



## Guidance for VET Schools: Using the GreenVET Sustainability Self-Assessment Tool

Sustainability in vocational education is no longer a side topic, it is central to preparing learners for a future that demands responsibility, resilience, and innovation. The **GreenVET Sustainability Self-Assessment Tool** has been designed to support VET schools like yours in reflecting on current sustainability practices and setting a course for meaningful, measurable progress.

This tool isn't an audit. It's a conversation starter, a planning companion, and a way to spark collective reflection across your institution. Developed by the GreenVET Pathway project consortium as part of the Erasmus+ initiative, it is meant to help your school identify where it stands now and how it can move forward on its sustainability journey.

### Why Use This Tool?

The tool provides a structured way to look at five key areas of sustainability in your school:

- **School Values and Communication**
- **Teaching and Learning**
- **School Community and Participation**
- **School Premises and Facilities**
- **Networks and Partnerships**
- **Team Development and Lifelong Learning**

Each of these areas includes clear indicators to help you think critically about how sustainability is, or could be, embedded in daily practice. The tool helps teams identify **strengths**, **gaps**, and **opportunities** for action.

### Who Should Use It?

The self-assessment is most valuable when completed collaboratively. Gather a group of staff members representing different functions – teachers, school leaders, administrative personnel, and ideally, a student or parent voice. Their diverse perspectives will enrich the process and lead to more grounded conclusions.




### How Does It Work?

Each item in the self-assessment is rated from **1 to 5**, based on how well your school currently addresses the sustainability indicator in practice. This scale is designed to spark honest, open reflection – there are no “right” answers, just starting points for growth.

Take your time with each indicator. Discuss openly what’s in place and what’s aspirational. The “Notes & Action Ideas” space is just as important as the score, use it to document specific examples, recent initiatives, or ambitions for the future.

Score Stage	Description	Points
<b>1 Not Yet Started</b>	There is currently no activity or awareness in this area. It may not yet be on the radar of the team or institution.	0p
<b>2 Initiated, Needs Planning</b>	Some awareness or interest exists. Initial conversations or efforts may have started, but no structured plan or action is yet in place.	1p
<b>3 Developing</b>	Concrete steps are being taken. Pilot activities or early-stage implementations exist, and planning is ongoing to strengthen the practice.	2p
<b>4 Implemented</b>	The indicator is actively embedded in the school’s activities or systems. Practices are consistent, visible, and starting to yield results.	3p
<b>5 Fully Integrated</b>	The practice is part of school culture and identity. It is sustained, evaluated regularly, and widely understood and supported by the school community.	4p





## Overall Self-Assessment Score Interpretation

Use your total score (out of **232 points**) to get a sense of where your school stands in its sustainability journey. Remember, this is a tool for growth, not judgment.

Score	Sustainability Stage	Interpretation
20	<b>Model of Excellence</b>	Your school has embedded sustainability deeply across all areas. Share your practices and inspire others!
16–19	<b>Strong Foundation</b>	Clear progress is visible. Keep deepening your efforts and consider how to make practices more systemic and community-driven.
11–15	<b>On the Way</b>	Good practices are emerging. Focus on strengthening weaker areas and linking initiatives into a more coherent strategy.
6–10	<b>Getting Started</b>	You're beginning your journey. Build momentum by prioritizing planning, building awareness, and engaging the whole school community.
0–5	<b>Exploration Phase</b>	A fresh beginning. Use this opportunity to imagine new possibilities, invite input from diverse voices, and set a clear vision for action.

### Tips for Scoring Thoughtfully

- Use the "**Notes & Action Ideas**" section generously, it's often the richest part of the discussion.
- Focus on **evidence and examples**, but don't let lack of documentation prevent scoring progress if practices are known and evolving.
- Remember: **Honesty helps growth**. It's better to score a 2 and know your next step, than a 4 without clarity on impact.





### When to Use It?

Use the tool **at the start of your sustainability planning**, to establish a clear picture of where you are. Then, return to it **6 to 12 months later** to assess progress and update your priorities. Repeating this process regularly can help build a strong culture of continuous improvement.

### What Happens After?

At the end of the assessment, you'll find space for a final reflection:

- What are your **key strengths**?
- Where do the **biggest opportunities for growth** lie?
- What are your **top three priorities** for the coming year?

This summary can serve as the basis for team discussions, internal reporting, or even grant applications or external communications.

### A Tool for Growth

This self-assessment is just one part of a broader commitment. It supports schools not only in measuring but in growing, developing systems, relationships, and practices that align with the values of environmental responsibility and community wellbeing.

To learn more about the GreenVET Pathway project and to find additional resources, visit: [www.green-vet.eu](http://www.green-vet.eu)

Link to the [self-assessment tool](#)



## Sustainability Self-Assessment Tool for VET Schools

This self-assessment tool is meant for VET Schools to assess their current sustainability practices and track progress over time across six key themes.

Scoring Scale:

- 1 - Not yet started
- 2 - Initiated, needs planning
- 3 - Developing
- 4 - Implemented
- 5 - Fully integrated

This tool was created by the GreenVET Pathway project consortium.

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More info: <https://www.green-vet.eu/>



### School Values and Communication

	1	2	3	4	5
Sustainability is embedded in the school's mission and vision.					
The school leadership publicly supports sustainability goals.					
School-wide policies reflect environmental, social, and economic sustainability.					
Sustainability messages are visible throughout school communications.					
Students and staff co-create sustainability-related messaging.					
Progress on sustainability goals is reported regularly and transparently.					
The school explicitly communicates sustainability values in student and staff induction materials.					
Sustainability principles are integrated into school-wide codes of conduct and behavioral expectations.					
Sustainability is regularly highlighted in school newsletters, websites, and social media.					
Students contribute to the design of visual sustainability messaging (e.g., posters, campaigns).					

Notes/Action Ideas:



## Teaching and Learning

	1	2	3	4	5
Sustainability topics are integrated across all subjects and programmes.					
Students participate in sustainability-focused project-based learning.					
Learners are encouraged to critically reflect on sustainability challenges.					
Practical sustainability skills are embedded in vocational training.					
Teachers collaborate to design interdisciplinary sustainability lessons.					
Student assessments include sustainability competencies and actions. Learning activities emphasize systems thinking and global citizenship in relation to sustainability.					
Teachers use real-world sustainability challenges to encourage problem-solving and innovation.					
The school evaluates and updates learning materials to align with current sustainability trends.					
Digital tools are used to support sustainability-related simulations, design, or exploration.					
Student learning portfolios include sustainability-focused reflections and projects.					

Notes/Action Ideas:





## School Community and Participation

	1	2	3	4	5
Staff and students contribute to sustainability planning and decisions.					
Sustainability clubs or committees are active and inclusive.					
Diverse voices (students, staff, parents) are heard in sustainability efforts.					
Celebrations and events promote shared responsibility for sustainability.					
There is a culture of environmental and social responsibility throughout the school.					
Student-led initiatives on sustainability are supported and recognized.					
Parents and caregivers are invited to co-develop or participate in school sustainability initiatives.					
A “green ambassador” system exists for student-led peer engagement.					
Sustainability practices (e.g., eco-friendly lunches, waste separation) are reinforced through school routines.					

Notes/Action Ideas:





## School Premises and Facilities

	1	2	3	4	5
Energy efficiency and renewable energy solutions are implemented.					
Water usage is monitored and reduced through active measures.					
Waste is systematically reduced, reused, and recycled.					
The school uses environmentally friendly materials and products.					
Green areas or school gardens are used for learning and biodiversity.					
Transportation policies encourage low-emission commuting options.					
Procurement policies prioritize sustainable and ethically sourced products.					
Indoor air quality, lighting, and temperature control are monitored with sustainability in mind.					
Environmental audits or eco-certifications are pursued to guide infrastructure improvement.					

Notes/Action Ideas:





## Networks and Partnerships

	1	2	3	4	5
The school collaborates with local businesses and NGOs on sustainability.					
Students engage in community-based sustainability projects.					
The school participates in local, national, or international sustainability networks.					
Partnerships support real-world learning and innovation in sustainability.					
External experts are invited to enrich sustainability education.					
Joint sustainability campaigns or events are co-organized with partners.					
Alumni are engaged as role models or mentors in sustainability-related careers.					
The school is involved in local or regional policy discussions on education for sustainable development.					
Joint sustainability ventures (e.g., green entrepreneurship, youth forums) are established with partners.					

Notes/Action Ideas:



## Team Development and Lifelong Learning

	1	2	3	4	5
Staff receive regular training in sustainability and education for sustainable development (ESD).					
Professional development supports innovation in teaching sustainability.					
Teachers and staff reflect on their own sustainability practices.					
Peer learning and mentoring around sustainability are encouraged.					
The school supports staff participation in sustainability-focused networks or conferences.					
There is a long-term strategy for building sustainability competencies in the team.					
Sustainability learning is part of the staff performance review or professional development plans.					
There is structured time for staff to reflect and share sustainability-related teaching practices.					
The school offers micro-credentials or in-house training in ESD themes.					
Sustainability literacy is recognized as a core professional competence for all staff roles.					

Notes/Action Ideas:





## Overall Reflection & Next Steps

**What are our key strengths in sustainability?**

**Where do we see the biggest opportunities for growth?**

**Three priority actions for the next 6–12 months:**

