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COLLECTION OF GOOD PRACTICES COMPENDIUM



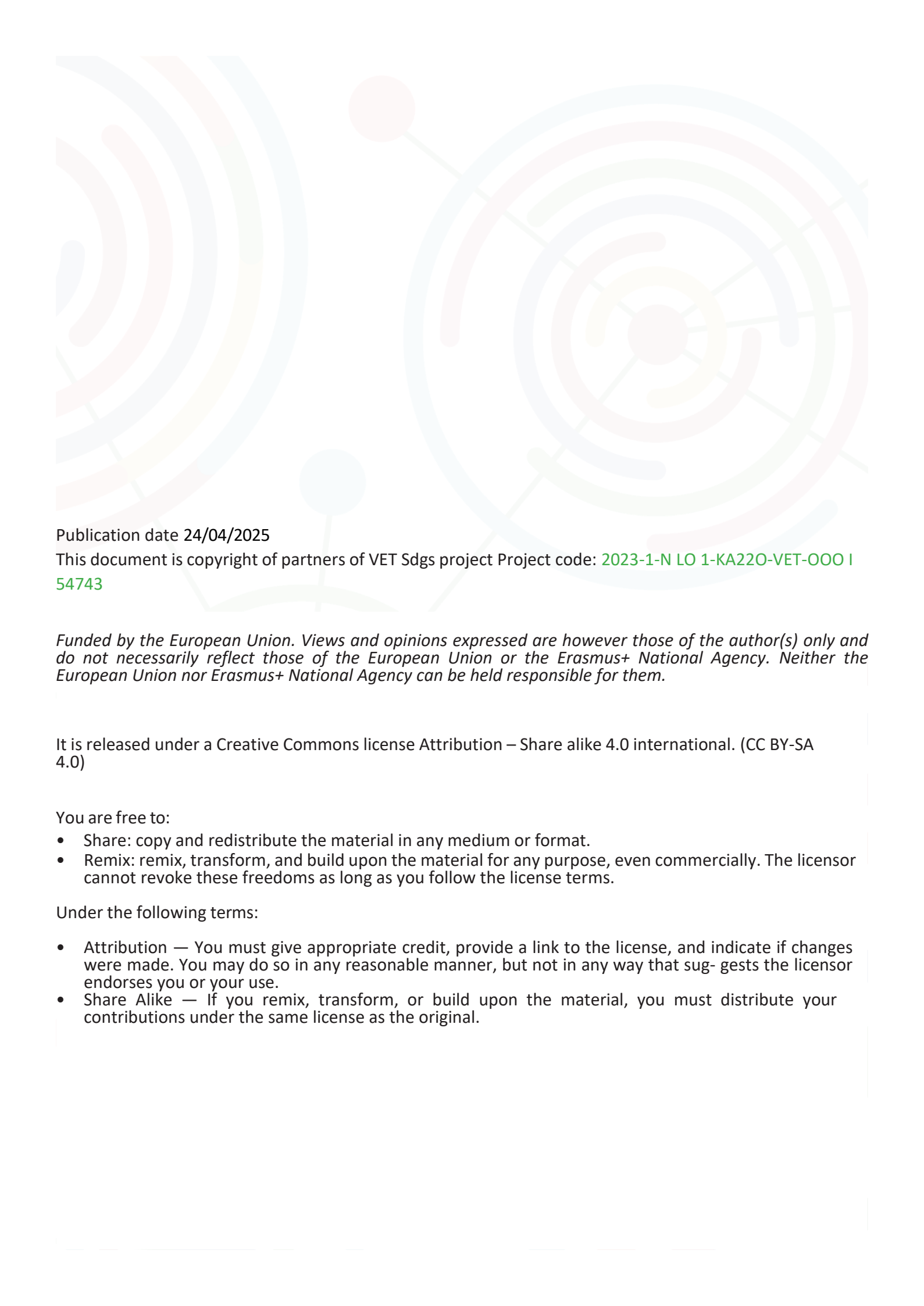
**VET SCHOOLS DOING GREEN ERASMUS+
KA2**

**STRATEGIC PARTNERSHIP
FOR VOCATIONAL EDUCATION AND
TRAINING**

PUBLICATION EDITED BY

• Luca Calligaro – ENAC ETS





Publication date 24/04/2025

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PROJECT REFERENCE

PROJECT CODE: 2023-1-N LO 1-KA22O-VET-OOO I 54743

PROGRAMME

ERASMUS+

KEY ACTION

COOPERATION PARTNERSHIPS IN
VOCATIONAL EDUCATION AND
TRAINING

DURATION

01/10/2023 – 31/12/2025

THE PROJECT

VET Schools Doing Green is a European project that aims to contribute to a more sustainable and environmentally conscious future through education and hands-on projects.

It will do it by raising teachers' awareness of the Sustainable Development Goals (SDGs) and empowering students by encouraging them to develop their own projects and initiatives in line with the SDGs.

By integrating sustainable practices and values into professional education, the project seeks to foster a sense of responsibility and environmental awareness among students and staff.

OBJECTIVES

With this project, the partners want to reach the following objectives:

- to encourage VET staff to devote explicit time to promote sustainable and environmental skills, attitudes and values in VET curricula
- to include SDGs topics in the curricula through active teaching (the protagonists are the students) and cross-curricula content (interdisciplinary knowledge in order to enable students to connect knowledge across different disciplines)
- to include sustainable and green skills in the assessment

PROJECT RESULTS

Within the project the partnership will create the following Project Results:

- A compendium of Good Practices
- Some Green Diaries by the Staff Weeks' participants to collect practices in their own institutions between the two paired Staff Weeks
- A collection of Assignments to test with the students

PARTNERS

Alfa College

Ammattiopisto Luovi Oy

Centro San Viator

ENAC Ente Nazionale Canossiano ETS

Kuressaare Ametikool

Live-säätiö sr

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INTRODUCTION

The *Collection of Good Practices* is one of the key deliverables of the **VET Schools Doing Green (VET SDGs)** project. It represents a collaborative effort of six VET institutions — **Alfa College** (NL), **Ammattiopisto Luovi Oy** (FI), **Centro San Viator** (ES), **ENAC ETS** (IT), **Kuressaare Ametikool** (EE), and **Live-säätiö sr** (FI) — committed to integrating sustainability and the UN Sustainable Development Goals (SDGs) into vocational education and training.

This Compendium aims to **collect, document and disseminate inspiring practices** that demonstrate how VET providers across Europe are embedding sustainability principles in teaching and learning. The purpose is twofold:

1. To **inspire educators and institutions** to implement innovative approaches that promote environmental awareness and responsible citizenship among learners;
2. To **support the green transition in VET**, by offering concrete, transferable examples of how sustainability can be translated into curricula, school culture and partnerships with companies and local communities.

The Compendium complements the project's other outputs: the *Green Diaries* and the *Collection of Assignments*.

The process of creating this Compendium was a **collaborative effort**. Each partner institution identified and documented examples of sustainable practices implemented within their schools, local communities or partner networks. The selection followed a shared **template**, ensuring comparability.

The methodology combined several key steps:

- **Collection phase:** each partner gathered local examples of successful actions, projects or institutional policies supporting the SDGs.
- **Peer review phase:** all practices underwent an internal peer-review process
- **Validation phase:** the reviewed practices were discussed during transnational meetings and *Staff Weeks*
- **Final compilation:** the consolidated version was coordinated by ENAC ETS and edited for publication under a shared visual and structural format

The template was designed to provide a clear overview of how sustainability and the SDGs are embedded within VET education and practice. The structure of the template is organised into 3 main sections:

1. General information - collects the basic identification details of the good practice and the organisation submitting it.
2. Contents of the good practice - provides a narrative overview of the initiative and its main features
3. Sources and supporting materials - provides references and documentation that support or illustrate the practice.

The Compendium serves as both a **repository of experiences** and a **practical guide** for educators, who wish to replicate or adapt these initiatives.

TEMPLATE

TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation:

Type of the organisation:

Country:

Contact details (email):

Please fill in the template to your best knowledge. The boxes should be left blank in case if not having information.

Please answer 'not applicable' when it is the case. Try to provide as much information as possible for each question.

General information about the good practice

Title of the good practice in English	
Subtitle of the practice or title in the original language	
Good practice for:	☐ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?

Contents of the good practice

SDG(s) covered ¹	1	No poverty		
	2	Zero hunger		
	3	Good health and well-being		
	4	Quality education		
	5	Gender equality		
	6	Clean water and sanitation		
	7	Affordable and clean energy		
	8	Decent work and Economic growth		
	9	Industry, innovation and infrastructure		
	10	Reduced inequalities		
	11	Sustainable cities and communities		
	12	Responsible consumption and production		
	13	Climate action		
	14	Life below water		
	15	Life on land		
	16	Peace, justice and strong institution		
	17	Partnerships for the goals		
Short description of the practice	(Please describe the overall initiative – maximum 1500 characters)			
Target group / beneficiaries	☐ students ☐ teachers ☐ not teaching staff ☐ other (please specify) _____			

¹ <https://sdgs.un.org/goals>

Activity	Clarify the individual activities needed to achieve the objectives Please highlight organizational aspects and timing of the GP and describe how the GP is structured.
Success factors	In what way does the good practice contributed to the goal(s)? What elements ensure that the GP reach the goal(s)?
Achieved results	What were the achieved results of the good practice? Please specify the impact on target groups / beneficiaries
Transferability	Is the good practice transferable to other contexts? What are the possibilities of extending the good practice more widely? Has the good practice been tested in different contexts?
Challenges	Have you faced any obstacles / challenges in applying the good practice? How did you address them?
Other remarks	Please add any additional information needed to better explain the GP

Sources

Web site(s) of the good practice or additional information	Please list any relevant resources developed by the good practice or explaining it more deeply
Related resources (reports, products...)	
Pictures and videos	When possible add photos and videos in order to explain better the good practice

GOOD PRACTICES

This chapter brings together the complete set of good practices collected by the partners of the VET Schools Doing Green project. Each contribution illustrates how vocational education and training institutions across Europe are integrating the principles of sustainability and the SDGs into their daily work. The practices are presented using a common template, ensuring consistency and comparability across countries. Together, they showcase a diverse range of initiatives all aimed at fostering green skills, environmental awareness and responsible citizenship within VET.



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: ROC Alfa-college

Type of the organisation: VET school for sports

Country: The Netherlands

Contact details (email): w.kraai@alfa-college.nl

General information about the good practice

Title of the good practice in English	Clean up the canals in Groningen
Subtitle of the practice or title in the original language	Schoonmaken van de grachten in Groningen
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	We have our own equipment, but sometimes we collaborate with a canoe rental company

Contents of the good practice

SDG(s) covered	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	Students in our outdoor course paddle through the canals of Groningen in kayaks and on stand-up paddleboards (SUPs), gathering litter along the way.	





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Target group / beneficiaries	☒ students ☐ teachers ☐ not teaching staff ☐ other (please specify) _____
Activity	This activity is often organized by outdoor education teachers at the start of the school year. By contributing to cleaner canals, students not only help the environment but also develop an increased awareness of the importance of proper waste disposal. It emphasizes the value of not littering. Additionally, the activity fosters team building and collaboration among students. We utilize our own kayaks and SUPs, and if additional equipment is needed, we rent the required items. To minimize the environmental impact of the activity, we use compostable bio bags and biodegradable gloves for collecting litter. Once the activity is complete, the collected waste is brought back to school for proper disposal.
Success factors	- Good teaching by applying sustainability in lessons and creating awareness among students - We contribute to a more sustainable and cleaner city - We contribute to clean canals (and clean water)
Achieved results	Through this activity, students gain a deeper understanding of the impact of littering. Being on the water allows them to see first-hand the extent of waste present in the canals, which often appears minimal from the road but becomes strikingly evident up close. This direct confrontation with the issue fosters greater awareness and responsibility. In addition to raising awareness, the activity contributes to a cleaner city and tidier canals, benefiting both the local community and the environment.
Transferability	This activity can be done anywhere in the world. And if you do it with students at the start of the school year, you can also link it to World Cleanup Day. This is in September, so it is an ideal group activity for the start of the school year. By linking it to World Cleanup Day you can simultaneously draw attention to this topic and it is extremely suitable for social media campaigns.
Challenges	
Other remarks	This activity can easily be transformed into an engaging challenge by encouraging groups of students to compete to see who can collect the most waste. Adding a competitive element not only makes the activity more fun and motivating but also enhances teamwork and active participation.





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Sources

Web site(s) of the good practice or additional information	World Cleanup Day 2024 Plastic Health Council
Related resources (reports, products...)	
Pictures and videos	https://www.instagram.com/alfacollegesnb/reel/CiM9BnsIL07/



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Alfa-college
Type of the organisation: VET school
Country: Netherlands
Contact details (email): cc.dekraker@alfa-college.nl

General information about the good practice

Title of the good practice in English	UN Studentambassadors UN ambassadors we work together against exclusion"
Subtitle of the practice or title in the original language	UN Ambassadors work against exclusion
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	Our partner in this project was www.discriminatie.nl , NGO. They connect education, municipality and students who suffer through discrimination on the labour market.

Contents of the good practice

SDG(s) covered1	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduce Inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	Sustainability Team	
	The sustainability team consists of three students and three employees, all of whom are registered as UN ambassadors dedicated to combating	

¹ <https://sdgs.un.org/goals>





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	discrimination. The team is committed to supporting students who encounter discrimination or unacceptable behavior during their internships. Currently, 48.5 percent of students experience daily stress, including during internships, often due to feelings of exclusion. This exclusion can stem from various factors such as psychological vulnerability, cultural, ethnic, or religious differences, age, or differing sexual preferences. As ambassadors, efforts are made to foster mutual understanding and collaborate with organizations such as WerkPro, SBB, and other UN Youth groups to combat exclusion and promote inclusivity.
Target group / beneficiaries	☒ students ☐ teachers ☐ not teaching staff ☒ other (please specify) _Business – Municipalities - Schools
Activity	Training, workshops, and lectures on inclusion are used to amplify the student's voice and foster understanding for those in challenging situations. Feedback from experts by experience indicates that more internship companies are actively working to combat exclusion, which is a positive development. The goal is to ensure that everyone has the opportunity to participate. To organize a tour, it is advisable to partner with an organization connected to local entrepreneurs, or alternatively, contact local entrepreneurs directly.
Success factors	This project was successful because it resonates deeply with the students. Discrimination is a sensitive issue, and raising awareness about it is crucial. By addressing these concerns, students are better prepared to become compassionate and informed professionals in the future.
Achieved results	All six colleagues are actively involved both provincially and nationally. Workshops have been conducted for the Minister of Science, Education, and Culture.
Transferability	A professorship research is being developed to further expand the scope and impact of the project.
Challenges	Effective collaboration between schools, businesses and prevention organizations is essential. A teacher needs to be present when a student reports instances of unequal behaviour. Additionally, students may require assistance in finding a safe space when needed.
Other remarks	NA





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Sources

Web site(s) of the good practice or additional information	Duurzaamheidsteam van het jaar (alfa-college.nl)
Related resources (reports, products...)	NA
Pictures and videos	The video is attached at this link. https://www.linkedin.com/posts/christian-de-kraker-83116a20_vn-ambassadeurs-winnen-duurzaamheidsprijs-activity-7134895603154579457-W_vu?utm_source=share&utm_medium=member_desktop This is a picture of our team. 





TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Alfa-college
 Type of the organisation: VET-school
 Country: Netherlands
 Contact details (email): Mieke Muilwijk mg.muilwijk@alfa-college.nl

General information about the good practice

Title of the good practice in English	<i>Assignments linked to SDG for students doing an internship abroad</i>
Subtitle of the practice or title in the original language	<i>Keuzedeel Internationaal 2, werken in het buitenland (Minor International 2, working abroad)</i>
Good practice for:	☒ for education ☐ for internal services ☐ other
Any other organisations involved?	NA

Contents of the good practice

SDG(s) covered¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
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	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals

Short description of the practice	Several assignments are developed, some for all the students abroad some specific for students in a specific country. They cover 4 topics:
--	--

¹ <https://sdgs.un.org/goals>



	1. Travel 2. Energy use 3. Environmentally friendly behaviour 4. Social behaviour and intercultural sensitivity
Target group / beneficiaries	☒ students ☐ staff ☐ teachers ☐ other (specify) _____
Activity	That varies depending on the assignment. Some are theoretical, requiring students to read an article, watch a video, answer questions about the topic, and provide their opinion. Others are practical, involving activities such as visiting a museum, conducting an interview, or describing their actions (see additional resources below)
Success factors	Completing the assignments enhances students' awareness and development in their behaviour and opinions. Responses such as "I didn't know that" (e.g., regarding the history of slavery or specific actions) confirm this growth. Following their internship abroad, students take an exam and participate in a concluding interview with their module coach. During this interview, students articulate their increased awareness and identify how their goals were achieved, further reinforcing their learning.
Achieved results	Some notable successes include: - Students returned batteries from the Caribbean islands, where recycling facilities are lacking, and delivered them for recycling in the Netherlands. - Students purchased CO2 compensation for their flight tickets. - Students developed a deeper understanding of the impact of slavery on current society and its descendants, and they are now able to discuss this topic with greater insight. - Students coordinated their laundry to ensure washing machines were fully utilized. - Students made efforts to turn off lights and air conditioners when not in use. - Students learned about local customs and the foreign language as a sign of respect for the people in the host country.
Transferability	The effectiveness of the assignments could be enhanced if a percentage of them were made mandatory for students, integrated into a preparatory program, and implemented across all departments at Alfa College, rather than being limited to just one.
Challenges	The assignments are currently available only to students combining the International 2 module with an internship abroad. Additionally, students in the International 2 module have the option to choose from a variety of assignments to earn enough points for the exam, and SDG-linked assignments are not mandatory. While the module coach can encourage students to select SDG-linked assignments, the coach lacks sufficient hours for (online) classes. As a result, students often complete assignments from the module's online provider (De onderwijscatalogus voor flexibele keuzedelen, inclusief gecertificeerd)



	examen All You Can Learn), which do not include specific SDG-linked assignments. Students can also choose to combine these with SDG-linked assignments available on Alfa College's Teams site.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	https://drive.google.com/file/d/1EWc903Y3SwSncSRUJNBZBgP8UCkxQUrJ/view?usp=sharing



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Alfa-college
Type of the organisation: VET school
Country: Netherlands
Contact details (email): m.pruis@alfa-college.nl

General information about the good practice

Title of the good practice in English	<i>Fashion without sh*t tour</i>
Subtitle of the practice or title in the original language	<i>A tour through the city centre, visiting local fashion entrepreneurs.</i>
Good practice for:	X for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	Our partner in this project was <i>Groener Groningen</i> , a local NGO. They connect local entrepreneurs, education, municipality etc. who work on sustainability. 9 local entrepreneurs opened their doors for a visit from our students.

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	Sixty fashion students visited local fashion entrepreneurs in the city and drew inspiration from their stories and entrepreneurial choices. The fashion and retail industry is not typically associated with sustainability, but the entrepreneurs visited had made efforts to contribute to a more sustainable world through their fashion businesses. Some focused	

¹ <https://sdgs.un.org/goals>





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	exclusively on local or fairtrade brands, while others specialized in vintage clothing. The aim was to connect students with these entrepreneurs in hopes of inspiring them as future fashion professionals.
Target group / beneficiaries	X students ☐ teachers ☐ not teaching staff ☐ other (please specify) _____
Activity	1. Find a partner to organize the tour, preferably an organisation that is connected to local entrepreneurs, or contact local entrepreneurs yourself. 2. Make a city map and plan a tour to visit all the entrepreneurs that participate. 3. Find a location near the shops where students can meet. This can be the start and finish point of the tour. 4. Give the students a task to complete, for instance fill in some questions about the store. What sustainable choices were made? What part do you find inspiring? Etc. 5. Finish at the location with the whole group. Let students present their findings and reflect.
Success factors	This project was successful due to its alignment with the students' interests. As fashion students, they have a keen interest in clothing, styling, and shopping—both as consumers and future professionals.
Achieved results	All 60 first-year fashion students visited local sustainable fashion entrepreneurs in the city, many of whom had never been to these shops or even knew they existed. The goal is to foster future impact, both as consumers and as fashion entrepreneurs.
Transferability	Plans are underway to organize a similar tour for students of Interior Design, where they will visit local interior design shops. Additionally, there is an intention to extend the tour to other interested students.
Challenges	Effective collaboration between the tour organizers (or shop owners) and the teacher is essential. A teacher needs to be present to guide the learning process, as students may require assistance in formulating the right questions.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	https://www.instagram.com/groenergroningen/
Related resources (reports, products...)	NA





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Pictures and videos





TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Alfa-college
 Type of the organisation: VET school
 Country: Netherlands
 Contact details (email): Alie Stek as.stek-debruin@alfa-college.nl

General information about the good practice

Title of the good practice in English	<i>G-ROND: eight projects about the circular economy.</i>
Subtitle of the practice or title in the original language	<i>The 'G-ROND'-project includes the following projects:</i> <i>1. Circulaire hub textiel broedplaats</i> <i>2. Capsule reiscolectie</i> <i>3. Rewilding</i> <i>4. Samenweven</i> <i>5. Kledingreapair & fashion without Sh*t</i> <i>6. Van denim naar denim</i> <i>7. Happy house makeover</i> <i>8. Volop aan de slag op een themadag</i>
Good practice for:	X for education ☐ for internal services ☐ other
Any other organisations involved?	The following partners are involved with the project: Municipality of Groningen, Werkpro, Hanzehogeschool Groningen, Noorderpoort, Minerva Academy (high education and VET schools) and local partners for example Kokotoko, Klerlijk and House of Design. All partners have the same goals: sharing knowledge about circular economy, learning together with schools, local residents and entrepreneurs and raising awareness about circularity.

Contents of the good practice

SDG(s) covered¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities

¹ <https://sdgs.un.org/goals>



	12	Responsible consumption and production		
	13	Climate action		
	14	Life below water		
	15	Life on land		
	16	Peace, justice and strong institution		
	17	Partnerships for the goals		
Short description of the practice	The G-ROND initiative encompasses 8 projects focused on circularity. These projects aim to: - Realize the textile chain from waste to new finished products. - Develop a small collection of clothing. - Reuse building materials. - Make sustainable living choices in furnishing. Alfa-college collaborates with companies, the municipality, schools, and the local community to achieve these goals.			
Target group / beneficiaries	☒ students ☐ staff ☐ teachers ☐ other (specify) _____			
Activity	In the circular hub, 'waste' is transformed back into clothing. Students work in fashion studios, shops, and exhibition spaces. Fashion design students create timeless outfits by combining existing garments, avoiding unnecessary additions. During events, these students visit local entrepreneurs along a sustainable fashion shopping route to learn about the sustainability aspects of the fashion sector.			
Success factors	The G-ROND project raises awareness in neighbourhood and community centers, involving students of similar age groups who can learn from one another. Various partners collaborate to promote a circular society and encourage student initiatives by exploring possibilities and understanding their living environment.			
Achieved results	Students, teachers, and local partners involved in the projects recognize their importance and impact. Students understand that by giving old clothes a new life, they contribute to reducing material waste and environmental pollution. They are aware of their ability to make a meaningful impact.			
Transferability	The good practice demonstrated by the G-ROND project is applicable to other vocational education and training (VET) programs. The project has been running for several years, and new partners can join the initiative at any time.			
Challenges	A significant challenge is allocating sufficient time for the project to fully observe and measure its impact.			
Other remarks	NA			



Sources

Web site(s) of the good practice or additional information	www.alfa-college.nl/bedrijven/g-rond
Related resources (reports, products...)	https://drive.google.com/file/d/1CWcOwK34amZZ-grYFMatzJgDon7LvWVo/view?usp=sharing



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Alfa college, location Kluiverboom

Type of the organisation: School, secondary vocational education.

Country: Netherlands

Contact details (email): nj.vanringelenstein@alfa-college.nl

General information about the good practice

Title of the good practice in English	Secondary vocational education Challenge food waste
Subtitle of the practice or title in the original language	MBO Challenge voedselverspilling Food waste project
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	Several companies are participating in this challenge, each presenting a case study focused on combating waste. These case studies pose specific questions or problems for students to tackle. Through this challenge, students not only learn from one another but also develop a range of skills, including entrepreneurship, collaboration, creative thinking, and problem-solving. These skills are essential components of 21st-century competencies.

Contents of the good practice

SDG(s) covered¹	1	No poverty	
	2	Zero hunger	
	3	Good health and well-being	
	4	Quality education	
	5	Gender equality	
	6	Clean water and sanitation	
	7	Affordable and clean energy	
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¹ <https://sdgs.un.org/goals>





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Short description of the practice	Student Behavior and Actions a. Learning Process: Students participate in a series of lessons and activities using DOON, an innovation method that guides step-by-step thinking, creation, and presentation of solutions: https://www.mbo-challenge.nl/methode?rq=doon b. Knowledge Demonstration: Students are expected to demonstrate their understanding of systems thinking, the Sustainable Development Goals (SDGs), circularity, sustainability, and social justice. In the MBO Challenge on Food Waste, students work in teams of 3-5 to address an issue related to food waste. The process involves: - Identifying a local company or organization dealing with food waste. - Exploring the problem in depth. - Empathizing with those affected by the problem. - Developing and selecting a solution. - Designing, creating, and testing an initial version of the solution. - Presenting their solution in a video and an accompanying note. Throughout the challenge, students engage in commercial activities and develop entrepreneurship skills, focusing on waste reduction, repurposing materials, and innovative thinking. The SDGs addressed include No Poverty, Zero Hunger, Responsible Consumption and Production, Life Below Water, and Life on Land. Evaluation and Impact: At the end of the challenge, students evaluate the process, reflecting on successes, areas for improvement, and their overall experience. They gain insights into the extent of food waste and its potential for repurposing. Post-challenge, students report altered behavior regarding food disposal and increased awareness of their impact on the environment. Sustainable and Social Aspects: The project integrates sustainable and social dimensions, emphasizing the environmental impact of food waste. As students rethink their actions, they share their insights with their families, spreading the message of sustainability and initiating change within their communities.
Target group / beneficiaries	☒ students ☐ teachers ☐ not teaching staff ☐ other (please specify) _____
Activity	1. Individual Activities: a. Initial Lesson Series: • Activity: Students participate in a series of lessons on the DOON innovation method. • Purpose: To provide a foundation in step-by-step thinking,



	creating, and presenting solutions. • Structure: Lessons are divided into modules focusing on different aspects of the innovation process, including brainstorming, prototyping, and presentation. 2. MBO Challenge on Food Waste: a. Team Formation and Issue Identification: • Activity: Form teams of 3-5 students and identify a local company or organization facing food waste issues. • Purpose: To work collaboratively on a real-world problem related to food waste. • Structure: Teams conduct initial research and reach out to potential clients to understand their issues. b. Problem Exploration and Empathy: • Activity: Explore the problem in detail and empathize with those affected by food waste. • Purpose: To gain a deep understanding of the issue and the perspectives of those impacted. • Structure: Includes interviews, observations, and research activities. c. Solution Development and Testing: • Activity: Develop, choose, and test a solution to the identified problem. • Purpose: To create a feasible and effective solution to combat food waste. • Structure: Teams brainstorm ideas, create prototypes, test solutions, and refine them based on feedback. d. Solution Presentation: • Activity: Present the final solution in a video and an accompanying note. • Purpose: To communicate the solution effectively and showcase the team's work. • Structure: Teams prepare and record a video presentation, along with a written summary of their solution and process. 3. Evaluation and Reflection: a. Post-Challenge Evaluation:
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	- Activity: Conduct an evaluation session with students to reflect on what went well, what could be improved, and overall learning experiences. - Purpose: To assess the effectiveness of the challenge and identify areas for improvement. - Structure: Includes group discussions, feedback forms, and debriefing sessions.
Success factors	Real-World Application: working with local organizations on food waste issues fosters practical experience and empathy. Behavioral Impact: the project leads to increased awareness and altered behaviors regarding food waste, extending its influence to students' communities.
Achieved results	Students developed actionable solutions to food waste issues, demonstrating real-world problem-solving.
Transferability	Yes, you could also apply this in another country.
Challenges	The students need to find a case or challenge that they actually get excited about that is from rang. And everyone should have an active role, it is a group assignment.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	https://www.mbo-challenge.nl/
Related resources (reports, products...)	NA
Pictures and videos	Example of a Student Pitch https://www.youtube.com/watch?v=GR18wy_oS_E





TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Alfa-college
 Type of the organisation: VET-school
 Country: Netherlands
 Contact details (email): Mieke Muilwijk mg.muilwijk@alfa-college.nl

General information about the good practice

Title of the good practice in English	Swap Wall
Subtitle of the practice or title in the original language	Ruilwand; Je vind't hier (Exchange wall: You can find it here)
Good practice for:	☐ for education ☐ for internal services ☒ other
Any other organisations involved?	NA

Contents of the good practice

SDG(s) covered¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals

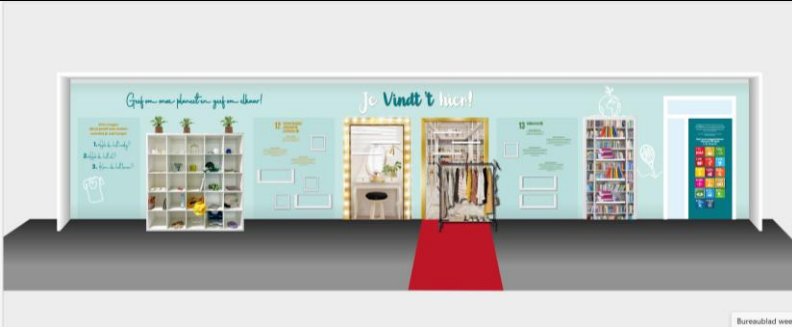
Short description of the practice	In a designated hallway of the school building, there is a space for exchanging items such as books, clothing, utensils, and other articles
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¹ <https://sdgs.un.org/goals>



	that are no longer needed. You can both leave items you no longer use and take items left by others. The wall provides instructions on how the exchange works and offers responsible behaviour tips, including three questions to consider before making a purchase: 1. Do I really need it? 2. Do I already have it? 3. Can I borrow it?
Target group / beneficiaries	☒ students ☒ staff ☒ teachers ☐ other (specify) _____
Activity	By following these steps, the item exchange activity can be successfully implemented and maintained, fostering a culture of sustainability and responsible consumption within the school community. 1. Designate the Space: - Choose a specific hallway or area in the school building for the exchange activity. - Ensure the space is visible and easily accessible to students and staff. 2. Set Up the Exchange Area: - Install shelves, bins or tables where items can be placed and picked up. - Ensure the space is organized and clean. 3. Create Informative Signage: - Design a clear and informative sign to explain how the exchange works. - Include instructions such as: "Leave items you no longer need and take items left by others." - Add tips on responsible consumption, such as the three questions to ask before buying something: 1. Do I really need it? 2. Do I already have it? 3. Can I borrow it? 4. Maintain the Space: - a specific team should regularly monitor the exchange area to ensure it remains organized. - Consider scheduling periodic checks to keep the area in good condition. 5. Feedback and Improvement: - Gather feedback from users about the exchange process and any suggestions for improvement. - Use this feedback to make adjustments and enhance the effectiveness of the activity.
Success factors	The swap wall was discussed with students, and it was found that referring to it as a "swap wall" makes some students uncomfortable about taking items. To address this, the text on the wall has been



	updated.
Achieved results	Items are successfully changing hands and are not going to waste. It is assumed that some items taken were genuinely needed by individuals who might otherwise have had to purchase them, potentially incurring an expense they could not afford. However, this has not been confirmed.
Transferability	The concept of the swap wall can be implemented across other buildings within our organization. Additional departments at Alfa College could establish similar exchange areas. By showcasing this project, there is potential to inspire other schools to create their own swapping spaces as well.
Challenges	Approval and funding for the installation of the swap wall required discussions with the facility department and management. Additionally, it was necessary to demonstrate the ability to supervise the wall effectively, which involved a test period.
Other remarks	

Sources

Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	NA



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Alfa-college

Type of the organisation: Secondary vocational education

Country: The Netherlands

Contact details (email): n.vos@alfa-college.nl

General information about the good practice

Title of the good practice in English	An every day warm welcoming to everybody
Subtitle of the practice or title in the original language	Een warm welkom voor iedereen elke dag.
Good practice for:	X for education X for general services (ex. building maintenance) X other, please specify: social culture
Any other organisations involved?	NA

Contents of the good practice

SDG(s) covered	<table> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>13</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	12	Responsible consumption and production	13	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
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17	Partnerships for the goals																																		
Short description of the practice	Every day, two staff members/teachers (from different teams) stand by the door to warmly welcome everyone who enters between 8:15 AM and 9:00 AM. These two individuals hold the door open, greet the student/staff member/visitor, and make them feel seen. It contributes to fostering social interaction among each other.																																		





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Target group / beneficiaries	X students X teachers X not teaching staff X other: everybody
Activity	For this door reception, you need someone who takes responsibility for this door policy. This person creates a sign-up sheet for teachers/staff members where they can register. The person in charge monitors whether all the days are filled and ensures that everyone signs up at least once per school term. This list is distributed via email each term as an editable online document.
Success factors	It is simple, easy to organize, but very effective. It takes little time and no money. It provides a good feeling for both those carrying it out and those receiving it.
Achieved results	Students/staff members/visitors indicate that they find this a positive way to start the day. It makes them feel seen and brings them joy. Additionally, it fosters a sense of togetherness, which contributes to the mental well-being of those involved. Good mental well-being is important for students and staff because it enables them to feel comfortable at school and be themselves. Only when someone is in this state can they truly develop. Development is inherently linked to an institution like a school.
Transferability	Yes, this practice is suitable for any organization, anywhere. Anyone can do this as long as they are willing to spend about three-quarters of an hour on it from time to time.
Challenges	It is really important that everyone contributes to this. It needs to be embraced within the organization, and this requires an investment of time and energy to get everyone on board. It demands dedication and commitment from the staff. The person responsible for this project must invest in it, especially in the beginning. After that, they need to continue driving it and monitoring its progress.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	NA
Pictures and videos	https://youtu.be/OIFR_UFQczE Link to movie of the best practice





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation:

Type of the organisation:

Country:

Contact details (email):

Please fill in the template to your best knowledge. The boxes should be left blank in case if not having information. Please answer 'not applicable' when it is the case. Try to provide as much information as possible for each question.

General information about the good practice

Title of the good practice in English	AESLEME Talk on Traffic Accident Prevention
Subtitle of the practice or title in the original language	AESLEME Charla sobre la Prevención de Accidentes de Tráfico
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☒ other, please specify: Awareness and support for accident prevention and victim assistance
Any other organisations involved?	Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?

Contents of the good practice

SDG(s) covered¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
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	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution

¹ <https://sdgs.un.org/goals>





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	17	Partnerships for the goals
Short description of the practice	AESLEME (Asociación por la prevención de accidentes de tráfico y ONG de atención a víctimas de accidentes) conducted an educational session at Centro SNA Viator focused on raising awareness about the severe consequences of traffic accidents. The talk emphasized the importance of road safety and prevention, with insights shared by speakers, some of whom are victims of accidents and use wheelchairs, providing first-hand perspectives on the impact of such incidents.	
Target group / beneficiaries	☒ students ☐ teachers ☐ not teaching staff ☒ other (please specify) : accident victims and people with mobility impairments	
Activity	The talk involved interactive discussions and presentations, where AESLEME representatives shared personal stories, statistics, and preventative measures. The event aimed to foster empathy and responsibility among young individuals, encouraging safe driving and pedestrian habits	
Success factors	The talk highlighted personal testimonies, which significantly impacted students' understanding of the risks associated with careless driving and promoted a culture of responsibility and prevention.	
Achieved results	Students gained a heightened awareness of traffic accident consequences and preventive measures. The presence of accident survivors offered an impactful, real-life perspective that engaged and educated the attendees.	
Transferability	This practice is highly transferable to other educational contexts and can be adapted to suit different age groups or regions. AESLEME's approach has been applied in various schools and can serve as a model for road safety education elsewhere.	
Challenges	One challenge faced was ensuring the sensitive handling of traumatic personal stories to engage without distressing the young audience. This was managed by trained speakers who could balance sharing impactful messages with consideration for the audience's sensitivity.	
Other remarks	AESLEME's talk aligns with broader goals of creating safer communities through responsible behavior on the road, furthering both local and global safety initiatives.	

Sources

Web site(s) of the good practice or additional information	Please list any relevant resources developed by the good practice or explaining it more deeply
Related resources (reports, products...)	



Pictures and videos





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: *San Viator*

Type of the organisation: *Educational Institution*

Country: *Spain*

Contact details (email): *j.santurtun@sanviator.com*

General information about the good practice

Title of the good practice in English	<i>San Viator's automotive students conduct roadworthiness tests for elderly people's cars from Sopuerta village</i>
Subtitle of the practice or title in the original language	<i>Los estudiantes de automoción de San Viator realizan pruebas de aptitud para la circulación en los coches de los ancianos del pueblo de Sopuerta</i>
Good practice for:	☒ for education ☒ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	San Viator is the main implementing organization, and the students from their automotive department are responsible for conducting the tests.

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
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	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	San Viator’s automotive students help ensure the safety of elderly drivers from Sopuerta village by conducting roadworthiness tests on their vehicles. This initiative not only serves the community by improving vehicle safety for a vulnerable group, but it also provides practical	

¹ <https://sdgs.un.org/goals>





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	learning experiences for the students, allowing them to apply their technical skills in a real-world setting. The practice enhances the well-being of elderly people by ensuring their vehicles are safe for use, contributing to safer roads and fostering a sense of community service among students.
Target group / beneficiaries	☒ students ☐ teachers ☐ not teaching staff ☒ other (please specify) __Elderly drivers from Sopuerta village
Activity	The automotive students from San Viator conduct vehicle inspections, focusing on safety features such as brakes, tires, lights, and other crucial components. The tests are scheduled periodically, and each session involves a detailed checklist that students follow under the supervision of their instructors. The organizational aspects include coordinating with the local elderly community and arranging the necessary tools and equipment for the tests.
Success factors	The success of this initiative lies in the combination of hands-on learning for students and the service provided to the elderly community. It enhances students' employability by offering real-life experience and ensures the roadworthiness of cars used by vulnerable older citizens, directly contributing to SDG 3 (Good health and well-being) and SDG 11 (Sustainable cities and communities).
Achieved results	The practice has resulted in the regular maintenance of vehicles used by elderly residents, significantly reducing the likelihood of accidents related to vehicle malfunctions. Students also report increased confidence in their automotive skills and an enhanced sense of social responsibility.
Transferability	This good practice can be easily transferred to other educational institutions with automotive programs. Schools in different contexts could collaborate with their local communities to replicate the initiative. The need for roadworthy cars and practical student training is universal, making this practice adaptable.
Challenges	One of the challenges encountered was coordinating schedules between the elderly drivers and the students, which was resolved by setting fixed times for the inspections. Additionally, the variety in vehicle models and conditions sometimes required extra learning resources, but this was turned into a learning opportunity for students.
Other remarks	This practice not only benefits the community but also instills a sense of civic duty in students, making it a valuable educational and social initiative.

Sources

Web site(s) of the good practice or additional information	Please list any relevant resources developed by the good practice or explaining it more deeply
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Related resources (reports, products...)	
Pictures and videos	When possible, add photos and videos in order to explain better the good practice





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: *San Viator*

Type of the organisation: *Educational Institution*

Country: *Spain*

Contact details (email): *j.santurtun@sanviator.com*

General information about the good practice

Title of the good practice in English	<i>Night of reading</i>
Subtitle of the practice or title in the original language	<i>Noche de lectura</i>
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	None

Contents of the good practice

SDG(s) covered¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
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	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	"Noche de Lectura" (Night of Reading) is a fun and educational initiative designed to foster a love for reading among primary school students. Students from San Viator's Vocational Education and Training (VET) degree in education visit primary school classes and read to younger	

¹ <https://sdgs.un.org/goals>





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	children for one night. The event is an overnight stay in the school, where children from grades 1 to 6 come with their sleeping bags, flashlights, and books, creating a cozy and engaging reading environment. This practice promotes literacy in an enjoyable way and gives VET students real-life teaching experience.
Target group / beneficiaries	☒ students ☐ teachers ☐ not teaching staff ☐ other (please specify) _____
Activity	VET students from the education program organize and participate in reading sessions with primary school children during the overnight "Noche de Lectura" event. Children arrive at the school with sleeping bags, flashlights, and books, and the VET students take turns reading aloud to small groups. The event creates an engaging and immersive reading atmosphere, allowing younger students to experience the joy of storytelling in a relaxed setting. The timing of the event is carefully planned to align with school curriculum goals of promoting reading, and VET students are given opportunities to prepare and practice their reading skills in advance.
Success factors	The practice helps foster a love for reading among young children by making it fun and interactive. It also provides VET students with the chance to practice their teaching and communication skills, enhancing their future employability. This initiative directly supports SDG 4 (Quality education) by encouraging literacy in a creative way and SDG 10 (Reduced inequalities) by providing all children with access to educational enrichment, regardless of their background.
Achieved results	The "Noche de Lectura" has helped increase interest in reading among primary school students, who view the event as a fun and memorable experience. Additionally, VET students report a greater sense of confidence in working with children and applying educational techniques learned in their courses.
Transferability	This good practice can easily be transferred to other schools or educational institutions. The concept of reading to children during an overnight event can be adapted to different age groups and settings, making it a versatile practice for encouraging literacy and offering practical teaching experiences to older students.
Challenges	A logistical challenge was coordinating the overnight stay and ensuring the children felt comfortable sleeping at the school. This was addressed by involving parents and school staff in the event planning and maintaining a structured yet relaxed environment for the children.
Other remarks	The practice has proven to be an excellent way to foster collaboration between different educational levels and provides a fun, memorable experience for both the primary school children and the VET students.





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Sources

Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	NA
Pictures and videos	NA



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Centro San Viator

Type of the organisation: Educational

Country: Spain

Contact details (email): unai.losa@sanviator.com

General information about the good practice

Title of the good practice in English	Sustainable collection and repair of electronic devices.
Subtitle of the practice or title in the original language	Recogida y reparación sostenible de dispositivos electrónicos.
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	No

Contents of the good practice

SDG(s) covered¹	<table border="1"> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>13</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	12	Responsible consumption and production	13	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
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Short description of the practice	We will put up posters around the school so that any student who has a simple electronic device (radios, alarm clocks, televisions, etc.) can bring it to the school for us to try to repair it, or, if that's not possible, recover																																		

¹ <https://sdgs.un.org/goals>





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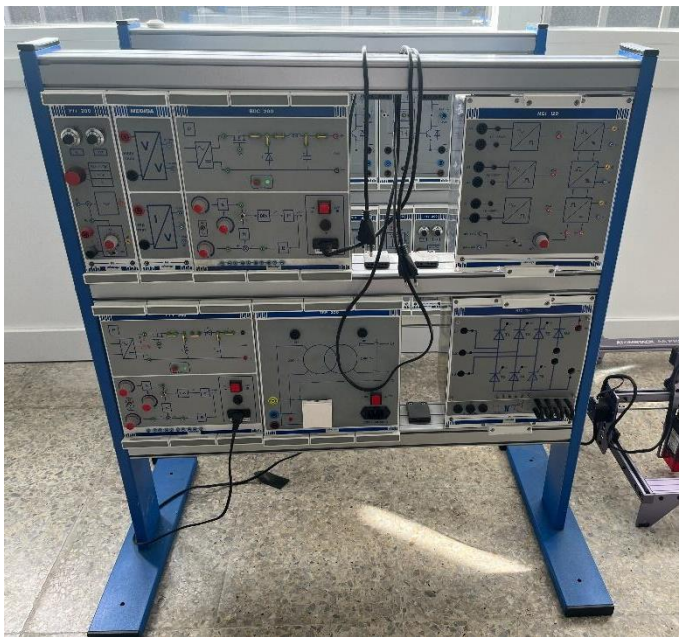
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	the maximum number of components before sending it to a recycling center
Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☐ other (please specify) _____
Activity	<u>Awareness and Collection Stage</u> - Inform students about the program through posters and announcements - Collect devices at a designated location, ensuring proper documentation of items received <u>Repair and Recovery Stage</u> - Conduct repair workshops with student participation under instructor supervision - Salvage reusable components from devices that cannot be repaired <u>Recycling and Reflection Stage</u> - Organize and send non-recoverable materials to recycling centers - Reflect on outcomes with students, emphasizing the environmental benefits and their learning progress
Success factors	At the moment we have reused multiple broken devices that were going to be thrown away at school, and we do educational challenges to give them a second life.
Achieved results	- Students gained practical experience in diagnosing and repairing electronic devices, enhancing their technical and problem-solving skills - Participants developed a deeper understanding of e-waste issues, learning the importance of repair, recycling, and sustainable practices
Transferability	This activity can be transferred to any electronic training center. Not only as a sustainable activity, but it also helps obtain electronic resources so that students don't have to buy them.
Challenges	Define and dedicate a space for the activity.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	NA
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Related resources (reports, products...)	NA
Pictures and videos	 Broken laptops recovered from teachers and students  Electronic model for education, recovered from university.



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Centro San Viator

Type of the organisation: Educational

Country: Spain

Contact details (email): ikerdelapresa@sanviator.com

General information about the good practice

Title of the good practice in English	Electrification of tricycles for seniors.
Subtitle of the practice or title in the original language	<i>Electrificación de triciclos para personas mayores</i>
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	No

Contents of the good practice

SDG(s) covered¹	<table><tr><td>1</td><td>No poverty</td></tr><tr><td>2</td><td>Zero hunger</td></tr><tr><td>3</td><td>Good health and well-being</td></tr><tr><td>4</td><td>Quality education</td></tr><tr><td>5</td><td>Gender equality</td></tr><tr><td>6</td><td>Clean water and sanitation</td></tr><tr><td>7</td><td>Affordable and clean energy</td></tr><tr><td>8</td><td>Decent work and Economic growth</td></tr><tr><td>9</td><td>Industry, innovation and infrastructure</td></tr><tr><td>10</td><td>Reduced inequalities</td></tr><tr><td>11</td><td>Sustainable cities and communities</td></tr><tr><td>12</td><td>Responsible consumption and production</td></tr><tr><td>13</td><td>Climate action</td></tr><tr><td>14</td><td>Life below water</td></tr><tr><td>15</td><td>Life on land</td></tr><tr><td>16</td><td>Peace, justice and strong institution</td></tr><tr><td>17</td><td>Partnerships for the goals</td></tr></table>	1	No poverty	2	Zero hunger	3	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	12	Responsible consumption and production	13	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
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16	Peace, justice and strong institution																																		
17	Partnerships for the goals																																		
Short description of the practice	Our school offers a specialized course focused on hybrid and electric vehicles, which also includes a segment on micromobility, encompassing personal electric vehicles such as electric scooters and bicycles. Recently, a																																		

¹ <https://sdgs.un.org/goals>





	colleague approached us with a request to electrify a tricycle for his 89-year-old father. He provided an electrification kit, and our students successfully assembled it. As a result, the individual now enjoys greater autonomy, allowing him to travel freely around his town. This initiative not only enhances the mobility of older adults but also provides students with hands-on experience in the field of sustainable transportation.
Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☐ other (please specify) _____
Activity	• Meet with the colleague to discuss the specific requirements for electrifying the tricycle, including dimensions, type of tricycle, and compatibility with the provided electrification kit • Students conduct research on the components of the electrification kit, tricycle specifications, and the principles of electric vehicle systems • Assess the electrification kit provided by the colleague and develop a step-by-step assembly plan • Once assembled, conduct tests to ensure the electrification system operates correctly
Success factors	The success factors have been: having students trained in electromobility, identifying a need and providing a quick and simple solution, easily replicable if more people require it.
Achieved results	Students learn to electrify personal mobility vehicles, assisting people who need them.
Transferability	This activity is not particularly complex and can be replicated at any institution offering mechanical studies.
Challenges	The cost of the tricycle is not expensive, around €200, while the electrification kit is more variable, ranging from €150 to €700. Another challenge will be finding people interested in having an electrified tricycle.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	The tricycle and the conversion kit can be easily found online in stores like Amazon, two examples:



[Tricycle Amazon link](#)

[Amazon link for the kit](#)

Pictures and videos



Final result of the tricycle.





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: *C.F.P. Centromoda Canossa*

Type of the organisation: *Vet school*

Country: *Italy*

Contact details (email): emily.zancanella@centromoda.tn.it; alice.piffer@centromoda.tn.it

General information about the good practice

Title of the good practice in English	<i>Artistic climbing ropes</i>
Subtitle of the practice or title in the original language	<i>To reuse old climbing ropes to create something good</i>
Good practice for:	X for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	The best climbers of the north of Italy: "Guide Alpine" They gifted to us their old and unused ropes.

Contents of the good practice

SDG(s) covered¹	<table> <tr><td>1</td><td>No poverty</td></tr> <tr><td>2</td><td>Zero hunger</td></tr> <tr><td>3</td><td>Good health and well-being</td></tr> <tr><td>4</td><td>Quality education</td></tr> <tr><td>5</td><td>Gender equality</td></tr> <tr><td>6</td><td>Clean water and sanitation</td></tr> <tr><td>7</td><td>Affordable and clean energy</td></tr> <tr><td>8</td><td>Decent work and Economic growth</td></tr> <tr><td>9</td><td>Industry, innovation and infrastructure</td></tr> <tr><td>10</td><td>Reduced inequalities</td></tr> <tr><td>11</td><td>Sustainable cities and communities</td></tr> <tr><td>12</td><td>Responsible consumption and production</td></tr> <tr><td>13</td><td>Climate action</td></tr> <tr><td>14</td><td>Life below water</td></tr> <tr><td>15</td><td>Life on land</td></tr> <tr><td>16</td><td>Peace, justice and strong institution</td></tr> <tr><td>17</td><td>Partnerships for the goals</td></tr> </table>	1	No poverty	2	Zero hunger	3	Good health and well-being	4	Quality education	5	Gender equality	6	Clean water and sanitation	7	Affordable and clean energy	8	Decent work and Economic growth	9	Industry, innovation and infrastructure	10	Reduced inequalities	11	Sustainable cities and communities	12	Responsible consumption and production	13	Climate action	14	Life below water	15	Life on land	16	Peace, justice and strong institution	17	Partnerships for the goals
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Short description of the practice	Our initiative focuses on sustainability and creativity by repurposing old climbing ropes. We collaborated with students to transform these ropes into unique fashion garments, decorative objects, and artwork. This																																		

¹ <https://sdgs.un.org/goals>





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	hands-on project not only fosters artistic expression but also raises awareness about environmental conservation and the importance of reusing materials. By breathing new life into climbing ropes, we aim to inspire innovative thinking and highlight the potential of upcycling. Through this initiative, students engage in meaningful, eco-friendly design while exploring the intersection of art, fashion, and sustainability.
Target group / beneficiaries	X students X teachers ☐ not teaching staff ☐ other (please specify) _____
Activity	To achieve the objectives, the initiative is structured into the following key activities: - Collecting the Ropes: The process begins by reaching out to climbers, friends, and students to donate old climbing ropes. This step involves community engagement and communication to gather the necessary materials. - Deciding What to Create: Once enough ropes have been collected, research is conducted on platforms such as Instagram, Pinterest, and other sources of inspiration. This helps generate ideas for fashion garments, decorative objects, and artworks. - Selecting Participants: The number and selection of students to involve is based on the scope of the project. Factors such as skills, interests, and availability are considered to ensure effective collaboration. - Creating a Timeline: A clear timeline is developed, dividing the project into manageable phases: collection, ideation, design, production, and promotion. This ensures smooth progress and organization. - Starting the Project: Once materials, participants, and ideas are organized, the project officially begins. Roles are assigned, and milestones are set for each phase. - Creating the Products: With the collected ropes, students craft garments, objects, and artworks using thread, glue, sewing machines, and manual techniques. This is the core of the creative process. - Sharing/Promoting/Selling the Products: Upon completion, the products are promoted and shared through exhibitions, social media, and potentially sold to support future initiatives.
Success factors	This good practice contributes to achieving several goals, primarily by reducing waste and promoting sustainability. It teaches students the value of upcycling, encouraging them to repurpose materials creatively rather than discard them. The hands-on experience enhances their awareness of environmental issues while developing practical skills in sustainable design. Additionally, fostering collaboration among students helps create a sense of community around eco-conscious practices. The project's success is driven by its ability to blend environmental education





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	with creativity, making sustainability both accessible and engaging for participants.
Achieved results	The initiative successfully repurposed materials that would have otherwise been discarded, giving old climbing ropes a second life. By transforming them into fashion garments, decorative objects, and artwork, the project reduced waste and demonstrated the potential of upcycling. Students gained valuable experience in sustainability and design, reinforcing the importance of reusing materials and contributing to a more eco-friendly mindset.
Transferability	This project can easily be adapted using other materials such as old plastic threads, fabric strips, or similar items. The concept of repurposing waste materials into creative products is versatile and can be applied to various contexts, making it scalable and adaptable for different environments. Whether using alternative materials or adjusting the focus to suit different educational or artistic settings, the core idea of upcycling and promoting sustainability remains transferable across diverse projects and communities.
Challenges	Initially, sourcing the climbing ropes proved difficult. However, this challenge was overcome by improving communication efforts. By expanding outreach through phone contacts and leveraging social media platforms, more people were reached, and the collection process became more efficient. These strategies significantly enhanced the visibility of the project and encouraged more contributions, resolving the material shortage issue.
Other remarks	Use the creativity!

Sources

Web site(s) of the good practice or additional information	"Centromoda Canossa" Instagram page or on the official web site
Related resources (reports, products...)	https://drive.google.com/file/d/1duU9s9MsGrvAhD_wHqR2_IKRA5rWo_T/view?usp=sharing
Pictures and videos	https://www.instagram.com/p/C7T2Su_NyDI/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: *Fondazione Enac Puglia*

Type of the organisation: *VET school*

Country: *Italy*

Contact details (email): *info@enacpuglia.org*

General information about the good practice

Title of the good practice in English	<i>LUNCH BOX</i>
Subtitle of the practice or title in the original language	
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	Figliolia Farm Velò bicycle courier service Lower secondary Schools in Foggia

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
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	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	The "Lunch Box" project is a school meal service dedicated to second-grade students. This initiative was established through a memorandum of understanding with ENAC Puglia and in collaboration with Velò, a bicycle courier service.	

¹ <https://sdgs.un.org/goals>





	ENAC Puglia with its chef and pastry students will be responsible for preparing the "Lunch Boxes" in their kitchen laboratory. The initiative emphasizes high food quality, adhering to strict hygiene and safety standards to ensure a safe and healthy service. A primary goal of the project is to reduce the environmental impact associated with meal preparation. Through the partnership with Velò, the transportation of the "Lunch Boxes" is carried out sustainably. Additionally, the menu exclusively features farm-to-table recipes, with fresh products sourced from the nearby "Figliolia" farm. Furthermore, the kitchen where the meals are prepared is powered by clean energy generated from solar panels installed on the school roof, contributing to a green and sustainable lunch experience. This project serves as a significant example of how food education and sustainability can be integrated into educational programs, promoting student well-being and environmental conservation.
Target group / beneficiaries	☒ students ☐ teachers ☐ not teaching staff ☐ other (please specify) _____
Activity	To effectively implement the "Lunch Box" project and achieve its objectives of promoting healthy eating and sustainability among students, the following individual activities, organizational aspects, and timing are essential: • Establish Partnerships: formalize the partnership between the school, ENAC Puglia and Velò through a memorandum of understanding • Menu Development: collaboration among chef students and culinary teachers to create a balanced, nutritious menu that emphasizes local, farm-to-table recipes • Marketing and Communication: create informational materials for students and parents about the project, its objectives, and benefits. This can include flyers, school announcements and social media posts • Officially launch the "Lunch Box" project with an event that includes a presentation of the initiative, a taste test of the meals and discussions on the importance of healthy eating and sustainability.
Success factors	• The project provides catering students with the opportunity to practice their skills with real clients—students from lower secondary schools • By supplying meals, the project ensures that lower secondary school students receive healthy food options • All students involved in the project are encouraged to think about sustainability. By participating in initiatives that prioritize local sourcing, eco-friendly transportation and reduced waste,





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	students develop a deeper understanding of environmental issues and their role in promoting sustainability
Achieved results	Win-Win Collaboration: the collaboration between catering students and lower secondary students creates a mutually beneficial relationship
Transferability	This project can be replicated by other VET centers that provide training programs in the HORECA sector
Challenges	NA
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	
Related resources (reports, products...)	NA
Pictures and videos	https://www.facebook.com/share/v/kQJMn2HnvmM4niqD/





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: C.F.P. CENTROMODA CANOSSA

Type of the organisation: VOCATIONAL FASHION SCHOOL

Country: ITALY

Contact details (email): emily.zancanella@centromoda.tn.it; alice.piffer@centromoda.tn.it

General information about the good practice

Title of the good practice in English	Reduce, reuse, recycle
Subtitle of the practice or title in the original language	being fashionable and sustainable
Good practice for:	X for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	Atotus Hub Atotus is a circular economy project that connects all people taking part in the textile supply chain, placing the final consumer (the Tipper) at the centre of the process. Atotus, in fact, means 'to everyone' because it aims to involve everyone in the regeneration of clothing and textiles, protecting the environment and, at the same time, supporting Made in Italy and sustainable local craftsmanship.

Contents of the good practice

SDG(s) covered¹																															
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¹ <https://sdgs.un.org/goals>





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	16	Peace, justice and strong institution	
	17	Partnerships for the goals	
Short description of the practice	Our school aims at raising awareness among its students regarding the impact that human life and consumption have on our planet. Therefore, we try to teach good practices (as far as fashion, our teaching field, is concerned) and make teenagers aware of their ecological impact. In recent years, Centromoda Canossa has been highly committed to making all clothing items and furnishings produced by its students sustainable. We began by minimizing the purchase of new materials and conventional fabrics as much as possible, deciding instead to use all materials available in our storage room and trying to transition to a more sustainable inventory. This initiative led to a collaboration with Atotus, which supplies us with quality materials sourced from recycled items or produced through sustainable supply chains. Additionally, through networking and communication, the school frequently receives materials and fabrics from companies or individuals seeking to breathe new life into their materials or use their offcuts and scraps.		
Target group / beneficiaries	X students X teachers X not teaching staff ☐ other (please specify) _____		
Activity	Starting Point: The starting point for your garment is actually the end of another garment's lifecycle. At Atotus, we collect used clothing with specific characteristics useful for recycling. Selection for Upcycling: Some garments, although out of fashion or defective, are too beautiful to be simply recycled. These high-quality fabrics are chosen for upcycling. Hygienization and Design Center: The selected garments for upcycling are sanitized and sent to the Centro Moda Canossa, a professional design institute. Educational Path: Students at the design school undergo training on textile materials, eco-design, entrepreneurship, business models, and communication. Creation of Sketches: After their training, students start creating sketches and designing a capsule collection from the upcycled garments.		





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	Production: Once the sketches are completed, the actual production of the garments begins. This process involves collaboration with experts and teachers, as well as the creativity of the students. Capsule Collection: Atotus works alongside the students to create the Capsule Collection 2022. New Story: Your new garment will now have its own story. Thank you for making a difference.
Success factors	Growing awareness concerning sustainability
Achieved results	Growing awareness concerning sustainability, reduction of textile waste
Transferability	Being sustainable in their professional field helps them understand the need of being sustainable in any other aspect of their lives
Challenges	To create fashion garments and original textile furnishing elements, using recycled fabrics and accessories
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	school website: https://www.centromoda.tn.it/
Related resources (reports, products...)	https://www.instagram.com/p/C734Cc2t8Tm/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==
Pictures and videos	https://drive.google.com/file/d/1aub9a43yOzy9Z51HuyoZRog1UBNDq_c8/view?usp=sharing





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: C.F.P. Centromoda Canossa

Type of the organisation: Vet school

Country: Italy

Contact details (email): info@centromoda.tn.it

General information about the good practice

Title of the good practice in English	Upcycling
Subtitle of the practice or title in the original language	To reuse textile waste to create unique dresses.
Good practice for:	X for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	Atotus is a circular economy project that shares with us old and dismissed garments. This brought great advantages for the school (not buying new materials, using all the fabrics we already have).

Contents of the good practice

SDG(s) covered ¹	1	No poverty	
	2	Zero hunger	
	3	Good health and well-being	
	4	Quality education	
	5	Gender equality	
	6	Clean water and sanitation	
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	13	Climate action	
	14	Life below water	
	15	Life on land	
	16	Peace, justice and strong institution	
	17	Partnerships for the goals	
Short description of the practice	The fourth graders collected textile waste to create new high-value clothing items. Haute Couture garments were created starting from unused materials.		

¹ <https://sdgs.un.org/goals>





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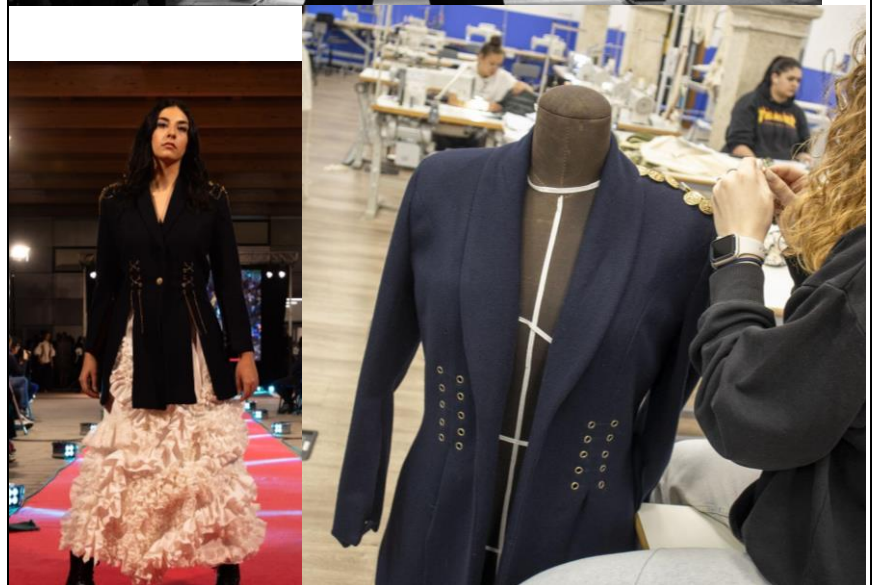
Target group / beneficiaries	X students X teachers ☐ not teaching staff X other (please specify) school budget
Activity	Reuse, reduce and recycle are common practices in our tailoring laboratories but in this case it was an upcycling project. Materials collection: starts with the collection of used clothing and recycled fabrics. Atotus (our partner company) provides material Selection of fabrics: evaluates the collected materials, choosing those of high quality and with unique characteristics. Students learn to recognize fabrics suitable for recycling. Sanitization of materials: sanitizes the selected fabrics to ensure that they are clean and ready to be used in the creation of new garments. Creation of sketches and designs: students draw sketches of the garments they intend to make, making changes to create a high fashion garment. The final design is chosen and is created in image drawing and technical drawing. Making the garment: in the laboratory, students create the finished garment.
Success factors	Growing awareness concerning sustainability
Achieved results	Growing awareness concerning sustainability, reduction of textile waste.
Transferability	Being sustainable in their professional field helps them understand the need of being sustainable in any other aspect of their lives
Challenges	To create fashion garments, using old garments and unused accessories and this allows to maximise your own creativity.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	https://www.centromoda.tn.it/fashion-factory-la-rivoluzione-sostenibile-del-centromoda-canossa/
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Related resources (reports,
products...)





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Pictures and videos

<https://www.youtube.com/watch?v=63WQh7bnyRo&t=4s>



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: C.F.P. Centromoda Canossa

Type of the organisation: Vet school

Country: Italy

Contact details (email): info@centromoda.tn.it

General information about the good practice

Title of the good practice in English	Repurposing Textile Waste into Everyday Items
Subtitle of the practice or title in the original language	being creative and sustainable
Good practice for:	X for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	Atotus is a circular economy project that connects all people taking part in the textile supply chain, placing the final consumer (the Tipper) at the centre of the process. Atotus, in fact, means 'to everyone' because it aims to involve everyone in the regeneration of clothing and textiles, protecting the environment and, at the same time, supporting Made in Italy and sustainable local craftsmanship.

Contents of the good practice

SDG(s) covered¹	1	No poverty
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	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	The school is committed to recovering textile waste to create useful objects for everyday life. Various activities take place at school: at the	

¹ <https://sdgs.un.org/goals>





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	beginning of the year, first-grade students make a pouch for storing lab materials like needles, scissors, and pens; throughout the year, they create a colourful patchwork placemat. In the second year, students advance to producing cushions.
Target group / beneficiaries	X students X teachers ☐ not teaching staff X other (please specify) students' families
Activity	Guide students in first and second grades to repurpose textile waste by creating practical items such as pouches, placemats, and cushions. This lesson promotes creativity, sustainability, and basic sewing skills. Introduction to Textile Waste & Sustainability: explain the concept of textile waste and define upcycling and give examples of how old or discarded fabrics can be turned into useful items. Engage students in a conversation about what everyday items can be made from textile waste and why this practice benefits the environment. Making the Lab Material Pouch: assist students in selecting well-coordinated fabrics and ensuring they have all necessary materials and accessories. Guide students in overlocking the fabrics and sewing the pouch, guiding them through each step of the process. Creating a Colourful Patchwork Placemat: explain what patchwork is and show examples. Have students choose fabric scraps in different colors, patterns and textures. Guide students in arranging their fabric pieces into a visually appealing design. Cushion Making: have students choose the size and shape of their cushion (square, rectangular or circular). Teach students to measure and cut pieces of fabric. Guide students in filling their cushion with stuffing or scrap fabric. Teach students how to hand-sew the final side closed or use a sewing machine if available.
Success factors	Growing awareness concerning sustainability
Achieved results	Growing awareness concerning sustainability, reduction of textile waste
Transferability	Being sustainable in their professional field helps them understand the need of being sustainable in any other aspect of their lives
Challenges	To create fashion garments and original textile furnishing elements, using recycled fabrics and accessories: this allows to maximise your own creativity.





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Other remarks	
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Sources

Web site(s) of the good practice or additional information	school website: https://www.centromoda.tn.it/
Related resources (reports, products...)	NA



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Pouches



Pictures and videos



Placemats



Cushions





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Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Erasmus+ National Agency. Neither the European Union nor Erasmus+ National Agency can be held responsible for them.



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Kuressaare Ametikool (Kuressaare Regional Training Centre)

Type of the organisation: Vocational education

Country: Estonia

Contact details (email): Astra.Moistlik@ametikool.ee

General information about the good practice

Title of the good practice in English	Charging station for smart devices and phones, also known as a smart bench
Subtitle of the practice or title in the original language	nutiseadmete ja telefonide laadimispink ehk nutipink
Good practice for:	☒ for education ☒ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	A solar panel entrepreneur was also involved in the development.

Contents of the good practice

SDG(s) covered ¹	1	No poverty	
	2	Zero hunger	
	3	Good health and well-being	
	4	Quality education	
	5	Gender equality	
	6	Clean water and sanitation	
	7	Affordable and clean energy	
	8	Decent work and Economic growth	
	9	Industry, innovation and infrastructure	
	10	Reduced inequalities	
	11	Sustainable cities and communities	
	12	Responsible consumption and production	
	13	Climate action	
	14	Life below water	
	15	Life on land	
	16	Peace, justice and strong institution	
	17	Partnerships for the goals	

¹ <https://sdgs.un.org/goals>





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Short description of the practice	Students design and build a charging station for smart devices, also known as a "smart bench." Through this project, they explore the entire product development process, from generating ideas and sketching initial concepts to considering user-friendliness, selecting materials, and planning the production sequence. The project emphasizes hands-on learning, culminating in a functional product that serves the entire school community.
Target group / beneficiaries	☒ students ☒ staff ☒ teachers ☒ other (specify): Users of the school's services
Activity	Brainstorming and Design Phase The creation of the smart bench was divided into two major stages. The first stage focused on brainstorming, conceptualizing, and creating digital models: • Idea Development: Students began by determining key aspects of the bench, including its target audience, primary functions, and essential features. Brainstorming sessions helped generate creative ideas, supported by examples from around the world and the use of artificial intelligence tools to stimulate innovative thinking. • Digital Modeling: An initial conceptual version of the bench was developed using 3D software. This design evolved through several iterations, with the final version becoming the blueprint for production. Work Process and Manufacturing Phase The second stage involved manufacturing and assembly, bringing the smart bench from concept to reality: • Work Progress Tracking: A progress tracking board was used to monitor each step of the process. Green checkmarks represented completed tasks, motivating the team and marking significant milestones. • Bench Frame Preparation: ○ The metal frame was welded, cleaned of rust and dirt, and prepped for painting. ○ Students from property maintenance and small boat building programs played an active role in these tasks, ensuring precision and durability. • Component Fabrication: ○ Wooden elements were measured, drilled, and prepared for installation. ○ The charging system components were tested to ensure functionality before assembly. • Assembly and Finalization: ○ The bench frame was painted, wooden details were



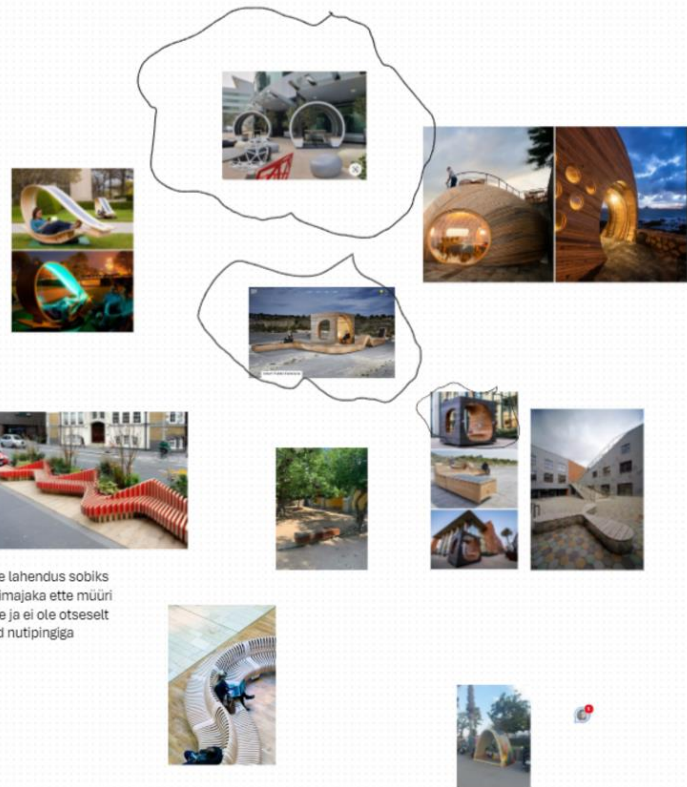


	installed, and the charging system was integrated. Initial testing confirmed the bench's usability, leading to the final installation and finishing touches. The Finished Bench The completed smart bench stands as a testament to collaborative learning and hands-on skill development. Designed and built by students, it combines functionality with innovation and serves the entire school community. The project not only fostered technical and design skills but also instilled a sense of pride and accomplishment in the learners.
Success factors	- Learners gain an understanding of value creation: Why create a new product, who is the target audience, and how does the product fit into the existing environment? - Learners study the product planning process: drawings, material selection, material quantities, and the stages of product development. - Collaboration with a company.
Achieved results	- Learners understand value creation and the design process. - Students learn how electronic appliances work - The school community will receive a smart bench to use.
Transferability	This practice can be used by other schools. If a school does not offer the relevant fields of study, a comprehensive design process can be carried out at the school and the product can be produced in collaboration with a company.
Challenges	A major challenge is to model the product—creating a design in collaboration with learners and selecting the appropriate materials.
Other remarks	Learners' motivation is high when they know they are creating a bench for the school, and it will actually be completed, meaning the entire school community will start using it.

Sources

Web site(s) of the good practice or additional information	https://sites.google.com/view/laadimispink/esileht
Related resources (reports, products...)	NA
Pictures and videos	BRAINSTORMING SESSION The bench went through two major stages during its creation. In the first stage, we focused on brainstorming sessions and creating a digital model.

- We looked at examples from around the world.



Taoline lahendus sobiks
disainimajaka ette müüri
kõrvale ja ei ole otseselt
seotud nutipingiga

To stimulate ideas, we used the help of artificial intelligence.



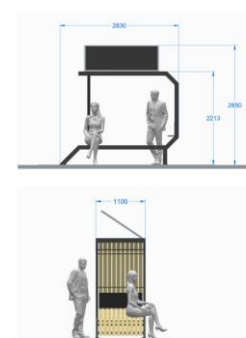
An initial conceptual version of the bench took shape in the 3D software. :)



The second version of the bench in the 3D software.



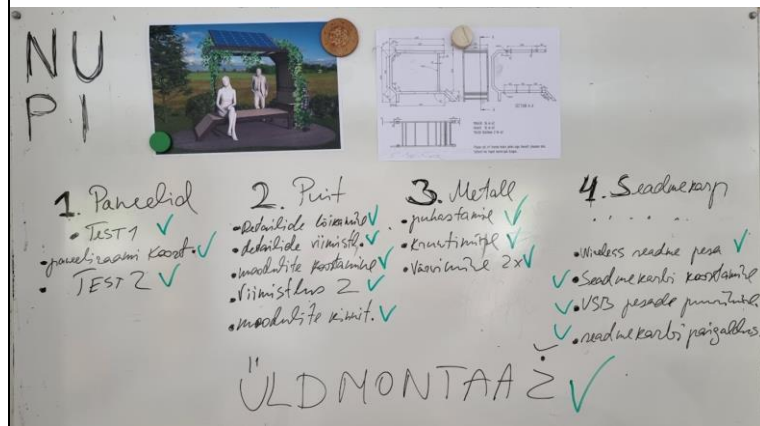
The final version of bench, which was taken into production, was completed in the 3D software.



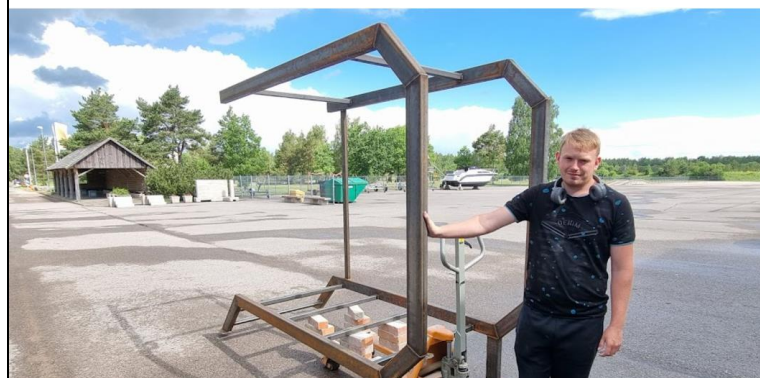
WORK PROCESS

An overall view of the bench assembly and the work progress

tracking board. Each green mark represented a step closer to the completion of the bench. Adding the green checkmark for the general assembly gave a sense of accomplishment. The smart bench was starting to take shape.



The bench frame has been welded together and is about to be painted. Before painting, students from property maintenance and small boat building programs cleaned the frame of rust and dirt and carried out other important preparation tasks.



Jako marks the spots for drilling holes. Drilling the fastening holes for the wooden elements.



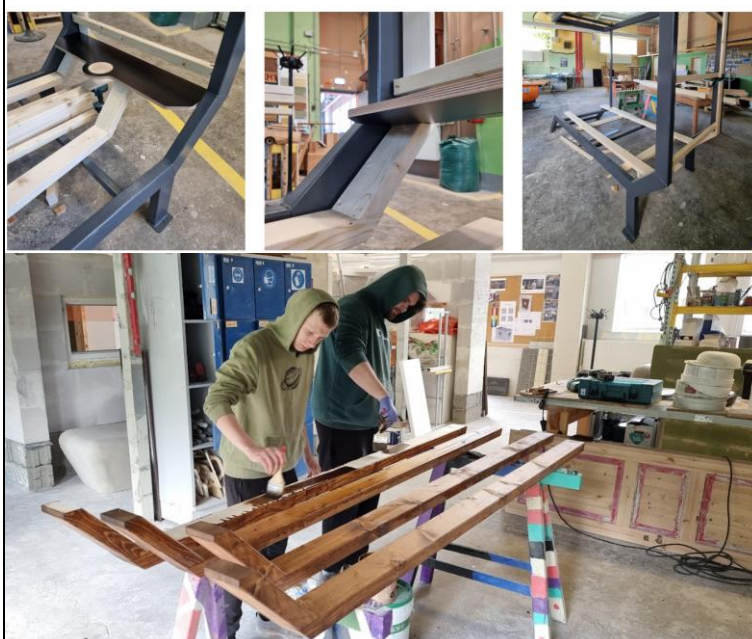
Cleaning the frame of dirt and rust.



Painting



Preparing the wooden details.



Initial testing of the panels and systems.



Installation of the wooden details.



Installation of the charging system.





THE FINISHED BENCH





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Kuressaare Ametikool

Type of the organisation: Vocational School

Country: Estonia

Contact details (email): tiia.jogi@ametikool.ee

General information about the good practice

Title of the good practice in English	Establishing sustainable lifestyle routines and changing attitudes in foreign language classes
Subtitle of the practice or title in the original language	Jätkusuutlike igapäevapraktikate kasutuselevõtmine ja hoiakute muutmine inglise keele tundides
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☒ other, please specify: for lifelong learning
Any other organisations involved?	No

Contents of the good practice

SDG(s) covered1	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation, and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice, and strong institution
	17	Partnerships for the goals
Short description of the practice	We were discussing personal sustainable practices with students during English language classes over the span of 2 schoolyears. Discussing these topics with students showed that it is a viable way of	

¹ <https://sdgs.un.org/goals>





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	shaping value systems, attitudes and behaviours: student art thinking more about consuming less and also educating their parents.
Target group / beneficiaries	☒ students ☐ teachers ☐ not teaching staff ☒ other: students' families
Activity	In English language classes we started discussing different themes related to sustainability on very personal and family level: picking trash, not throwing cigarette pods in the streets, cycling instead of driving, recycling bottles etc. Phase 1 1. Students picked topics themselves 2. Students created posters 3. Students presented posters to their classmates and shared their thoughts Phase 2 In autumn semester the students described good changes what have happened in between. Most of students said that they have started to think more about wasting less water, consuming clothes etc. Even why not to buy extra food. Some students said that it is difficult to teach their parents to sort the garbage but they themselves are already good at it. As a follow-up activity went to watch a movie about fashion and buying clothes. The challenge for students is not to buy extra jeans. We will talk about its results after 3 months. Phase 3 Students make a speech on sustainability and introduce their views on this theme. Also study new possibilities to change lives. Everything starts from yourself.
Success factors	• Basic knowledge about environmental issues. • Openness of the groups and student to discuss. • Teachers interest in sustainability and use it as a theme in language classes.
Achieved results	• Students are more interested in sustainability in their everyday life. • They understand that saving helps the families to survive in difficult situations. • All students agreed that every person in the family matters. • Students improved their English skills and learned new sustainability-related vocabulary.



Transferability	The activity can be conducted in other general and VET schools by foreign language teachers. It can be transferred to general computer skills or art classes were creating the posters either digitally or on paper can be central activity.
Challenges	Not everybody is ready to make a good speech and present it. You must use the new vocabulary and presenting skills. Also, poster making skills, but if you visit the classes and take part in the discussions, you will be prepared.
Other remarks	The aim of the activity is to follow more sustainable lifestyle, not only talking about it but changing the everyday practices and inspire others by sharing the successes and changes. It is important that everybody start to look after his/her green behaviour.

Sources

Web site(s) of the good practice or additional information	None
Related resources (reports, products...)	None
Pictures and videos	 The posters created by students. Photo: Tiia Jõgi



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Kuressaare Ametikool

Type of the organisation: VET provider

Country: Estonia

Contact details (email): piret.paomees@ametikool.ee

General information about the good practice

Title of the good practice in English	Fashion project "Insectlyptic"
Subtitle of the practice or title in the original language	Moeprojekt "Putukalüptiline"
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	Organizing team of Kuressaare Street Festival.

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	The project created an innovative fashion show that raises awareness of the existence and importance of insects to the ecosystem, the threat of their extinction and its connection with environmental damage. Inspired by an insect of their choice, students designed a set of clothing	

¹ <https://sdgs.un.org/goals>





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	that reflects the nature of the insect. Used old calypsos made of neoprene material were used in the creation of the collection. Although neoprene is not environmentally friendly material, the students were able to learn about the principles of recycling and waste management of textile materials, discussing the possibilities and environmental effects of their design.
Target group / beneficiaries	☒ students ☐ teachers ☐ not teaching staff ☒ community _____
Activity	1. The task was to create an innovative fashion collection that would draw attention to an environmental problem. In the process of searching for ideas, the students came to insects and the problems related to them. 2. Each student chose one insect and studied it closely - the insect's appearance, character, behavior in the environment, etc. Presentations were prepared based on the research work. 3. Inspired by the chosen insect, the students first created a personal mini collection consisting of five clothing sets. Together with the group they chose the best of the five and looked at the fashion drawings as a single collection. 4. The collection was made of unusable calypsos donated by wind surfers and other water sports enthusiasts. Students studied the neoprene material - its history, chemical composition and manufacturing processes, positive and negative aspects that characterize the material. 5. The material was studied and tested. For example, how to create larger surfaces from small parts, how the neoprene material behaves during heat treatment and burning. 6. This was followed by the production of metric pattern and mock-ups, as well as finished products (from unusable calypsos) and accessories (exclusively from recycled materials, such as scraps from the rubber industry, pizza boxes, etc.) 7. The collection was presented at the Kuressaare Street Festival as an open-air performance.
Success factors	A project aimed at the community was created as a team effort, directing the viewer to the environmental problems related to textile materials through aesthetic visual art. The project was successful, the feedback was very positive.
Achieved results	Students learned about sustainable aspects of their chosen speciality. They learned about wider transversal aspects biodiversity: importance of insects to global ecosystems.
Transferability	This project is applicable to other VET centres and general education schools that have a specialization in fashion or textiles or extracurricular hobby clubs with the capability of sewing and tailoring.





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Challenges	Projects with the aim of presenting the results publicly are always challenging. There is always not enough time. Creating a fashion collection as team output is always a challenge but also valuable learning experience.
Other remarks	We have an idea to arrange a “fashion show” in the local wake park where we invite local press. Surfers would use our garments while surfing at the park We also plan to arrange an exhibition where we present all related information we collected about insects, neoprene etc.

Sources

Web site(s) of the good practice or additional information	Instagram reel from fashion show: https://www.instagram.com/kuressaareametikool/reel/C7Y6LeeNSkq/ Facebook post: https://www.facebook.com/disainimajakas/posts/890781003063732
Related resources (reports, products...)	
Pictures and videos	





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Kurssaare Training Centre

Type of the organisation: VET School

Country: Estonia

Contact details (email): Erik Riige, erik.riige@ametiool.ee

General information about the good practice

Title of the good practice in English	Collecting Printing Paper
Subtitle of the practice or title in the original language	Collecting One-Sided A4 Paper for Reuse in School Printing
Good practice for:	☒ for education ☒ for general services ☐ other, please specify:
Any other organisations involved?	The school

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	This best practice involves implementing a system to collect and reuse one-sided A4 paper within a school environment. The initiative aims to reduce paper waste, promote responsible consumption, and raise awareness about resource conservation among students and staff.	

¹ <https://sdgs.un.org/goals>





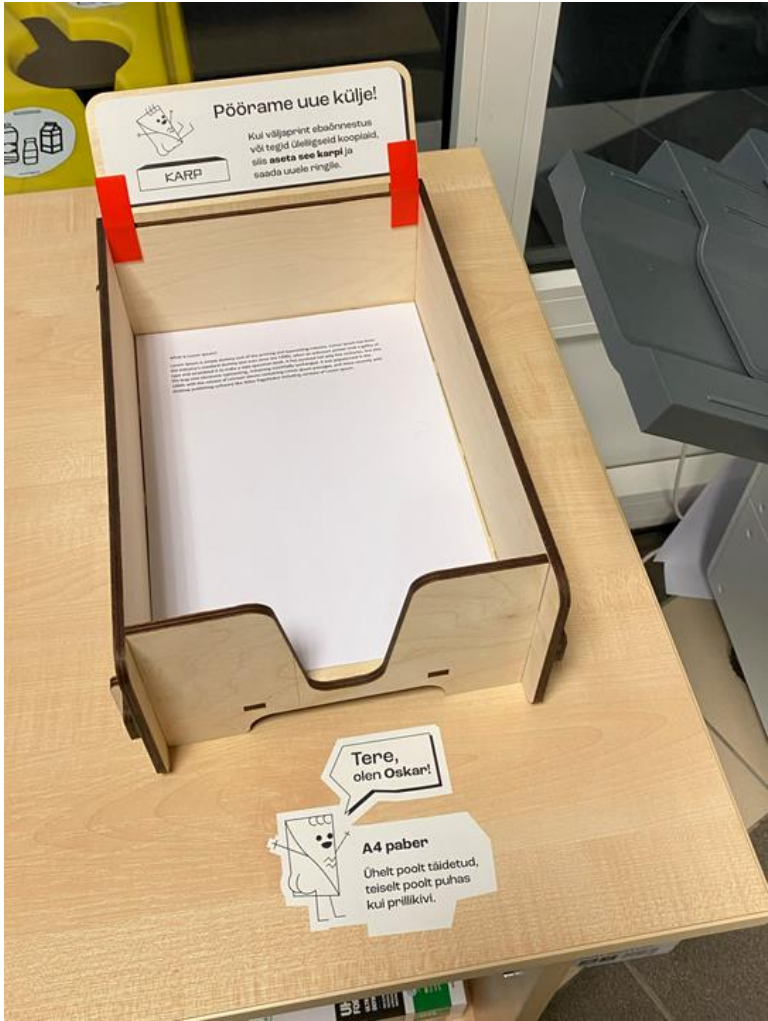
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	Collection points are set up throughout the school where students and staff can deposit A4 papers that have been used on only one side.
Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☐ other (please specify) _____
Activity	Planning the Initiative - Establish a small group of students, teachers and staff members who will lead the initiative - Assign responsibilities, such as collection, awareness-raising and system maintenance, among the team members - Identify strategic locations throughout the school to place collection boxes Setting Up Collection Points - Use labeled boxes designated for "One-Sided A4 Paper" - Place the boxes in the predetermined locations Awareness and Promotion - Inform the school community about the purpose of the initiative through school assemblies, newsletters, social media posts - Explain how to use and take the most out of this initiative
Success factors	- Environmental Impact: This practice directly contributes to waste reduction and promotes sustainability by repurposing one-sided A4 paper, aligning with responsible consumption goals. - Educational Value: Students learn the importance of resource conservation through hands-on experience, developing practical skills in sustainable practices.
Achieved results	- Reduction in paper consumption and associated costs for the school - Increased awareness of resource conservation among students and staff - Development of environmentally responsible habits in the school community - Decrease in the school's overall environmental footprint
Transferability	This practice is transferable to various educational institutions, offices, and organizations that use significant amounts of paper. It can be easily adapted to different scales and settings, from small schools to large universities or corporate environments. The basic concept remains the same, though implementation details may vary based on the specific context and resources available.
Challenges	- Initial resistance or forgetfulness from some users - Ensuring the quality of reused paper for printing - Managing the sorting and storage of collected paper
Other remarks	Challenges were addressed through ongoing education and clear signage. Students developed a mascot named "Oskar" for our paper collection point to communicate paper sorting rules.



Sources

Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	NA
Pictures and videos	Wooden box for collecting A4 paper and mascot Oskar on labels that explain rules for collecting paper. 



TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Kurssaare Training Centre

Type of the organisation: VET School

Country: Estonia

Contact details (email): Karl Gregor Rauniste, karl_gregor.rauniste@ametikool.ee

Please fill in the template to your best knowledge. The boxes should be left blank in case if not having information. Please answer 'not applicable' when it is the case. Try to provide as much information as possible for each question.

General information about the good practice

Title of the good practice in English	Digital Sustainability Education
Subtitle of the practice or title in the original language	
Good practice for:	☒ for education ☒ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action

¹ <https://sdgs.un.org/goals>





14	Life below water
15	Life on land
16	Peace, justice and strong institution
17	Partnerships for the goals

Short description of the practice	Digital Sustainability Education involves incorporating lessons and activities into the school curriculum that teach students about the environmental impacts of digital behavior. The goal is to promote awareness of energy consumption by data centers, the environmental cost of excessive cloud storage, and how digital habits (like storing unnecessary files) contribute to carbon emissions. It also encourages students to adopt sustainable digital practices that reduce both personal and organizational digital footprints.
Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☐ other (please specify) _____
Activity	• Lesson Development: Schools can create dedicated lessons on digital sustainability that focus on the following key areas: • Data Centers and Energy Use: Explain how data centers use electricity to store and process the massive amounts of data generated online, often powered by non-renewable sources. • Cloud Storage: Discuss the environmental cost of overusing cloud storage, which leads to more server activity and higher energy demands. • Carbon Footprint of Digital Behavior: Help students understand that even simple activities, like sending emails or streaming videos, contribute to carbon emissions due to the energy required to process and store data. • Sustainable Digital Practices: Teach students practical ways to reduce their digital footprint by deleting unnecessary files, optimizing storage, using eco-friendly apps and services, and avoiding excessive online activities (e.g., streaming or cloud backups). • Workshops: Offer workshops that allow students to measure their digital footprint and see the direct environmental impacts of their digital behavior. Tools like online carbon footprint calculators for internet use could be used to illustrate the issue. • School-Wide Initiatives: Schools can organize an annual or semi-annual Digital Sustainability Week where students, staff, and





	parents participate in digital decluttering activities and attend workshops on reducing their collective digital footprint.
Success factors	Student Involvement: - Actively engaging students in digital sustainability campaigns or projects can be crucial. Let students lead initiatives like awareness drives, social media campaigns, or school digital cleanup challenges to make them more invested. - Encourage students to build digital sustainability apps or tools that help people track and manage their digital footprints. - Schools can also implement peer teaching, where students can lead workshops for their classmates or younger students, reinforcing the message across the school.
Achieved results	Increased Environmental Awareness: Students become more conscious of how their online activities affect the environment, understanding that even digital behavior has a carbon footprint. Reduced Digital Waste: By teaching students to regularly delete unnecessary files and reduce their use of cloud storage, schools will see a reduction in overall data storage needs, which translates to lower energy consumption for server operations. Smaller Carbon Footprint: Schools can track the amount of data stored and measure how their cleanup efforts result in less energy usage, contributing to reduced CO2 emissions. Better Data Management Habits: Students develop long-term skills in data management, learning to organize, delete, and prioritize what files or digital content is necessary, benefiting them in both academic and professional settings. Increased Engagement with Sustainability: Students can transfer these lessons to their daily lives, becoming more engaged in other areas of sustainability such as recycling, energy conservation, and reducing waste in both physical and digital spaces.



Transferability	This practice is highly transferable across various educational contexts. The principles of digital sustainability can be applied to: □ Different Education Levels: The concept can be taught at all levels, from primary to secondary and even university settings, with different levels of complexity. □ Diverse Subjects: While it fits naturally into computer science and environmental studies, digital sustainability could be introduced in any subject where students use technology extensively (e.g., media studies, design, or even humanities). □ Global Contexts: Digital sustainability education is applicable across the globe since the environmental impact of digital behavior is universal. With the growing use of technology in education, the need for sustainable digital habits is relevant in every region and country.
Challenges	• Awareness: Many teachers, administrators, and even students may not fully understand the connection between digital activities and environmental impacts. This might require initial awareness campaigns or workshops to educate the educators and administrators first before it's rolled out to students. • Curriculum Time: Schools often have tight curricula, and it may be challenging to find time to incorporate new subjects or themes like digital sustainability. One solution could be to integrate it as a cross-curricular theme or as part of existing digital literacy or environmental science lessons. Resources and Expertise: Some schools may not have immediate access to the tools or expertise needed to implement digital sustainability lessons (e.g., not having access to energy usage calculators or other technical tools). Partnering with external organizations or bringing in guest speakers could address this issue.
Other remarks	The growing reliance on digital tools and technologies in education presents a unique opportunity for schools to integrate digital sustainability into their curricula. By teaching students about the environmental costs of their online activities and empowering them with strategies to manage their digital behavior, schools contribute to a more sustainable future while enhancing students' digital literacy skills. Incorporating digital sustainability can also align with goals for institutions aiming to be more environmentally responsible.

Sources



Web site(s) of the good practice or additional information	Google Sustainability: https://sustainability.google This page provides a comprehensive overview of Google's sustainability efforts, including their commitment to carbon neutrality, renewable energy, and reducing the environmental impact of their services. Google Environmental Impact Reports: https://sustainability.google/reports Here, you can find detailed reports on Google's progress in sustainability, including carbon footprint reduction, energy efficiency, and data center sustainability practices.
Related resources (reports, products...)	Digital Cleanup Day Website – Provides resources on organizing a digital cleanup and educational materials on reducing the environmental impact of digital clutter: https://digitalcleanupday.org. useful for large photo or video libraries.





Pictures and videos





TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Kurssaare Training Centre

Type of the organisation: VET School

Country: Estonia

Contact details (email): Karl Gregor Rauniste, karl_gregor.rauniste@ametikool.ee

Please fill in the template to your best knowledge. The boxes should be left blank in case if not having information. Please answer 'not applicable' when it is the case. Try to provide as much information as possible for each question.

General information about the good practice

Title of the good practice in English	Reducing digital footprint
Subtitle of the practice or title in the original language	Removing excessive digital data from phones and laptops to reduce digital footprint
Good practice for:	☒ for education ☒ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action

¹ <https://sdgs.un.org/goals>





14	Life below water
15	Life on land
16	Peace, justice and strong institution
17	Partnerships for the goals

Short description of the practice	This practice focuses on regularly reviewing, organizing, and deleting excessive digital files, images, and redundant data stored on devices, cloud services, and digital platforms. By decluttering digital storage, users minimize their environmental impact and reduce data security risks while enhancing digital efficiency.
Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☐ other (please specify) _____
Activity	• File Organization and Deletion: Users create a routine for going through digital files (documents, images, videos, backups, and emails) and remove outdated or unnecessary items. They organize the remaining files into folders for easier access and management. • Cloud Storage Cleanup: Regularly review files stored in cloud services (Google Drive, OneDrive, Dropbox, etc.) and delete duplicate or unnecessary files, freeing up storage and minimizing cloud storage energy consumption. • Device Optimization: Users delete unnecessary apps, cached data, and other temporary files from their phones, tablets, and computers to reduce the digital clutter. • Backup Review: Regularly review and delete old or unnecessary backups of devices or data, keeping only the most recent and essential ones.
Success factors	• Routine Maintenance: Establishing a regular schedule (e.g., monthly or quarterly) to review and delete files helps prevent overwhelming accumulation. • Cloud Usage Awareness: Success depends on users understanding that cloud storage consumes physical server resources, which have environmental costs, and taking proactive steps to manage their cloud usage. • File Compression & Archiving: For essential files that need to be kept but are not in frequent use, compressing or archiving them helps reduce storage demands.
Achieved results	• Free Space: Users reclaim valuable storage space on devices and cloud platforms, improving system performance and reducing the need to purchase additional storage.





	• Environmental Impact Reduction: Reducing data stored in the cloud helps decrease the energy consumption of data centers, contributing to a smaller carbon footprint. • Enhanced Efficiency: Having fewer, well-organized files improves productivity by reducing time spent searching for specific items.
Transferability	This practice is highly transferable across different sectors and individual users, as it applies to anyone who uses digital storage for personal or professional purposes. It's especially relevant for businesses managing large volumes of digital content, as well as for individuals who store a lot of personal media (photos, videos, etc.).
Challenges	• Time Commitment: Sorting through large amounts of files can be time-consuming, especially if the practice hasn't been done regularly in the past. • Emotional Attachment: Some users may find it difficult to delete certain files (e.g., photos or personal documents) due to sentimental value, even if they are not necessary. • Unawareness of Digital Footprint Impact: Many users may not realize that their data stored in the cloud has a physical and environmental footprint, making them less motivated to engage in cleanup activities. • Data Loss Fear: Some users may hesitate to delete files for fear of needing them later, especially if they are unsure about what to keep and what to discard
Other remarks	Automated file management tools and services can make this process more seamless by suggesting files for deletion based on size, date, or redundancy. Educating users on the environmental impact of data storage could increase the motivation to engage in regular digital cleanups.

Sources

Web site(s) of the good practice or additional information	–
Related resources (reports, products...)	File Management and Cleanup Tools: • CCleaner – A tool for cleaning up unnecessary files, cache, and junk from devices to free up storage. • Duplicate Cleaner – A tool that helps users locate and remove duplicate files, especially useful for large photo or video libraries.





Pictures and videos





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Live

Type of the organisation: Vocational college (for students with special needs)

Country: Finland

Contact details (email): kaisa.bibani@inlive.fi

General information about the good practice

Title of the good practice in English	Ecological Surface treatment and Interior building (and design)
Subtitle of the practice or title in the original language	Ekologinen pintakäsittely ja sisäarakentaminen (ja suunnittelu)
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	Live and local Gyproc factory

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	The initiative focuses on promoting sustainability in construction through the use of recyclable wall construction materials and the recycling of existing construction materials. By integrating recyclable materials into wall construction, the initiative aims to reduce the	

¹ <https://sdgs.un.org/goals>





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	environmental impact of building projects and support a circular economy. This approach minimizes waste and lowers the demand for new raw materials, thereby conserving natural resources and reducing carbon emissions.
Target group / beneficiaries	☒ students ☒ teachers ☐ not teaching staff ☐ other (please specify) _____
Activity	Recycle material that can be re-used for building processes - Ask your local suppliers if they have sc. Second quality clearance products - Teach students about the materials that can be re-used - Find new means to repurpose everyday items during teaching and building - Ask students to repurpose everyday material in their building projects
Success factors	The good practice contributes to the sustainability goals by aligning with the shared values of the college and the companies. Both institutions prioritize sustainability and responsibility, which strengthens their collaborative efforts in this initiative. The integration of recyclable wall construction materials and the recycling of construction materials supports their common goal of reducing environmental impact and promoting resource efficiency.
Achieved results	The good practice yielded several significant results, impacting various target groups and beneficiaries: Environment: - Ecological Material Use: The initiative successfully integrated recyclable wall construction materials, reducing the reliance on virgin resources and lowering the overall environmental footprint of construction projects. - Reduction of Waste: By recycling construction materials and promoting the use of recyclable materials, the initiative significantly decreased the amount of waste sent to landfills, contributing to a more sustainable waste management system. Students: - Increased Training Opportunities: the collaboration between the college and the company expanded training programs for students, enhancing their knowledge and skills in sustainable construction practices and materials. This practical experience prepares them for careers in environmentally responsible industries.
Transferability	The good practice contributes to sustainability goals by aligning with the shared values of the college and the company. Both institutions prioritize sustainability and responsibility, which enhances their collaborative





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	efforts. The integration of recyclable wall construction materials and the recycling of construction materials supports the common objective of reducing environmental impact and promoting resource efficiency.
Challenges	Several obstacles were encountered in applying the good practice. Initial challenges included establishing cooperation with the factory and integrating recyclable materials into the construction process. To address these issues, a meeting was arranged with the factory representative. During this meeting, potential obstacles were discussed, and various possibilities for collaboration were explored. A solution was found through open dialogue, resulting in an agreement to cooperate on the use of Gyproc boards. This collaborative approach facilitated the implementation of the good practice and ensured the successful integration of recyclable materials.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	NA
Pictures and videos	NA



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Live

Type of the organisation: Vocational college (for students with special needs)

Country: Finland

Contact details (email): kaisa.bibani@inlive.fi

General information about the good practice

Title of the good practice in English	CLEAN WITHOUT CHEMICALS
Subtitle of the practice or title in the original language	Puhdasta ilman kemikaaleja
Good practice for:	☐ for education ☒ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	The service provider and customers who use the cleaning services.

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	Live has entered into a license agreement with Green Berry Oy for the use of the Ownwell method. The agreement enables an exclusive delivery service in the capital region for Live Pesula's restaurant customers, where customers are delivered	

¹ <https://sdgs.un.org/goals>





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	chemical-free, clean microfiber textiles and bottles of cleaning solution for cleaning restaurant kitchens according to the Ownwell method. There is currently growing interest in the chemical-free cleaning method in the restaurant world, and this is where we see potential growth in Live Laundry's service sales.
Target group / beneficiaries	☐ students ☐ teachers ☐ not teaching staff ☒ other (please specify) <u>everyone who uses the Live permices</u>
Activity	Live has entered into a license agreement with Green Berry Oy for the use of the Ownwell chemical-free cleaning method.
Success factors	The method is implemented within the premises and is also used as a teaching tool for students.
Achieved results	Students have discovered new ecological cleaning methods that do not involve chemicals. Ownwell® is a 100% chemical-free and non-toxic technology for maintenance cleaning and washing textiles. This method effectively removes chemical residues from surfaces and eliminates harmful compounds from the air, contributing to a healthier indoor environment.
Transferability	No experience yet.
Challenges	No challenges yet found.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	Puhdasta ilman kemikaaleja Ownwell-siivousmenetelmä
Related resources (reports, products...)	NA
Pictures and videos	NA





TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: *LIVE Säätiö sr*

Type of the organisation: *Educational*

Country: *Finland*

Contact details (email): *kaisa.bibani@inlive.fi*

General information about the good practice

Title of the good practice in English	<i>Repairing electronics for customers in a school workshop.</i>
Subtitle of the practice or title in the original language	<i>Elektroniikkalaitteiden korjaustyöt asiakkaille koulun työpajassa.</i>
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	None

Contents of the good practice

SDG(s) covered	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	Students gain hands-on experience in repairing electrical appliances, extending the lifespan of these items while developing practical skills. This learning-by-doing approach allows students to work on real-life problems. Customers bring their broken appliances to the school, where students repair them under the guidance of teachers and instructors, offering an affordable service.	



	Additionally, students are encouraged to bring their own devices, which they can repair at no cost, further promoting sustainability and self-reliance.
Target group / beneficiaries	☒ students ☐ staff ☒ teachers ☐ other (specify) _____
Activity	Preparation Phase • Set up a well-equipped workshop with repair tools and safety equipment • Establish partnerships with local repair experts for additional support if needed • Develop instructional materials and guides for common appliance repairs • Advertise the initiative Operational Phase • Weekly or bi-weekly repair sessions are scheduled • Roles are assigned: students as repairers, teachers as supervisors, etc
Success factors	• Students learn how to fix electronic devices • Repairing expands the lifespan of the appliance, customer does not have to buy a new one. • Price of the service is quite low, so customers are willing to bring their appliances to our workshop. • Students learn new skills in customer service.
Achieved results	• Students learn how electronic appliances work and how to fix those. • Customers are usually really happy when their old broken machine starts to work again.
Transferability	This practice is possible to transfer to other schools also if there are teachers who know how to fix things and enough space and machinery for a workshop.
Challenges	Not all students are capable of repairing. At first it is important to learn the process by using appliances that are already decided to be dismantled.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	www.livefix.fi
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Related resources (reports, products...)	NA
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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Ammattiopisto Luovi

Type of the organisation: VET

Country: Finland

Contact details (email): kari.soronen@luovi.fi

General information about the good practice

Title of the good practice in English	<i>Encouraging students to exercise</i>
Subtitle of the practice or title in the original language	<i>Kannustaminen hyötyliikuntaan</i>
Good practice for:	☒ for education ☐ for general services (ex. laundry transport) ☐ other, please specify:
Any other organisations involved?	None

Contents of the good practice

SDG(s) covered1	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	This practice encourages students to choose active transportation methods, such as walking or biking, instead of driving. By promoting these alternatives, students can reduce their environmental impact, improve physical health and develop sustainable commuting habits. This	

¹ <https://sdgs.un.org/goals>





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	initiative fosters a healthier, eco-friendly lifestyle and a greater sense of responsibility toward reducing carbon emissions.
Target group / beneficiaries	☒ students ☐ teachers ☐ not teaching staff ☐ other (please specify) _____
Activity	- The initiative begins with an awareness campaign to educate students about the benefits of active transportation, such as walking and cycling. Information sessions and announcements highlight the environmental, health and community advantages of choosing these modes of transport - To motivate students to participate, various incentives are introduced, such as a photo contest. Students are encouraged to take pictures during their journey to school, showcasing their active transportation experiences
Success factors	Short distances can be walked or cycled instead of driving. This reduces traffic emissions and improves students' physical fitness. Incentives for active transportation have included, for example, a photo contest during school commutes. The active example set by the teaching staff also serves as motivation
Achieved results	It has been observed that students are more alert when they have walked or cycled to school. They are also interested in the opinions of the teaching staff regarding the photos they have taken. Students' mental health and physical well-being improve while traffic emissions decrease at the same time.
Transferability	The practice can be transferred and expanded; you just need to recognize the opportunities.
Challenges	The challenges include weather conditions and the fact that walking takes more time. The most significant challenge is getting students out of their comfort zone.
Other remarks	None

Sources

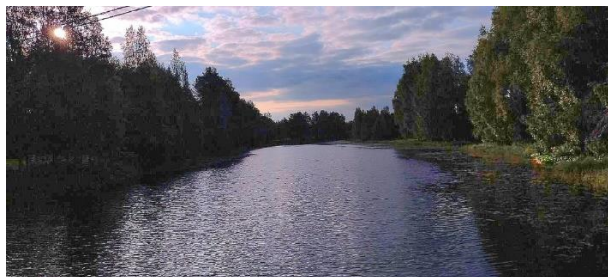
Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	NA
Pictures and videos	These photos has taken by student Mikael on his way to school





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Ammattiopisto Luovi

Type of the organisation: VET

Country: Finland

Contact details (email): marjo.pihkakoski@luovi.fi

General information about the good practice

Title of the good practice in English	Garbage sorting
Subtitle of the practice or title in the original language	Jätteiden lajittelu
Good practice for:	☒ for education ☒ for general services (ex. building maintenance) ☒ other, please specify: city
Any other organisations involved?	Waste treatment organisations.

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	We provide students with education on waste management both in the classroom and in the dormitory. Staff members are required to sort waste into specific categories, including paper and cardboard, glass packaging, metal, plastic, mixed waste, hazardous waste, electrical	

¹ <https://sdgs.un.org/goals>





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	equipment and batteries, bio waste. This structured approach helps students learn the importance of proper waste disposal and encourages environmentally responsible practices.
Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☒ other (please specify) ____ citizens
Activity	- Begin with a brief discussion about the importance of recycling and how packaging labels in Finland indicate how to recycle each material. - Divide students into small groups and send them around the school and dormitory to collect various types of packaging (with permission). Encourage them to look for items with recycling labels. - Once the groups return, set up a sorting station with trash containers for each material type (paper, glass, metal, plastic, etc.). Have students sort their collected items into the correct containers based on the labels. - Gather students to discuss what they learned about identifying materials and the importance of proper recycling. Ask them to share any surprising facts they discovered during the activity.
Success factors	Active involvement and encouragement from teachers and staff create a supportive atmosphere, motivating students to participate and take the activity seriously.
Achieved results	Students learned the value of proper waste sorting and its role in the circular economy. By participating in the activity, they gained firsthand experience in identifying and categorizing recyclable materials, which reinforced the Finnish saying, "One man's trash is another man's treasure."
Transferability	The project can be easily adapted and implemented in various educational settings and community programs. Its core principles of promoting environmental awareness and responsible waste management are universal, making it relevant in diverse contexts.
Challenges	The challenge is to recognize importance of sorting and waste treatment.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	Other languages - Kiertokaari
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Related resources (reports, products...)	
Pictures and videos	NA



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Ammattiopisto Luovi

Type of the organisation: VET

Country: Finland

Contact details (email): Marjo.pihkakoski@luovi.fi

General information about the good practice

Title of the good practice in English	Keeping environment clean
Subtitle of the practice or title in the original language	Roskien kerääminen ympäristöstä
Good practice for:	☒ for education
Any other organisations involved?	None

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	The Finnish Public Service Media Company (YLE) launched a campaign called "A Million Trash Bags," aimed at promoting environmental responsibility. Our school participated by engaging students in cleaning up trash around the school and city areas. Equipped with trash grabbers	

¹ <https://sdgs.un.org/goals>





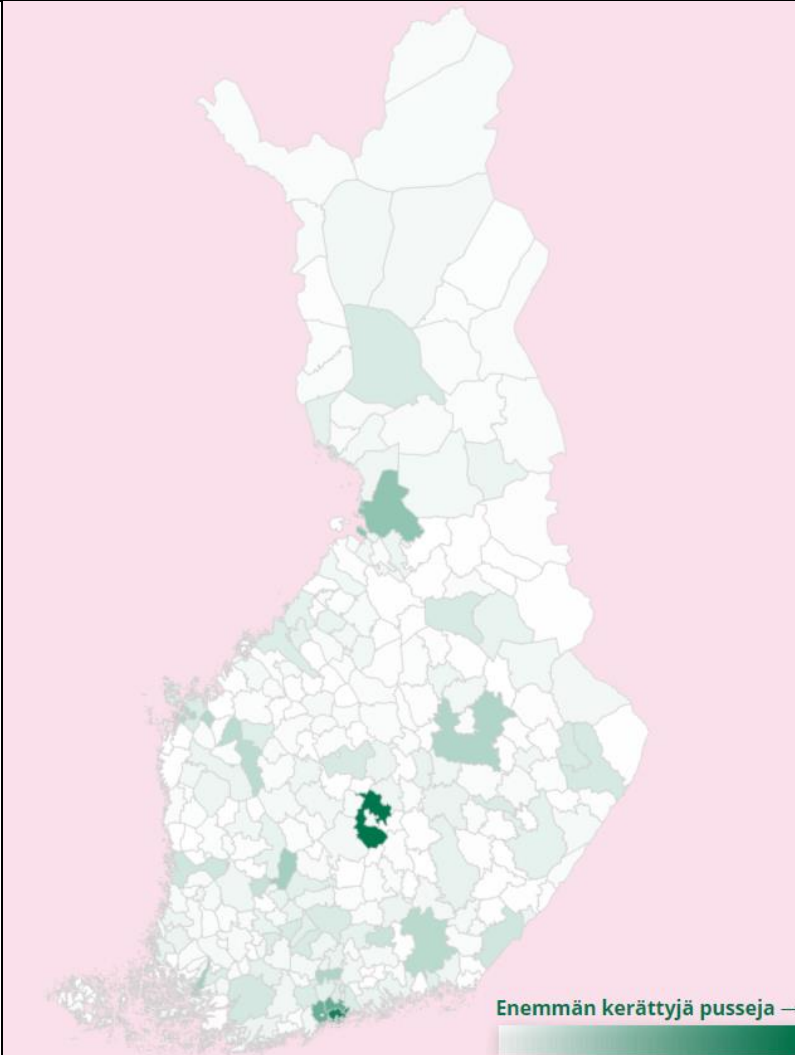
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	and bags provided by the school, students collected litter while learning the importance of environmental stewardship and keeping their surroundings clean. This initiative fosters environmental awareness and encourages students to actively contribute to a cleaner community.
Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☒ other (please specify) All citizens
Activity	- Each week, teachers distribute trash grabbers and trash bags provided by the school to all participating students. Before heading out, teachers review safety guidelines and explain the importance of proper trash collection and disposal - Based on the size and cleanliness of the designated area (e.g., around the school grounds or specific city locations), teachers allocate time for the activity - Students, equipped with their grabbers and bags, spread out to collect litter within their assigned areas - Once the time is up, students bring their filled bags to a designated collection point. Teachers ensure all trash is disposed of properly, often coordinating with local waste management if needed for larger loads - After the cleanup, students gather to reflect on the experience. Teachers facilitate a brief discussion on the types of litter found, the impact of waste on the environment, and what everyone can do to prevent littering. This reinforces the educational aspect of the activity
Success factors	- Integrating the activity into the weekly timetable ensures consistent environmental responsibility - Seeing the immediate results of their efforts, such as a visibly cleaner area, gives students a sense of accomplishment
Achieved results	By participating in a public campaign, students feel part of a larger movement, which adds value and purpose to their efforts. It also connects the school to the broader community, showcasing student contributions to the city's cleanliness and environmental health.
Transferability	The campaign is nationwide and it is easily transferable to other contexts.
Challenges	NA
Other remarks	NA

Sources



Web site(s) of the good practice or additional information	Miljoona roskapussia – yle.fi
Related resources (reports, products...)	 Enemmän kerättyjä pusseja → Darker green indicates more trash bags.
Pictures and videos	NA



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Ammattiopisto Luovi

Type of the organisation: VET

Country: Finland

Contact details (email): Marjaana Pakanen, marjaana.pakanen@luovi.fi

General information about the good practice

Title of the good practice in English	Paperless study environment
Subtitle of the practice or title in the original language	Paperiton oppimisympäristö
Good practice for:	☒ for education ☒ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	NA

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	All student tasks are shared digitally via platforms like OneDrive, Teams, or Google Classroom, eliminating the need for paper copies. This practice reduces unnecessary printing and paper use, promoting a more sustainable and efficient approach to managing assignments and	

¹ <https://sdgs.un.org/goals>





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	resources.
Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☐ other (please specify) _____
Activity	Setup and Preparation by Teachers Teachers set up digital environments for managing assignments, such as OneDrive, Google Classroom, or Microsoft Teams. They organize folders or sections for each class or subject, ensuring tasks are clearly labeled and easily accessible to students. Teachers upload assignments, resources, and instructions directly to these digital platforms. This setup ensures that students have everything they need in one place without the need for printed materials. Student Introduction and Training Teachers guide students through each digital platform, demonstrating how to navigate, locate assignments and submit their work electronically. This training helps students become comfortable with the tools and reinforces digital literacy skills. Teachers may encourage the use of shared documents for collaborative work, further enhancing digital engagement. Submission and Feedback Students submit their completed assignments digitally, and teachers provide feedback within the platform. This closed-loop digital process eliminates the need for printed feedback, making it efficient for both teachers and students.
Success factors	Students understand the environmental benefits of digital learning
Achieved results	Students gain essential skills for digital literacy
Transferability	Cloud services can be used widely and can replace unnecessary paper waste in any environment, making this practice highly transferable.
Challenges	• Not all students may have the computer skills needed • Some students may lack regular access to personal devices or stable internet connections • Teachers must allocate time for students to practice and repeat digital tasks to become proficient with the platforms • Transitioning to digital assignments may require teachers to adapt their teaching and assessment methods
Other remarks	NA





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Sources

Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	NA
Pictures and videos	NA



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Ammattiopisto Luovi

Type of the organisation: VET

Country: Finland

Contact details (email): Marjaana Pakanen, marjaana.pakanen@luovi.fi

General information about the good practice

Title of the good practice in English	Recycling bottles
Subtitle of the practice or title in the original language	Pullojen kierrätys
Good practice for:	☒ for education ☒ for general services (ex. building maintenance) ☒ other, please specify: all citizens
Any other organisations involved?	NA

Contents of the good practice

SDG(s) covered1	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	Empty bottles and cans left by students during school days are returned to the local store. With this money, students can buy a coffee, tea and snack of their choice or collect the money and go out for pizza together.	

¹ <https://sdgs.un.org/goals>





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Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☐ other (please specify) _____
Activity	During or at the end of the school day, students form small groups to start a recycling project. Each group grabs reusable bags to collect empty bottles and cans found around the school.
Success factors	At the beginning, students are told about the importance of recycling and reminded to collect bottles and cans. We instruct them not to throw them in the trash
Achieved results	The good practice saves plastic, money and nature. Returning and recycling bottles reduces plastic waste entering the environment
Transferability	Can be used in many different environments. It requires a little guidance and is a nice way to learn recycling.
Challenges	Students threw bottles and cans into the trash. With strict instructions, the bottles were recovered and returned to the store.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	NA
Pictures and videos	





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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Ammattiopisto Luovi

Type of the organisation: VET

Country: Finland

Contact details (email): kari.soronen@luovi.fi

General information about the good practice

Title of the good practice in English	Reducing traffic emission
Subtitle of the practice or title in the original language	Liikenteen päästöjen vähentäminen
Good practice for:	☒ for education ☒ for general services (ex. laundry transport) ☐ other, please specify:
Any other organisations involved?	Yes, collaboration with the local hardware store is in early stages.

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	Students engage in hands-on practice using a driving simulator, which is designed to provide them with the essential driving experience needed to obtain their driver's licenses. This practice is further enhanced through a collaboration with a local hardware store, effectively integrating the	

¹ <https://sdgs.un.org/goals>





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	institution's internal goods transport operations with the store's small goods transport needs. The training program encompasses a comprehensive curriculum that covers various aspects of goods transport management. Students learn crucial skills related to driving techniques, route planning, load handling, securing, loading, and unloading procedures, as well as customer service and document management. These subjects are taught within the institution's framework, allowing students to gain practical experience in a controlled environment. The partnership with the local hardware store provides a unique opportunity for students to apply their skills in real-world scenarios. Rather than undertaking empty trips solely for practice, students now engage in essential goods transport for the hardware store. This approach not only enhances their learning experience but also contributes positively to the community by reducing traffic emissions. By optimizing transport routes and ensuring that vehicles are used efficiently, this initiative fosters sustainability while simultaneously meeting the operational needs of the local business.
Target group / beneficiaries	☒ students ☐ teachers ☐ not teaching staff ☒ other (please specify) Local hardware store
Activity	At the heart of this innovative training program is a robust collaboration with a local hardware store. This partnership is designed to enhance students' practical driving experience while supporting the operational needs of the store. The store owner places orders for transportation services, which are then coordinated by a designated contact person at the educational institution. This contact person assigns the driving tasks internally to the teaching staff, who carefully evaluate each order and select the most suitable student for the task. By aligning the driving assignments with individual students' learning needs, we ensure that each participant gains the most relevant experience. The store owner plays a crucial role in this process, as they understand the specific tasks that are appropriate for students based on their skills and training levels. This collaboration benefits all parties involved: the educational institution provides students with hands-on, real-world driving experience, while the hardware store receives efficient transport solutions. Both the educational institution and the store owner share a common goal of cultivating skilled professionals in the field, ultimately enhancing the quality of training and supporting the local economy.
Success factors	By integrating training with local business needs, the program promotes environmentally friendly practices, such as reducing traffic emissions from empty transport trips. This instills a sense of responsibility in





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	students regarding their impact on the community.
Achieved results	Both the educational institution and the hardware store share a common objective of training skilled professionals, fostering a collaborative atmosphere that benefits students and the local business. Students gain hands-on experience through actual transportation tasks, bridging the gap between theoretical knowledge and practical skills. The program covers essential skills such as driving, load handling, customer service and documentation, ensuring students receive a well-rounded education that prepares them for the workforce.
Transferability	Yes, it can be applied in many other sectors
Challenges	One of the primary challenges is determining which driving tasks are suitable for students based on their skill levels and training needs. This requires careful assessment and communication between the hardware store owner and the teaching staff to ensure that tasks are matched appropriately
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	NA
Pictures and videos	 





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Partner /country filling in the template

Name of the organisation: Ammattiopisto Luovi

Type of the organisation: VET

Country: Finland

Contact details (email): marjo.pihkakoski@luovi.fi

General information about the good practice

Title of the good practice in English	Reuse of packaging material
Subtitle of the practice or title in the original language	Pakkausmateriaalin uudelleen käyttäminen
Good practice for:	☒ for education ☒ for general services (ex. building maintenance) ☒ other, please specify: anyone
Any other organisations involved?	Not at the moment.

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	The packaging materials, such as cardboard boxes, from products received at our warehouse are reused for internal material deliveries within the educational institution.	

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Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☒ other (please specify) building property / maintenance
Activity	For example, the packaging boxes of the safety shoes that will be used by students are collected and later reused for the delivery of goods (such as office supplies) within the educational institution. Objective: students will learn about reusing materials by repurposing safety shoe packaging boxes for delivering office supplies within the school. Start by discussing sustainability and the importance of reusing packaging materials. Explain how boxes from safety shoes can be creatively reused to deliver office supplies around the school. Students brainstorm ideas on how to modify the shoe boxes for reuse. Encourage them to think about adding handles, compartments, and labeling for easy identification. Using the collected shoe boxes and craft supplies, groups design and create their new delivery boxes. They should focus on functionality and creativity. Groups present their boxes to the class, explaining their design choices and what office supplies they plan to deliver.
Success factors	Relating the project to real-world issues, such as sustainability and waste reduction, helps students see the importance of their work. Encouraging students to brainstorm and design their packaging boxes fosters creativity and allows them to express themselves.
Achieved results	Students feel a sense of accomplishment and pride in contributing positively to their school environment.
Transferability	Students can transfer the lessons learned from this Project to various aspects of their lives, fostering a mindset geared towards sustainability, creativity, and community engagement
Challenges	Cardboard boxes need storage space.
Other remarks	The information on the top of the box may differ from the contents.





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Sources

Web site(s) of the good practice or additional information	NA
Related resources (reports, products...)	NA
Pictures and videos	NA



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Ammattiopisto Luovi

Type of the organisation: School, secondary vocational education.

Country: Finland

Contact details (email): Katja.holanti@luovi.fi

General information about the good practice

Title of the good practice in English	Food waste theme week
Subtitle of the practice or title in the original language	Hävikkiiviikko
Good practice for:	☒ for education ☒ for general services (ex. building maintenance) ☒ other, please specify: citizen
Any other organisations involved?	It's a national campaign.

Contents of the good practice

SDG(s) covered ¹	1	No poverty	
	2	Zero hunger	
	3	Good health and well-being	
	4	Quality education	
	5	Gender equality	
	6	Clean water and sanitation	
	7	Affordable and clean energy	
	8	Decent work and Economic growth	
	9	Industry, innovation and infrastructure	
	10	Reduced inequalities	
	11	Sustainable cities and communities	
	12	Responsible consumption and production	
	13	Climate action	
	14	Life below water	
	15	Life on land	
	16	Peace, justice and strong institution	
	17	Partnerships for the goals	
Short description of the practice	Hävikkiiviikko, Finland's national food waste campaign, was initially launched as a Ministry of Agriculture and Forestry project. Now organized annually by Kuluttaja magazine, it educates on minimizing food waste through effective storage, meal planning, and label awareness. The		

¹ <https://sdgs.un.org/goals>





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	campaign aims to reduce environmental and financial impacts of waste across Finnish society by engaging individuals, businesses, and communities in sustainable practices.
Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☒ other (please specify) it's a national campaign. The target group for Hävikkiiviikko includes households, schools, businesses and public organizations across Finland.
Activity	Setting: School Cafeteria Objective: Encourage students to become aware of food waste by actively observing and managing the portions they take. STEPS OF THE ACTIVITY <u>1. Start with a Discussion:</u> Begin with a brief, engaging talk about food waste's environmental impact, prompting students to think about where food goes if it's thrown away and why that matters. <u>2. Daily Observation:</u> For one week, after each lunch period, students observe the amount of food left on their trays. Cafeteria staff can set up a visible "food waste container" where students place uneaten items. They'll visually assess how much waste accumulates each day. <u>3. Mindful Portioning:</u> Encourage students to reflect on their appetite before choosing their portions, challenging themselves to "only take what they can eat." Make it interactive by asking them to try "right-sizing" portions throughout the week. <u>4. End-of-Week Reflection:</u> At the end of the week, discuss their findings as a group. Have students share whether they noticed changes in their habits and the overall amount of food waste. Did being mindful of portions help reduce waste? <u>5. Takeaways:</u> Conclude with a group brainstorming session on how they can apply these mindful eating habits at home and encourage family and friends to do the same, building sustainable habits for the future.
Success factors	The success factors of this food waste activity include: • Student Engagement: active participation in observing waste and discussing it makes the topic relatable and impactful. • Practical Learning: real-life observation of cafeteria waste and mindful portioning helps students connect waste with personal actions. • Reflective Discussion: end-of-week reflections encourage students to evaluate changes in behavior and recognize the impact of their choices.





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Achieved results	Awareness: building lasting habits extends beyond the cafeteria, as students can apply waste reduction practices in their everyday lives.
Transferability	The principles of the food waste activity can easily be transferred to private life and other contexts. For example, the mindset of being mindful about consumption can apply to buying clothes, where individuals can choose between new or second-hand options. Similarly, lessons learned about resource management can extend to reducing water waste by taking shorter showers or conserving energy. This adaptable approach fosters sustainable habits across various aspects of daily life, promoting overall environmental responsibility.
Challenges	Challenges in implementing the food waste activity include individual self-awareness and the ability to navigate social pressures. Participants must understand their eating habits and resist the urge to conform to faster eaters, potentially leading to overeating or wasting food. This self-knowledge is crucial for making mindful decisions about portion sizes in social settings, where the pace of others can influence one's actions and undermine the intent to reduce waste.
Other remarks	NA

Sources

Web site(s) of the good practice or additional information	Hävikkiforumi - Consumers' Food Waste Forum The Consumers' Union of Finland (kuluttajaliitto.fi)
Related resources (reports, products...)	Esteet ja ajurit kuluttajien ruokahävikin vähentämisessä : Kirjallisuusselvitys Riipi, Inkeri; Poutiainen, Marika; Kuisma, Miia (2021) (Only in Finnish)
Pictures and videos	NA



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TEMPLATE FOR THE COLLECTION OF GOOD PRACTICES

Partner /country filling in the template

Name of the organisation: Ammattiopisto Luovi

Type of the organisation: School, secondary vocational education.

Country: Finland

Contact details (email): veli.mathlin@luovi.fi

General information about the good practice

Title of the good practice in English	Encountering
Subtitle of the practice or title in the original language	Kohtaaminen
Good practice for:	☒ for education ☐ for general services (ex. building maintenance) ☐ other, please specify:
Any other organisations involved?	NA

Contents of the good practice

SDG(s) covered ¹	1	No poverty
	2	Zero hunger
	3	Good health and well-being
	4	Quality education
	5	Gender equality
	6	Clean water and sanitation
	7	Affordable and clean energy
	8	Decent work and Economic growth
	9	Industry, innovation and infrastructure
	10	Reduced inequalities
	11	Sustainable cities and communities
	12	Responsible consumption and production
	13	Climate action
	14	Life below water
	15	Life on land
	16	Peace, justice and strong institution
	17	Partnerships for the goals
Short description of the practice	Teaching about sustainability may not be effective if students face numerous personal challenges such as learning difficulties or personal life (for example poor economic situation, mental health problems). First, it is essential to provide a space for students to express their thoughts and needs. Engage with them respectfully, with empathy, and	

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	as equals. This approach helps students feel acknowledged as individuals and teaches them to treat each other similarly. Such encounters impact students by providing them with the experience of being heard, seen, and respected. This fosters their sense of belonging in a social community and guides them toward a sustainable future, including their interactions with nature. The process of rethinking values often begins with these meaningful encounters. Sustainable change in ecosocial contexts is achievable only after a fundamental reassessment of values. Ecosocial pedagogy emphasizes the interconnectedness of social and ecological systems. Social systems depend on the health of ecological systems, and without a well-functioning biosphere, societal functions—including the economy—cannot thrive. The economy is a subsystem of the larger, finite planet Earth (Salonen & Konkka, 2015). Research indicates a correlation between the way people interact with each other and their treatment of nature. For instance, being treated respectfully can enhance one's understanding of the importance of treating animals with respect. Such experiences are crucial for fostering value change.
Target group / beneficiaries	☒ students ☒ teachers ☒ not teaching staff ☐ other (please specify) _____
Activity	Each of us should examine our own attitude: do we approach others, including students, with appreciation and respect? Encountering differences can be intimidating or make us feel uncertain. Interaction always involves communication between at least two people. You cannot control how the other person approaches the situation, but you can reflect on what you do yourself.
Success factors	Good health and well-being also encompass mental health, which is essential for learning. In vocational education and training (VET), learning often involves practical experience, starting with internships and potentially leading to employment. When you feel well, you are more productive.
Achieved results	As a result of a positive and respectful interaction, you feel good, understood, and learning becomes easier.
Transferability	Yes
Challenges	The real challenge is in recognizing one's own actions and being open to change. If someone believes there's nothing to improve in how they engage with students, the challenge becomes even greater.





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Other remarks	NA
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Sources

Web site(s) of the good practice or additional information	Additional information by scientific approach: Salonen A. & Konkka J.: (PDF) Salonen, A. & Konkka, J. (2015). An Ecosocial Approach to Well-Being: A Solution to the Wicked Problems in the Era of Anthropocene. Foro de Educación 13(19), 19-34. Arto O Salonen - Academia.edu
Related resources (reports, products...)	NA
Pictures and videos	https://www.youtube.com/watch?app=desktop&v=t-ZFj1_bB0

