Methodological Framework to set up apprenticeship programmes implementing the SDGs in SMEs

Project Result 3 | December 2023

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Training the workforce of the future to apply the SDGs in SMEs through Work-Based Learning in Apprenticeship programmes

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Project Result 3

Methodological Framework to set up apprenticeship programmes implementing the SDGs in SMEs

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Project Result 3

Index

Introduction

This Methodological Framework has been designed as a reference document addressed to policy and decision makers, educational institutions, VET providers, and other intermediary bodies, providing methodological guidelines and recommendations tools to support the process to implement the project results of Sustainable Apprentices by other organisations.

The current document includes a methodological framework on implementing the SDGs in SMEs through Apprenticeship programmes providing a theoretical approximation on the project approach. It includes a description of the achievements and lessons as well learned about the project results, as well as guidelines for the transferability and use of the project results by other organisations at national and European level. And, finally, a set of recommendations to mainstream the project results and contribute to adapt VET to labour market needs as well as to develop innovation in VET.

This methodological guide draws on several sources such as the expertise and knowhow acquired by the consortium during the project lifetime, the feedback gathered from stakeholders, participants, users, and beneficiaries, and the evaluation of the Online Open Learning Materials Platform during the pilot phase.

The expected impact of the Methodological Framework is to provide those organisations stakeholders and policy makers working with VET educators and in-company trainers and VET students and SMEs, at national and European levels, with an innovative tool to promote, support and improve the development of educational programmes and initiatives on supporting apprenticeship programmes to implement the SDGs in SMEs.

The ultimate goal of this document goes hand in hand with the ultimate purpose of the project itself: to foster awareness raising and promote and boost innovative solutions to address the adaptation of VET to labour market needs as well as the development of innovation in VET by policy and decision makers, educational institutions, I-VET, C-VET providers, social partners and other intermediary bodies.

1. Comparative analysis: Ireland, Italy, Portugal, Spain, and Türkiye

This section provides information on the theoretical framework prevailing in the partner countries of the Sustainable Apprentice project, namely: Italy, Spain, Portugal, Türkiye, and Ireland. On the other hand, it contains the competences (knowledge, skills, and autonomy/responsibility) which were defined collaboratively by the project partners, and which form the basis of the ECVET curriculum (PR1). The partnership has identified national resources to map the methodological approaches applied in educational contexts regarding the application of apprenticeship programmes to support the implementation of SDG in SMEs.

1.1.   Role of VET educators and in-company trainers.

In the case of **Ireland**, due to the diverse nature of the VET programmes offered to trainees, there are different categories of VET educators and teachers, and therefore different regulations and/or requirements apply to each category. For example, based on category, some trainers are required to have an Honours degree, several years of experience, pedagogical qualification or just a craft certificate. In the case of in-company trainers, no specific regulations apply in Ireland, they must simply convince employers of their skills and qualifications. The need for a comprehensive and strategic national approach to Continuing Professional Development (CPD) for education and training professionals is recognised.

In the case of **Spain**, as in Ireland, there are also different categories of VET educators. To be more specific 3: qualified workers with experience in their professional area, trainers with intermediate and advanced training in their specialty and professional experience and those with a university degree and professional experience. In general terms, VET educators must meet a series of requirements such as being of legal age, Spanish or EU citizen among others, as well as specific requirements such as obtaining specific studies in the area to be trained, master in Teacher Training and/or pedagogical certificate. On the other hand, there are two types of in-company trainers: those who work exclusively for a company and those who work independently as freelancers. In general, these in-company trainers are required to have a university degree, trainer of trainers' certification as well as E-learning accreditation.

As for **Portugal**, there is no professional profile of VET educators and in-company trainers oriented to support the implementation of the SDGs in SMEs. However, in the Portuguese National Catalogue of Qualification there are some "short units" that include several sustainability competences, such as "sustainable development and cooperation", "sustainability and tourism", "environmental and sustainable management" and these are integrated in different professional profiles, with different NQF/EQF levels.

In **Italy**, it may be difficult to generalise the profile of VET educators, most of the common profiles are focused on the Lombardy VET system, however, regulations may vary according to the different Italian regions. These profiles must have a degree that allows training in one or more disciplines and 5 years of professional experience in the area to be trained. In addition, trainers working with young trainees must have the skills to train in job security, labour law, business organisation, communication, and job quality.

In the case of **Türkiye**, VET Educators are generally called "Technical Teachers", a teaching title in line with the level of education they obtain. They can work in vocational schools, technical high schools, and universities, always providing training in their area of expertise. As for In-company trainers, although the requirements are not entirely regulated, they generally must meet three conditions: transfer skills, educational design skill and attendance management skills. In addition, it is usual that these trainers are required to have a trainer of trainer's certificate, usually obtained in private institutions or in the company itself.

1.2. Training needs in Ireland, Italy, Portugal, Spain, and Türkiye to set up apprenticeship programmes implementing the SDGs in SMEs

Uniformity of needs and deficiencies has been observed regarding the training needs in the five countries that are part of this project. Based on the research for materials, programmes and organisations dedicated to this field it can be concluded that there is not a very broad offer of training in the field that covers the intersection of topics addressed by this project.

There are some academic degrees that are centred at the sustainability aspect and that include SDGs in their curriculum. There are other initiatives arising that support the implementation in SDGs however more on a civic societal level or around education. There are efforts to support SMEs but none particularly with the topic of staff training and sustainability nor SDGs.

These findings could lead to the conclusion that there is need for training as those offered through the Sustainable Apprentices project. Despite the fact, that companies (not exclusively SMEs) are becoming more and more aware of the SDG topic, it appears that there is a significant amount of awareness raising to be done.

Based on the research and talks to stakeholders it can be concluded that entrepreneurs will be interested if they understand the benefit from getting involved in such activities. A well outlined curriculum and training materials which addresses the topics and SMEs needs would be very welcome.

Despite the fact that big companies are more concerned about sustainability, green practices, and the topics addressed by the SDGs, they are generally more focused on working the corporate social responsibility. This is not the case in SMEs. Among the European Union's milestones, digitalisation and sustainability are key concepts. This could help SMEs to foster their concern on the UN's objectives of the Agenda 2030.

The 17 SDGs are correlated and working on each of them may improve the economic, social, and environmental dimension of small businesses. However, some SDGs might be more interesting for SMEs such as:

- SDG3 Good health and well-being.
- SDG4 Quality education.
- SDG5 Gender equality.
- SDG7 Affordable and clean energy.
- SDG8 Decent work and economic growth.
- SDG12 Responsible consumption and production.

Desk research carried out at national level and first-hand experience with the industrial sector in Navarra and with VET institutions in Castilla y León, show that regular training programmes are mainly focused on teaching hard skills while the SDGs often suit in the category of soft skills, therefore that could be another need to be faced.

According to recent data, SMEs represent 99.9% of the overall existing enterprises in Portugal, in 2018. Although this number is quite expressive, information about the integration of SDGs in SMEs is still very diffuse and punctual. There is a good opportunity for the development of programmes that support and foster the integration of SDGs in SMEs among the huge number of SMEs existing in Portugal.

This shows how much the need for activities to be carried out in this field in apprenticeship programmes and to prepare a bid curriculum to be referenced. It is thought that it would be beneficial to communicate with existing in-company trainers in apprenticeship programmes and to arrange on-the-job visits to include the importance. In addition, it is thought that it would be beneficial to include plans that will boost not only the technical sense but also the relationship between the learner and the teacher.

1.3. Conclusions of the comparative analysis

The conclusions drawn from the comparative analysis is that the needs of all the countries being part of this project, Ireland, Italy, Portugal, Spain, and Türkiye follow a line that does not vary despite the way ECVET has been implemented, for example, these needs can be solved with the results obtained from the Sustainable Apprentices project.

Regarding the **profile of VET educators and In-Company trainers**

- Ireland: Diverse categories of VET educators with varying requirements, including in-company trainers with no specific regulations.
- Spain: Three categories of VET educators, each with specific qualifications and requirements for in-company trainers.
- Portugal: No specific VET educator profile for supporting SDGs in SMEs, but sustainability competences integrated into professional profiles.
- Italy: VET educator profiles vary regionally, with specific requirements, including skills for training in job-related topics for trainers working with young trainees.
- Türkiye: VET Educators, known as Technical Teachers, with specific requirements; in-company trainers typically require transfer skills, educational design skill, and attendance management skills.

Regarding the **training needs** in relation to the SDGs for apprenticeship programmes and SMEs:

- There is a lack of broad training offerings covering the intersection of topics addressed by the project, indicating a need for programmes like Sustainable Apprentices.
- Awareness and training in SDGs are not widespread, and there is a need for a comprehensive and strategic national approach to Continuing Professional Development (CPD).

- SMEs are becoming more aware, but there is a need for a well-outlined curriculum and training materials to address SDG topics and SMEs' needs.
- Certain SDGs, such as good health, quality education, gender equality, affordable and clean energy, decent work, and responsible consumption and production, are particularly relevant for SMEs.

Regarding **SMEs and SDGs integration**:

- SMEs, representing a significant portion of enterprises, show potential for integrating SDGs, particularly through training programmes.
- There is a need for training programmes that focus on soft skills related to SDGs, as regular programmes often emphasise hard skills.
- The importance of communication between in-company trainers and learners, on-the-job visits, and a holistic approach to technical and relational aspects is emphasised.

The findings suggest that the Sustainable Apprentices project and its results can effectively address the identified needs in all countries, providing valuable results for integrating SDGs into VET and SMEs.

2. Sustainable Apprentices: achievements and lessons learned.

The Project has been tested in Spain, Italy, Portugal, and Turkey with a total of 216 people, including 39 VET educators and in-company trainers and 177 VET students and SMEs representatives.

From these pilots, as well as from the internal quality assessment carried out by the project partners themselves, and from the external quality review carried out by the external evaluators in each of the countries i.e., six National Advisors Committees (NAC) consisting of six members in each partner country, a few conclusions have been drawn regarding the project's achievements as well as lessons learned.

This testing and quality assessment has allowed the consortium, before the end of the project, to improve details of the platform and the project results in general.

The Sustainable Apprentices project achieved positive outcomes in terms of content reception, practical applicability, and competence development from the piloting of both, the b-learning course, and the pragmatic resources. The lessons learned emphasise the importance of clear communication, language consistency, addressing technical challenges, catering to varied learning needs, continuous improvement, and a focus on concrete examples for enhanced learning.

The following is a list of achievements of the project approach and content as well as lessons learned that are worth considering when implementing the Sustainable Apprentices content and methodology by third parties.

2.1. Achievements

Positive Reception of Content Quality and Educational Approach:

Both e-learning courses and pragmatic resources received positive feedback across pilot countries, indicating the overall success of the project in delivering high-quality content with effective educational approaches.

Recognition of Practical Applicability:

Pragmatic resources were widely recognised for their practical applicability, making abstract concepts more understandable. Similarly, e-learning courses were praised for their relevance to real-world challenges, fostering the acquisition of practical skills.

Engagement and Impact on Learning:

Both e-learning courses and pragmatic resources effectively engaged VET students, fostering meaningful learning experiences. The project successfully sparked interest in sustainable practices, contributing to increased awareness and competence development.

Collaborative Learning Opportunities:

Collaborative learning methodologies were acknowledged in both the e-learning courses and pragmatic resources. Teachers expressed interest in collaborative efforts, emphasising the importance of collaboration among educators for effective implementation.

Positive Impact on Work-Based Learning:

Pragmatic resources, especially in Portugal, were noted for complementing current practices in promoting the adoption of SDGs, particularly during internships. This indicates a positive impact on work-based learning and the integration of sustainability practices in SMEs.

2.2. Lessons Learned

Inclusive Design Considerations:

Feedback from pragmatic resources in Italy emphasised the need for inclusive activities for students with disabilities. This lesson suggests the importance of considering diverse learners and designing resources that ensure accessibility for all.

Collaborative Learning Support:

Both e-learning courses and pragmatic resources highlighted the importance of collaboration among teachers. Future implementations should provide ongoing support

and professional development to facilitate effective collaboration in the use of project resources.

Effective Preparation for Activities:

Feedback from both e-learning courses and pragmatic resources indicated the need for effective preparation, especially to avoid superficial answers and enhance the impact of activities. Future iterations should provide guidance on preparing for and executing activities.

Focus on Individual Daily Practices:

Participants in Italy suggested focusing more on what students can do in their individual daily practices to improve sustainability. This lesson underscores the importance of integrating practical actions into the educational content.

Language Consistency and Clarity:

Feedback from both e-learning courses and pragmatic resources highlighted considerations about language consistency and clarity. Future efforts should ensure consistent translation and provide clear instructions to enhance the overall user experience.
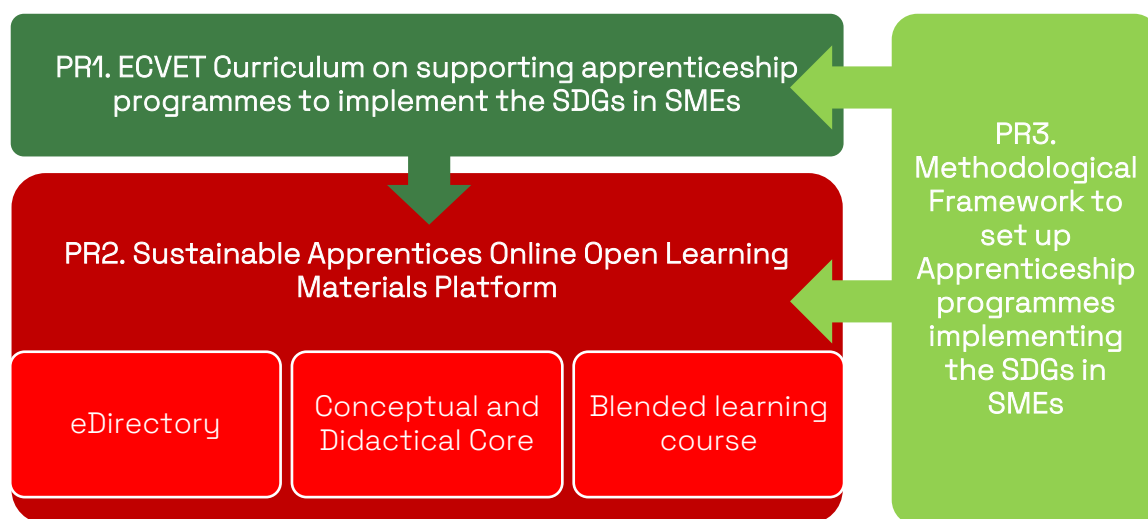
Continued Emphasis on Sustainability in SMEs:

Positive impacts on sustainability practices in SMEs were recognised in both e-learning courses and pragmatic resources, particularly in Portugal. This suggests the ongoing importance of emphasising sustainability in SMEs in future educational initiatives.

3. Guidelines for the transferability and use of the project results.

Sustainable Apprentices consists of three interrelated main outcomes or Project Results (PR) that aim to foster the creation of apprenticeship programmes that promote the implementation of the SDGs in SMEs.

The first output is the ECVET Curriculum on supporting apprenticeship programmes to implement the SDGs in SMEs (PR1), which is the theoretical basis of the Online Open Learning Materials Platform (PR2). This platform contains courses designed to be delivered face-to-face and online, in the form of blended learning, based on the Learning Units of the ECVET Curriculum. The platform also contains a document setting out the theoretical and methodological basis for the delivery of these courses, and an e-directory as a database containing more than 200 key resources on the project's subject matter. Finally, PR3 is this methodological guide that encompasses the two previous ones as a user manual, which aims to facilitate the transfer and reproduction of the results and resources developed in this project by other entities and external actors interested in implementing it.

PR1. ECVET Curriculum on supporting apprenticeship programmes to implement the SDGs in SMEs

PR2. Sustainable Apprentices Online Open Learning Materials Platform

eDirectory

Conceptual and Didactical Core

Blended learning course

PR3. Methodological Framework to set up Apprenticeship programmes implementing the SDGs in SMEs

Methodological Framework to set
up Apprenticeship programmes
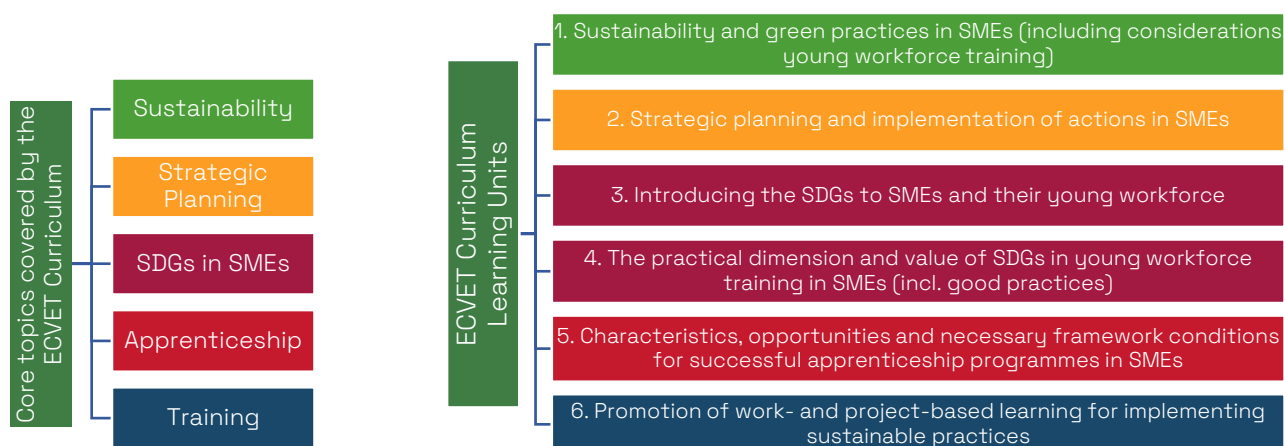implementing the SDGs in SMEs

Project Result 3

3.1. Project Result 1: ECVET Curriculum on supporting Apprenticeship programmes to implement the SDGs in SMEs

An ECVET curriculum is a vocational education and training (VET) programme that has been designed and developed using the ECVET framework. It specifies the competencies, skills, and knowledge that learners (VET educators and in-company trainers) are expected to acquire and how these will be assessed and recognised through the award of ECVET credits.

The ECVET Curriculum designed in the Sustainable Apprentices project is addressed to identify and boost the profile of VET educators and in-company trainers, to provide them, at national and European level, with a facilitating tool that enhances the transfer and recognition of Learning Outcomes in implementing the Sustainable Development Goals in SMEs through apprenticeship programmes.

The curriculum can be used as a starting point for the future process of recognition, validation, and certification of this profile. Moreover, this ECVET Curriculum, composed of six learning units, is the starting point of the Sustainable Apprentices Online Platform of Open Learning Materials.

The ECVET Curriculum on supporting apprenticeship programmes to implement the SDGs in SMEs covers five core topics identified by this consortium during the initial phase of the project and equals EQF level 4 with each unit covering 25 hours of training.

Core topics covered by the ECVET Curriculum

- Sustainability
- Strategic Planning
- SDGs in SMEs
- Apprenticeship
- Training

ECVET Curriculum Learning Units

1. Sustainability and green practices in SMEs (including considerations young workforce training)
2. Strategic planning and implementation of actions in SMEs
3. Introducing the SDGs to SMEs and their young workforce
4. The practical dimension and value of SDGs in young workforce training in SMEs (incl. good practices)
5. Characteristics, opportunities and necessary framework conditions for successful apprenticeship programmes in SMEs
6. Promotion of work- and project-based learning for implementing sustainable practices

3.2. Project Result 2: ECVET Curriculum on supporting Apprenticeship programmes to implement the SDGs in SMEs

The Online Open Learning Materials Platform on Supporting Apprenticeship programmes to implement the SDGs in SMEs has been built as an Open Educational Resource (OER). The Platform and its contents are available in English, Spanish, Portuguese, Turkish, and Italian.

The aims of the platform are:

- To train VET educators and in-company trainers to support the implementation of SDGs in SMEs through apprenticeship programmes;
- To provide interactive services including access to information, tools and innovative resources;
- To support online ICT-based educational delivery;
- To create a networking hub for VET educators and in-company trainers to share, promote, prevail, and improve the project results during the projects lifecycle and afterwards; and
- To disseminate, mainstream, and upgrade the project results in the participant countries and in Europe.

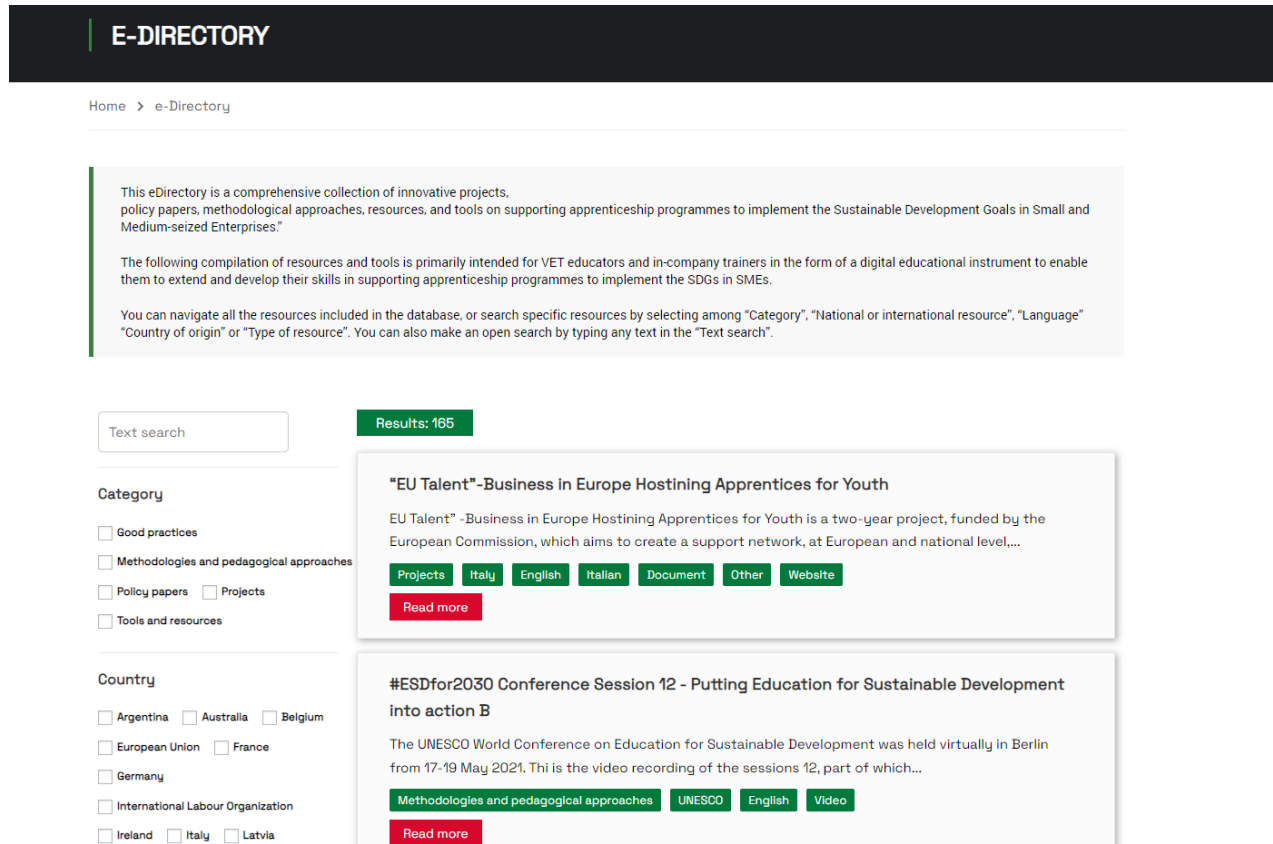The Sustainable Apprentices Platform contains the following elements:

1 E-Directory

The eDirectory is a database with a comprehensive collection of innovative projects, policy papers, methodological approaches, resources, and tools on supporting apprenticeship programmes to implement the Sustainable Development Goals in Small and Medium-seized Enterprises.

This compilation of resources and tools is primarily intended for VET educators and in-company trainers in the form of a digital educational instrument to enable them to extend and develop their skills in supporting apprenticeship programmes to implement the SDGs in SMEs.

The user can navigate all the resources included in the eDirectory or search specific resources by selecting among "Category", "National or international resource",

"Language", "Country of origin" or "Type of resource". It is also possible to make an open search by typing any text in the "Text search".

Image 1: eDirectory, available on the Sustainable Apprentices Open Online Platform at https://en-platform.sustainableapprentices.eu/online-digital-database/

2 Conceptual and didactical core

Description of the forefront theoretical fundamentals and relevant pedagogical approaches on implementing the SDGs in SMEs through apprenticeship programmes.

The CDC consist of a document analysing and describing the most relevant cutting-edge theoretical fundamentals and relevant pedagogical approaches to support VET educators and in-company trainers to set up apprenticeship programmes creating new Work-Based Learning opportunities to foster the implementation of the SDGs in SMEs through digital tools and project-based learning to provide VET students with knowledge on sustainable practices and skills highly demanded and needed by SMEs.

The theoretical fundamentals are rules, principles, or theories on which non-conventional teaching-learning methods and resources able to produce specific cognitive, socio-emotional, and behavioural learning outcomes that will enable this working force of the future to deal with the challenges of each SDG in their working environments and personal lives, and, therefore, supporting their achievement by 2030.

The pedagogical approaches are methods and resources that VET educators and in-company trainers can apply to address the lack of motivation and interest of learners in standard pedagogical methodologies that fail to engage them. For example, through Project-Based Learning, developing cross-cutting sustainability competences in VET students, so that they become familiar with the SDGs through gamification and can choose their preferred sustainable area to develop a project applied to their field of work.

Image 2: The Conceptual and Didactical Cor document, available on the Sustainable Apprentices Open Online Platform at https://en-platform.sustainableapprentices.eu/conceptual-and-didactical-core/

③ B-Learning course

Addressed to VET educators and in-company trainers working with VET students and SMEs. The b-learning course follows a flow model programme, organising learning activities in sequential order with deadlines to accomplish. This facilitates the learning outcomes assessment. The b-learning course is organised in areas, levels, and units and based on a combination of:

- **Online contents**, as a eLearning course to be followed through distance learning; and
- **Pragmatic resources**, which are practical activities to be applied in face-to-face format.

Methodological Framework to set
up Apprenticeship programmes
implementing the SDGs in SMEs
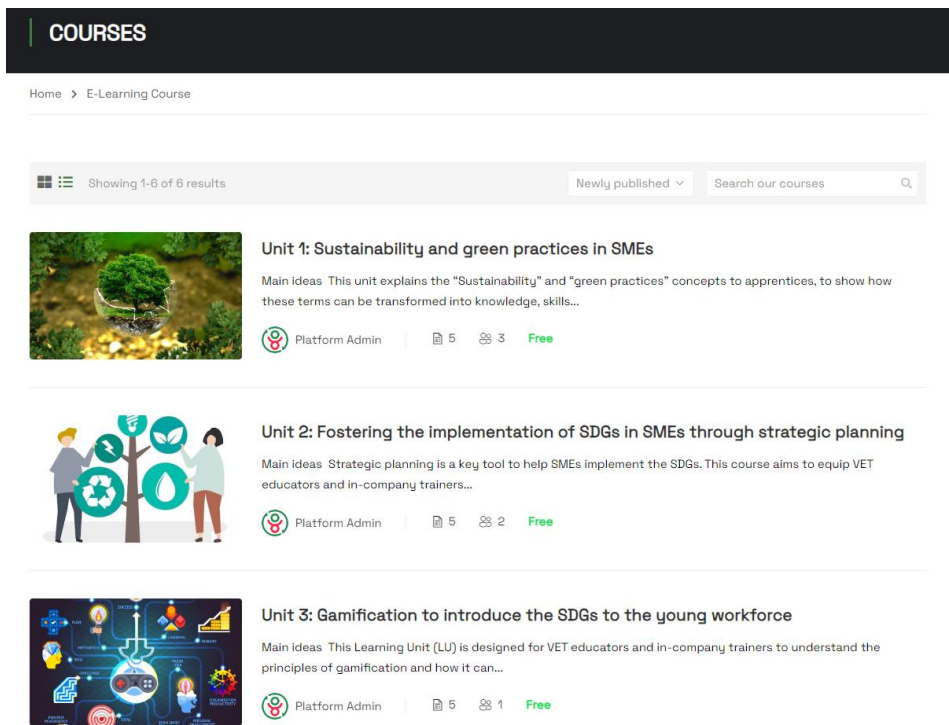
Project Result 3

Image 3: eLearning course, available on the Sustainable Apprentices Open Online Platform at https://en-platform.sustainableapprentices.eu/e-learning-course/

Image 4: Practical activities, available on the Sustainable Apprentices Open Online Platform at https://en-platform.sustainableapprentices.eu/pragmatic-resources/

Methodological Framework to set
up Apprenticeship programmes
implementing the SDGs in SMEs

Project Result 3

3.3. Project Result 3: Methodological Framework to set up Apprenticeship programmes implementing the SDGs in SMEs

This Methodological Framework, a pivotal outcome of the Sustainable Apprentices Project, serves as a comprehensive guide for policy and decision makers, educational institutions, VET providers, and intermediary bodies. Crafted to facilitate the transfer and utilisation of Sustainable Apprentices' achievements, this document offers methodological guidelines, lessons learned, and recommendations for implementing SDGs in SMEs through apprenticeship programmes.

The framework provides a theoretical overview of the project's approach, encapsulating key insights, accomplishments, and feedback garnered during the pilot phase. It not only reflects the consortium's expertise but also incorporates stakeholder input, ensuring a rich foundation for practical application.

Contents of the Methodological Framework:

Comparative analysis: Offers a conceptual overview of implementing SDGs in SMEs through apprenticeship programmes, aligning with the Sustainable Apprentices Project's approach in Spain, Italy, Ireland, Portugal, and Türkiye.

Achievements and Lessons Learned: Details the successful outcomes and valuable insights derived from the project, providing a basis for understanding the practical implications.

Guidelines for Transferability: Delivers clear instructions on how other organisations can adopt and adapt the Sustainable Apprentices Project's results at national and European levels.

Recommendations for Mainstreaming: Outlines strategic insights to seamlessly integrate project results into existing VET structures, aligning with labour market needs and fostering innovation in VET.

Development Process:

This guide draws upon the consortium's expertise, stakeholder feedback, and the evaluation of the Online Open Learning Materials Platform during the pilot phase. It distils the collective knowledge acquired throughout the project's lifecycle.

Expected Impact:

The Methodological Framework aims to empower organisations, stakeholders, and policy makers involved with VET educators, in-company trainers, VET students, and SMEs. By providing an innovative tool, it seeks to promote, support, and enhance the development of educational programmes and initiatives focused on implementing SDGs in SMEs through apprenticeship programmes.

Aligned with the overarching purpose of the Sustainable Apprentices Project, this guideline aspires to catalyse awareness, innovation, and transformative solutions. It encourages policy and decision makers, educational institutions, I-VET, C-VET providers, social partners, and other intermediary bodies to adapt VET to labour market needs and drive innovation in vocational education and training.

Image 5: Methodological framework, available on the Sustainable Apprentices Open Online Platform at https://sustainableapprentices.eu/what-we-do/

4. Recommendations for the mainstream of the project results.

The following recommendations aim to ensure the lasting impact and integration of the Sustainable Apprentices project results into the wider landscape of vocational education and training, promoting sustainable practices in SMEs.

1. Engage Stakeholders and Dissemination:

- Collaborate with national and regional vocational education and training (VET) authorities, industry associations, and chambers of commerce to ensure the integration of the Sustainable Apprentices project results into existing frameworks and policies.
- Organise workshops, webinars, and conferences to disseminate project results, encouraging participation from VET educators, in-company trainers, policymakers, and representatives from SMEs.

2. Promote the ECVET Curriculum and integration into National VET Systems:

- Work closely with national authorities responsible for education and vocational training to integrate the Sustainable Apprentices project results and to incorporate the curriculum into formal vocational education programmes.
- Advocate for the recognition and adoption of the ECVET Curriculum at both national and European levels to facilitate the transfer and recognition of learning outcomes.

3. Facilitate Continuous Professional Development (CPD):

- Establish partnerships with teacher training institutions and organisations to integrate the ECVET Curriculum into ongoing professional development programmes for VET educators and in-company trainers. This can enhance their skills in implementing SDGs in SMEs through apprenticeship programmes.
- Develop and implement targeted capacity-building programmes for VET educators, in-company trainers, and SME representatives. This can include training sessions, online courses, and workshops to enhance their skills in implementing SDGs through apprenticeship programmes.

Methodological Framework to set
up Apprenticeship programmes
implementing the SDGs in SMEs

Project Result 3

4. Incorporate into Existing Curriculum:

- Collaborate with VET institutions to incorporate the ECVET Curriculum into existing vocational training programmes, ensuring seamless integration into the curriculum structure.

5. Customise Blended Learning Courses:

- Work closely with VET institutions to customise and implement the blended learning course according to their specific needs. Tailor the course content to different sectors and levels, ensuring it meets the diverse requirements of VET educators and in-company trainers.

6. Utilise the Online Open Learning Materials Platform:

- Actively promote the Sustainable Apprentices Online Open Learning Materials Platform to the VET community through targeted marketing strategies.
- Encourage continuous engagement on the platform by regularly updating content, fostering discussions, and showcasing success stories of implementing SDGs in SMEs through apprenticeship programmes.
- Provide awareness campaigns and training sessions for VET educators and in-company trainers to maximise the platform's potential as a resource hub for innovative tools, resources, and networking opportunities.

7. Advocate for Policy Integration:

- Engage in dialogues with policymakers at the national and European levels to integrate the Sustainable Apprentices project results into policy frameworks. Emphasise the importance of sustainability education in apprenticeship programmes and highlight the project's potential impact on workforce development and SME sustainability.
- Share the Methodological Framework with policymakers and decision-makers, emphasising its role in guiding the development of educational programmes aligned with project goals.

8. Establish Knowledge Transfer Mechanisms:

- Create workshops, seminars, and webinars to facilitate the transfer of knowledge from the project to a wider audience. Ensure active participation from relevant

stakeholders, including educators, trainers, and policymakers, to share insights and best practices in implementing SDGs in SMEs through apprenticeship programmes.

9. Promote Cross-Border Collaboration:

• Foster collaboration between educational institutions, industry partners, and other stakeholders across different countries. Promote the exchange of best practices, methodologies, and experiences to enhance the cross-border applicability and impact of the Sustainable Apprentices project results.

10. Monitoring and Evaluation:

• Establish a robust monitoring and evaluation system to assess the effectiveness and impact of the mainstreaming efforts. Collect feedback from VET educators, in-company trainers, and SMEs to continuously improve and refine the project's mainstreaming strategies.