The workshop brought together 60 participants from several countries, starting with a distinctive Bingo icebreaker designed to foster connections based on sustainable actions. **Ainhoa Dominguez**, from Nazaret Fundazioa, facilitated this engaging introduction, encouraging participant interaction and opening the way for the workshop’s exploration of key themes. Following this, each participant shared a short introduction with the larger group.

The workshop's initial part begun with a captivating video using colours to symbolize sustainability. **Marijose Barriola**, Director of the BIOSCIENCE AND SUSTAINABILITY AREA at TKNIKA, shared insights into her department’s human sustainable development approach, emphasizing three key pillars: **TECHNOLOGY, SUSTAINABILITY, and HUMANITY**. The department focuses on three distinct lines of work:

- **Agro-food and the Natural and Ocean Environment**: involving a network of bioeconomic applied in VET, covering fields such as Agrarian, Maritime Fishing, Food Industry, Energy and Water, Hotel, Catering and Tourism, and Physical and Sports Activities.
- **Smart Building and Sustainable Construction**: Comprising Wood and Furniture, Building and Civil Construction, Energy and Water, Culture and Community Services, and Electronics.
- **Environmental Health and Sustainable Bioscience**: Encompassing Chemistry, Health, Culture and Community Services, Personal Image, Textile and Clothing, and Physical and Sports activities.

The department’s primary focus lies in Biotechnology, spanning Molecular Biology, Cellular Biology, and Bioprinting. **Marijose Barriola** illustrated this interdisciplinary approach with examples, including the SDG4BIZ Erasmus funded project, a Knowledge Alliance Business Opportunity Recognition in SDGs which aims to design and test a multidisciplinary, cross-border curriculum and training material for business opportunity recognition in SDGs.

She also highlighted the **Practical Guide** addressing the implementation of Sustainable Development Goals (SDGs) within Basque VET institutions, aligning with the FP Euskadi Basque Country 2030 strategy. This underscores our collective commitment to shaping a promising future for a better world.

**Amaia Navarro**, from the BISCIENCE AND SUSTAINABLE area at TKNIKA demonstrated the application of the bioeconomic network in Basque Vocational Training, structured around three key pillars: Applied Research and Innovation Projects, Teacher Training, and Knowledge Transfer from TKnika to the VET centres. She exemplified this approach through various projects, such as a Solidarity initiative rooted in circular economy principles, involving Culinary, Agrarian, Chemistry, and Social and Sanitary Services Vet schools. The goal is to foster innovation through solidarity. To shape our students into responsible citizens, the Circular Economy department initiated a Christmas challenge: distributing local sweets to the community. This initiative illustrates our commitment to teaching circular economy by engaging in tangible, real-world projects. **Amaia** emphasized the critical role of proper raw materials and design in the context of circular economy, extending beyond mere reuse and recycle.
Concluding the instructional part of the workshop, Eduardo Alzola from Ostalaritza Eskola in Galdakao shared concrete examples of how a VET institution puts into practice the previously discussed concepts. He illustrated the transfer of knowledge and innovation to VET schools. Operating within the framework of the circular economy, students are challenged to explore inventive ways of creating new dishes using diverse raw materials, with the primary aim of limiting food wastage.

Eduardo highlighted notable projects, such as ONGIA and NATURAL CIDER. ONGIA supports the sustainable development of ecosystems and rural communities, earning recognition as the best business idea in an entrepreneurship contest. On the other hand, NATURAL CIDER is centred on reusing apple paste, with ongoing research into the prospect of reproducing plastics through the reuse of leftover apples.

These examples vividly demonstrate how students derive value from the applied research and innovation projects undertaken at TKNIKA. This process, involving the transfer of knowledge and the training of teachers, constitutes the backbone of the Basque Vocational Education and Training system.

The large group was divided into seven smaller teams to discuss the question: "Where are the gaps in providing green skills in our VET institutions?" After thorough reflection, each group was tasked with suggesting solutions or innovative ideas to address these challenges. The findings from the group discussions can be summarized as follows:

Identifying shortcomings in imparting green skills within VET systems reveals a variety of challenges. Firstly, there is a lack of widespread recognition regarding the significance of green skills, demanding increased attention. Adding to the complexity is the lack of effective measurement tools, interfering with the evaluation of progress. Establishing a connection between green skills, students, and the job market proves intricate, emphasizing the need for enhanced coordination. Challenges also arise from insufficient comprehensive plans, limited budgets, and the lack of a clear emphasis on sustainability. Ambiguities in the definition of the term and associated responsibilities further contribute to existing gaps in VET systems, particularly considering that green skills are not obligatory in the curriculum.

Addressing these gaps requires fostering collaboration among schools, the labour market, and students. This involves the implementation of additional projects and hands-on activities, such as the establishment of ECOTEAMS. Essential to this effort is the development of clear strategies with actionable steps for integrating green skills into the curriculum. Additionally, advocating for legislative changes to mandate green skills in education is crucial for ensuring long-term impact and sustainability.