

Boosting the full incorporation of the SDGs into the entrepreneurial teachings in Social Economy at VET level, Agreement n° 2022-1-ES01-KA220-VET-000089258, Erasmus+



WP4 REPORT

Policy Recommendations to enhance the promotion of the full incorporation of SDGs into entrepreneurial teachings in Social Economy courses at VET level

Final Version, May 2025

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Executive Summary

The current Report on Policy Recommendations to enhance the promotion of the full incorporation of SDGs into entrepreneurial teachings in Social Economy courses at VET level is result of activities, carried out under the WP4 by ETSE Goals project consortium, consisting of 5 partners from 4 EU countries: Bulgaria, Greece, Spain and France.

The methodology used for the report outlines a comprehensive approach to understanding how SDGs can be effectively integrated into entrepreneurial teachings within Social Economy courses at the VET level. It combines qualitative insights with quantitative data and engagement with various stakeholders throughout the process.

A short review of the current state of SDG integration in VET education in the ETSE- Goals project partners' countries, is included in the report.

During the report development it was essential to gather and analyze stakeholder perspectives as far as the stakeholders play a crucial role in shaping educational practices and policies, and their insights significantly enhanced the effectiveness of the proposed recommendations.

Several key policy recommendations, aimed at enhancing SDGs' incorporation into VET courses, particularly in the context of social economy entrepreneurship, were proposed with reference to:

- Curriculum Development and Alignment
- Teacher Training and Capacity Building
- Resource Allocation and Incentives
- Experiential and Project-Based Learning
- Monitoring, Evaluation, and Feedback Mechanisms
- Policy and Regulatory Support
- Awareness and Advocacy
- Integrating SDGs through Service-learning
- Social entrepreneurship & economy

Introduction

The ETSE-Goals project is a Cooperation Partnership framed under the specific priority “Contributing to innovation in vocational education and training”. The **ETSE-Goals project general objective** of the is to promote an innovative approach for the full incorporation of the SDGs into the entrepreneurial teachings in Social Economy which are offered at VET level, with the final purpose of strengthening the social entrepreneurial ecosystem and its transforming power at European level.

The **ETSE – Goals project specific objectives** are:

- To define a clearer picture of how SDGs are being integrated in VET level training in different fields but primary in Social Economy subjects.
- To promote the integration of SDGs at VET level in Social Economy subjects through awareness, training of trainers, networking and dissemination of initiatives.
- To develop policy recommendations for the effective integration of SDGs and sustainable development aspects at VET level at different levels.

The current Report on Policy Recommendations to enhance the promotion of the full incorporation of SDGs into entrepreneurial teachings in Social Economy courses at VET level is the result of activities, carried out under the WP4 by ETSE Goals project consortium, consisting of 5 partners from 4 EU countries, namely:

- Asociación Andaluza de Centros de Enseñanza de la Economía Social - ACES, Spain - ETSE Goals Project Leader, www.aces-andalucia.es
- Fundación Escuela Andaluza de Economía Social – ESCUELA, Spain, www.escueladeeconomiasocial.es
- Varna Economic Development Agency - VEDA, Bulgaria - Work package nº4 - Policy Recommendations’ Leader - www.veda-bg.eu
- PISTES SOLIDAIRES, France, www.pistessolidaires.fr
- Foundation for Interregional Co-operation, the Co-creation, the Collectivity and the Constitution of our common future - JOIN4CS, Greece, www.join4cs.eu

Methodology

The methodology section of this Report on Policy recommendations for the full incorporation of SDGs into entrepreneurial teachings in Social Economy courses at the VET level, is structured around several components, based on the ETSE Goals project and partners' research activities. The methodology used outlines a comprehensive approach to understanding how SDGs can be effectively integrated into entrepreneurial teachings within Social Economy courses at the VET level. By combining qualitative insights with quantitative data and engaging various stakeholders throughout the process, the report aims to provide actionable policy recommendations that promote sustainable development in vocational education.

The outlined methodology structure in the next paragraphs provides a clear and detailed overview of this methodology section for the report while ensuring it aligns with the objectives of the ETSE Goals project.

1. Research Design

This report employs a mixed-methods approach, combining qualitative and quantitative research methodologies to gather comprehensive insights into the integration of SDGs into VET education. The research design includes:

- **Literature Review:** An extensive review of existing literature on sustainable development in VET, focusing on best practices from Spain, Greece, France, and Bulgaria. This review identifies successful initiatives that have effectively integrated SDGs into educational frameworks.

2. Data Collection

Data collection was conducted through multiple avenues to ensure a robust understanding of stakeholder perspectives and current practices:

- **Interviews with Trainers/Teachers:** Semi-structured interviews were conducted with VET educators across the four countries. These interviews aimed to gather insights into their experiences, challenges, and strategies regarding the integration of SDGs in their teaching practices. Questions focused on curriculum content, teaching methodologies, and perceived barriers to implementation.

- **Best Practices Compilation:** The project team collected examples of best practices from various VET institutions that have successfully incorporated SDGs into their curricula. This involved analyzing case studies and documented initiatives that demonstrate effective teaching methods and curriculum design aligned with sustainable development principles.
- **Surveys:** Surveys were distributed to a broader audience of VET stakeholders, including students, industry partners, and educational administrators. The surveys aimed to quantify attitudes towards SDG integration and identify areas needing improvement or support.

3. Analysis

The data collected from interviews, surveys, and literature were analyzed using thematic analysis:

- **Qualitative Analysis:** Interview transcripts were coded to identify recurring themes related to challenges and successful strategies for integrating SDGs in VET education. This analysis provided qualitative insights into the perceptions of educators and stakeholders.
- **Quantitative Analysis:** Survey data were analyzed statistically to assess trends in stakeholder attitudes towards the importance of SDG integration in VET curricula. Descriptive statistics were used to summarize responses, while inferential statistics helped identify significant differences between stakeholder groups.

4. Stakeholder Engagement

Engagement with stakeholders was a pivotal part of the methodology:

- **Workshops and Focus Groups:** Collaborative workshops were held with educators, industry representatives, and policymakers to discuss preliminary findings and gather feedback on proposed recommendations. These sessions facilitated dialogue among stakeholders and ensured that diverse perspectives were considered in shaping policy recommendations.

5. Development of Policy Recommendations

Based on the findings from the data analysis and stakeholder engagement, a set of policy recommendations was developed:

- **Drafting Recommendations:** Recommendations were drafted to address identified gaps in current practices, focusing on enhancing curriculum design, teacher training programs, and partnerships between educational institutions and industry.
- **Validation Process:** The draft recommendations were circulated among partners and stakeholders for validation. Feedback was incorporated to refine the recommendations further before finalizing them for inclusion in the report.

References (Methodology section):

- ETSE Goal project - <https://join4cs.eu/index.php/etse-goals/>
- Achieving the Sustainable Development Goals through Company Staff Vocational Training—The Case of the Federal Institute for Vocational Education and Training (BIBB) INEBB Project - <https://files.eric.ed.gov/fulltext/EJ1293555.pdf>
- Green Labs for VET“ - <https://www.greenvet4sdg.eu/>
- Sustainable development in vocational education and training (VET) - <https://www.ntnu.edu/dive/online-courses/sustainable-development-vocational-education>
- Capacity4dev - https://capacity4dev.europa.eu/articles/vocational-education-and-training-sustainable-development_en
- Integrating Sustainable Development in Technical and Vocational Education and Training - <https://gcedclearinghouse.org/sites/default/files/resources/Integrating%20sustainable%20development%20in%20technical%20and%20vocational%20education%20and%20training.pdf> - <https://www.mdpi.com/2071-1050/10/4/1032>
- Aligning Strategy with Sustainable Development Goals (SDGs): Process Scoping Diagram for Entrepreneurial Higher Education Institutions (HEIs) – <https://www.mdpi.com/2071-1050/10/4/1032>
- SDGs and Greening TVET - <https://unevoc.unesco.org/home/SDGs+and+Greening+TVET>

Current State of SDG Integration in VET Education in ETSE-Goals' Countries

The integration of SDGs into VET education in Spain, Greece, France, and Bulgaria is supported by various projects and legislative frameworks aimed at modernizing vocational training. Each country is working towards enhancing educational practices that promote sustainability, with a focus on practical skills, teacher training, and curriculum development aligned with the global sustainability agenda. These efforts are crucial for fostering a workforce equipped to meet the challenges posed by climate change and social inequality.

Here below is presented a short review of the current state of SDG integration in VET education in ETSE- Goals project partners' countries Spain, Greece, France and Bulgaria.

Spain

- Overview on the integration of the SDGs into Spanish VET

The integration of the Sustainable Development Goals (SDGs) into Spanish Vocational Training (FP) has gained prominence in recent years, aligning with the United Nations' 2030 Agenda. This agenda highlights education as an essential tool for promoting sustainable development, emphasizing the need for inclusive and equitable education that fosters lifelong learning opportunities for all.

In Spain, the Ministry of Education and Vocational Training has developed initiatives to incorporate education for sustainable development into vocational training curricula. For instance, specific training programs, such as the "2030 Agenda Training Program" have been designed to help students understand what the 2030 Agenda is, what it represents, and its current state of implementation.

Additionally, vocational training cycles focused on key areas of sustainability have been implemented. A notable example is the advanced cycle "Higher Technician in Training for Safe and Sustainable Mobility," offered in a dual format, which trains students to become driving school instructors while emphasizing the importance of sustainable mobility.

Similarly, projects such as "Bioforeste" in municipalities across Andalusia aim to engage the economic and social fabric in activities that promote sustainable development, including courses and reforestation actions. These initiatives reflect a commitment to sustainability through both training and community action.

These efforts demonstrate an ongoing commitment to integrating the SDGs into Spanish vocational training, preparing students to face global challenges and actively contribute to sustainable development.

○ Actions on integration of the SDGs into Spanish VET

The Integration of the SDGs into Spanish VET continues to advance. Through various initiatives and projects, Spain aims to prepare students to face global challenges. Most of the recent actions are listed below:

➤ *Innovation Projects in Vocational Training*

The Sustainable Life Foundation is exploring and promoting ecosocial projects within vocational training, aiming to educate future professionals committed to sustainability. These initiatives seek to integrate sustainable practices into technical and professional education, fostering environmental and social awareness among students.

➤ *Integration of Sustainability and Social Responsibility*

ALIAD, a specialized consultancy, has emphasized the importance of incorporating sustainability and social responsibility into vocational training. This integration is essential for students to understand the challenges of today's labor market and to prepare them to effectively contribute to sustainable development in their future professions.

➤ *Environmental Education for Sustainability Action Plan (PAEAS)*

The Ministry of Education and Vocational Training has developed the PAEAS, which outlines strategic guidelines for Environmental Education for Sustainability within the Spanish education system, including vocational training. This plan aims to promote education that fosters respect for the environment and the adoption of sustainable practices at all educational levels.

➤ *Innovation and SDG Award for Educational Centers*

Educationization of Ibero-American States (OEI), in collaboration with Spain's Ministry of Education, has launched the second edition of the "Innovation and SDG Award for Educational Centers." This award recognizes the most innovative educational projects related to the SDGs in 22 Ibero-American countries, encouraging vocational training centers to develop initiatives that contribute to sustainable development.

These actions reflect the commitment of educational institutions and organizations in Spain to integrate the SDGs into vocational training, preparing students to become active agents in building a more sustainable future.

References (Spain section):

- Naciones Unidas, (<https://www.un.org/sustainabledevelopment/es/education/>)
- Fundae, <https://www.fundae.es/docs/default-source/convocatorias-de-subsvenciones/turismo-2023/especialidades-formativas/>
- Cadena SER, <https://cadenaser.com/aragon/2025/01/17/el-centro-de-congresos-de-barbastro-acoge-una-jornada-informativa-sobre-el-fp-vial-ser-aragon-oriental/>
- Cadena SER, <https://cadenaser.com/andalucia/2025/01/21/se-pone-en-marcha-el-proyecto-bioforeste-en-los-municipios-de-huesa-villarrodriego-y-bedmar-con-la-implicacion-del-tejido-economico-y-social-y-actuaciones-que-incluiran-cursos-limpieza-de-montes-reforestacion-avistamiento-de-aves-y-muchas-mas-radio-jodar/>
- FVS, <https://www.vidasostenible.org/innovacion-compromiso-e-impulso-hacia-la-sostenibilidad-desde-la-formacion-profesional/>
- Aliad, <https://aliad.com/blog/sostenibilidad-y-la-responsabilidad-social-integradas-en-la-formacion-profesional/>
- Ministerio de Educación, <https://www.educacionfpydeportes.gob.es/mc/sgctie/educacion-para-sostenibilidad/>
- OEI, <https://oei.int/oficinas/secretaria-general/noticias/la-oei-y-el-ministerio-de-educacion-de-espana-lanzan-la-2-edicion-del-premio-innovacion-y-ods-en-los-centros-educativos/>

Greece

Greece has made progress toward implementing the UN's Sustainable Development Goals (SDGs) while working to strengthen its vocational education and training (VET) system. However, significant challenges remain, particularly in aligning vocational training with SDG targets and labor market needs.

o SDG Implementation Status

Greece has shown notable advancement in several SDG areas, such as the renewable energy adoption (SDG 7), the marine protection initiatives (SDG 14) and the healthcare access improvements (SDG 3) goal. Several investments in green energy and renewables have been implemented, and the transition to an emissions free economy is the new reality. Despite the progress in some areas, due to the global and national hyperinflation, the unstable geo-political situation in the Southern Mediterranean region and the extreme weather conditions faced due to climate change, Greece is facing multiple issues regarding the progress in some of the most fundamental SDGs. Namely the country continues to face difficulties in youth unemployment rates (remain higher than

EU averages), the skills mismatches in the labor market, the economic recovery and sustainable growth and the integration of sustainable practices across sectors.

o Vocational Training Landscape

The Greek VET system operates through several channels: Initial Vocational Training (IEK), Vocational Upper Secondary Schools (EPAL), apprenticeship programs and continuing vocational training programs. The Greek government has implemented several reforms to strengthen vocational training by the modernization of curricula to include digital skills, enhanced partnerships with industry, introduction of dual learning systems and greater emphasis on work-based learning.

o Integration with SDGs

The vocational training system increasingly incorporates sustainable development principles such as training programs on green skills and renewable energy (technicians), sustainable agriculture practices, waste management, circular economy and many more. Although the progress made so far is visible, there are still some challenges that affect the overall impact of this integration: first and foremost, the lack of awareness amongst the majority of people who

are in need of these programs. People coming from disadvantaged areas and socioeconomic environments, people living in rural areas, years unemployed, people with disabilities etc. often ignore the opportunities that the SDGs education could offer them, in terms of gaining knowledge, creating a network, understanding sustainability and lastly engaging with social economy.

In conclusion, while Greece has made progress in both SDG implementation and vocational training reform, significant work remains to fully align these areas and create a sustainable, skilled workforce. Success will require continued commitment from stakeholders, sustained investment, and strategic planning to overcome existing challenges.

References (Greece section):

- SDGs in Greece, Hellenic Statistical Authority (ELSTAT), <https://www.statistics.gr/sdgs>
- Greece: Voluntary National review on the implementation of the 2030 agenda for sustainable development, Presidency of the Hellenic Government
- Greece Presents an Update on Progress in the Implementation of National Commitments to SDGs at the UN, <https://hellenicaid.mfa.gr/en/greece-presents-an-update-on-progress-in-the-implementation-of-national-commitments-to-sdgs-at-the-un/>
- Greece: Law 5082/2024 further strengthens the VET system, <https://www.cedefop.europa.eu/en/news/greece-law-50822024-further-strengthens-vet-system>

France

○ Vocational training in France

Vocational Education and Training (VET) in France, known as "la voie professionnelle," is designed to equip students with practical skills and knowledge tailored to specific trades and professions. This pathway is integral to the French education system, offering diverse programs that blend academic learning with hands-on experience.

○ Structure of Vocational Education

French vocational education primarily takes place in vocational high schools, or "lycées professionnels." Students typically enter this pathway after completing lower secondary education (collège) and can pursue various qualifications:

- *Certificat d'Aptitude Professionnelle (CAP)*: A two-year program focusing on fundamental skills for a specific trade.
- *Baccalauréat Professionnel (Bac Pro)*: A three-year program providing in-depth vocational training and general education, enabling graduates to enter the workforce or pursue higher education.

These programs combine classroom instruction with practical training, including internships and apprenticeships, to ensure students gain real-world experience.

○ SDGs in the French school curricula

Since 2004, Education for Sustainable Development (EDD) has been gradually incorporated into French school curricula. The goal is to equip students with the knowledge and skills necessary to understand environmental, social, and economic sustainability issues. This interdisciplinary approach is implemented at all educational levels, from primary school to high school, using diverse teaching methods, including project-based learning and partnerships with local stakeholders. In 2019-2020, the Ministry of Education and Youth introduced eco-delegate students in classrooms and launched initiatives like Climate Weeks to raise awareness about climate change. The General Directorate for School Education oversees sustainability education, with a national coordinator and regional networks supporting implementation. The Ministry also created the E3D eco-label, promoting a whole-school approach to sustainability. By 2023, 10 000 schools received the label, with a goal to extend it to all 60 000 French schools by 2030.

○ Challenges integrating the SDGs into vocational education

Integrating the Sustainable Development Goals (SDGs) into vocational education in France faces several challenges. Teachers often lack specific training and resources to incorporate sustainability into technical courses. Traditional sectors, such as construction and manufacturing, may resist change due to cost concerns or well-established practices. Not all businesses prioritize sustainability, which limits training opportunities. Vocational students may struggle to see the relevance of SDGs to their careers, requiring innovative teaching methods to engage them. Keeping curricula up to date with rapidly evolving sustainable technologies also requires continuous collaboration between schools, businesses, and policymakers. France is

addressing these obstacles through initiatives like the **EDD 2030 program**, which supports sustainability projects in schools. The **Ministry of National Education** emphasizes strengthening partnerships to ensure SDG-aligned training. It needs enhanced teacher training,

updating curricula and working closely with industries to prepare a new generation of skilled professionals committed to sustainable development.

References (France section):

- <https://www.education.gouv.fr/une-ecole-engagee-pour-le-developpement-durable-et-la-transition-ecologique-12017>
- <https://www.afd.fr/fr/actualites/il-ny-aura-pas-de-transition-ecologique-juste-sans-investissements-dans-leducation>
- <https://www.education.gouv.fr/bo/20/Hebdo36/MENE2025449C.htm>
- <https://unevoc.unesco.org/home/SDGs%2Band%2BGreening%2BTVET>

Bulgaria

Bulgaria has taken strategic steps to integrate the Sustainable Development Goals (SDGs) into its Vocational Education and Training (VET) system, aligning national policies with global sustainability priorities. Recent reforms have embedded green and digital competencies across VET curricula, supported by EU funding and national initiatives. While implementation is progressing, especially through partnerships and pilot projects, challenges remain in ensuring educator readiness and consistent application across regions.

SDGs Integration into VET in Bulgaria

Here below is presented an updated overview of how Sustainable Development Goals (SDGs) are being integrated into Vocational Education and Training (VET) in Bulgaria:

○ Policy & Strategic Framework

In February 2021, the Bulgarian Council of Ministers adopted the Strategic Framework for Education and Training for the period 2021-2030. This framework emphasizes the modernization of learning environments, curriculum updates, and the adoption of innovative teaching methodologies, with a particular focus on digitalization and green transition. These efforts aim to equip learners with competencies relevant to sustainable development and environmental stewardship.

The **National Strategic Framework 2021–2030** explicitly positions **digitalisation** and **sustainable development** as key VET priorities, aiming to align curricula with green economy and digital transformation.

Education & Training Monitor (EU 2024) highlights that green skills and sustainability have been incorporated into state educational standards (SES) for **all VET programmes since 2022–23**, thanks to EU-funded reforms (RRP, ESF+).

○ Curriculum Development & Green Skills

Reflecting a commitment to sustainability, the Ministry of Education and Science approved a new List of Professions for Vocational Education and Training (LPVET) in August 2024. This updated list includes 193 professions, with 40 specifically related to digital and green sectors. Professions such as sustainable agriculture, green technologies, and sustainable fashion are now part of the curriculum, highlighting the integration of SDG-related skills into VET.

Each VET State educational standards (SES) now includes **digital and green skills modules**, reflecting new learning outcomes tied directly to the **green transition**.

The **European Social Fund Plus** is supporting curricula modernization and apprenticeship programmes, with a focus on digital & green technologies in approximately 338 VET institutions. The **Just Transition Fund** is also channeling investment into green skills within VET settings.

○ Alignment with EU Sustainability Goals

Bulgaria's VET system aligns with broader European initiatives aimed at promoting sustainability. The GreenVETnet project, for instance, positions VET as a driver for environmentally sound and sustainable social and economic development, supporting the achievement of SDGs related to quality education and decent work.

Bulgaria continues to work towards integrating sustainability into its VET curricula through projects, for example like ETSE-Goals and GreenVET4SDG. The last one aims to raise awareness about sustainable practices among students and teachers. This initiative includes developing training modules that address the economics of greenery and renewable energy.

○ Projects & Centers of Excellence

CleanTech Bulgaria, under Erasmus+ and the EIT Manufacturing Hub, is spearheading green and digital skill certification frameworks (e.g., *BuildSkills Academy*) and facilitating Centres of Vocational Excellence.

Bulgaria is actively participating in **GreenVETnet**, hosting multiplier events and project exchanges aimed at embedding sustainable practices into VET classrooms and schools.

○ **Teacher Training & Capacity Building**

Despite policy momentum, **teacher training remains a challenge**. The 2024 EU Education Monitor notes lower rates of sustainability training among teachers compared to school systems, signaling potential skill gaps in educators. Initiatives such as CleanTech and Erasmus+ emphasize professional development for trainers in green competencies, though scaling remains ongoing.

○ **Integration & Ecosystem**

Bulgaria’s **National Skills Strategy**, supported by OECD-EU, explicitly ties national training priorities to SDG 4 (quality education) and SDG 8 (decent work), promoting green & digital transformation through lifelong learning. The **GreenComp framework** (EU-wide sustainability competence guidelines) has been adopted in Bulgaria’s Recovery and Resilience Plan, feeding into lifelong learning and adult upskilling efforts.

○ **Assessment and Future Outlook**

Research indicates that Bulgaria has substantial potential to accelerate its transition to a low-carbon economy and foster a more sustainable and inclusive society. Projections suggest a fulfillment degree of SDG targets at 36.28% by 2030, underscoring both progresses made and the need for intensified efforts.

○ **Remaining Gaps & Opportunities**

There are still some gaps in integration Sustainable Development Goals in Vocational Education and Training in Bulgaria. The main areas of improvement and what is necessary to be improved are briefly outlined in the following table:

Area	Status
Teacher Competence	Needs improvement in sustainability and green training
Student Engagement	Low baseline awareness; need for more active, project-based sustainability learning
Assessment & Monitoring	SDGs are embedded in curricula, but evaluating outcomes in VET remains under development
Regional Disparities	Uneven implementation—rural schools need more support

To further advance meaningful SDG integration in VET, Bulgaria could:

- ✓ **Scale up teacher training** in sustainability and green pedagogy.
- ✓ Implement **project-based learning** that engages learners in real green initiatives.
- ✓ Develop **robust monitoring tools** to measure VET graduates' green competencies.
- ✓ Focus on **inclusive access**, prioritizing regions and schools currently under-resourced.

In summary, there is **strong policy alignment** with SDGs through national strategies and EU-funded initiatives. **Green and digital skills** are now incorporated across vocational curricula. **Leading institutions** like CleanTech Bulgaria and Erasmus+-driven networks are pioneering implementation.

However, **the challenges remain** around teacher preparedness, monitoring outcomes, and ensuring equitable access and regional consistency.

References (Bulgaria section):

- Green Skills At Vocational Education | CEED Bulgaria
<https://ceed.bg/en/2023/07/27/green-skills-at-vocational-education/>
- Bulgaria: the 2021-30 strategic framework for VET | CEDEFOP
<https://www.cedefop.europa.eu/en/news/bulgaria-2021-30-strategic-framework-vet>
- VET in Europe database | Vocational education and training in Europe | Bulgaria
<https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/bulgaria-2019>
- Education and Training Monitor 2024, Country Report Bulgaria
<https://op.europa.eu/en/publication-detail/-/publication/f7bd5d99-ac6d-11ef-acb1-01aa75ed71a1/language-en>
- Driving Innovation and Sustainability: CleanTech Bulgaria's Role in Vocational Excellence - https://employment-social-affairs.ec.europa.eu/news/driving-innovation-and-sustainability-cleantech-bulgarias-role-vocational-excellence-2024-11-27_en
- Centers of Vocational Excellence - https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-qualifications/skills-jobs/centres-vocational-excellence_en?wt-search=yes
- Adult Education in Bulgaria | EPAL - <https://epale.ec.europa.eu/en/blog/adult-education-bulgaria>
- Insights into political adult education in Bulgaria - <https://epale.ec.europa.eu/en/blog/insights-political-adult-education-bulgaria>

- Bulgaria held a roundtable discussion on “Policies and Practices for Adult Education and Training. The Mission 'Evening Schools” - <https://epale.ec.europa.eu/en/content/bulgaria-held-roundtable-discussion-policies-and-practices-adult-education-and-training>
- OECD Skills Strategy Bulgaria, ASSESSMENT AND RECOMMENDATIONS - https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/06/oecd-skills-strategy-bulgaria_eb96bc20/c2eb2f34-en.pdf
- GreenVETnet, https://ceed.bg/en/2022/02/01/greenvetnet/?utm_source=chatgpt.com
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Stakeholder Perspectives

In developing a report on policy recommendations for the full incorporation of Sustainable Development Goals (SDGs) into entrepreneurial teachings in Social Economy courses at the Vocational Education and Training (VET) level, it is essential to gather and analyze stakeholder perspectives. Stakeholders play a crucial role in shaping educational practices and policies, and their insights can significantly enhance the effectiveness of the proposed recommendations. Here’s an overview of key stakeholders’ perspectives relevant to this initiative:

Key Stakeholder Groups and Their Perspectives

Educational Institutions:

- **Role:** VET providers and educators are central to curriculum development and delivery.
- **Perspective:** Educators emphasize the need for comprehensive training programs that equip them with the skills to teach SDGs effectively. They advocate for curricula that not only cover theoretical aspects but also incorporate practical applications of sustainability in entrepreneurship.

Students:

- **Role:** As primary beneficiaries of VET programs, students' needs and aspirations are vital.
- **Perspective:** Students express a desire for more engaging and relevant content that connects SDGs with real-world entrepreneurial challenges. They seek opportunities for hands-on experiences, such as internships or projects that allow them to apply sustainable practices in business settings.

Industry Partners:

- **Role:** Businesses and employers provide insights into the skills needed in the workforce.
- **Perspective:** Industry stakeholders advocate for curricula that align with market demands, emphasizing the importance of equipping students with skills related to sustainability and social entrepreneurship. They encourage collaboration with educational institutions to ensure that training reflects current industry practices.

Government Bodies:

- **Role:** Policymakers influence educational frameworks and funding.
- **Perspective:** Government representatives stress the importance of integrating SDGs into VET as part of broader national strategies for sustainable development. They support initiatives that promote awareness and training among educators while providing funding for innovative educational programs.

Non-Governmental Organizations (NGOs):

- **Role:** NGOs often advocate for social issues and sustainability.
- **Perspective:** NGOs highlight the need for education systems to foster critical thinking about social and environmental issues. They encourage partnerships with VET institutions to develop programs that address community needs while promoting sustainable practices.

Alumni Networks:

- **Role:** Former students can provide valuable insights based on their experiences.
- **Perspective:** Alumni emphasize the importance of practical skills gained during their education, advocating for continued engagement between VET institutions and graduates to ensure curricula remain relevant and impactful.

Engaging Stakeholders

To effectively incorporate these perspectives into policy recommendations, it is crucial to engage stakeholders through various methods:

- **Consultation Workshops:** Organize workshops with diverse stakeholder groups to discuss challenges and opportunities related to integrating SDGs into VET curricula.
- **Surveys and Interviews:** Conduct surveys or interviews with stakeholders to gather quantitative and qualitative data on their views regarding current practices and desired changes.
- **Collaborative Platforms:** Create online platforms for ongoing dialogue among stakeholders, allowing them to share resources, best practices, and innovative ideas related to SDG integration.

Incorporating stakeholder perspectives is essential for developing effective policy recommendations aimed at integrating SDGs into entrepreneurial teachings within Social Economy courses at the VET level. By understanding the needs, expectations, and concerns of various stakeholders—educators, students, industry partners, government bodies, NGOs, and alumni—policymakers can create a more inclusive and impactful educational framework that promotes sustainability in entrepreneurship.

References (Stakeholder’s Perspectives section):

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Policy recommendations

The integration of Sustainable Development Goals (SDGs) into vocational education and training (VET) courses, particularly in the context of social economy entrepreneurship, is crucial for fostering a generation of socially responsible entrepreneurs. Here are presented several key policy recommendations, aimed at enhancing this incorporation.

❖ Curriculum Development and Alignment

- **Mandate SDG Alignment:** Ensure that national and regional VET authorities embed SDG-related outcomes as core components in the curriculum standards for Social Economy courses. This could include specific SDG targets relevant to entrepreneurship, such as SDG 8 (Decent Work and Economic Growth) and SDG 12 (Responsible Consumption and Production).
- **Incorporate SDG Frameworks:** Develop curricula that explicitly include the SDGs as foundational elements in entrepreneurial teachings. This could involve project-based learning, practical applications, and other approaches that demonstrate how businesses can contribute to achieving these goals.
- **SDG-Specific Learning Modules:** Develop modules focused on understanding, assessing, and implementing SDG principles within business operations. Encourage collaboration with SDG experts to tailor the content to regional and local entrepreneurial challenges.
- **Interdisciplinary Approach:** Encourage collaboration between different disciplines (e.g., economics, environmental science, and social studies) to provide a holistic understanding of sustainability and entrepreneurship. This can help students recognize the interconnectedness of various SDGs.

- **Incorporate Real-World Case Studies:** Use real-world examples and case studies that highlight social economy initiatives contributing to SDGs. Provide examples of businesses actively working towards sustainable outcomes, showing the benefits and impact on communities.

❖ Teacher Training and Capacity Building

- **Professional Development Programs:** Establish continuous professional development programs to educate VET teachers on the SDGs, with a focus on how these goals intersect with social economy and entrepreneurship.
- **Train the Trainers:** Implement training programs for educators to equip them with the knowledge and tools necessary to teach SDGs effectively. This includes workshops, seminars, and access to resources that focus on sustainable entrepreneurship practices.
- **Continuous Professional Development:** Establish ongoing professional development opportunities for VET instructors to stay updated on best practices and innovations in integrating sustainability into their teaching methodologies.
- **SDG Champion Networks:** Encourage the formation of SDG champions within VET institutions—teachers who can lead and share best practices and innovative approaches to integrating SDGs in their teaching.

❖ Resource Allocation and Incentives

- **Funding for SDG-Focused Projects:** Provide grants and funding to VET institutions for the development of SDG-integrated projects within Social Economy courses. Offer incentives for the creation of sustainable business models that can be showcased within the local community.
- **Public-Private Partnerships:** Establish partnerships with businesses and NGOs committed to SDG goals to offer additional resources, mentorship, and real-world project opportunities for students.
- **Invest in Educational Resources:** Allocate funding for developing teaching materials that focus on sustainable entrepreneurship practices aligned with the SDGs. This includes digital resources, textbooks, and interactive learning tools.

- **Support Research Initiatives:** Encourage research on successful models of integrating SDGs into VET programs globally to identify effective strategies that can be adapted locally.

❖ Experiential and Project-Based Learning

- **SDG Entrepreneurship Labs:** Create “SDG Labs” or incubators within VET institutions where students can work on business projects aligned with specific.
- **SDGs.** These labs could simulate real-life social enterprise scenarios, allowing students to work on sustainable business planning and implementation.
- **Community Engagement Projects:** Encourage students to work on SDG-focused projects in their communities as part of their coursework. Projects could focus on addressing local issues through social entrepreneurship, fostering a practical understanding of the impact of SDG-aligned practices.

❖ Monitoring, Evaluation, and Feedback Mechanisms

- **Develop Assessment Tools:** Create assessment frameworks that evaluate students not only on traditional business metrics but also on their understanding and application of SDGs in entrepreneurial contexts. This could include project evaluations that measure social impact alongside financial viability.
- **Tracking SDG Outcomes:** Implement evaluation systems that measure the impact of entrepreneurial projects on specific SDGs. Establish metrics that track student knowledge, project sustainability, and community impact.
- **Feedback Mechanisms:** Implement feedback systems where students can reflect on their learning experiences related to SDGs and entrepreneurship, allowing for continuous improvement of educational practices.
- **Continuous Feedback Loops:** Use feedback from students, community members, and business partners to improve SDG-related curriculum content and teaching methods. This can help to keep content relevant and responsive to new developments within the SDGs.

❖ Policy and Regulatory Support

- **Incentivize SDG Integration Through Accreditation:** Include SDG incorporation as a criterion for accreditation of VET programs in social economy. Institutions that successfully integrate SDG education into their entrepreneurial teachings could receive recognition or special accreditation.
- **Promote National and Regional SDG Policy Awareness:** Advocate for policies that prioritize SDG education in VET settings, emphasizing the long-term value of sustainable entrepreneurship in national economic and social policy planning.

❖ Awareness and Advocacy

- **Outreach Campaigns for SDG Awareness:** Run awareness campaigns in VET institutions to educate students on the importance of SDGs and their connection to entrepreneurship. This could include guest lectures, workshops, and participation in SDG-related events.
- **Foster Student Ambassadors for SDGs:** Empower students to act as SDG ambassadors within their communities, promoting sustainable practices and entrepreneurship that align with social and environmental goals.
- **Public Awareness Campaigns:** Launch campaigns aimed at raising awareness about the importance of incorporating sustainability into entrepreneurial education among stakeholders, including government bodies, educational institutions, and the private sector.

❖ Integrating SDGs through Service-learning introduction in VET courses

- **Incorporate SDGs into Curriculum Design:** Integrate specific SDGs (e.g., quality education, decent work, climate action) into VET course objectives and learning outcomes, ensuring alignment with both national and global sustainability goals.

- **Promote Service Learning as a Pedagogical Approach:** Adopt service-learning projects where students engage with real-world challenges linked to SDGs, fostering experiential learning that connects theory with practice in local communities.
- **Collaborate with Local Organizations:** Encourage partnerships between VET institutions and NGOs, local governments, and businesses that focus on sustainable practices, allowing students to contribute to meaningful community projects related to SDGs.
- **Offer SDG-Focused Training for Educators:** Provide professional development for VET instructors on how to effectively incorporate SDGs into their
 - teaching methods, project management, and evaluation to support service-learning initiatives.
- **Create SDG-Centric Assessments:** Develop assessment methods that measure the impact of service learning on both students' skills development and the achievement of SDG outcomes in the community.
- **Monitor and Evaluate Outcomes:** Implement a system to track the success of service learning projects, ensuring continuous improvement and a feedback loop that refines strategies for SDG integration.
- **Ensure Accessibility and Inclusivity:** Make sure that service-learning opportunities are accessible to all students, including marginalized groups, to promote equitable participation in SDG-related projects.
- **Foster Cross-Sectoral Engagement:** Involve different stakeholders (public, private, and civil society) in designing and supporting service-learning initiatives that align with SDGs, ensuring a holistic approach to sustainability in VET.

❖ Social Entrepreneurship & Economy

- **Encourage Social Entrepreneurship Education:** Integrate social entrepreneurship into educational curricula, especially in VET and higher education, to equip students with the skills and mindset needed to address social, environmental, and economic challenges.

- **Support for Social Enterprises:** Provide financial incentives, grants, and tax benefits to social enterprises that focus on addressing pressing societal issues while maintaining financial sustainability.
- **Facilitate Access to Funding:** Establish dedicated funds and support mechanisms (e.g., social impact bonds, venture capital for social enterprises) to help social entrepreneurs access the necessary capital to launch and scale their businesses.
- **Create an Enabling Regulatory Framework:** Design policies that reduce bureaucratic barriers for social enterprises, such as simplified registration processes and legal structures that recognize and support hybrid models of profit and social impact.
- **Foster Collaboration Between Public and Private Sectors:** Develop public-private partnerships that support social enterprises in scaling up their impact, particularly in underserved communities or sectors critical to achieving the SDGs.
- **Promote Social Impact Measurement:** Develop standardized tools for measuring the social and environmental impact of social enterprises, ensuring accountability and transparency while attracting investors focused on impact-driven outcomes.
- **Incentivize Innovation for Social Good:** Promote innovation challenges, incubators, and accelerators specifically targeting social enterprises that solve complex social problems (e.g., clean energy, education, healthcare, poverty alleviation).
- **Encourage Networking and Knowledge Sharing:** Facilitate networks and platforms for social entrepreneurs to share best practices, collaborate on joint-ventures, and access mentorship from experienced leaders in the social impact sector.
- **Support Inclusive Business Models:** Prioritize policies that encourage inclusive business models that create economic opportunities for marginalized and vulnerable populations, ensuring that social entrepreneurship drives inclusive growth.
- **Raise Public Awareness:** Launch awareness campaigns to highlight the importance and potential of social entrepreneurship in driving sustainable economic development and addressing global challenges.

These policy recommendations aim to strengthen the role of social entrepreneurship in fostering sustainable and inclusive economic growth, while also contributing to the achievement of social and environmental goals. By implementing them, the VET teachers can be better prepared to integrate the SDGs into their curricula, ultimately fostering a more sustainable approach to vocational education that aligns with global development goals.