare students for global sustainability challenges. VET and adult education institutions could align leadership roles with vocational and industry needs; provide hands-on mentorship from industry professionals or trainers to enhance the practical relevance of their leadership roles; recognise learners through awards tied to their sustainability leadership efforts, encouraging alignment with future career goals.
3. Scalability and resources	The scalability of these activities depends on institutional size, leadership commitment, and stakeholder engagement. Initial investments include developing leadership training modules, organising mentorship programs, and providing resources for learner-led initiatives. Larger institutions may require dedicated coordinators to oversee youth leadership programs and ensure alignment with sustainability goals. Small institutions could start with small-scale initiatives, such as classroom-level leadership roles or a single project incubation program, while larger institutions could scale up by creating institution-wide sustainability teams, offering leadership training at multiple levels, and integrating youth leaders into strategic planning.
4. Anticipated impact by stakeholder group	• Learners: Develop leadership, project management, and communication skills while actively contributing to sustainability goals. • Educators and administrative staff: Gain support from youth leaders in implementing sustainability initiatives, fostering collaboration and mentorship opportunities. • Institution leaders: Strengthened alignment with sustainability goals by fostering a pipeline of youth leaders who actively contribute to institutional strategies. • Community: Youth leadership initiatives create opportunities for partnerships with external stakeholders, demonstrating institutional commitment to sustainability and empowering young voices in broader community efforts.
5. Scenario analysis	• Risks and barriers: Learners may lack confidence or experience to take on leadership roles effectively; resource constraints may

(risks, barriers, and mitigation)	limit the institution's ability to provide mentorship, training, or resources for youth-led initiatives; resistance from staff or stakeholders unfamiliar with learner-led approaches. • Mitigation strategies: Provide targeted leadership training and mentorship to build learners' confidence and capacity for leadership roles; start with small, manageable projects that allow learners to gain experience and demonstrate success; clearly communicate the purpose and benefits of youth leadership initiatives to all stakeholders, building support and reducing resistance.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Youth leaders (OL1)". They promote empowerment by equipping youth with the skills, resources, and opportunities to lead sustainability initiatives, fostering confidence and accountability. Youth leaders work closely with educators, staff, and external stakeholders, promoting a culture of shared responsibility for sustainability.

Analysis results for Participatory decision making (OL2) – Leadership dimension

1. Activity contribution to KPIs	This milestone focuses on fostering inclusive decision-making processes, ensuring that internal and external stakeholders actively contribute to sustainability planning. In terms of KPI contribution, activities such as roundtable discussions, stakeholder workshops, and formalised feedback loops ensure an increase in the proportion of institutional decisions influenced by stakeholder input (internal-external). In terms of metric alignment, the number of participatory activities held annually is increased through forums, roundtables, and structured decision-making processes, while the percentage of decisions incorporating feedback from stakeholders is enhanced by implementing feedback mechanisms and reviewing contributions to sustainability policies. The potential impact would be to strengthen institutional transparency and accountability, making sustainability initiatives more inclusive and responsive to diverse perspectives and to increase stakeholder engagement and commitment to sustainability by providing meaningful opportunities to shape institutional decisions.
2. Adaptability across institutions	The activities are adaptable to institutions of varying sizes, governance structures, and stakeholder engagement capacities. Primary and secondary schools could organise student councils or eco-committees where learners provide input on school sustainability initiatives (e.g., waste management, energy efficiency, school gardens); use interactive suggestion boxes

	(physical or digital) where students, teachers, and parents can submit sustainability-related ideas; conduct school-wide sustainability surveys or class discussions to gather input on sustainability actions. Higher education institutions could establish formal sustainability advisory boards composed of faculty, students, administrators, and external partners; use online platforms for student and faculty input on sustainability initiatives, such as participatory budgeting for green projects; organise collaborative sustainability workshops where stakeholders co-design institutional sustainability strategies. vet and adult education institutions could align participatory decision-making with industry needs, involving businesses and vocational experts in shaping sustainability policies and training programs; host focus groups where learners, trainers, and local businesses discuss sustainability integration into practical training; create mentorship and peer feedback loops where learners contribute insights on sustainability improvements in their fields of study.
3. Scalability and resources	The scalability of these activities depends on institutional governance structures, leadership commitment, and available resources. Initial investments include organising stakeholder engagement sessions, developing digital feedback tools, and training facilitators for participatory processes. Larger institutions may require dedicated roles or teams to manage sustainability governance and engagement initiatives. Small institutions could start with informal consultations (e.g., class discussions, teacher-parent feedback sessions) to introduce participatory decision-making in sustainability, while larger institutions could establish formal governance structures and online platforms to collect, analyse, and integrate stakeholder input systematically.
4. Anticipated impact by stakeholder group	• Learners: Gain leadership opportunities and develop critical thinking by actively shaping institutional sustainability policies. • Educators and administrative staff: Gain a clearer understanding of institutional sustainability priorities and feel more engaged in decision-making processes. • Institution leaders: Improves credibility and accountability by making sustainability policies more inclusive and aligned with real stakeholder needs. • Community: Strengthens relationships between the institution and external partners by involving businesses, NGOs, and community members in decision-making.
5. Scenario analysis	• Risks and barriers: Low stakeholder engagement due to lack of awareness or perceived inefficacy of participatory mechanisms;

(risks, barriers, and mitigation)	limited institutional buy-in from leadership or departments unfamiliar with collaborative decision-making processes; resource constraints in maintaining ongoing participatory activities. • Mitigation strategies: Use targeted outreach strategies to explain the benefits and real-world impact of participatory decision-making; share updates on how stakeholder input has shaped institutional policies; start with pilot initiatives, then gradually institutionalise participatory mechanisms based on demonstrated success.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Participatory decision making (OL2)". They promote inclusive governance, accountability and transparency by creating a structured approach for internal and external stakeholders to co-develop sustainability policies and initiatives.

Analysis results for Role models (OL3) – Leadership dimension

1. Activity contribution to KPIs	This milestone aims to identify and promote sustainability role models within the institution to inspire and guide stakeholders in engaging with sustainability initiatives. In terms of KPI contribution, activities such as establishing a sustainability role model programme, featuring role models in campaigns, and organising storytelling sessions increase the number of sustainability role models identified and promoted within the institution. In terms of metric alignment, the stakeholder awareness level of institutional role models is enhanced through published stories, interactive sessions, and digital promotion, while the number of activities or events featuring role models annually is increased through campaigns, storytelling events, and on-site project visits. The potential impact would be to encourage a culture of sustainability leadership by making role models visible and accessible to the institution's stakeholders and to foster peer-to-peer learning, motivation, and engagement with sustainability through lived examples.
2. Adaptability across institutions	The activities are designed to accommodate different institutional structures, resource levels, and operational models. Primary and secondary schools could identify sustainability champions among students and teachers who lead projects such as waste reduction, gardening initiatives, or energy-saving programs; feature young role models in school assemblies, social media, or newsletters to engage peers and encourage active participation; organise class-based storytelling sessions where role

	models share their sustainability journey in an engaging and age-appropriate format. Higher education institutions could feature faculty members, researchers, or student leaders who have driven sustainability projects (e.g., research on renewable energy, zero-waste initiatives) as institutional role models; organise guest speaker sessions with sustainability-focused alumni who have transitioned into leadership roles in green industries; use digital platforms to showcase role models through podcasts, blogs, or video series. VET and adult education institutions could highlight sustainability leaders in specific vocational fields (e.g., sustainable construction, eco-tourism, circular economy) as role models; organise on-site learning visits to sustainability-focused businesses or projects led by institutional alumni or industry professionals; feature industry experts in skills-based sustainability training, demonstrating real-world applications of sustainable practices.
3. Scalability and resources	The scalability of these activities depends on the institution's size, available communication channels, and stakeholder participation. Initial investments include identifying role models, developing multimedia content, and organising awareness events. Larger institutions may require dedicated sustainability coordinators to manage storytelling platforms and outreach. Small institutions could begin with a small-scale role model recognition program featuring 1–2 role models annually, using low-cost platforms like school newsletters or community events, while larger institutions could scale up by incorporating institution-wide campaigns, podcasts, mentorship programs, and industry collaborations.
4. Anticipated impact by stakeholder group	• Learners: Gain inspiration and practical insights from peers and professionals actively working on sustainability initiatives. • Educators and administrative staff: Improved motivation and capacity to integrate sustainability into teaching and institutional operations by learning from successful case studies. • Institution leaders: Strengthened institutional reputation and commitment to sustainability, demonstrating progress through visible role models. • Community: Increased opportunities for local businesses, NGOs, and sustainability professionals to collaborate with the institution, enhancing their visibility and impact.
5. Scenario analysis (risks,	• Risks and barriers: Low awareness or engagement from stakeholders unfamiliar with sustainability role models; limited institutional buy-in due to competing priorities or lack of funding for role model-driven programs; resource constraints in producing multimedia content or hosting large-scale events.

barriers, and mitigation)	• Mitigation strategies: Start with small, high-impact recognition initiatives (e.g., featuring a role model in a newsletter or assembly); use free or low-cost tools (e.g., internal blogs, short video interviews, or informal workshops) to highlight sustainability leaders; involve learners in storytelling projects to document and promote sustainability role models, ensuring participatory engagement.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Role models (OL3)". They promote leadership and inspiration, knowledge sharing and collaboration. By elevating sustainability champions, institutions encourage a cultural shift towards proactive engagement in sustainability. Sustainability role models provide real-life examples of impactful action, facilitating peer learning and stakeholder engagement.

Analysis results for Adjustability (OS1) – Strategy dimension

1. Activity contribution to KPIs	This milestone focuses on ensuring the institution's sustainability strategy remains dynamic and adaptable to evolving environmental, social, and economic conditions. In terms of KPI contribution, activities such as annual strategy reviews, stakeholder consultations, and policy alignment ensure an increase in the frequency of strategic updates to address evolving sustainability goals. In terms of metric alignment, the number of strategy revisions conducted annually is increased by establishing formal review processes and tracking updates, while the percentage of updated strategic goals implemented is ensured by linking revisions to operational policies and resource allocation. The potential impact would be to enhance institutional responsiveness to sustainability challenges by embedding a culture of continuous improvement; strengthen stakeholder engagement by integrating diverse perspectives into sustainability planning; and ensure alignment with local, national, and international sustainability frameworks, maintaining institutional relevance and impact.
2. Adaptability across institutions	The activities are adaptable to institutions of different sizes, governance structures, and sustainability maturity levels. Primary and secondary schools could establish a simplified review process that includes educators, students, and administrative staff to assess sustainability initiatives; use interactive tools (e.g., surveys, student forums) to collect feedback and inform strategy updates; align revised goals with school-wide operational policies, such as waste reduction, energy efficiency, and sustainability education.

	Higher education institutions could conduct formal strategic sustainability audits with faculty, researchers, and administrative leadership to ensure alignment with global trends; develop a sustainability advisory board responsible for monitoring policy changes and integrating them into institutional planning; leverage student and faculty research to inform data-driven strategy adjustments. VET and adult education institutions could adapt strategies to industry needs by engaging businesses, sector organisations, and policymakers in annual reviews; integrate modular sustainability curricula, allowing for flexible alignment with evolving workforce trends; revise institutional policies in response to shifts in sustainability regulations and vocational standards.
3. Scalability and resources	The scalability of these activities depends on institutional governance capacity, stakeholder engagement mechanisms, and leadership commitment. Initial investments include setting up review processes, stakeholder consultation mechanisms, and alignment frameworks. Large institutions may require dedicated sustainability coordinators or strategy oversight teams. Small institutions could begin with simple, low-cost review mechanisms (e.g., annual stakeholder meetings and basic policy updates), while larger institutions could scale up by integrating sustainability monitoring systems, setting up dedicated working groups, and embedding strategy revisions into governance processes.
4. Anticipated impact by stakeholder group	• Learners: Gain exposure to real-world sustainability governance, fostering awareness, adaptability, and critical thinking. • Educators and administrative staff: Improved alignment between sustainability strategy and teaching, operations, and professional development. • Institution leaders: Enhanced institutional credibility by ensuring sustainability strategies remain proactive, relevant, and aligned with broader sustainability goals. • Community: Strengthened collaboration with businesses, NGOs, and policymakers, ensuring the institution contributes effectively to local and global sustainability efforts.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Institutional resistance to frequent strategic revisions due to administrative burden or lack of awareness; difficulty in engaging stakeholders consistently in strategy review processes; resource constraints limiting capacity for comprehensive strategy updates. • Mitigation strategies: Start with incremental adjustments to demonstrate the feasibility and impact of flexible sustainability planning; develop a clear feedback mechanism to ensure

	transparency in how stakeholder input informs strategic updates; seek external funding (e.g., sustainability grants) to support review processes and stakeholder engagement initiatives.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Adjustability (OS1)". They promote continuous improvement and stakeholder-driven adaptability, while ensuring resilience and long-term impact. Ensuring institutional sustainability strategies remain dynamic, data-driven, and responsive to evolving challenges. Embedding inclusive governance by incorporating feedback from students, staff, industry, and community partners. Creating a structured review and revision cycle that maintains alignment with local, national, and global sustainability trends.

Analysis results for Facilitates collaborations (OS2) – Strategy dimension

1. Activity contribution to KPIs	This milestone focuses on embedding collaboration within institutional strategy to strengthen partnerships and optimise resource sharing. In terms of KPI contribution, activities such as developing a partnership framework, establishing agreements, and showcasing successful collaborations ensure an increase in the number of collaborative initiatives embedded in the institutional strategy. In terms of metric alignment, the number of stakeholders engaged in collaborative projects annually is increased by hosting forums, maintaining databases, and facilitating structured engagement, while the percentage of strategic objectives achieved through partnerships is enhanced by formalised agreements, resource-sharing mechanisms, and tracking of partnership contributions. The potential impact would be to enhance institutional capacity by leveraging external expertise, funding, and infrastructure; strengthen networking and knowledge exchange, ensuring sustainability efforts align with broader sectoral and community priorities; and to improve institutional reputation and credibility through visible, impactful collaborations.
2. Adaptability across institutions	The activities are adaptable across different institutional settings, ensuring relevance based on size, stakeholder composition, and resource availability. Primary and secondary schools could establish partnerships with local government, NGOs, and community organisations to co-develop sustainability education programs; use interactive forums and knowledge-sharing networks with other schools to exchange best practices in sustainability education; develop partnerships

	with local businesses to support sustainability initiatives, such as school gardens or renewable energy projects. Higher education institutions could develop long-term collaborations with research institutions, governmental agencies, and private sector partners to integrate sustainability into academic programs and research; create international collaboration platforms, allowing students and faculty to engage in cross-border sustainability projects; formalise joint funding agreements for large-scale sustainability infrastructure and research initiatives. VET and adult education institutions could align partnerships with industry stakeholders, workforce training organisations, and sectoral associations to embed sustainability into vocational training; establish resource-sharing agreements with businesses for access to sustainable technologies, training equipment, and guest lecturers; connect learners with international counterparts through virtual exchanges focused on best practices in sustainability-aligned vocational fields.
3. Scalability and resources	The scalability of these activities depends on institutional governance, leadership support, and partnership management capacity. Initial investments include setting up collaboration frameworks, developing stakeholder databases, and organising networking events. Large institutions may require dedicated staff or departments to manage partnerships and maintain agreements. Small institutions could begin with local and community-based partnerships, such as co-hosting sustainability events with local stakeholders, while larger institutions could scale up to national and international collaborations, leveraging research partnerships and industry alliances.
4. Anticipated impact by stakeholder group	• Learners: Gain real-world exposure to sustainability initiatives, improving career readiness and global sustainability literacy. • Educators and administrative staff: Increased professional development and access to external expertise, tools, and research collaborations. • Institution leaders: Strengthened institutional reputation and sustainability leadership, enabling greater access to funding and strategic networks. • Community: Mutual benefits from joint projects, knowledge exchange, and resource sharing, fostering long-term sustainability impact.
5. Scenario analysis (risks,	• Risks and barriers: Difficulty in maintaining active engagement among stakeholders, leading to inconsistent partnerships; resource constraints in managing collaboration frameworks, particularly in smaller institutions; lack of alignment between

barriers, and mitigation)	institutional and external stakeholder priorities, affecting partnership outcomes. • Mitigation strategies: Formalise agreements with clear objectives, responsibilities, and expected outcomes to maintain structured partnerships; use pilot projects to demonstrate impact before scaling collaborations institution-wide; engage dedicated staff or committees to manage stakeholder relationships and ensure sustained engagement.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Facilitates collaborations (OS2)". Establishing structured frameworks and agreements to foster long-term, impactful collaborations. Ensuring efficient utilisation of expertise, funding, and infrastructure through sustainability-driven partnerships. Embedding collaboration opportunities into institutional governance and strategic planning to strengthen sustainability initiatives.

Analysis results for Commits educators to engage in ESD (OS3) – Strategy dimension

1. Activity contribution to KPIs	This milestone focuses on formally embedding educators' commitments to ESD (Education for Sustainable Development) into institutional policies, employment agreements, and training programs to ensure long-term sustainability integration. In terms of KPI contribution, activities such as integrating ESD training into onboarding, providing certification opportunities, and fostering peer learning contribute to increasing the proportion of educators with ESD-specific commitments in their roles. In terms of metric alignment, the percentage of educators completing ESD training is enhanced through mandatory and voluntary professional development opportunities, while the number of ESD-focused activities led by educators is increased by embedding ESD into teaching practices and encouraging peer knowledge exchange. The potential impact would be to commit to ESD as a core responsibility for educators, strengthening their role in driving sustainability education; enhance educators' ability to embed sustainability into curricula, teaching methodologies, and institutional culture; and to create a peer-learning environment where educators actively engage in sustainability discussions, research, and leadership roles.
2. Adaptability across institutions	The activities can be tailored to fit different institutional structures, staff capacity, and available resources. Primary and secondary schools could integrate ESD principles into teacher onboarding and professional development, ensuring sustainability is embedded into pedagogical approaches from the

	start; use peer mentorship programs, pairing teachers who excel in ESD with those seeking guidance on sustainability integration; and recognise and showcase teachers leading ESD activities, fostering a culture of sustainability leadership. Higher education institutions could partner with universities or global ESD organisations to offer advanced sustainability certification for faculty members; provide research grants or incentives for educators to develop and implement ESD projects, courses, or interdisciplinary sustainability programs; and encourage faculty members to publish sustainability-related research or case studies, positioning the institution as a leader in ESD. VET and adult education institutions could align ESD commitments with workforce training requirements, ensuring sustainability concepts are integrated into vocational skills development; offer practical workshops and industry-aligned ESD courses to equip educators with sustainability knowledge relevant to their teaching domains (e.g., renewable energy, circular economy, sustainable construction); and establish educator-industry partnerships where experts from green industries provide sustainability training for teachers.
3. Scalability and resources	The scalability of these activities depends on institutional resources, faculty engagement, and leadership support. Initial investments include developing training programs, securing partnerships for certifications, and integrating ESD into employment agreements. Large institutions may require dedicated ESD coordinators or training staff to manage professional development programs. Small institutions could start with basic ESD training during onboarding and informal peer-learning groups to introduce sustainability principles, while larger institutions could scale up by offering structured ESD courses, professional development programs, and dedicated funding for sustainability research.
4. Anticipated impact by stakeholder group	• Learners: Receive higher-quality sustainability education, leading to increased sustainability awareness and skill development. • Educators and administrative staff: Gain professional development opportunities, enhanced teaching skills, and clearer expectations regarding their role in ESD. • Institution leaders: Strengthens institutional reputation by positioning sustainability as a core component of education and faculty development. • Community: Creates opportunities for educator-industry collaboration, leading to real-world sustainability impact through workforce training and research.

5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance from educators unfamiliar with sustainability principles or concerned about increased workload; limited institutional funding for ESD training programs and certifications; lack of alignment between institutional policies and sustainability expectations for educators. • Mitigation strategies: Incentivise participation by offering certificates, career development credits, or salary increments for ESD training completion; integrate ESD into existing professional development programs, reducing additional workload concerns; seek external funding or industry sponsorships to finance training and certification programs.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Commits Educators to Engage in ESD (OS3)". Embedding ESD into faculty policies ensures long-term sustainability engagement at an institutional level. Providing training and certification opportunities equips educators with sustainability leadership skills. Aligning ESD commitments with employment agreements formalises ESD as a core institutional responsibility.

Analysis results for Integrates non-formal education (OS4) – Strategy dimension

1. Activity contribution to KPIs	This milestone focuses on integrating non-formal education methods into sustainability-related activities to complement formal curricula and expand learning opportunities. In terms of KPI contribution, activities such as sustainability hackathons, interactive workshops, and mobile learning stations ensure an increase in the number of non-formal education programs integrated into ESD activities. In terms of metric alignment, the hours of non-formal education delivered annually is increased through structured workshops, mobile units, and online courses, while the participant feedback on non-formal program implementation is enhanced by engagement in immersive learning experiences such as gamification, art-based approaches, and intensive bootcamps. The potential impact would be to expand learning beyond traditional classroom settings, ensuring broader engagement with sustainability concepts; encourage practical application and experiential learning, fostering innovation and creative problem-solving; and increase accessibility of sustainability education by reaching diverse audiences, including communities, vocational learners, and underrepresented groups.
2. Adaptability	The activities are adaptable to different institutional settings, ensuring accessibility based on institutional priorities and learner needs.

across institutions	Primary and secondary schools could incorporate sustainability-focused arts and storytelling programs to engage younger students in interactive, creative learning experiences; use pop-up sustainability stations to bring hands-on environmental activities into the school environment; or host eco-challenges or sustainability fairs, allowing students to develop and present small-scale sustainability projects. Higher education institutions could organise sustainability hackathons where students work in teams to solve real-world sustainability challenges; offer virtual sustainability simulations or gamified online courses, allowing students to experiment with different sustainability models; embed green entrepreneurship bootcamps into non-formal learning structures, connecting students with industry experts and sustainability mentors. VET and adult education institutions could align non-formal education programs with industry skills training, such as practical workshops on sustainable construction, renewable energy, or circular economy practices; develop mobile learning stations that deliver sustainability training to workers, community groups, or rural populations; or organise pop-up exhibitions and interactive demonstrations in collaboration with businesses, showcasing sustainability innovations.
3. Scalability and resources	The scalability of these activities depends on institutional infrastructure, stakeholder participation, and digital integration capacity. Initial investments include developing learning materials, organising events, and investing in technology or mobile learning stations. Large institutions may require dedicated teams to manage non-formal education programs. Small institutions could start with single-session workshops or school-wide sustainability days to introduce non-formal learning, while larger institutions could scale up by creating structured, long-term non-formal education programs with certification pathways for learners.
4. Anticipated impact by stakeholder group	• Learners: Gain hands-on experience and practical problem-solving skills through non-traditional learning formats. • Educators and administrative staff: Increased flexibility to innovate and diversify teaching methodologies, making sustainability education more engaging. • Institution leaders: Enhances the institution's reputation for innovation in sustainability education, leading to increased visibility and potential funding opportunities. • Community: Non-formal learning extends sustainability education beyond the institution, enabling broader societal engagement and impact.

5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resource limitations may hinder the ability to scale non-formal education initiatives; stakeholder resistance to non-traditional learning methods, particularly in formal academic settings; engagement challenges, as some learners may require incentives to participate in voluntary non-formal education programs. • Mitigation strategies: Start small with pilot initiatives, demonstrating impact before scaling to full institutional adoption; use participatory approaches to co-design non-formal learning experiences with learners and educators, ensuring relevance; provide recognition incentives (e.g., certificates, digital badges) to encourage learner participation and engagement.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Integrates non-formal education (OS4)". Encouraging practical engagement with sustainability concepts beyond traditional classroom models. Expanding sustainability education to diverse learning environments, including digital platforms, communities, and workplaces. Introducing creative and interdisciplinary learning methods, fostering critical thinking, innovation, and collaboration.

Analysis results for Promotes accountability (OS5) – Strategy dimension

1. Activity contribution to KPIs	This milestone focuses on ensuring transparency, evaluation, and continuous improvement of sustainability-related activities under the Whole Institution Approach (WIA). In terms of KPI contribution, activities such as defining clear reporting mechanisms, stakeholder feedback loops, and incentive programs ensure the existence and effectiveness of accountability mechanisms for sustainability initiatives. In terms of metric alignment, the number of accountability mechanisms established and operational is increased by implementing structured reporting processes, defined indicators, and stakeholder engagement channels, while the frequency of stakeholder reporting and feedback sessions on sustainability progress is improved through scheduled reporting cycles, recognition programs, and evaluation meetings. The potential impact would be to create transparency and trust in sustainability governance by defining clear roles and measurable objectives; encourage continuous improvement by tracking progress and integrating stakeholder insights into sustainability strategies; and to promote engagement and motivation at the institutional level, ensuring that sustainability commitments are followed through at all levels.

2. Adaptability across institutions	The activities can be tailored to institutions with different governance structures, sustainability priorities, and available resources. Primary and secondary schools could develop a simple sustainability tracking framework with student and teacher participation (e.g., monitoring waste reduction, energy savings, or biodiversity projects); use student councils or eco-clubs to oversee progress, ensuring that sustainability initiatives remain active and engaging; implement interactive accountability mechanisms, such as classroom sustainability scoreboards or recognition events for schools with the best environmental performance. Higher education institutions could establish formal accountability mechanisms, such as a Sustainability Committee that tracks institutional progress and issues periodic reports; define KPIs aligned with global sustainability frameworks (e.g., GreenComp, SDGs), ensuring benchmarking against international best practices; conduct public sustainability audits and stakeholder dialogues, where students, faculty, and external partners can review progress and propose improvements. VET and adult education institutions could develop industry-aligned accountability indicators, ensuring sustainability performance is tracked in vocational training and workforce development; integrate sustainability reporting into quality assurance processes, aligning with accreditation or certification requirements for vocational training; establish reward systems that recognize trainers, students, and industry partners actively contributing to sustainability targets.
3. Scalability and resources	The scalability of these activities depends on institutional governance, leadership commitment, and available tracking tools. Initial investments include developing tracking frameworks, defining measurable indicators, and setting up reporting platforms. Large institutions may require dedicated sustainability officers or accountability committees to oversee progress. Small institutions could start with low-cost, high-visibility accountability measures, such as progress-tracking boards, school-wide competitions, or periodic sustainability updates, while large institutions scale up with structured governance mechanisms, integrating real-time data tracking, annual reporting frameworks, and formal review panels.
4. Anticipated impact by stakeholder group	• Learners: Gain practical exposure to sustainability accountability, developing skills in tracking, reporting, and evaluating sustainability progress. • Educators and administrative staff: Gain clarity on sustainability expectations and performance indicators, improving teaching and operational alignment with institutional sustainability goals.

	• Institution leaders: Strengthens strategic sustainability oversight, ensuring commitments translate into measurable action and results. • Community: Creates opportunities for external stakeholders to assess, support, and collaborate on sustainability efforts, ensuring alignment with local and global sustainability goals.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance to accountability from internal stakeholders due to concerns over additional workload or performance evaluation pressure; lack of standardised indicators for sustainability tracking, leading to inconsistent reporting; limited stakeholder engagement in reporting processes, affecting the credibility and impact of accountability measures. • Mitigation strategies: Incentivise participation by linking sustainability reporting with professional development, recognition awards, or institutional ranking benefits; provide training and guidance on how to track and report sustainability initiatives effectively; use participatory reporting models, ensuring that learners, educators, and external stakeholders co-develop accountability measures.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Promotes Accountability (OS5)". Clearly defined accountability mechanisms ensure sustainability initiatives are tracked and reported effectively. By embedding structured reporting cycles, institutions create a culture of performance evaluation and iterative progress. Facilitates cooperative governance, ensuring sustainability accountability is a shared responsibility across departments and external partners.

Analysis results for Alignment with Agenda 2030 (OS6) – Strategy dimension

1. Activity contribution to KPIs	This milestone focuses on embedding the United Nations Sustainable Development Goals (SDGs) into institutional policies, strategies, and initiatives, ensuring alignment with the global Agenda 2030. In terms of KPI contribution, activities such as reviewing policies, mapping sustainability initiatives, and integrating SDG references into strategy ensure an increase in the proportion of institutional policies aligned with the SDGs. In terms of metric alignment, the number of institutional policies explicitly referencing specific SDGs is increased by systematically reviewing, revising, and updating existing policies, while the percentage of sustainability initiatives mapped to specific SDGs is enhanced by requiring initiatives to align with SDGs and implementing tracking tools.

	The potential impact would be to strengthen the institution's commitment to global sustainability efforts, reinforcing credibility and accountability; improve strategic decision-making by ensuring institutional policies align with internationally recognised sustainability frameworks; and to encourage cross-sector collaboration and funding opportunities, as SDG-aligned institutions are more attractive to external partners and grants.
2. Adaptability across institutions	The activities can be tailored to different institutional sizes, governance structures, and available resources, ensuring meaningful SDG alignment. Primary and secondary schools could integrate SDG-based sustainability education into curricula and classroom activities; develop interactive SDG mapping exercises, helping students understand how school initiatives (e.g., waste reduction, biodiversity projects) align with global goals; use infographics or storytelling methods to make SDG alignment engaging and accessible to young learners. Higher education institutions could conduct comprehensive SDG audits to assess policy alignment and establish measurable institutional contributions to Agenda 2030; require research projects, academic programs, and institutional policies to explicitly align with SDG targets; and develop partnerships with UN agencies, research centres, and international networks to strengthen SDG-based impact. VET and adult education institutions could align vocational training programs with SDGs relevant to workforce development, such as SDG 8 (Decent Work and Economic Growth) or SDG 9 (Industry, Innovation, and Infrastructure); use SDG-aligned learning modules and certifications to upskill professionals in sustainability-driven industries; and establish industry partnerships to co-design SDG-aligned workforce training programs.
3. Scalability and resources	The scalability of these activities depends on leadership commitment, policy flexibility, and stakeholder engagement mechanisms. Initial investments include conducting SDG audits, revising policies, developing mapping tools, and tracking alignment. Large institutions may require dedicated SDG coordinators or ESD committees to oversee strategy implementation. Small institutions could begin by mapping existing sustainability projects to relevant SDGs and revising key policies accordingly, while larger institutions could scale up by embedding SDGs into all institutional strategies, research agendas, and governance structures.

4. Anticipated impact by stakeholder group	• Learners: Gain a clearer understanding of global sustainability challenges and how their learning connects to real-world sustainability goals. • Educators and administrative staff: Improved capacity to integrate SDG principles into curricula, operations, and decision-making. • Institution leaders: Strengthens institutional credibility, funding eligibility, and policy coherence by aligning with global sustainability goals. • Community: Fosters greater institutional engagement in local and international sustainability efforts, enhancing collaboration opportunities.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance from institutional stakeholders due to perceived complexity or administrative burden of SDG integration; lack of standardised SDG reporting mechanisms, leading to inconsistent alignment across policies; resource constraints in implementing and tracking SDG-based initiatives. • Mitigation strategies: Provide training and capacity-building sessions for educators and administrators on SDG alignment strategies; develop a step-by-step SDG integration roadmap, ensuring a phased and structured approach; leverage partnerships with SDG-focused organisations to streamline reporting and access global best practices.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Alignment with Agenda 2030 (OS6)". Clearly defined accountability mechanisms ensure sustainability initiatives are tracked and reported effectively. By embedding structured reporting cycles, institutions create a culture of performance evaluation and iterative progress. Facilitates cooperative governance, ensuring sustainability accountability is a shared responsibility across departments and external partners.

Analysis results for Educational Institution action plans (OS7) – Strategy dimension

1. Activity contribution to KPIs	This milestone focuses on embedding the United Nations Sustainable Development Goals (SDGs) into institutional policies, strategies, and initiatives, ensuring alignment with the global Agenda 2030. In terms of KPI contribution, activities such as setting review cycles, implementing tracking dashboards, and allocating resources ensure that institutions have a structured and actionable sustainability plan in place. In terms of metric alignment, the frequency of updates or reviews conducted on the action plan is increased through a formalised review and revision process, while the percentage of milestones in

	the action plan achieved within the specified timeframe is enhanced by setting clear deadlines, tracking progress, and ensuring resource allocation. The potential impact would be to establish a systematic and transparent approach to sustainability, ensuring progress is continuously tracked and measured; enable better coordination and alignment across departments and stakeholders, ensuring that sustainability goals are integrated with broader institutional priorities; and to encourage accountability and performance monitoring, ensuring sustainability initiatives remain on track and aligned with institutional commitments.
2. Adaptability across institutions	The activities can be adapted to different institutional structures, resources, and sustainability priorities, ensuring feasibility and impact. Primary and secondary schools could develop a simplified sustainability action plan, with specific goals such as waste reduction, energy savings, and environmental awareness programs; use student engagement dashboards where learners can track progress on classroom and school-wide sustainability goals; align sustainability milestones with academic calendars, ensuring that sustainability initiatives are incorporated into learning activities. Higher education institutions could establish comprehensive sustainability action plans that align with national and global sustainability frameworks (e.g., SDGs, GreenComp); implement faculty-led research projects that feed into institutional sustainability goals, allowing data-driven strategy revisions; or integrate sustainability into strategic planning and governance, ensuring leadership commitment and cross-departmental collaboration. VET and adult education institutions could align action plans with industry sustainability standards, ensuring that vocational training programs support green workforce development; develop real-time tracking dashboards to monitor sustainability progress within vocational workshops and training programs; include sustainability certification milestones, encouraging learners and staff to complete sustainability training aligned with the action plan.
3. Scalability and resources	The scalability of these activities depends on institutional capacity, leadership commitment, and digital tracking capabilities. Initial investments include developing structured action plans, creating tracking tools, and setting up review frameworks. Larger institutions may require dedicated sustainability officers or committees to oversee implementation and performance tracking. Small institutions begin with short-term sustainability plans focused on tangible, high-impact goals such as waste reduction and energy efficiency; while large institutions scale up by

	integrating long-term sustainability strategies with real-time data tracking, external benchmarking, and funding mechanisms.
4. Anticipated impact by stakeholder group	• Learners: Gain clear insights into institutional sustainability priorities, encouraging active participation in environmental and social initiatives. • Educators and administrative staff: Gain clarity on sustainability priorities and their roles in implementation, improving teaching and operational alignment with institutional sustainability goals. • Institution leaders: Strengthens institutional governance, accountability, and performance tracking in sustainability commitments. • Community: Improves institutional credibility and alignment with external sustainability frameworks, strengthening community engagement and partnership opportunities.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Lack of institutional commitment to reviewing and updating the action plan regularly; difficulty in measuring progress due to unclear sustainability indicators; limited resources for implementation, slowing down progress on sustainability targets. • Mitigation strategies: Mandate scheduled reviews of the action plan in governance policies to ensure accountability; develop clear, measurable KPIs that align with institutional operations and sustainability goals; seek external funding or partnerships to support sustainability implementation and tracking efforts.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Educational Institution action plans (OS7)". Embedding sustainability into planning at the institutional level ensures that initiatives are systematically executed and monitored. Real-time tracking and scheduled reviews increase visibility and accountability in sustainability implementation. Ensuring sustainability remains a core strategic priority, beyond short-term projects or initiatives.

Ex-Ante analysis for the pedagogical pillar milestones

Analysis results for Interdisciplinary, horizontal, coherent (PC1) – Curricula dimension

1. Activity contribution to KPIs	This milestone focuses on embedding interdisciplinary, horizontal, and coherent sustainability concepts into curricula, ensuring a holistic approach to sustainability education. In terms of KPI contribution, activities such as integrated thematic units, project-based learning, and cross-disciplinary modules ensure an increase in the percentage of curricula integrating interdisciplinary sustainability concepts.

	In terms of metric alignment, the percentage of courses/subjects designed with interdisciplinary approaches is increased through curriculum design frameworks that incorporate multiple disciplines, while the number of cross-disciplinary modules developed is enhanced by introducing sustainability-focused modules that blend knowledge from various fields. The potential impact of the indicative activities could encourage systemic thinking and problem-solving, helping learners understand the interconnectedness of sustainability challenges; prepare students for real-world sustainability challenges, ensuring their knowledge is practical, applicable, and context-specific; and strengthen collaboration between educators by fostering cross-disciplinary teaching approaches.
2. Adaptability across institutions	The activities are adaptable to different educational levels, institutional priorities, and curriculum structures, ensuring relevance and feasibility. Primary and secondary schools could develop thematic units where sustainability topics span across subjects (e.g., science, geography, and art); use hands-on activities, such as creating school gardens, to integrate sustainability into multiple subjects; and implement storytelling and experiential learning to help young learners grasp sustainability concepts in an engaging way. Higher education institutions could design project-based interdisciplinary modules where students work on sustainability challenges using knowledge from different subjects; develop collaborative assignments that require students to integrate perspectives from various disciplines (e.g., a circular economy project that combines business, science, and ethics); and use case studies of global sustainability issues to show interconnectedness between subjects. VET and adult education institutions could introduce interdisciplinary sustainability courses that blend subjects such as engineering, business, and environmental policy; design real-world projects in partnership with industries, local governments, or research institutes; or offer joint degrees or certifications focusing on sustainability across multiple disciplines.
3. Scalability and resources	The scalability of these activities depends on institutional capacity, faculty collaboration, and curriculum flexibility. Initial investments include curriculum redesign, faculty training, and developing interdisciplinary teaching materials. Large institutions may require dedicated teams or task forces to oversee interdisciplinary curriculum development. The scalability potential for the small institutions would be to start with pilot interdisciplinary modules within specific subjects, expanding integration based on results, while larger institutions

	could scale up by introducing institution-wide interdisciplinary sustainability curricula, including degree programs and research collaborations.
4. Anticipated impact by stakeholder group	• Learners: Gain a holistic understanding of sustainability, learning to address challenges using knowledge from multiple disciplines. • Educators and administrative staff: Enhanced teaching strategies through interdisciplinary collaboration, professional development, and innovative pedagogical approaches. • Institutional leadership: Strengthens institutional reputation for sustainability leadership and innovation, attracting partnerships and funding. • Community: Creates opportunities for partnerships between institutions, industries, and local governments, fostering real-world sustainability impact.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance from faculty due to the complexity of integrating multiple disciplines into their teaching; lack of institutional support for cross-disciplinary collaboration, limiting curriculum flexibility; resource constraints, particularly in training educators to adopt interdisciplinary teaching methodologies. • Mitigation strategies: Provide incentives (e.g., grants, professional development credits) for educators adopting interdisciplinary teaching; develop structured frameworks for interdisciplinary curriculum design, ensuring clear integration guidelines; encourage team-teaching models, allowing educators from different disciplines to co-design and deliver sustainability courses.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Interdisciplinary, Horizontal, Coherent (PC1)". Encouraging systems thinking and interconnected learning in sustainability education. Breaking traditional disciplinary silos, fostering multi-perspective problem-solving. Ensuring sustainability education goes beyond individual subjects and is embedded institution-wide.

Analysis results for SDGs integration (PC2) – Curricula dimension

1. Activity contribution to KPIs	This milestone focuses on systematically embedding the SDGs into curricula to address both local and global sustainability challenges. In terms of KPI contribution, activities such as developing SDG-aligned courses, thematic lessons, and vocational training modules ensure an increase in the proportion of curricula aligned with specific SDGs.

	In terms of metric alignment, the number of courses or modules explicitly referencing SDGs is increased through SDG-based curriculum revisions and new interdisciplinary modules, while the percentage of learners engaging in SDG-aligned projects or activities is enhanced by project-based learning, real-world applications, and partnerships with external organisations. The potential impact of the indicative activities would be to ensure learners at all educational levels develop a deep understanding of sustainability challenges and solutions; enhance institutional credibility and alignment with global sustainability frameworks, increasing opportunities for partnerships and funding; and encourage practical application of sustainability knowledge, linking classroom learning with real-world issues.
2. Adaptability across institutions	The activities can be tailored to different educational contexts, ensuring relevance across diverse age groups and learning environments Primary and secondary schools could use child-friendly storytelling, games, and art projects to introduce SDGs (e.g., a water conservation challenge for SDG 6: Clean Water and Sanitation); develop thematic lessons where sustainability concepts are naturally embedded into subjects (e.g., exploring biodiversity in science lessons linked to SDG 15: Life on Land); or encourage hands-on school projects such as planting trees or tracking waste reduction efforts to connect local action to global SDGs. Higher education institutions could offer elective courses on SDG-specific themes, such as SDG 11: Sustainable Cities and Communities, where students study urban resilience, transport planning, and sustainable architecture; partner with local governments, businesses, and NGOs to align academic coursework with real-world sustainability needs; or require research projects, dissertations, or capstone projects to address SDG-related challenges, fostering action-oriented knowledge creation. VET and adult education institutions could develop vocational training programs aligned with green jobs (e.g., SDG 7: Affordable and Clean Energy, with solar panel installation training); offer modules on circular economy principles (SDG 12: Responsible Consumption and Production), preparing learners for sustainability-driven business models; or integrate workplace sustainability training, ensuring alignment with industry needs and sustainability standards.
3. Scalability and resources	The scalability of these activities depends on institutional governance, faculty readiness, and access to SDG-related learning resources. Initial investments include curriculum revision, faculty training, and development of SDG-aligned teaching materials. Larger institutions

	may require dedicated SDG education coordinators to oversee alignment and implementation. Small Institutions could start with a few SDG-themed lessons or projects, gradually incorporating cross-disciplinary SDG integration, while large institutions scale up by embedding SDG learning objectives into every academic department and creating SDG-focused degree pathways.
4. Anticipated impact by stakeholder group	• Learners: Gain a comprehensive understanding of sustainability challenges and how they relate to local and global issues. • Educators and administrative staff: Improve teaching effectiveness by integrating real-world sustainability issues into their subjects. • Institutional leadership: Strengthens institutional credibility as a leader in sustainability education, attracting students, partnerships, and funding. • Community: Expands opportunities for collaboration between educational institutions, businesses, governments, and NGOs, fostering shared sustainability initiatives.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Lack of faculty awareness or training on how to integrate SDGs into existing curricula; limited institutional support for curriculum changes due to administrative constraints; resistance from traditional subject-area silos, making interdisciplinary SDG integration challenging. • Mitigation strategies: Provide faculty training on SDG-based teaching methodologies and encourage cross-disciplinary collaboration; develop modular SDG learning materials, making integration easier for educators with different levels of expertise; ensure institutional leadership formally supports SDG alignment, embedding it into strategic plans and academic priorities.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “SDGs integration (PC2)”. Embedding SDGs ensures that learners connect global sustainability challenges to local realities. Integrating SDGs into curricula fosters cross-disciplinary problem-solving and hands-on learning experiences. Aligning curricula with SDGs demonstrates a long-term institutional investment in sustainable education.

Analysis results for Skills for the future (PC3) – Curricula dimension

1. Activity contribution to KPIs	This milestone focuses on integrating future-oriented skills such as systems thinking, adaptability, and futures literacy into educational programs to equip learners for evolving sustainability challenges. In terms of KPI contribution, activities such as scenario-based learning, interdisciplinary workshops, and self-assessment tools

	ensure an increase in the proportion of courses embedding future-oriented skills. In terms of metric alignment, the number of future skill-focused workshops conducted annually is increased by offering targeted learning experiences across educational levels; while the learner self-assessment of their maturity level on future sustainability skills: enhanced through structured reflection tools, peer feedback, and performance tracking. The indicative activities equip learners with critical thinking, resilience, and adaptability, ensuring they can navigate and shape future sustainability challenges; encourage interdisciplinary collaboration and real-world problem-solving, strengthening their ability to work in complex systems; and align education with emerging sustainability trends and job market demands, preparing students for the green economy and digital transformation.
2. Adaptability across institutions	The activities can be tailored to different educational levels, ensuring skill development is age-appropriate and contextually relevant Primary schools could introduce interactive storytelling and games to teach systems thinking in a simple and relatable way (e.g., building ecosystems to explore interdependence); use age-appropriate self-reflection tools to help students assess their teamwork and problem-solving skills (e.g., drawing what they learned or discussing group roles); or focus on real-world relatable concepts, such as food systems, water cycles, and waste management, to introduce sustainability problem-solving. Secondary schools could facilitate scenario-based learning workshops where students solve future challenges (e.g., designing a future city with sustainability constraints); incorporate guided reflection exercises, helping students assess their abilities in adaptability, strategic thinking, and systems thinking after problem-solving activities; use global and regional sustainability challenges (e.g., climate change adaptation, smart cities) to demonstrate the interconnectedness of social, economic, and environmental factors. Higher education institutions could organise interdisciplinary futures literacy workshops, such as "Envisioning the Green Economy of 2050," bringing together students from diverse disciplines; integrate self-assessment tools within sustainability courses, allowing learners to evaluate their systems thinking, adaptability, and long-term problem-solving skills; offer collaborative projects with real-world partners (e.g., city councils, businesses, NGOs) to develop sustainability solutions using futures thinking methodologies.

	VET and adult education institutions could provide hands-on, practical training that integrates future skills with technical knowledge, such as reskilling workshops for emerging green industries; offer adaptability-focused training in fields like renewable energy, circular economy, and digital sustainability technologies, preparing professionals for industry shifts; use self-assessment and feedback mechanisms to track progress in systems thinking and adaptability in professional development programs.
3. Scalability and resources	The scalability of these activities depends on faculty readiness, institutional capacity, and access to industry partnerships. Initial investments include developing learning materials, training educators in future-oriented pedagogies, and creating self-assessment tools, while large institutions may require dedicated sustainability skills trainers or interdisciplinary faculty collaboration teams. Small institutions could start with a few structured scenario-based lessons or single-skill-focused workshops, expanding based on success, and large institutions can scale up by embedding future-oriented skills into entire degree programs and research initiatives on sustainability education.
4. Anticipated impact by stakeholder group	• Learners: Gain critical future-oriented skills such as strategic foresight, adaptability, and complex problem-solving, preparing them for evolving sustainability challenges. • Educators and administrative staff: Gain new pedagogical tools and improved interdisciplinary collaboration skills, enhancing the overall quality of sustainability education. • Institutional leadership: Strengthens institutional competitiveness and strategic foresight, positioning the institution as a leader in future-ready education. • Community: Creates stronger ties between institutions and sustainability-driven industries, ensuring graduates are well-equipped for green economy careers.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance to curriculum changes from faculty unfamiliar with futures literacy and systems thinking methodologies; limited institutional awareness of the importance of future skills for sustainability; difficulty in assessing progress in non-traditional skills such as adaptability and systems thinking. • Mitigation strategies: Provide faculty training programs focused on integrating future-oriented skills into existing curricula; develop competency-based assessments, ensuring future skills are measurable and trackable over time; use digital self-assessment tools to allow learners to reflect on and track their adaptability, resilience, and systems thinking.

6. Systemic alignment	The activities align with the organisational pillar under the parameter "Skills for the future (PC3)". Embedding adaptability, strategic foresight, and systems thinking ensures learners are prepared for complex, evolving sustainability challenges. Encouraging cross-sectoral learning, helping students apply knowledge across disciplines to solve real-world sustainability issues. Ensuring learners gain the skills necessary for emerging sustainability careers, increasing their long-term employability.

Analysis results for Promotes critical thinking (PC4) – Curricula dimension

1. Activity contribution to KPIs	This milestone focuses on embedding critical thinking into sustainability education, ensuring that learners question assumptions, evaluate evidence, and develop reasoned solutions to environmental and social challenges. In terms of KPI contribution, activities such as story-based problem-solving, scenario-based projects, and workplace simulations ensure an increase in the proportion of courses prioritising critical thinking in their outcomes. In terms of metric alignment, the number of problem-based learning activities implemented is increased through scenario-based learning, case studies, and industry-relevant problem-solving exercises, while the learner performance in critical thinking assessments or evaluations is enhanced by structured reflection exercises, peer-reviewed discussions, and practical assessments that measure reasoning skills. The indicative activities develop higher-order thinking skills, ensuring learners can critically analyse sustainability challenges and propose viable solutions; strengthen decision-making skills, preparing learners for complex environmental, social, and economic trade-offs; and encourage active engagement and problem-solving, making sustainability education more interactive and applied.
2. Adaptability across institutions	The activities can be tailored to different educational levels, ensuring age-appropriate methods for enhancing critical thinking. Primary schools could use story-based, problem-solving tasks where learners explore sustainability challenges through narratives and imaginative play; encourage creative brainstorming and teamwork by introducing simple dilemmas such as waste reduction strategies in a fictional town; or implement visual and verbal reflection exercises, helping young learners articulate their problem-solving processes. Secondary schools could develop scenario-based group projects that challenge students to evaluate sustainability trade-offs and make data-informed decisions; introduce structured assessments

	that measure bias detection, evidence evaluation, and solution viability (e.g., analysing pros and cons of solar panel installations in their community); or use local sustainability challenges to make critical thinking more relevant and actionable. Higher education institutions could integrate case studies, debates, and ethical dilemma discussions tailored to students' fields of study (e.g., business, engineering, public policy); encourage peer-reviewed research and structured debates where students evaluate each other's sustainability arguments based on evidence and logical reasoning; or implement multidisciplinary case studies, such as evaluating the trade-offs of deforestation for economic development or assessing carbon tax policies from multiple perspectives. VET and adult education institutions could use industry-specific workplace simulations, where learners analyse and optimise sustainability processes in energy, construction, or manufacturing sectors; design practical assessments where learners justify sustainability decisions based on efficiency, cost, and environmental impact (e.g., optimising a factory's production process to reduce energy waste); align problem-solving exercises with real-world challenges, ensuring that critical thinking leads to practical sustainability improvements.
3. Scalability and resources	The scalability of these activities depends on faculty readiness, institutional support, and assessment mechanisms. Initial investments include developing structured critical thinking rubrics, training educators in debate facilitation, and designing problem-based learning activities. Larger institutions may require faculty development programs on teaching critical thinking and assessing reasoning skills. Small institutions can start with pilot scenario-based projects in a few courses, then expand across subjects, while large institutions can scale up by embedding critical thinking as a competency in sustainability-related courses and using peer-assessment platforms.
4. Anticipated impact by stakeholder group	• Learners: Develop higher-order reasoning skills, improving their ability to critically assess sustainability challenges and design solutions. • Educators and administrative staff: Gain new teaching methodologies that enhance engagement and reasoning-based learning. • Institutional leadership: Strengthens the institution's academic credibility and alignment with modern educational best practices in sustainability education.

	• Community: Develops a workforce equipped with problem-solving skills, improving sustainability decision-making in industry and policy.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Resistance from educators unfamiliar with critical thinking pedagogies, requiring faculty training and mindset shifts; limited institutional resources for assessment tools, making it difficult to measure progress in reasoning skills development; challenges in scaling debate-based and peer-reviewed activities, particularly in large classrooms. • Mitigation strategies: Provide faculty training on critical thinking instruction, offering toolkits for problem-based learning; develop structured critical thinking rubrics, ensuring scalable and consistent assessment methodologies; use online platforms for peer reviews, AI-driven feedback, and gamified critical thinking exercises, enhancing scalability.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Promotes critical thinking (PC4)". Ensuring learners engage in real-world sustainability challenges that require analytical thinking and evidence-based decision-making. Embedding structured assessments and reflection mechanisms that encourage learners to evaluate sources, detect biases, and refine their arguments. Preparing learners for industry and governance roles where critical thinking is essential for sustainability problem-solving.

Analysis results for Extracurricular ESD activities (PC5) – Curricula dimension

1. Activity contribution to KPIs	This milestone focuses on expanding sustainability education beyond the classroom through experiential extracurricular programs, fostering active participation, creativity, and real-world application of sustainability concepts. In terms of KPI contribution, activities such as experiential learning, civic engagement, gamification, and creative sustainability initiatives ensure an increase in the number of extracurricular programs focused on sustainability. In terms of metric alignment, the learner participation rate in extracurricular sustainability initiatives is increased through engaging, hands-on activities that appeal to diverse interests, while the number of projects resulting from extracurricular activities is enhanced by enabling self-directed sustainability initiatives, policy advocacy efforts, and student-led environmental projects. The indicative activities develop lifelong sustainability habits, ensuring learners integrate sustainability into daily life; encourage active citizenship and leadership, empowering students to influence sustainability policies and community practices; and

	foster innovation and interdisciplinary collaboration, using gamification, cultural expression, and technology for sustainability learning.
2. Adaptability across institutions	The activities can be tailored to different educational settings, ensuring that extracurricular sustainability engagement is age-appropriate and contextually relevant. Primary schools could create eco-clubs where students engage in hands-on environmental projects (e.g., school gardens, recycling drives); use storytelling and arts-based activities (e.g., sustainability-themed theatre, murals, and songs) to engage young learners; implement nature-based learning excursions (e.g., field trips to local parks or conservation areas). Secondary schools could develop student-led sustainability initiatives, such as climate action clubs or school-wide zero-waste campaigns; integrate gamification and technology, such as mobile apps or sustainability challenges (e.g., carbon footprint tracking competitions); encourage community service projects (e.g., clean-up days, tree-planting, and environmental advocacy campaigns). Higher education institutions could establish interdisciplinary sustainability hackathons, where students develop real-world solutions to environmental and social challenges; provide opportunities for policy advocacy training, empowering students to engage with sustainability governance at local or national levels; use immersive simulations and gamified experiences, such as climate resilience planning simulations or circular economy innovation labs. VET and adult education institutions could develop hands-on, skills-based sustainability training, such as repair cafés, green entrepreneurship bootcamps, or sustainable product design workshops; foster collaborations with local businesses and NGOs, where learners participate in sustainability initiatives relevant to their professions; or provide extracurricular networking opportunities, linking learners with industry mentors and sustainability experts to enhance workforce readiness.
3. Scalability and resources	The scalability of these activities depends on institutional infrastructure, stakeholder engagement, and access to community partnerships. Initial investments include developing structured extracurricular programs, securing partnerships, and integrating digital tools for gamification and tracking. Large institutions may require sustainability coordinators or dedicated extracurricular program managers. Small institutions could start with low-cost, community-based sustainability initiatives, such as clean-up projects or gardening clubs, while large institutions could scale up by integrating

	sustainability challenges, gamified experiences, and institutional sustainability awards.
4. Anticipated impact by stakeholder group	• Learners: Gain hands-on sustainability experience, fostering civic engagement, leadership, and innovation. • Educators and administrative staff: Gain flexible teaching and engagement methods, allowing deeper integration of sustainability outside of formal curricula. • Institutional leadership: Enhances the institution's reputation as a leader in sustainability education, improving student engagement and community impact. • Community: Strengthens community involvement and partnerships, ensuring that sustainability education extends beyond the institution.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Low learner participation due to competing academic and extracurricular priorities; limited institutional resources to support sustainability-focused extracurricular programs; challenges in scaling due to the voluntary nature of extracurricular involvement. • Mitigation strategies: Gamify participation by introducing rewards, competitions, or certification programs for learners engaged in sustainability extracurriculars; partner with businesses and NGOs to provide funding and expertise for extracurricular sustainability projects; integrate extracurricular activities into existing student organisations to increase participation and institutional support.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Extracurricular ESD activities (PC5)". Ensuring learners engage in practical, real-world sustainability applications beyond classroom settings. Encouraging students to influence sustainability policies, drive change, and take leadership roles in their communities. Using gamification, digital tools, and interdisciplinary challenges to increase engagement and impact.

Analysis results for ICT (PC6) – Curricula dimension

1. Activity contribution to KPIs	This milestone focuses on leveraging ICT tools to enhance sustainability education, foster digital literacy, and prepare learners for technology-driven environmental problem-solving. In terms of KPI contribution, activities such as gamified learning, virtual simulations, environmental monitoring tools, and augmented reality (AR) training ensure an increase in the integration of ICT tools in sustainability education. In terms of metric alignment, the percentage of courses using ICT for sustainability education is increased by embedding digital learning tools into sustainability curricula, while the number of ICT-

	based sustainability learning modules developed is expanded through e-learning platforms, data-driven tools, and industry-aligned digital training. The indicative activities enhance engagement and accessibility, allowing learners to explore sustainability topics interactively and at their own pace; strengthen career readiness, ensuring learners are equipped with digital competencies for the green and digital economy; and improve real-world application, enabling learners to analyse data, model environmental challenges, and propose evidence-based sustainability solutions.
2. Adaptability across institutions	The activities can be tailored to different educational levels and learning needs, ensuring that ICT tools enhance engagement, learning outcomes, and real-world skills. Primary and secondary schools could introduce interactive educational apps and games focusing on sustainability topics (e.g., recycling, biodiversity, and climate change); use virtual simulations and gamified learning experiences to help students explore complex sustainability challenges in a simplified way (e.g., simulating climate impacts on a virtual town); develop animated storytelling and e-books to present local sustainability challenges, making learning fun, accessible, and engaging. Higher education institutions could implement data-driven learning tools such as environmental monitoring platforms, and carbon footprint calculators for advanced sustainability analysis; offer online interdisciplinary modules integrating ICT tools into systems thinking and problem-solving (e.g., analysing global supply chains or modelling climate adaptation strategies); use AI-driven sustainability forecasting models for research-based learning, allowing students to predict climate trends and assess environmental risks. VET and adult education institutions could enhance technical competence in sustainability-related industries using AR and VR training simulations (e.g., virtual wind turbine maintenance, energy efficiency diagnostics, or sustainable construction training); develop blended learning programs combining self-paced online courses with hands-on industry workshops, ensuring flexibility for working professionals; provide online certification programs for sustainability management, offering digital upskilling for workers transitioning into the green economy.
3. Scalability and resources	The scalability of these activities depends on institutional access to ICT infrastructure, digital literacy levels, and partnerships with edtech providers. Initial investments include developing digital sustainability curricula, training educators in ICT-based teaching, and integrating existing online learning platforms. Large institutions may require

	dedicated sustainability and ICT specialists to design and implement digital sustainability learning modules. Small institutions can start with low-cost ICT integration, such as open-access educational apps and online sustainability games, while large institutions can scale up by developing institution-wide digital sustainability curricula, investing in AI-based research tools, and expanding online sustainability certifications.
4. Anticipated impact by stakeholder group	• Learners: Develop digital literacy, data-driven decision-making, and practical sustainability problem-solving skills. • Educators and administrative staff: Gain innovative digital teaching methods, improving engagement and learning outcomes. • Institutional leadership: Strengthens institutional reputation for digital innovation and sustainability leadership, attracting partnerships and funding opportunities. • Community: Enhances community access to digital sustainability education, fostering broader environmental awareness and workforce upskilling.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited access to ICT infrastructure in some institutions, restricting technology-enhanced sustainability learning; resistance from educators unfamiliar with digital tools, requiring professional development; high costs of AR/VR or AI-based learning tools, making full-scale implementation difficult in resource-constrained institutions. • Mitigation strategies: Use open-access and low-cost digital learning platforms, making sustainability education accessible and scalable; provide training programs for educators, ensuring digital integration is practical and aligned with existing teaching methods; leverage partnerships with edtech firms and environmental organisations, securing funding or sponsorship for advanced digital sustainability tools.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “ICT (PC6)”. Ensuring learners develop digital competencies necessary for sustainability education and green careers. Using technology to create interactive, engaging, and flexible sustainability learning experiences. Preparing learners for data-driven decision-making in sustainability sectors through real-world ICT applications.

Analysis results for Employability (PCB1) – Capacity building dimension

1. Activity contribution to KPIs	This milestone focuses on enhancing professional development programs to align teaching and training competencies with sustainability and employability needs, ensuring that educators are

	equipped to prepare learners for green jobs and sustainability-driven careers. In terms of KPI contribution, activities such as sustainability certification programs, training on green technologies, and leadership development for educators ensure an increase in the proportion of professional development programs aligned with sustainability competencies. In terms of metric alignment, the number of educators completing sustainability-focused training programs is increased through targeted professional development initiatives, while the percentage of training hours dedicated to employability skills in sustainability is enhanced by integrating green job market competencies, interdisciplinary learning, and leadership training. The indicative activities equip educators with sustainability-specific teaching methodologies, ensuring they can deliver employability-focused sustainability education; align educator training with evolving green workforce demands, ensuring relevance to industry needs and SDG-aligned economic transitions; and strengthen educational institutions' capacity to serve as hubs for green skills development and workforce training.
2. Adaptability across institutions	The activities can be tailored to different institutional contexts and professional development structures, ensuring scalability and effectiveness. Primary and secondary schools could offer training workshops on embedding sustainability into traditional subjects, ensuring educators incorporate environmental, social, and economic sustainability themes into their curricula; develop practical teaching toolkits aligned with frameworks like GreenComp, enabling teachers to assess and enhance student sustainability competencies; or introduce leadership workshops for teachers, enabling them to mentor students in sustainability activism, policy engagement, and green entrepreneurship. Higher education institutions could facilitate cross-disciplinary educator training programs that bridge sustainability with technical, social, and economic fields; partner with industry leaders, research institutions, and sustainability networks to offer certified training programs in green technologies and sustainable business practices; provide digital micro-credentials in sustainability education, ensuring flexible and scalable professional development options for faculty. VET and adult education institutions could develop training modules on emerging green industries, such as renewable energy, circular economy, and sustainable construction; offer train-the-trainer programs, equipping educators with technical knowledge of evolving green technologies and workforce requirements; or

	establish partnerships with green industry leaders to create hands-on training programs, ensuring that educators deliver job-ready sustainability skills.
3. Scalability and resources	The scalability of these activities depends on educator engagement, institutional support, and partnerships with industry and sustainability-focused organisations. Initial investments include curriculum design, training materials, and certification frameworks. Larger institutions may require dedicated sustainability training staff or partnerships with accreditation bodies. Small institutions could start with low-cost, targeted sustainability training workshops for educators. Large institutions could scale up by integrating sustainability into all professional development programs and launching certification-based training.
4. Anticipated impact by stakeholder group	• Learners: Gain new competencies in sustainability education, ensuring they can effectively integrate green skills into their teaching. • Educators and administrative staff: Benefit from educators trained in sustainability skills, leading to stronger career readiness and employability in sustainability sectors. • Institutional leadership: Enhances institutional capacity to deliver future-ready education, ensuring alignment with global sustainability goals and industry demands. • Community: Creates opportunities for collaborations between education providers, businesses, and policymakers, ensuring workforce alignment with sustainability-driven economic transitions.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited faculty interest or awareness in sustainability-focused training, requiring incentivisation and awareness-building; challenges in integrating sustainability into existing professional development programs, requiring curriculum redesign; difficulty in securing partnerships with industry or accreditation bodies to validate sustainability training programs. • Mitigation strategies: Offer incentives for educators to complete sustainability certifications (e.g., professional development credits, salary benefits); embed sustainability within existing professional development frameworks, ensuring seamless integration; partner with sustainability certification bodies (e.g., GreenComp, LEED, ISO) to ensure credible, industry-recognised training.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “Employability (PCB1)”. Ensuring teachers and trainers are equipped with the skills and knowledge to prepare students for green jobs and sustainability-driven careers. Embedding green

	skills training within professional development to align education with emerging job market demands. Training educators to blend technical, social, and economic sustainability themes, ensuring holistic, employability-focused education.

Analysis results for Scaling of skills (PCB2) – Capacity building dimension

1. Activity contribution to KPIs	This milestone focuses on developing capacity-building programs tailored to the diverse skill levels of leaders, educators, and administrators, ensuring progressive upskilling in sustainability competencies. In terms of KPI contribution, activities such as skill gap assessments, modular training programs, and peer-to-peer learning initiatives ensure an increase in the availability of tailored capacity-building programs for different skill levels In terms of metric alignment, the number of programs addressing varying skill levels among stakeholders is increased through structured, multi-level capacity-building programs, while the percentage of learners reporting improved competencies post-training is enhanced by pre- and post-training assessments and ongoing peer mentoring. The indicative activities ensure targeted, relevant training for different stakeholders, avoiding a one-size-fits-all approach; strengthen institutional sustainability leadership by equipping educators, administrators, and leaders with progressively advanced competencies; encourage peer collaboration and mentorship, fostering a continuous learning culture within educational institutions.
2. Adaptability across institutions	The activities can be tailored to different institutional structures, workforce capacities, and sustainability priorities, ensuring relevance across various contexts. Primary and secondary schools could conduct introductory sustainability workshops for teachers and school administrators, ensuring that ESD (Education for Sustainable Development) competencies are embedded at all levels; offer modular training, allowing staff with varying levels of sustainability knowledge to engage at beginner, intermediate, or advanced levels; or implement teacher mentorship programs, pairing experienced sustainability educators with those new to the field. Higher education institutions could provide advanced leadership training for institutional leaders on embedding sustainability into governance, research, and curriculum development; offer peer-to-peer knowledge exchange networks, ensuring educators co-develop and share best practices on sustainability integration; or integrate systems thinking and interdisciplinary learning

	methodologies to equip faculty with scalable, adaptable sustainability competencies. VET and adult education institutions could develop workforce-aligned capacity-building programs, ensuring vocational educators and industry trainers are upskilled in emerging sustainability trends; create stackable micro-credentials, allowing learners to progress from foundational to expert-level sustainability training; or implement role-based learning pathways, differentiating training content for technical instructors, institutional leaders, and policy-makers.
3. Scalability and resources	The scalability of these activities depends on institutional commitment, digital learning tools, and access to expert trainers. Initial investments include training needs assessments, curriculum design, and facilitation of peer-learning programs. Larger institutions may require dedicated capacity-building teams or partnerships with sustainability certification bodies. Small Institutions can start with introductory sustainability capacity-building workshops and self-paced online modules. Large institutions can scale up by integrating sustainability competencies into all professional development programs and introducing certification pathways.
4. Anticipated impact by stakeholder group	• Educators: Enhance teaching methodologies and interdisciplinary collaboration, ensuring they can effectively integrate sustainability competencies into curricula. • Institutional leadership: Strengthens institutional capacity to lead sustainability transformation, positioning the institution as a leader in future-oriented education. • Administrative staff: Gain strategic leadership skills in sustainability, enabling them to align institutional policies with global sustainability frameworks. • Community: Increases collaboration with businesses, NGOs, and policymakers, ensuring that educational sustainability efforts align with workforce needs and policy frameworks.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Limited stakeholder engagement, leading to low participation in capacity-building programs. Challenges in tracking skill progression, requiring structured evaluation methodologies. Resistance from educators or administrators unfamiliar with sustainability-focused learning approaches. • Mitigation Strategies: Develop incentive structures (e.g., certifications, professional development credits) to encourage stakeholder participation. Implement competency-based assessments, ensuring that learning progression is measurable and meaningful. Provide mentorship and peer-learning frameworks, reducing resistance and fostering knowledge exchange.

6. Systemic alignment	The activities align with the organisational pillar under the parameter “Scaling of skills (PCB2)”. Ensuring that all stakeholders, regardless of skill level, have access to targeted sustainability training. Embedding scalable, structured sustainability skill development at all levels. Encouraging peer-to-peer learning, mentorship, and interdisciplinary collaboration.

Analysis results for Monitoring (PCB3) – Capacity building dimension

1. Activity contribution to KPIs	This milestone focuses on implementing structured monitoring systems to assess the effectiveness, relevance, and impact of capacity-building initiatives for sustainability education. In terms of KPI contribution, activities such as developing structured monitoring frameworks, feedback collection, and continuous program adjustments ensure the existence of monitoring systems for capacity-building initiatives. In terms of metric alignment, the frequency of monitoring reports generated is increased by establishing scheduled reporting cycles and structured review processes, while the number of adjustments made to programs based on monitoring outcomes is improved by translating feedback and data analysis into concrete program modifications. The indicative activities enhance program accountability, ensuring that capacity-building initiatives continuously evolve to meet stakeholder needs; provide data-driven insights, allowing institutions to identify gaps, track progress, and refine training content; and strengthen stakeholder engagement, enabling educators, administrators, and trainers to actively contribute to continuous improvement.
2. Adaptability across institutions	The activities can be tailored to different institutional structures, workforce capacities, and sustainability training needs, ensuring feasibility across various contexts. Primary and secondary schools could develop teacher feedback loops, where educators reflect on sustainability training effectiveness and classroom integration challenges; use student engagement metrics, tracking participation in sustainability activities and application of concepts; or conduct yearly performance reviews, ensuring training programs align with evolving curriculum and sustainability policies. Higher education institutions could establish formalised monitoring dashboards, integrating real-time tracking of sustainability competency development among faculty and students; use pre- and post-training assessments to evaluate faculty progression in sustainability knowledge and teaching strategies; or organise quarterly review meetings with educators, researchers, and

	administrators to discuss trends and improvements in training programs. VET and adult education institutions could implement industry-aligned performance tracking, ensuring vocational sustainability training meets job market demands; conduct skill audits before and after training to measure progress in green job competencies; or develop trainer feedback sessions, providing structured opportunities for reflection and peer collaboration.
3. Scalability and resources	The scalability of these activities depends on institutional commitment, data collection tools, and faculty engagement. Initial investments include developing monitoring frameworks, training staff in data collection methods, and setting up reporting tools. Larger institutions may require dedicated personnel or digital tracking systems to streamline capacity-building monitoring. Small institutions could start with manual data collection and basic feedback forms, progressively integrating structured monitoring processes; while large institutions could scale up by introducing digital dashboards, longitudinal tracking, and AI-driven data analysis for capacity-building effectiveness.
4. Anticipated impact by stakeholder group	• Learners: Benefit from refined, high-quality sustainability education, ensuring that training translates into real-world competencies. • Educators: Receive continuous feedback on professional development, allowing for adaptive learning and teaching enhancements. • Institutional leadership and administrative staff: Gain data-driven insights on training effectiveness, enabling strategic decisions for capacity-building improvements. • Community: Strengthens collaboration with industry and policymakers, ensuring that education aligns with workforce and policy needs.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: Lack of faculty engagement in monitoring activities, affecting data quality. Difficulty in quantifying sustainability skill improvement, requiring innovative assessment methods. Limited institutional resources for advanced data tracking, requiring cost-effective solutions. • Mitigation strategies: Provide incentives for educators and trainers to actively participate in monitoring processes. Develop qualitative and quantitative assessment models, ensuring holistic evaluation of capacity-building outcomes. Use low-cost digital survey and tracking tools to simplify data collection and analysis.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “Monitoring (PCB3)”. Ensuring that training programs evolve based on evidence and stakeholder feedback. Providing

	clear reporting mechanisms that track sustainability training outcomes and effectiveness. Embedding systematic evaluation into sustainability capacity-building, ensuring informed strategic adjustments.

Analysis results for Mentoring (PCB4) – Capacity building dimension

1. Activity contribution to KPIs	This milestone focuses on developing structured mentoring programs to support new and inexperienced educators in integrating Education for Sustainable Development (ESD) into their teaching practices. In terms of KPI contribution, activities such as mentoring pair formation, structured training for mentors, and feedback-based program improvement ensure an increase in the implementation of mentoring programs for educators. In terms of metric alignment, the number of mentoring pairs established annually is increased through structured mentoring frameworks and institutional support for peer learning, while the percentage of mentees reporting enhanced teaching efficacy through feedback is enhanced by mentee feedback loops, teaching observations, and iterative improvements to the mentoring process. The indicative activities improve ESD teaching quality, ensuring that new educators receive guidance from experienced mentors on sustainability integration; encourage peer learning and professional growth, fostering a collaborative teaching environment; and strengthen institutional sustainability leadership, positioning educational institutions as ESD learning hubs with strong mentorship cultures.
2. Adaptability across institutions	The activities can be tailored to different educational levels and institutional structures, ensuring scalability and effectiveness: Primary and secondary schools could pair experienced sustainability educators with new teachers to help integrate sustainability concepts into different subjects; conduct lesson observations and reflective discussions, ensuring mentees receive actionable feedback on sustainability-focused teaching strategies; or provide structured mentoring materials, including lesson plans, ESD activity guides, and interdisciplinary teaching models. Higher education institutions could implement faculty mentorship programs, where experienced ESD researchers or educators guide new faculty in integrating sustainability into their courses; facilitate cross-disciplinary mentorship, allowing mentees to explore ESD integration across different academic fields; or use peer-review teaching observations where mentors and mentees collaborate on course design and delivery improvements.

	VET and adult education institutions could establish industry-linked mentoring programs, ensuring vocational trainers receive expert guidance on embedding sustainability skills into technical training; offer modular mentorship programs, allowing professionals to upskill and receive targeted guidance on ESD teaching; develop practical ESD coaching models, ensuring that mentors focus on skills-based sustainability education aligned with workforce needs.
3. Scalability and resources	The scalability of these activities depends on institutional commitment, mentor training, and feedback-driven program evolution. Initial investments include developing mentoring frameworks, mentor training sessions, and establishing evaluation tools. Larger institutions may require dedicated mentoring coordinators or faculty development units. Small institutions could start with pilot mentoring programs in a few subject areas, then expand based on feedback, while the large institutions can scale up by formalising mentoring networks, offering institutional recognition for mentors, and integrating mentorship into professional development plans.
4. Anticipated impact by stakeholder group	• Learners: Gain leadership experience and professional development through mentoring roles. • Educators and administrative staff: Gain confidence and competency in ESD integration, improving teaching quality. • Institutional leadership: Strengthens institutional sustainability culture and professional learning ecosystems. • Community: Creates a highly trained educator workforce, ensuring that sustainability knowledge is effectively transferred to learners.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and Barriers: Mentor-mentee mismatches, leading to ineffective learning experiences. Lack of institutional recognition for mentors, reducing engagement in mentoring programs. Difficulties in tracking mentoring effectiveness, requiring clear monitoring frameworks. • Mitigation Strategies: Use structured matching criteria, ensuring mentors and mentees are paired based on competencies, interests, and teaching goals. Incentivise mentorship participation, offering certifications, stipends, or leadership recognition for mentors. Develop clear assessment tools, including mentee progress tracking and structured feedback mechanisms.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “Mentoring (PCB4)”. Ensuring that new educators gain practical, experience-based learning in ESD methodologies. Supporting peer learning and leadership development among

	experienced educators. Embedding mentoring as an institutional mechanism for continuous improvement in sustainability teaching.

Analysis results for Facilitating educators' integration in community – shaping of social identity of profession (PCB5) – Capacity building dimension

1. Activity contribution to KPIs	This milestone focuses on integrating educators into their local communities and professional networks, ensuring they are active agents of sustainability beyond the classroom. The indicative activities directly contribute to achieving the KPI and metrics. In terms of KPI contribution, activities such as structured educator orientation programs, community engagement, and curriculum integration of local sustainability issues ensure an increase in the proportion of new educators engaged in structured integration programs connecting them with the community and professional networks. In terms of metric alignment, the percentage of newly hired educators participating in community engagement and orientation activities is increased through structured onboarding programs and immersive community-based learning experiences, while the extent to which sustainability topics and real-world community challenges are embedded into educators' teaching practices is improved through lesson plan co-creation, participatory pedagogies, and direct collaboration with local stakeholders. The indicative activities enhance educators' understanding of local sustainability challenges, ensuring that teaching is contextually relevant and aligned with community needs; strengthen educators' professional identity as sustainability leaders, fostering a network of practitioners committed to integrating sustainability into education; and encourage greater collaboration between educators and local stakeholders, enabling knowledge-sharing, community participation, and real-world problem-solving.
2. Adaptability across institutions	The activities can be customised for different educational contexts, ensuring structured integration programs meet institutional and community needs. Primary and secondary schools could establish community engagement workshops where educators connect with local environmental groups, policymakers, and cultural institutions; facilitate lesson planning sessions with local stakeholders, ensuring that curricula integrate place-based sustainability themes; or encourage educators to mentor students in community service projects, embedding active citizenship into teaching practices. Higher education institutions could implement structured faculty induction programs, introducing new educators to regional sustainability challenges and university-community partnerships;

	encourage collaborative research with local organisations, ensuring educators engage in sustainability-focused community development initiatives; and facilitate networking with professional sustainability educators, strengthening cross-disciplinary collaboration and professional identity. VET and adult education institutions could align educator onboarding programs with industry sustainability priorities, ensuring that vocational training reflects workforce and community sustainability needs; or establish public-private partnerships, allowing educators to work directly with businesses, NGOs, and government agencies on sustainability-driven projects.
3. Scalability and resources	The scalability of these activities depends on institutional investment, community partnerships, and structured onboarding processes. Initial investments include developing structured educator orientation materials, training facilitators, and creating community partnership agreements. Larger institutions may require dedicated sustainability education coordinators to oversee educator-community integration efforts. Small institutions could start with community-focused induction workshops and collaborative lesson planning activities, while the large institutions could scale up by formalising community engagement programs, integrating real-world challenges into professional development, and expanding local sustainability partnerships.
4. Anticipated impact by stakeholder group	• Learners: Benefit from real-world sustainability learning experiences, ensuring place-based relevance and deeper engagement. • Educators and administrative staff: Gain deeper connections with the community and sustainability networks, improving teaching relevance and effectiveness. • Institutional leadership: Strengthens institutional sustainability positioning and network engagement, fostering educational institutions as hubs for sustainability leadership. • Community: Enhances collaboration between education providers and local sustainability initiatives, ensuring co-designed sustainability learning.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and barriers: low participation from educators due to workload constraints or limited interest in community-based projects; challenges in embedding real-world sustainability topics into formal curricula, requiring flexibility in lesson planning; limited institutional support for community-based educator integration, requiring policy backing. • Mitigation strategies: develop incentive structures, such as certifications, professional recognition, or career development

	pathways, for participating educators; provide flexible lesson planning models, ensuring that educators can integrate sustainability topics without disrupting existing curricula; ensure leadership endorsement, embedding educator-community engagement in institutional sustainability strategies.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Facilitating educators' integration in community – shaping of social identity of profession (PCB5)". Ensuring that educators connect with local sustainability challenges, making learning contextually relevant. Strengthening the role of teachers and trainers as key agents of community sustainability. Encouraging knowledge-sharing between educators, community stakeholders, and students.

Analysis results for Sustainability of educational institution actions through time (PCB6) – Capacity building dimension

1. Activity contribution to KPIs	This milestone focuses on establishing continuity mechanisms to prevent the disruption of sustainability initiatives due to staff or leadership turnover, ensuring that sustainability commitments remain embedded in institutional operations. In terms of KPI contribution, activities such as knowledge documentation, structured onboarding, and institutionalisation of sustainability roles ensure an increase in the existence of formalised continuity mechanisms for sustainability actions within the institution. In terms of metric alignment, the number of formalised continuity mechanisms established relevant to sustainability is increased through institutionalising sustainability roles, onboarding systems, and structured documentation, while the frequency of institutional reviews and updates to sustainability action plans is enhanced through regular monitoring and strategic updates. The indicative activities ensure long-term sustainability implementation, mitigating the risks of institutional memory loss; strengthen organizational resilience, ensuring sustainability actions continue even during leadership or staff transitions, and enhance accountability and progress tracking, ensuring institutions refine and improve sustainability strategies over time.
2. Adaptability across institutions	The activities can be tailored to different institutional contexts, ensuring that sustainability actions remain integrated, strategic, and durable: Primary and secondary schools could develop institutional sustainability archives, ensuring that teaching resources, sustainability policies, and action plans are easily accessible;

	establish an onboarding sustainability module for new teachers and school administrators, ensuring alignment with existing sustainability commitments; or implement student-led sustainability project handover processes, ensuring that initiatives such as eco-clubs, recycling programs, or green spaces are sustained year-to-year. Higher education institutions could institutionalise sustainability governance structures, such as a sustainability office or green council, ensuring responsibility for continuity is formally assigned; require departments to embed sustainability in their strategic plans, ensuring sustainability is not dependent on individual champions; or develop mentoring systems for student sustainability leaders, ensuring knowledge transfer and project continuity between graduating and incoming cohorts. VET and adult education institutions could integrate sustainability competencies into formal job descriptions (e.g., sustainability coordinators, facilities managers), ensuring institutionalised accountability; require annual sustainability audits, tracking progress on sustainability goals and adapting strategies accordingly; or partner with industry and external stakeholders to ensure sustainability initiatives align with long-term workforce needs and economic trends.
3. Scalability and resources	The scalability of these activities depends on leadership commitment, policy integration, and knowledge management systems. Initial investments include developing sustainability documentation systems, onboarding processes, and formalising sustainability job roles. Larger institutions may require dedicated sustainability coordinators or committees to oversee long-term implementation. Small institutions could start with simple knowledge documentation and onboarding modules, ensuring sustainability actions are formally recorded and shared, while the large institutions could scale up by embedding sustainability into strategic planning processes, hiring sustainability-focused personnel, and institutionalising governance mechanisms.
4. Anticipated impact by stakeholder group	• Learners: Ensures student-led sustainability initiatives are sustained, fostering long-term engagement and continuity in sustainability leadership. • Educators and administrative staff: Reduces disruptions in sustainability programs, ensuring that initiatives continue seamlessly across leadership transitions. • Institutional leadership: Strengthens institutional sustainability governance, ensuring long-term alignment with environmental and social responsibility goals.

	• Community: Enhances institutional credibility in sustainability, ensuring that external sustainability commitments remain active and consistent.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and Barriers: Loss of sustainability knowledge due to poor documentation, leading to gaps when staff or leaders leave. Lack of formalised responsibility for sustainability initiatives, causing projects to stagnate. Resistance to integrating sustainability responsibilities into job descriptions, requiring leadership advocacy. • Mitigation Strategies: Develop sustainability action repositories, ensuring that knowledge and resources are archived and accessible. Institutionalise governance mechanisms, ensuring sustainability is a shared responsibility across departments and leadership levels. Provide incentives for sustainability accountability, ensuring that roles formally include sustainability responsibilities.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Sustainability of educational institution actions through time (PCB6)". Ensuring that sustainability commitments persist beyond staff and leadership turnover. Embedding sustainability into policies, job descriptions, and institutional decision-making frameworks. Implementing annual review mechanisms to ensure sustainability actions are refined and adapted over time.

Analysis results for Recognition of work (PCB7) – Capacity building dimension

1. Activity contribution to KPIs	This milestone focuses on developing structured recognition mechanisms to value and incentivise educators' and staff contributions to advancing sustainability within educational institutions. In terms of KPI contribution, activities such as sustainability awards, performance-based recognition, and incentive schemes ensure an increase in the number of formal recognition and reward programs for sustainability efforts. In terms of metric alignment, the number of formal recognition mechanisms implemented (e.g., awards, certifications, incentive schemes) is increased through structured sustainability acknowledgment programs, while the percentage of educators and staff reporting increased motivation and engagement due to recognition mechanisms: improved by integrating sustainability into performance evaluations and fostering a culture of appreciation. The indicative activities encourage sustained engagement in sustainability initiatives, ensuring long-term commitment from educators and staff; position sustainability as a valued professional

	contribution, supporting career progression and institutional recognition; and foster a culture of appreciation and collaboration, increasing participation and innovation in sustainability initiatives.
2. Adaptability across institutions	The activities can be tailored to different institutional contexts, ensuring recognition mechanisms are relevant, equitable, and scalable. Primary and secondary schools could establish school-wide sustainability awards, recognising teachers who integrate sustainability into their teaching or lead student eco-projects; implement peer-led recognition programs, allowing staff and educators to nominate colleagues for outstanding sustainability contributions; or integrate sustainability-related achievements into performance evaluations, ensuring teachers' efforts are formally recognised in career progression. Higher education institutions could develop institution-wide sustainability fellowships, supporting faculty members engaged in sustainability research and teaching; recognise cross-disciplinary sustainability initiatives, encouraging collaboration between different academic departments; or provide financial incentives (e.g., sustainability research grants, stipends, conference sponsorships) for educators who advance sustainability. VET and adult education institutions could establish industry-linked sustainability awards, recognising educators who develop or implement innovative sustainability-focused vocational training programs; develop certifications or micro-credentials, ensuring that educators' sustainability expertise is officially documented and recognised; or partner with businesses and industry organisations to provide joint recognition for sustainability efforts, enhancing institution-to-industry collaboration.
3. Scalability and resources	The scalability of these activities depends on institutional leadership support, funding for recognition programs, and integration with professional development pathways. Initial investments include developing award criteria, establishing selection committees, and integrating sustainability into performance review frameworks. Larger institutions may require dedicated sustainability coordinators or faculty development teams to oversee recognition mechanisms. Small institutions could start with simple peer-led recognition programs and informal sustainability acknowledgment initiatives, while the large institutions could scale up by embedding sustainability recognition into career development frameworks, institutional fellowships, and financial incentives.
4. Anticipated impact by	• Learners: Gain access to high-quality sustainability education, benefiting from motivated and recognised educators.

stakeholder group	• Educators and administrative staff: Increase motivation and professional recognition, reinforcing long-term engagement in sustainability. • Institutional leadership: Strengthens the institution's sustainability leadership reputation, making it more attractive to sustainability-focused students, partners, and funding bodies. • Community: Encourages collaboration between educational institutions and external sustainability organisations, creating partnerships and funding opportunities.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and Barriers: Limited institutional funding for incentives, requiring cost-effective recognition approaches. Lack of awareness or engagement, reducing participation in recognition programs. Potential biases in award selection processes, requiring transparent evaluation frameworks. • Mitigation Strategies: Offer non-monetary recognition incentives, such as certificates, public acknowledgment, and career development opportunities. Promote recognition programs through institutional communications, ensuring visibility and awareness. Develop clear, inclusive award criteria, ensuring equity and transparency in recognition mechanisms.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Recognition of work (PCB7)". Ensuring educators and staff receive formal acknowledgment for their contributions to sustainability. Incentivising continued participation in sustainability efforts through structured recognition mechanisms. Fostering a positive, collaborative environment where sustainability is rewarded and valued.

Analysis results for Formal and non-formal education (PTL1) – Teaching and learning activities dimension

1. Activity contribution to KPIs	This milestone focuses on integrating formal and non-formal education approaches to provide diverse and experiential learning opportunities that enhance sustainability education. In terms of KPI contribution, activities such as curriculum reviews, educator training, and the development of sustainability maker spaces ensure an increase in the proportion of learning opportunities combining formal and non-formal approaches. In terms of metric alignment, the number of non-formal educational sustainability activities integrated into curricula is increased by embedding experiential, project-based, and community-driven sustainability learning, while the percentage of learners participating in formal and non-formal sustainability programs is improved through blended learning opportunities and interactive engagement strategies.

	The indicative activities encourage active, hands-on learning, allowing students to apply sustainability concepts in real-world contexts; foster interdisciplinary collaboration and problem-solving, strengthening critical thinking and systems thinking competencies; and expand learning opportunities beyond the classroom, ensuring learners develop practical sustainability skills through community engagement and real-world projects.
2. Adaptability across institutions	The activities can be tailored to different institutional settings, ensuring that formal and non-formal education are meaningfully combined to enhance sustainability learning. Primary and secondary schools cold assess existing extracurricular activities (e.g., school gardening, eco-clubs, recycling programs) and integrate them into formal curricula; implement storytelling and project-based sustainability learning, where students collaborate with local communities to address real environmental challenges; or set up outdoor learning spaces or sustainability labs, allowing students to experiment, create, and apply sustainability concepts. Higher education institutions could develop interdisciplinary courses that blend traditional academic learning with hands-on sustainability projects in collaboration with industry partners and NGOs; create sustainability innovation labs, where students design and test sustainability solutions using a maker-space approach; or implement time banking systems, allowing students to earn credits for sustainability engagement and mentorship activities. VET and adult education institutions could align vocational training programs with real-world sustainability applications, ensuring that learners engage in industry-led sustainability projects; use blended learning models, where online sustainability training is complemented by hands-on fieldwork and industry mentorships; or introduce skills-based sustainability challenges, where learners collaborate on real-world problems, such as waste reduction in manufacturing or renewable energy integration.
3. Scalability and resources	The scalability of these activities depends on institutional support, community partnerships, and infrastructure for experiential learning. Initial investments include curriculum redesign, educator training, and the development of sustainability learning spaces. Larger institutions may require dedicated sustainability coordinators or partnerships with external sustainability organisations. Small institutions could start with low-cost, local community-based projects, ensuring that students apply sustainability concepts in hands-on activities, while the large institutions could scale up by integrating non-formal learning systematically into curricula and offering certification for sustainability engagement.

4. Anticipated impact by stakeholder group	• Learners: Gain practical, real-world sustainability skills, ensuring that sustainability knowledge is applied and experiential. • Educators and administrative staff: Strengthens teaching effectiveness by integrating experiential learning methodologies into traditional curricula. • Institutional leadership: Positions the institution as a leader in sustainability innovation, fostering stronger engagement with external partners and funders. • Community: Strengthens community collaboration, ensuring that students and educators actively contribute to local sustainability efforts.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and Barriers: Lack of educator experience in non-formal learning methodologies, requiring professional development and training. Limited institutional policies supporting non-formal education integration, necessitating policy adjustments and leadership advocacy. Resource constraints in developing sustainability maker spaces and time banking systems, requiring partnerships and funding initiatives. • Mitigation Strategies: Offer professional development for educators, ensuring they gain competencies in non-formal sustainability education approaches. Integrate formal and non-formal learning at a policy level, ensuring structured, institutional commitment to sustainability education. Partner with community organisations, businesses, and government agencies, ensuring that resources and expertise are leveraged for sustainability learning spaces and programs.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “Formal and non-formal education (PTL1)”. Ensuring that students apply sustainability concepts in real-world contexts. Using maker spaces, time banking, and digital learning platforms to expand accessibility and engagement. Embedding formal and non-formal sustainability education in long-term institutional strategies.

Analysis results for Connection to labour market (PTL2) – Teaching and learning activities dimension

1. Activity contribution to KPIs	This milestone focuses on aligning educational programs with labour market needs to ensure that learners develop skills for sustainability-related careers. In terms of KPI contribution, activities such as capacity building for career consultants, industry-education partnerships, and integration of sustainability careers into curricula ensure an increase in the number of partnerships established with the labour market for sustainability skills development.

	In terms of metric alignment, the number of collaborative activities or projects conducted with labour market partners is increased by co-developing programs, hosting sustainability career events, and integrating work-based learning opportunities, while the percentage of curricula or programs co-developed with input from labour market stakeholders is enhanced through formalised industry-education collaborations and skills alignment strategies. The indicative activities strengthen learner employability by equipping students with skills relevant to emerging green jobs and sustainability professions; encourages educational institutions to collaborate with businesses, industries, and policymakers, ensuring curricula meet the evolving needs of the labour market; and builds early career awareness, motivating learners to pursue sustainability-focused professions through curriculum integration and industry engagement.
2. Adaptability across institutions	The activities can be tailored to different educational levels, ensuring early exposure to sustainability careers and targeted skill development: Primary and secondary schools could introduce sustainability professions into core subjects, such as incorporating hydrologists into water cycle lessons or renewable energy engineers into physics classes; establish career awareness programs, where parents working in sustainability fields share insights into their professions through guest lectures or project mentoring; or host interactive career days, where learners engage with sustainability professionals, explore green industries, and participate in hands-on sustainability workshops. Higher education institutions could develop joint degree programs or elective courses co-designed with sustainability industry leaders, ensuring graduates possess labour-market-relevant sustainability skills; strengthen career counselling services, training student advisors on green jobs, sustainability careers, and emerging industries; or create research collaborations and sustainability incubators, where students develop solutions to real-world sustainability challenges in partnership with businesses and policymakers. VET and adult education institutions could establish apprenticeships and work-based learning programs in sustainability sectors, allowing learners to gain industry experience while studying; implement micro-credentials and certifications in sustainability competencies, ensuring that workers develop specific, in-demand green skills; or partner with companies transitioning to sustainable practices, ensuring that training programs align with new industry sustainability regulations and workforce demands.

3. Scalability and resources	The scalability of these activities depends on institutional partnerships, industry engagement, and integration of career-focused sustainability content into curricula. Initial investments include training career consultants, developing industry-education collaborations, and integrating sustainability competencies into career guidance. Larger institutions may require dedicated sustainability career coordinators or external industry advisors to oversee labour market alignment initiatives. Small institutions could start with guest lectures from sustainability professionals and early career exposure programs, while the large institutions could scale up by developing industry-aligned sustainability curricula and integrating work-based learning programs.
4. Anticipated impact by stakeholder group	• Learners: Gain clear pathways to sustainability careers, ensuring that learning directly translates into employability opportunities. • Educators and administrative staff: Strengthens career guidance strategies, allowing educators and consultants to provide accurate, industry-relevant sustainability career pathways. • Institutional leadership: Enhances the institution's competitiveness and alignment with industry needs, positioning it as a leader in sustainability workforce development. • Community: Strengthens collaboration between education providers, businesses, and policymakers, ensuring workforce readiness for the green transition.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and Barriers: Limited awareness of sustainability career opportunities, requiring career consultant training. Challenges in engaging businesses and industries, requiring formalised partnership agreements. Difficulties in embedding sustainability careers into curricula, requiring curriculum revision strategies. • Mitigation Strategies: Provide professional development for career consultants, ensuring they understand sustainability career pathways. Develop incentives for businesses to participate in sustainability partnerships, such as internship tax benefits or collaborative research grants. Integrate sustainability career education across disciplines, ensuring that multiple subjects expose learners to green job opportunities.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Connection to labour market (PTL2)". Ensuring that learners develop employable skills aligned with sustainability labour market needs. Strengthening education-business partnerships, ensuring training aligns with real-world sustainability challenges. Embedding sustainability career exploration across all educational levels, ensuring early awareness and long-term engagement.

Analysis results for Learner-led Initiatives (PTL3) – Teaching and learning activities dimension

1. Activity contribution to KPIs	This milestone focuses on empowering learners to take leadership roles in sustainability projects by addressing real-world environmental and social challenges. In terms of KPI contribution, activities such as awareness campaigns, sustainability research projects, and student-led funding opportunities ensure an increase in the number of learner-led sustainability projects. In terms of metric alignment, the number of completed projects addressing real-world sustainability challenges annually led by learners is increased by providing mentorship, funding, and project-based learning opportunities, while the percentage of learners involved in project leadership roles is enhanced through capacity-building workshops, formal pitch events, and access to digital platforms for idea-sharing. The indicative activities develop leadership and problem-solving skills, equipping learners with practical sustainability experience; encourage entrepreneurial thinking, allowing students to prototype and implement sustainability solutions; and strengthen learner engagement in real-world sustainability action, ensuring they apply theoretical knowledge to practical challenges.
2. Adaptability across institutions	The activities can be tailored to different educational levels and learning contexts, ensuring that learner-led sustainability initiatives are engaging, feasible, and impactful. Primary and secondary schools could establish student-led eco-clubs, empowering learners to run awareness campaigns on waste reduction, energy efficiency, and biodiversity conservation; support interdisciplinary sustainability projects, where students collaborate across subjects to design and implement solutions; or create school-wide competitions and sustainability challenges, encouraging creative thinking and team-based problem-solving. Higher education institutions could develop student research grants for sustainability projects, enabling learners to explore environmental and social issues in depth; organise formal pitch events, where students present sustainability solutions to institutional leaders, investors, or external stakeholders; or provide digital innovation spaces, allowing learners to share sustainability ideas, collaborate with peers, and access mentorship networks. VET and adult education institutions could integrate workplace sustainability projects, ensuring learners apply sustainability concepts in industry settings; offer small grants or seed funding for students to develop green business solutions or implement

	sustainability initiatives in their respective fields; or establish mentorship networks, connecting learners with industry professionals and sustainability practitioners to enhance workplace readiness.
3. Scalability and resources	The scalability of these activities depends on institutional support, access to funding, and integration of learner-led sustainability programs into existing curricula. Initial investments include small grant funding, mentorship program development, and digital collaboration platforms. Larger institutions may require dedicated student engagement officers or sustainability innovation hubs. Small institutions could start with low-cost initiatives such as eco-clubs, classroom sustainability projects, and awareness campaigns, while large institutions could scale up by offering sustainability fellowships, integrating research funding opportunities, and hosting large-scale pitch events.
4. Anticipated impact by stakeholder group	• Learners: Gain leadership experience, project management skills, and hands-on sustainability knowledge, enhancing career readiness and civic engagement. • Educators and administrative staff: Strengthens student engagement in sustainability curricula, ensuring that learning is action-oriented and relevant. • Institutional leadership: Enhances institutional reputation as a leader in sustainability education, attracting partnerships and funding for student innovation. • Community: Fosters collaboration between educational institutions and local sustainability efforts, ensuring real-world impact.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and Barriers: Limited funding opportunities for student-led projects, requiring external partnerships and grant development. Lack of project management skills among students, necessitating training in leadership, budgeting, and execution. Potential disengagement if students do not see real impact or institutional support, requiring ongoing mentorship and visibility for projects. • Mitigation Strategies: Offer micro-funding opportunities, ensuring students have financial backing to develop and scale sustainability projects. Conduct project management and leadership workshops, ensuring students gain the skills needed to execute sustainability initiatives effectively. Integrate student sustainability projects into institutional decision-making, ensuring that learner-led initiatives are visible and valued.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “Learner-led Initiatives (PTL3)”. Ensuring that learners actively lead sustainability projects, applying knowledge in real-

	world contexts. Providing structured funding, mentorship, and recognition for student-led sustainability solutions. Aligning student sustainability projects with workforce needs and societal challenges.

Analysis results for Promotes awareness of changes on the planet and impact on human life (PTL4) – Teaching and learning activities dimension

1. Activity contribution to KPIs	This milestone focuses on integrating educational content that highlights planetary changes and their impact on human life, fostering a deep understanding of sustainability challenges. In terms of KPI contribution, activities such as developing interdisciplinary courses, using simulation tools, and organizing real-world learning experiences ensure an increase in the integration of planetary changes into educational content. In terms of metric alignment, the number of courses or sessions focused on planetary changes and human impact is increased through curriculum development, site visits, and sustainability debates, while the learner feedback on awareness and understanding of planetary challenges is enhanced by interactive learning tools, experiential education, and structured discussions. The indicative activities increase learner awareness of global environmental changes, ensuring they grasp the urgency and complexity of sustainability issues; strengthen systems thinking and critical reasoning, allowing learners to evaluate environmental trade-offs and policy implications; enhance real-world engagement, ensuring that learning extends beyond theoretical discussions into practical, observable planetary phenomena.
2. Adaptability across institutions	The activities can be tailored to different educational levels and institutional structures, ensuring that awareness of planetary changes is contextual, experiential, and actionable. Primary and secondary schools could develop multi-disciplinary sustainability modules integrating science, geography, and social studies, helping students understand how planetary changes affect communities; use interactive learning tools such as storytelling, augmented reality (AR), and simulation-based games to explore climate change, biodiversity loss, and pollution; or facilitate school-based sustainability challenges, where students research local environmental issues and propose solutions. Higher education institutions could offer advanced courses that analyse planetary systems, including climate science, ecological resilience, and human adaptation strategies or implement data-driven research projects, allowing students to monitor local environmental changes and propose policy recommendations.

	VET and adult education institutions could develop sector-specific sustainability training, ensuring that learners understand planetary changes relevant to their industry (e.g., sustainable agriculture, green manufacturing, or urban planning); use real-world site visits, such as observing coastal erosion, air pollution hotspots, or renewable energy sites, to bridge theoretical learning with practical applications; or facilitate business-oriented sustainability workshops, equipping professionals with climate risk assessment and mitigation skills.
3. Scalability and resources	The scalability of these activities depends on institutional commitment, access to experiential learning resources, and integration of planetary awareness into multiple disciplines. Initial investments include curriculum design, educational software for simulations, and partnerships for field visits. Larger institutions may require dedicated sustainability research centres or digital learning labs. Small institutions could start with classroom-based learning activities and small-scale local site visits, while the large institutions could scale up by introducing sustainability-focused courses across disciplines, investing in simulation tools, and developing field-based research programs.
4. Anticipated impact by stakeholder group	• Learners: Gain a deeper understanding of planetary changes, developing critical thinking and solution-oriented mindsets for sustainability challenges. • Educators and administrative staff: Strengthens teaching effectiveness by integrating interactive and real-world sustainability learning experiences. • Institutional leadership: Enhances institutional reputation as a leader in climate and sustainability education, attracting research collaborations and student engagement. • Community: Increases public engagement with sustainability issues, ensuring that educational institutions contribute to broader climate awareness efforts.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and Barriers: Limited access to simulation tools or site visits, requiring digital and community-based alternatives. Challenges in integrating planetary change topics across all disciplines, requiring teacher training and interdisciplinary collaboration. Potential resistance from institutions prioritising other curriculum areas, requiring leadership engagement and policy support. • Mitigation Strategies: Use open-access environmental simulation tools to enhance accessibility and scalability. Provide professional development for educators, ensuring they integrate planetary awareness into their subjects. Develop

	institutional policies supporting sustainability curriculum integration, ensuring long-term commitment.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “Promotes awareness of changes on the planet and impact on human life (PTL4)”. Ensuring that learners grasp the interconnectedness of planetary changes and societal challenges. Combining science, geography, policy, and social studies to provide a holistic understanding of planetary change. Encouraging learners to participate in real-world sustainability efforts and policy discussions.

Analysis results for Practical, hands-on experiences (PTL5) – Teaching and learning activities dimension

1. Activity contribution to KPIs	This milestone focuses on providing hands-on learning experiences that enable learners to actively engage with sustainability practices, ensuring that they develop practical, applicable skills. In terms of KPI contribution, activities such as structured sustainability skill-building modules, waste audits, biodiversity mapping, and sustainable product design workshops ensure an increase in the number of hands-on learning experiences provided. In terms of metric alignment, the number of sustainability-related skills gained through practical sessions annually is increased by offering diverse hands-on activities aligned with real-world sustainability challenges, while the learner participation rate in hands-on sustainability activities is enhanced through interactive learning programs, collaborative projects, and educator training initiatives. The indicative activities develop critical sustainability skills, ensuring learners gain practical competencies for green jobs and sustainability leadership; encourage active participation in sustainability, allowing learners to apply knowledge in real-world scenarios; and strengthen problem-solving abilities and interdisciplinary collaboration, ensuring that learners understand sustainability from multiple perspectives.
2. Adaptability across institutions	The activities can be tailored to different educational settings, ensuring that practical sustainability learning is feasible, engaging, and impactful: Primary and secondary schools could develop school-based sustainability projects, such as community gardens, composting programs, and energy conservation initiatives; organise waste audits and biodiversity mapping activities, ensuring that students learn about waste reduction and ecosystem health; or implement hands-on STEM sustainability experiments, such as building solar-powered devices or testing water quality in local rivers.

	Higher education institutions could offer lab-based sustainability courses, allowing students to conduct environmental impact assessments, carbon footprint calculations, and green chemistry experiments; develop research-driven sustainability projects, where learners collaborate with local industries or policymakers to solve real sustainability challenges; or establish on-campus sustainability labs, providing resources and mentorship for hands-on sustainability entrepreneurship. VET and Adult Education Institutions could integrate practical sustainability skills training into vocational courses, such as eco-friendly construction techniques, sustainable food production, or renewable energy installations; develop industry-linked apprenticeships and internships, ensuring that learners gain hands-on experience in sustainability-driven sectors; or establish learning hubs for sustainability skills development, offering certification in practical green skills like permaculture design or sustainable manufacturing.
3. Scalability and resources	The scalability of these activities depends on institutional investment in hands-on learning spaces, educator training, and industry partnerships. Initial investments include developing sustainability-focused training modules, setting up learning spaces, and establishing external collaborations. Larger institutions may require specialised labs or outdoor sustainability learning environments. Small institutions could start with low-cost sustainability experiments, DIY projects, and small-scale school-based sustainability initiatives, while large institutions could scale up by developing sustainability learning labs, launching research-driven sustainability projects, and partnering with industries for work-based sustainability learning.
4. Anticipated impact by stakeholder group	• Learners: Gain practical skills and direct experience in sustainability, making learning engaging, relevant, and career-focused. • Educators and administrative staff: Strengthens teaching effectiveness by integrating interactive, applied sustainability learning methodologies. • Institutional leadership: Enhances institutional recognition as a leader in applied sustainability education, attracting funding, research partnerships, and student engagement. • Community: Strengthens collaboration between educational institutions and industry, government, and NGOs, ensuring that sustainability learning aligns with workforce and community needs.
5. Scenario analysis	• Risks and Barriers: Limited access to hands-on learning spaces and resources, requiring strategic partnerships and funding

(risks, barriers, and mitigation)	strategies. Challenges in integrating hands-on learning into traditional curricula, requiring flexible pedagogical approaches. Low student engagement due to lack of structured project opportunities, requiring interactive, learner-driven sustainability challenges. • Mitigation Strategies: Partner with local businesses, NGOs, and government agencies to secure resources, funding, and mentorship opportunities. Develop modular sustainability training kits, making it easier to integrate hands-on activities into existing curricula. Use gamification and real-world sustainability challenges to increase student participation and motivation.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Practical, hands-on experiences (PTL5)". Ensuring that learners gain hands-on experience in addressing sustainability challenges. Equipping learners with technical, environmental, and problem-solving competencies for sustainability careers. Encouraging cross-sector learning, research, and innovation through real-world sustainability projects.

Analysis results for Alternative Learning Processes (PTL6) – Teaching and learning activities dimension

1. Activity contribution to KPIs	This milestone focuses on developing alternative learning processes that cater to different learning styles, abilities, and needs, ensuring equitable and flexible sustainability education. In terms of KPI contribution, activities such as needs assessments, modular course structures, and innovative pedagogical methods ensure an increase in the number of alternative learning approaches implemented. In terms of metric alignment, the Percentage of learners participating in activities tailored to their individual learning styles annually: Increased through adaptive and flexible learning opportunities. Number of new teaching methodologies introduced annually to address diverse learning needs: Expanded through experimentation with blended learning, project-based learning, and flipped classroom models. The indicative activities Increases learner engagement and accessibility, ensuring that students with different learning preferences can succeed in sustainability education. Strengthens educational inclusivity, ensuring that students with varied backgrounds, abilities, and paces of learning are supported. Fosters innovation in teaching methods, allowing institutions to test and refine diverse pedagogical approaches for better learning outcomes.

2. Adaptability across institutions	The activities can be customised to different educational settings, ensuring that alternative learning approaches are effective and scalable: Primary and secondary schools could implement blended learning models, allowing students to engage with digital and interactive content alongside traditional teaching; use visual, auditory, and hands-on learning techniques, ensuring students engage with sustainability topics in ways that suit their learning preferences; or develop student-led projects, allowing learners to choose sustainability topics and work on them at their own pace. Higher education institutions could develop flipped classroom models, where students engage with sustainability content online before in-class discussions or workshops; create modular learning pathways, allowing students to customise their course sequences based on interest and career aspirations; or integrate game-based learning and simulations, allowing students to experiment with sustainability strategies in virtual environments. VET and adult education institutions could offer flexible, micro-credentialed sustainability courses, allowing adult learners to progress at their own pace; develop skills-based sustainability learning paths, ensuring vocational students gain hands-on experience relevant to their industries; or use experiential learning techniques, such as problem-solving workshops, work-based sustainability challenges, and industry-led mentorship programs.
3. Scalability and resources	The scalability of these activities depends on institutional investment in flexible learning infrastructure, educator training, and curriculum adaptability. Initial investments include conducting learner needs assessments, designing modular course structures, and developing digital learning tools. Larger institutions may require learning design specialists or technology-enhanced learning resources. Small institutions could start with simple adjustments, such as differentiated instruction techniques and project-based learning modules, while large institutions could scale up by offering modular, interdisciplinary learning pathways and digital learning environments.
4. Anticipated impact by stakeholder group	• Learners: Gain access to learning approaches tailored to their needs, improving engagement and knowledge retention. • Educators and administrative staff: Gain new tools and methods to accommodate diverse learning styles, improving teaching effectiveness and inclusivity. • Institutional leadership: Strengthens institutional innovation in pedagogy, positioning the institution as a leader in inclusive and flexible education.

	• Community: Expands access to sustainability education for non-traditional learners, ensuring lifelong learning opportunities.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and Barriers: Educators may struggle to adapt to new learning models, requiring training and professional development. Institutions may lack the infrastructure for digital or modular learning, requiring investment in LMS platforms and course design. Students may struggle with self-directed learning, necessitating support mechanisms such as coaching and peer mentorship. • Mitigation Strategies: Provide continuous educator training, ensuring that teaching staff can effectively implement alternative learning models. Invest in digital tools and hybrid learning environments, ensuring that students have access to flexible education pathways. Develop structured learner support mechanisms, such as coaching, mentoring, and self-paced study guides.
6. Systemic alignment	The activities align with the organisational pillar under the parameter "Alternative Learning Processes (PTL6)". Ensuring that education accommodates diverse learning preferences, abilities, and professional needs. Encouraging institutions to experiment with blended, modular, and experiential learning approaches. Providing learners with multiple pathways to acquire sustainability knowledge and skills.

Analysis results for Multimodal Learning Environments (PTL7) – Teaching and learning activities dimension

1. Activity contribution to KPIs	This milestone focuses on developing multimodal learning environments that incorporate diverse teaching methods and resources, ensuring learners engage with sustainability education through multiple modalities. In terms of KPI contribution, activities such as integrating technology with traditional teaching, using online resources, and combining synchronous and asynchronous learning ensure an increase in the percentage of courses utilising multimodal learning environments. In terms of metric alignment, the number of courses integrating diverse teaching resources and methods is increased by expanding curricula with AR/VR, MOOCs, online discussions, and hybrid learning strategies, while the learner satisfaction with multimodal educational experiences is improved through learner feedback surveys and adaptation of teaching approaches to meet diverse learning needs. The indicative activities enhance learner engagement and accessibility, ensuring students with different learning preferences

	benefit from diverse instructional methods; strengthen education inclusivity, allowing students with various learning abilities and backgrounds to access sustainability education; and encourage lifelong learning by incorporating self-paced and interactive resources, enabling continuous engagement with sustainability topics.
2. Adaptability across institutions	The activities can be tailored to different educational settings, ensuring that multimodal learning meets the needs of diverse learner populations. Primary and secondary schools could implement interactive smartboards, AR/VR applications, and digital storytelling to enhance sustainability learning through immersive experiences; use game-based learning and simulations to engage younger learners in biodiversity conservation, climate action, and circular economy concepts; or provide printed and digital resources, ensuring that students access multimodal materials regardless of digital literacy or access. Higher education institutions could develop hybrid sustainability courses, where students engage in live lectures while accessing asynchronous learning materials (videos, infographics, academic papers); use MOOCs and collaborative platforms like Microsoft Teams, Moodle, or Google Classroom, ensuring students access learning at their own pace; or integrate multimodal assessment methods, including reflective journals, interactive quizzes, and video-based presentations, to accommodate different learning preferences. VET and adult education institutions could incorporate hands-on training sessions complemented by digital learning modules, ensuring learners gain both theoretical and applied sustainability skills; offer microlearning formats, where learners engage with sustainability content in short, targeted lessons through videos, infographics, and industry case studies; or develop real-time and on-demand training opportunities, ensuring that working professionals access sustainability education in flexible formats.
3. Scalability and resources	The scalability of these activities depends on institutional investment in digital tools, educator training, and structured learning resource repositories. Initial investments include training educators in multimodal teaching strategies, integrating digital learning tools, and developing course materials. Larger institutions may require dedicated e-learning support teams or learning management system (LMS) infrastructure. Small institutions could start with low-cost digital resources (open-access MOOCs, YouTube videos, infographics) and blended learning approaches, while large institutions could scale up by developing institution-wide multimodal learning policies, offering

	diverse assessment methods, and investing in AR/VR-based sustainability learning experiences.
4. Anticipated impact by stakeholder group	• Learners: Gain access to multiple learning formats, ensuring that sustainability education accommodates different cognitive styles and preferences. • Educators and administrative staff: Strengthens teaching effectiveness by integrating interactive, digital, and hands-on methodologies into sustainability education. • Institutional leadership: Enhances institutional competitiveness in sustainability education, attracting learners, partners, and funding opportunities. • Community: Expands access to sustainability education for non-traditional learners, ensuring lifelong learning opportunities for diverse populations.
5. Scenario analysis (risks, barriers, and mitigation)	• Risks and Barriers: Educators may struggle with integrating multimodal approaches, requiring training in digital and blended learning methodologies. Institutions may lack the infrastructure for multimodal education, requiring investment in LMS platforms and digital learning resources. Learners may face digital accessibility challenges, necessitating flexible, offline, and low-tech learning options. • Mitigation Strategies: Provide continuous training for educators, ensuring they effectively use multimodal teaching strategies. Develop both high-tech and low-tech solutions, ensuring that learners without digital access can still engage with multimodal learning. Use learner feedback surveys to refine multimodal learning strategies, ensuring teaching methods remain relevant and inclusive.
6. Systemic alignment	The activities align with the organisational pillar under the parameter “Multimodal Learning Environments (PTL7)”. Ensuring that students access sustainability education through diverse, engaging learning formats. Integrating digital tools, asynchronous learning modules, and interactive simulations. Providing multiple learning pathways and assessment methods, ensuring that students engage in ways best suited to their needs.

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