

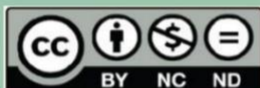


**Funded by
the European Union**

"Micro and project-based learning programme for Teaching
ciRcular Economy and Ecological awareness in VET" project

TREE GOOD PRACTICES

May 2022



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Project's main information

Title: “Micro- and project-based learning programme for Teaching ciRcular Economy and Ecological awareness in VET”, from now on called “TREE project”.

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Duration: December 2021 – November 2023

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Project partners:

- Public institution “eMundus” (project coordinator), *Lithuania*
- Kedainiai Vocational Educational Training Centre, *Lithuania*
- S.A.F.E. projects, *the Netherlands*
- Valga County Vocational Training Centre, *Estonia*
- Zinev Art Technologies Ltd., *Bulgaria*
- Vocational School “Prof. Dr. Asen Zlatarov”, *Bulgaria*

The good practices were collected and described by:

Public institution “eMundus”, *Lithuania*

Kedainiai Vocational Educational Training Centre, *Lithuania*

S.A.F.E. projects, *the Netherlands*

Valga County Vocational Training Centre, *Estonia*

Zinev Art Technologies Ltd., *Bulgaria*

Vocational School “Prof. Dr. Asen Zlatarov”, *Bulgaria*

Website: <https://treeproject.eu/>

Instagram: www.instagram.com/tree_euproject/?hl=en

LinkedIn: www.linkedin.com/showcase/tree-project

Facebook: www.facebook.com/TREE.project.for.teaching.circular.economy

Completed in May 2022

Introduction

The following document is the result of a joint effort made by the TREE partners in the framework of the research activity for the development of the TREE Methodological Material.

Each partner was asked to collect 5 good practices related to sustainability, green habits and circular economy promotion and to fill in a common template with all the needed information. The Annex 1 includes a list of green skills' definitions, that are useful to clearly understand these concepts.

A total of 30 good practices from all partners countries (Lithuania, Estonia, the Netherlands and Bulgaria) were collected and described.

This document has the aim of sharing good practices related to sustainability and circular economy, providing virtuous examples of activities that were implemented in VET schools or communities in order to encourage others to replicate them, even partially.

Good Practices collected by Zinev Art Technologies (Bulgaria)

First GP: School for green future

1	Title	<i>School for green future</i>
2	Country	<i>Bulgaria</i>
3	How is/was it promoted?	- within the framework of a European project
4	Context of implementation	<input type="checkbox"/> large city <input checked="" type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	<i>This project aims at increasing the awareness of students aged 10 to 17 as well as the teachers from 9 different schools in Bulgaria on the topics of resource management, waste recycling and circular economy.</i>
6	Description	<p>a. The activity was relevant to the topic of <input checked="" type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>b. Main Steps The project is going through: - a research among the students' attitudes and the level of their awareness as far as the topics of waste as a resources, separate waste disposal, recycling and others are concerned. The results from the research are to be presented in a report, including also suggestions for certain topics. These topics are to be introduced in an interactive training. - good practices for developing skills among the adolescents are also collected on the topics of separate waste disposal in school and at home and for adopting extracurricular activities for developing the creative abilities of children, through which the latter can get involved in the circular economy. - the guide with good practices also includes a training programme for interactive training on topics related to environmental protection, which go beyond the curriculum. - exhibitions, campaigns for waste gathering and recycling. - purchasing and installing attractive containers for separate waste disposal.</p>
7	Implementation choices	<p>a. Target groups – students aged 10 to 17 and their teachers b. Other participants in the activity, besides the promoter and the target groups (<i>Bulgarian association for individual alternative - Sofia</i>) c. Duration – 18 months d. Number of sessions/activities – regular activities, organized with children and teachers e. Teaching methodology, if applicable – not described f. Type of assessment and tools used to identify the benefits – not described</p> <p><i>The activity started in late 2021 when students were already back to the physical environment. Still, it includes an interactive training programme that is using also the opportunities of distance learning.</i></p>
8	Green skills targeted by	<ol style="list-style-type: none"> 1. <i>theoretically</i> 2. <i>practically</i>


	the good practice	<input type="checkbox"/> Creative problem-solving A <input type="checkbox"/> B <input type="checkbox"/> X Forward-thinking A X B X <input type="checkbox"/> Monitoring skills A <input type="checkbox"/> B <input type="checkbox"/> X Analytical skills A X B X <input type="checkbox"/> Management skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Impact quantification skills A <input type="checkbox"/> B <input type="checkbox"/> X Life-cycle management skills A X B X <input type="checkbox"/> Lean production skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Maintenance and repair skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Science skills A <input type="checkbox"/> B <input type="checkbox"/> X Waste management skills A X B X <input type="checkbox"/> Environmental auditing skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Ecosystem management skills A <input type="checkbox"/> B <input type="checkbox"/> X Pollution prevention skills A X B X <input type="checkbox"/> Eco-Design skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Other, please, specify: _____
9	Materials/equipment	Materials for art work for the students to enable them to express their thoughts and feelings in an artistic way. Exhibition stands. Gear for the teams implementing the campaigns. Attractive containers for waste, if this is interesting for the schools.
10	Who runs the activity	<input type="checkbox"/> a person <input type="checkbox"/> an organization/institution X a VET school <input type="checkbox"/> a company/enterprise X an NGO x other <i>a network of primary and secondary schools</i>
11	Benefits and results	a. The benefits of this best practice for the target groups Improved awareness among the students, gained via both theoretical and practical hands-on experiences on the importance of waste management, recycling, reusing waste and transitioning to circular economy. The teachers also raise their awareness and obtain tools for transferring the impact also to the next groups of students they are about to work with during the following years. b. Both groups will have their habits affected, which will spill over from the target groups benefit to a community benefit. c. Community/social/economic impact Another community benefit will come from the actual waste collecting and cleaning initiatives and the campaign, which will raise the awareness of far more people than the initially involved students and teachers. The fact that there is a number of schools from a number of different settlements involved in this activity, will make sure that the benefits are felt over a large expanse of physical area and population.
12	Relevance for the TREE Project	a. Related to one or more of the priority sectors (plastic, agrifood, wood) Not particularly related to one sector, but as plastic is the type of waste, which is most targeted by recycling initiatives, including this one, this sector will be within the main focus of the project. b. Involves micro- and project-based learning practices The students go through an interactive training, which requires from them to carry out project-based learning tasks.
13	Website	122 Primary school „Nikolay Liliev“ – Sofia

	E-mail Other contact info References	https://www.eeagrants.bg/programi/okolna-sreda/proekti/proekt-„uchilishhe-za-zeleno-bdeshhe“-po-„malka-grantova-sxema-krqova-ikonomika“
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Second GP: Circular economy club and students' training companies

1	Title	<i>Circular economy club and students' training companies</i>
2	Country	<i>Bulgaria</i>
3	How is/was it promoted?	- as a part of a VET school curriculum
4	Context of implementation	X large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	<i>To provide VET students with practical skills related to setting up and managing a circular economy company.</i>
6	Description	<p>a. The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or X both CE and ESD</p> <p>b. Main Steps At VET school in economics "D-r Ivan Bogorov" Varna there exists the possibility of setting up clubs according to interests. One of the 13 functioning clubs in the school is a club on circular economy. At this club, the students, who are members are encouraged to create their own training companies, following the principles of the circular economy. The training companies operate just like regular ones. The ideas behind the training companies need to be real, which sets the basis of green entrepreneurship. The students are placed in a simulated business situation in a green enterprise. The students need to take the decisions about their companies and their sphere of action, but to imagine and propose a non-waste process. The students are asked also to create a proposal on how to produce goods with eco-packaging or to fund the activities of an eco-enterprise. Nikita, a local student, says "Green economy, circular economy is the future. This is what we will be living with. Our activities offer the possibilities to understand yourself and to understand the world better and also prepare us for joining the rhythm of the new things that are coming". Alper, another local student explains what circular economy is continues that "being involved in the process is a way to build upon our economic skills as a whole".</p>

		<p>Nazla, another local student also shares how popular the circular economy is becoming and how the activities in the club are helping her and her fellow students to develop the skills they will need for their future businesses. The girl shares that her plans lie in the restaurant business and that she plans to create a restaurant offering full recycling of all the waste.</p> <p>Participation in all the clubs is perfectly voluntary, based entirely on the interests of the students.</p> <p>Some of the ideas for the training companies came after the visit to the Math high school in Plovdiv. Therefore, interaction with students and teachers from other innovative schools is high recommendable.</p> <p>Another possibility for the students involved in such clubs, is that the clubs are open to companies that would like to send a trainer to share the experience and support the students in their practical endeavors directly from the world of the real business.</p> <p>c. Any specific theories, which the practice was based on</p> <p>The theory of circular economy has been added as an extra specialized topic to the topic of economics, which is taught at the school. This took part 3 years ago and is obviously a success as it is among the frequently selected additional classes.</p>																		
7	Implementation choices	<p>a. Target groups – students 16-18 years old from VET schools in economics</p> <p>b. Other participants in the activity, besides the promoter and the target groups – not applicable</p> <p>c. Duration – a running activity (for 3 years now)</p> <p>d. Number of sessions/activities – regular club activities</p> <p>e. Teaching methodology, if applicable - Practical VET training in economics via setting up and operating with training companies.</p> <p>f. Type of assessment and tools used to identify the benefits – the assessment takes the form of measuring the success and longevity of the established training companies, as well as comparisons with other similar companies, established in other VET schools.</p> <p>The activities of the clubs, including the circular economy one, have been implemented mainly in the physical environment. The teachers at the school, leading the different clubs, did all the possible efforts to engage the students as actively as possible during the times of physical meetings and offline education.</p>																		
8	Green skills targeted by the good practice	<p>A) <i>theoretically</i></p> <p>B) <i>practically</i></p> <table> <tr> <td>X Creative problem-solving</td><td>A X</td><td>B X</td></tr> <tr> <td>x Forward-thinking</td><td>A X</td><td>B X</td></tr> <tr> <td>x Monitoring skills</td><td>A X</td><td>B X</td></tr> <tr> <td>x Analytical skills</td><td>A X</td><td>B X</td></tr> <tr> <td>x Management skills</td><td>A X</td><td>B X</td></tr> <tr> <td>x Impact quantification skills</td><td>A X</td><td>B X</td></tr> </table>	X Creative problem-solving	A X	B X	x Forward-thinking	A X	B X	x Monitoring skills	A X	B X	x Analytical skills	A X	B X	x Management skills	A X	B X	x Impact quantification skills	A X	B X
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		<p>X Life-cycle management skills A X B X</p> <p>X Lean production skills A X B X</p> <p>X Maintenance and repair skills A X B X</p> <p>X Science skills A X B X</p> <p>X Waste management skills A X B X</p> <p>X Environmental auditing skills A X B X</p> <p>X Ecosystem management skills A X B X</p> <p>X Pollution prevention skills A X B X</p> <p>X Eco-Design skills A X B X</p> <p><input type="checkbox"/> Other, please, specify: _____</p>
9	Materials/equipment	<p><i>The materials/equipment required for carrying out the activities of the good practice</i></p>  <p><i>A room for the club where the students can work undisturbed with their responsible teacher. Equipment – a laptop with internet for each participant. Access to various business databases and the network of training companies in the country.</i></p>
10	Who runs the activity	<p><input type="checkbox"/> a person <input type="checkbox"/> an organization/institution</p> <p>X a VET school <input type="checkbox"/> a company/enterprise</p> <p><input type="checkbox"/> an NGO <input type="checkbox"/> other</p>
11	Benefits and results	<p>a. The benefits of this best practice for the target groups</p> <p>The students become agents of the circular economy both from personal as well as from professional point of view. The students going through the circular economy club are the ones, who will be paving their way through the world of business with green ideas and approaches.</p> <p>b. Community/social/economic impact</p> <p>By preparing such future professional and members of the community, the long term positive benefits for the environment, the economy and the community as a whole are guaranteed.</p>
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors (plastic, agrifood, wood)</p> <p>There is no limit to the sectors that students can create companies in. Agrifood was among the mentioned ones.</p>

		b. Involves micro- and project-based learning practices Training companies setup and operation can be considered as practical project-based learning.
13	Website E-mail Other contact info References	<i>Vocation school in economics "D-r Ivan Bogorov"</i> https://bnt.bg/f/video/o/302/ae0141bba3c51ea4512bab84ddc41c43.mp4 https://pgi-varna.com

Third GP: Girls Go Circular

1	Title	<i>Girls Go Circular</i>
2	Country	<i>Bulgaria (+ Greece, Romania, Hungary, Poland, Serbia, Italy, Portugal)</i>
3	How is/was it promoted?	- within the framework of a European project
4	Context of implementation	X large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	<i>This initiative aims to equip 50 000 schoolgirls aged 14-18 across Europe with digital and entrepreneurial skills by 2027 through an online learning programme about the circular economy.</i>
6	Description	<p>a. The activity was relevant to the topic of</p> <p><input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or X both CE and ESD</p> <p>b. Main Steps</p> <p>The online learning platform developed in the framework of the project – the “Circular Learning Space” – offers students the option of choosing between different learning modules on topics like e-waste, climate change, food, or robotics. These modules are based on a learning-by-doing approach, transferring knowledge and skills through an interactive, challenge-based structure. The online learning helps the target group to:</p> <ul style="list-style-type: none"> - Acquire knowledge on the circular economy - Gain insights into the steps taken by businesses towards the circular economy

		<ul style="list-style-type: none"> - Improve their digital and entrepreneurial skills - Come up with their own solution to societal and environmental challenges <p>The Circular Learning Space is at the core of the project. Through the platform, students work individually and in groups during online and in-person sessions. The platform includes several modules, which explore the circular economy from different angles. While consolidating their knowledge on the green transition, students use digital tools to acquire practical skills. After successfully completing a learning module, students receive a certificate that attests the skills acquired.</p> <p>The project targets primarily girls but it is open to any learner.</p> <p>c. Any specific theories, which the practice was based on</p> <p>Entrepreneurship theory. Circular economy.</p>																								
7	Implementation choices	<p>a. Target groups – female students aged 14-18</p> <p>b. Duration – until 2027 (7 years)</p> <p>c. Number of sessions/activities – individual pace, depending on the trainees using the learning materials.</p> <p>d. Teaching methodology, if applicable – online training improving digital skills, entrepreneurial skills and circular economy skills.</p> <p>e. Type of assessment and tools used to identify the benefits - self-check tests.</p> <p><i>This is an online activity.</i></p>																								
8	Green skills targeted by the good practice	<p>A) <i>theoretically</i></p> <p>B) <i>practically</i></p> <table> <tr> <td>x Creative problem-solving</td><td>A x</td><td>B x</td></tr> <tr> <td>x Forward-thinking</td><td>A x</td><td>B x</td></tr> <tr> <td>x Monitoring skills</td><td>A x</td><td>B x</td></tr> <tr> <td>x Analytical skills</td><td>A x</td><td>B x</td></tr> <tr> <td>x Management skills</td><td>A x</td><td>B x</td></tr> <tr> <td>x Impact quantification skills</td><td>A x</td><td>B x</td></tr> <tr> <td>x Life-cycle management skills</td><td>A x</td><td>B x</td></tr> <tr> <td>x Lean production skills</td><td>A x</td><td>B x</td></tr> </table>	x Creative problem-solving	A x	B x	x Forward-thinking	A x	B x	x Monitoring skills	A x	B x	x Analytical skills	A x	B x	x Management skills	A x	B x	x Impact quantification skills	A x	B x	x Life-cycle management skills	A x	B x	x Lean production skills	A x	B x
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		<input type="checkbox"/> Maintenance and repair skills A <input type="checkbox"/> B <input type="checkbox"/> X Science skills A X B X X Waste management skills A X B X X Environmental auditing skills A X B X X Ecosystem management skills A X B X X Pollution prevention skills A X B X X Eco-Design skills A X B X <input type="checkbox"/> Other, please, specify: _____
9	Materials/equipment	Laptop or computer with access to the internet. Email account for the sake of registering and receiving access to the training materials.
10	Who runs the activity	<input type="checkbox"/> a person X an organization/institution <input type="checkbox"/> a VET school X a company/enterprise X an NGO <input type="checkbox"/> other
11	Benefits and results	a. The benefits of this best practice for the target groups <i>Improved digital and entrepreneurial skills through an online learning programme about the circular economy.</i> b. Community/social/economic impact Better prepared and trained green female entrepreneurs, changing their local environments and attitudes – this would have excellent positive long term effects on the direction of business and industry, the manner in which business is conducted and sustainability of good practices. The social and community impacts (the positive ones) might be more substantial than the economic impacts.
12	Relevance for the TREE Project	a. Related to one or more of the priority sectors (plastic, agrifood, wood) There is a module dedicated to Circular Economy of Food in Cities (so agrifood) and another one on Rethinking Plastics (so plastic sector).
13	Website E-mail Other contact info References	<i>The Ellen MacArthur Foundation</i> https://eit-girlsqocircular.eu/about/

Fourth GP: Chemgeneration – a free scientific programme for students

1	Title	<i>Chemgeneration - a free scientific programme for students by BASF in Bulgaria</i>
2	Country	<i>Bulgaria</i>
3	How is/was it promoted?	- as a part of a research programme
4	Context of implementation	X large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	<p><i>Science popularization and engaging high-school students in discovering chemistry and learning about its role in building sustainable future.</i></p> <p><i>For the year 2022 the topic is: “exploring chemistry by learning about circular economy. Chemgeneration will show you that science offers endless possibilities in solving daily obstacles and world’s biggest problems. You’ll run experiments and you’ll learn how humanity can reach zero waste through innovations, new materials, future technologies, but above all – chemistry. Let’s prove that zero waste is possible.”</i></p>
6	Description	<p>The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or X both CE and ESD</p> <p>Main Steps</p> <p>The agenda of the programme included: experiments for purifying water, recycling, decomposing of plastics, obtaining metal from metal waste.</p> <p>BASF Chemgeneration Science Program consists of 90-minute workshops attended by a group of 20 high-school students. During the workshop, students do interactive experiments on their own and they get an opportunity to become scientists for one day. Students will see interactive presentations and will be under the supervision of trained moderators.</p> <p>The experiments offered are as follows:</p> <ul style="list-style-type: none"> - Water - filtration - Paper - recycling - Plastic - degradation - Metal – electrolysis <p>School representatives and professors need to apply for workshops. Neither individual students, nor parents can apply for workshop.</p> <p>The workshops are held at a representative scientific institution in the respective country.</p> <p>Via experiments for purifying water, recycling, degrading plastics and gaining metal from metal scrap, the scientific programme BASF Chemgeneration in Bulgaria kicked off. The first lab trainees were students from 31 language school “Ivan Vazov”. The</p>

		<p>BASF scientific programme covers 8 countries from Central and Southern Europe, including Sofia University “Kliment Ohridski”.</p> <p>„Natural sciences, new materials and modern technologies play an ever growing role in the protection of the environment and the sustainable development of the planet“, stated BASF-Bulgaria executive director Marina Bukovats. She is positive that educational programmes, focused on children, are the best way to protect nature and to lower the use of natural resources and expressed her confidence that the programme Chemgeneration would show the students the meaning of science for humanity. It is focused on high school students, in order to show them how important is the attitude toward nature for our future. „Our objective is to fortify the transition from linear to circular economy and to teach the students various methods and ways in which products can be used for the second or third time “, says Marina Bukovats. „The mission of this programme is not only to popularize chemistry, but to acquaint high school students with its enchanting side, so that they can understand how natural sciences can be of help for a sustainable future“, she continues.</p> <p>These experiments took place on the territory of TechnoMagicLand with groups of 20 students each, coming from different schools. The programme lasted for a total of 15 practical seminars, including 300 students. The experiments demonstrate how we can get rid of waste and reuse them, announced the programme manager for Bulgaria, prof. Lachezar Hristov from Sofia University. He gave the first lecture to the first group of impatient lab experimenters, in which he stressed on the necessity for zero waste, which means transitioning to circular economy. "15 billions of trees die every year, which is double the entire population of the Earth, i.e. for each human two trees have to every year. Plastic bags, which are given to us in each shop are produced at a maddening speed – their numbers increase with 160 thousand each minute. For one year around 5 trillion bags like this are produced, sold and used. About 1% are reused, while the remaining 99% go to the dump, thus being a constant source of waste“, says prof. Hristov. "90% of the raw materials turn into waste even before the product made out of them is ready, and 80% of the ready products cease being used after 6 months“, the professor also stated and gave as an example the smart phones, which we often replace for a newer model.</p> <p>Any specific theories, which the practice was based on:</p> <p>Using science for understanding the concepts related to sustainable development and circular economy and how science should by all means go hand in hand with all green processes.</p>
7	Implementation choices	<p>a. Target groups – high school students aged 14-18</p> <p>b. Other participants in the activity, besides the promoter and the target groups - schools</p> <p>c. Duration – 90 minute sessions</p> <p>d. Number of sessions/activities – a minimum of 4 experiments have been created and are presented in the workshops, which each contain groups of 20 students – the programme organizes 1 workshop per week during the school year, a total of 15</p> <p>e. Teaching methodology, if applicable – chemistry, natural sciences</p>

		f. Type of assessment and tools used to identify the benefits – success of the experiments
8	Green skills targeted by the good practice	<p>A) <i>theoretically</i> B) <i>practically</i></p> <p>x Creative problem-solving A x B x</p> <p>x Forward-thinking A x B x</p> <p><input type="checkbox"/> Monitoring skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>x Analytical skills A x B x</p> <p><input type="checkbox"/> Management skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Impact quantification skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>x Life-cycle management skills A x B x</p> <p><input type="checkbox"/> Lean production skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Maintenance and repair skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>x Science skills A x B x</p> <p>x Waste management skills A x B x</p> <p><input type="checkbox"/> Environmental auditing skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>x Ecosystem management skills A x B x</p> <p>x Pollution prevention skills A x B x</p> <p><input type="checkbox"/> Eco-Design skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Other, please, specify: _____</p>
9	Materials/equipment	No materials are necessary for getting involved in this BASF programme. However, if a school wants to replicate the model, chemistry lab equipment should be provided for those experiments.
10	Who runs the activity	<p><input type="checkbox"/> a person <input type="checkbox"/> an organization/institution</p> <p><input type="checkbox"/> a VET school X a company/enterprise</p> <p><input type="checkbox"/> an NGO <input type="checkbox"/> other</p>
11	Benefits and results	<p>a. The benefits of this best practice for the target groups</p> <p>Young people understand how they can make a difference, as well as how chemistry and natural sciences can be put into action in order to revert the destructive processes that lead to deterioration of our environment.</p> <p>b. Community/social/economic impact</p> <p>The impact is to come in the medium and long term, when these young people enter the word of business and science and start affecting economic and social processes</p>

		with their actions and attitude. The most immediate impact for the community would be cleaner schools, houses, public places, influenced and more informed students and their families.
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors (plastic, agrifood, wood)</p> <p>Most directly related to the plastic sector.</p> <p>b. Involves micro- and project-based learning practices</p> <p>The lab experiments can be considered project-based learning practices.</p>
13	Website E-mail Other contact info References	<p><i>BASF programme Chemgeneration</i></p> <p>https://www.actualno.com/goodnews/bezplatna-nauchna-programa-za-300-uchenici-startira-basf-v-bylqarija-news_1384077.html</p> <p><i>The Chemgeneration brochure on circular economy:</i> http://chemgeneration.com/wp-content/uploads/2018/01/ChemgenerationBrochure.pdf</p>

Fifth GP: Circular economy and sustainable management of lands

1	Title	<i>“Circular economy and sustainable management of lands”</i>
2	Country	<i>Bulgaria</i>
3	How is/was it promoted?	as a part of a VET school curriculum
4	Context of implementation	<input type="checkbox"/> large city <input checked="" type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	<i>Raising students’ awareness in the field of circular economy, environmental protection, sustainable development and preparation for further sustainable introduction of this knowledge, approaches and attitudes in their personal and professional adult lives.</i>
6	Description	<p>a. The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> both CE and ESD</p> <p>b. Main Steps</p> <p>Vocational agricultural high school “Dobrudzha”, Silistra has been working on the problems of lowering the effects of global warming and adapting to the effects from it, since 2016. The undertaken efforts and activities are sustainable, logically organized, there is a strategy for introduction of measures for energy efficiency at school.</p>

Since the beginning of school year 2020/2021, the school introduced to its broadened professional reparation a new subject, connected with the topic: circular economy and sustainable management of land. This allows us to plan activities, which students join throughout the whole school year.

As of October 2020 the school officially owns a paper recycling laboratory, which is funded entirely by private donors. The school has signed a collaboration agreement with the Municipality of Silistra, the home for senior citizens in the village of Aydemir and the kindergartens in the same village. They collect paper for the school and the school processes this paper and turns it into sheets for drawing, which are then “paid for” by the kindergartens with recyclable plastic bottles. It is long process, but the students work devotedly, with great will and interest. Thus they create the desired products – recycled sheets, which the school binds into books or shapes as cards or other products. The embassy of France financed the purchase of a shredder as well as a part of the laboratory equipment for paper recycling.

For a second year the school participates in the “Green collaboration beyond borders” project of Foundation “Junior achievement Bulgaria” and obtained funding for implementing two of its ideas: development of an ecocentric garden in the school yard, based on the permaculture design and development of a workshop for recycling denim clothes.

There is a club based on interests established in the school: Green entrepreneurship. Its main objective is to work with recyclable materials, to protect the environment and to give new life to all materials from everyday or school life, by elaborating goods, which are used on the school premises or the boarding house: pallet benches, rubber stools, pots and buckets from waste plastic containers, etc.

An example of what takes place in this school – the list of the activities, conducted at the school in February and March 2021 before the return to distance learning, which stopped the work of the children, includes:

- paper recycling - three days a week for the period
- collected first quantities of jeans for recycling,
- made 2 stools from car tires, prepared tires for 3 more stools,
- prepared for “little people” pots - from buckets of paint, buckets of ice cream and yogurt, old wooden drawers and chests, a metal cart,
- collected separately and handed over for recycling cardboard, plastic and metal waste / jugs / - a total of 85 kg from the beginning of the school year,
- collected tubes of water and created trash cans, which are installed in the Danube Garden in Silistra,
- collected separately more than 300 glass bottles that will be used as a fence of the Ecocentric Garden.

c. **Any specific theories**, which the practice was based on

		Theory and hands-on combo for learning the basics of circular economy and sustainable development.																																													
7	Implementation choices	<p>a. Target groups – students, aged 15-18</p> <p>b. Other participants in the activity, besides the promoter and the target groups - no</p> <p>c. Duration – since 2016, already 6 years</p> <p>d. Number of sessions/activities – regular club meetings and activities</p> <p>e. Teaching methodology, if applicable – practical activities in the form of a club of interest and theoretical knowledge in the form of a whole new subject.</p> <p>f. Type of assessment and tools used to identify the benefits – regular assessment of scientific knowledge attainment</p> <p>The school introduced a new scientific subject to its curriculum, which created the possibilities for deeper theoretical understanding of the topics in the times of the pandemic. Very timely solution, which came to support the school policy, secure the sustainability of what has already been started in 2016 and maintain students' interest and engagement during the times of distance learning.</p>																																													
8	Green skills targeted by the good practice	<p><i>A) theoretically</i> <i>B) practically</i></p> <table> <tr> <td>x Creative problem-solving</td><td>A x</td><td>B x</td></tr> <tr> <td>x Forward-thinking</td><td>A x</td><td>B x</td></tr> <tr> <td>x Monitoring skills</td><td>A x</td><td>B x</td></tr> <tr> <td>x Analytical skills</td><td>A x</td><td>B x</td></tr> <tr> <td>x Management skills</td><td>A x</td><td>B <input type="checkbox"/></td></tr> <tr> <td>x Impact quantification skills</td><td>A x</td><td>B <input type="checkbox"/></td></tr> <tr> <td>x Life-cycle management skills</td><td>A x</td><td>B x</td></tr> <tr> <td><input type="checkbox"/> Lean production skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td>x Maintenance and repair skills</td><td>A x</td><td>B x</td></tr> <tr> <td><input type="checkbox"/> Science skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td>x Waste management skills</td><td>A x</td><td>B x</td></tr> <tr> <td><input type="checkbox"/> Environmental auditing skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td>x Ecosystem management skills</td><td>A x</td><td>B x</td></tr> <tr> <td>x Pollution prevention skills</td><td>A x</td><td>B x</td></tr> <tr> <td>x Eco-Design skills</td><td>A x</td><td>B x</td></tr> </table>	x Creative problem-solving	A x	B x	x Forward-thinking	A x	B x	x Monitoring skills	A x	B x	x Analytical skills	A x	B x	x Management skills	A x	B <input type="checkbox"/>	x Impact quantification skills	A x	B <input type="checkbox"/>	x Life-cycle management skills	A x	B x	<input type="checkbox"/> Lean production skills	A <input type="checkbox"/>	B <input type="checkbox"/>	x Maintenance and repair skills	A x	B x	<input type="checkbox"/> Science skills	A <input type="checkbox"/>	B <input type="checkbox"/>	x Waste management skills	A x	B x	<input type="checkbox"/> Environmental auditing skills	A <input type="checkbox"/>	B <input type="checkbox"/>	x Ecosystem management skills	A x	B x	x Pollution prevention skills	A x	B x	x Eco-Design skills	A x	B x
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		<input type="checkbox"/> Other, please, specify: _____
9	Materials/equipment	Some funding is required for obtaining all the equipment, which such an endeavour requires – there should be free space to use for club activities and meetings as well as for workshops and/or gardens. However, all the waste, which can be used and recycled, can come from the community – as explained above.
10	Who runs the activity	<input type="checkbox"/> a person <input type="checkbox"/> an organization/institution <input checked="" type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input type="checkbox"/> an NGO <input type="checkbox"/> other
11	Benefits and results	<p>a. The benefits of this best practice for the target groups Young people, prepared for the new requirements of the circular economy and ready to follow the rules of sustainable development.</p> <p>b. Community/social/economic impact The impact for the community is already visible – the school is taking the community trash and returning it in the form of useful materials, for which the community pays back with more trash. The school and its students are setting up an amazing example for the local community, shaping up peoples' opinions and shifting the attitudes in the right direction. Greater economic impact is to be experienced in the near future, when these young people become entrepreneurs.</p>
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors (plastic, agrifood, wood) The school works in the agrifood sector. Their initiative however is also closely related to the plastic sector. Other mentioned sectors are textile</p> <p>b. Involves micro- and project-based learning practices The initiative involves project based learning practices, as the students are assigned certain desired results, for which they need to set up and implement mini projects.</p>
13	Website E-mail Other contact info References	<p><i>Vocational agricultural high school "Dobrudzha", Silistra</i></p> <p>https://pzq-dobrudja.bg/2021/03/</p>

Good Practices collected by Vocational School “Prof. Dr. Asen Zlatarov” (Bulgaria)

First GP: Eco-schools Project Advancing Circular Economy

1	Title	<i>Eco-Schools Project Advancing Circular Economy</i>
2	Country	<i>Bulgaria/International project</i>
3	How is/was it promoted?	- within the framework of a European project
4	Context of implementation	<input checked="" type="checkbox"/> large city <input checked="" type="checkbox"/> small city <input checked="" type="checkbox"/> village
5	Goals of the activity	<p>Project Objectives</p> <p>Develop a curricular framework for school education on circular economy</p> <p>Develop exemplary educational kit on circular economy</p> <p>Training of teachers on teaching circular economy through the Eco-Schools Seven Step framework of project-based learning</p> <p>Raise awareness amongst stakeholders on the production cycle, from the raw material to the final product, its use, ways to reuse, reduce, recycle/up-cycle – in other words, an understanding of circular economy</p> <p>Eco-Schools is a growing phenomenon, which encourages young people to engage in their environment by allowing them the opportunity to actively protect it. It starts in the classroom, it expands to the school and eventually fosters change in the community at large.</p>
6	Description	<p>a. The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input checked="" type="checkbox"/> education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>b. Main Steps</p> <p>The Eco-Schools programme is an ideal way for schools to embark on a meaningful path towards improving the environmental footprint of a school, a change which inevitably leads to a more sustainable, less costly and more responsible school environment. Eco-Schools challenges students to engage in tackling environmental problems at a level where they can see tangible results, spurring them on to realise that they really can make a difference. Instills in students a sense of responsibility and cultivates a sustainable mindset which they can apply on a daily basis. It equips those involved with the drive to really make a difference</p>

		and to spread such proactive behaviour amongst family and friends, ultimately passing it on to future generations.																																										
7	Implementation choices	<p>a. Target groups - The pilot will run till the end of March 2021 and after there are plans to extend the E-SPACE to the Eco-Schools network of over 52,000 schools in 68 countries.</p> <p>b. Other participants in the activity, besides the promoter and the target groups (<i>Bulgarian Blue Flag Movement</i>)</p> <p>c. Duration 24 months</p> <p>d. Number of sessions/activities E-SPACE (Eco-Schools Project Advancing Circular Economy) project. The project aims to prepare the younger generation with the knowledge of the Circular Economy (CE) and to empower them to take actions for advancing Circular Economy with a Design Challenge. Circular Economy is the sustainability concept of not producing any waste.</p> <p><i>Eco-Schools Project Advancing the Circular Economy (E-SPACE)</i></p> <p><i>Eco-Schools in Slovenia and Latvia are taking part in a two-year pilot project to prepare the younger generation with the knowledge of the Circular Economy (CE) and to empower them to take actions for advancing circular economy. Eco-Schools Project for Advancing Circular Economy (E-SPACE) is a pilot.</i></p>																																										
8	Green skills targeted by the good practice	<p>A) <i>theoretically</i> B) <i>practically</i></p> <table> <tr> <td><input checked="" type="checkbox"/> Creative problem-solving</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Forward-thinking</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Monitoring skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Analytical skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Management skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Lean production skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Maintenance and repair skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Science skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Waste management skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Environmental auditing skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Ecosystem management skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Pollution prevention skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> </table>	<input checked="" type="checkbox"/> Creative problem-solving	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Forward-thinking	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Analytical skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Life-cycle management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Lean production skills	A <input checked="" type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Maintenance and repair skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Science skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Waste management skills	A <input checked="" type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Environmental auditing skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Ecosystem management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Pollution prevention skills	A <input type="checkbox"/>	B <input type="checkbox"/>
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		<input checked="" type="checkbox"/> Eco-Design skills A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> <input type="checkbox"/> Other, please, specify: _____
9	Materials/equipment	Materials students to enable them to express their position on video format, the maximum accepted length will be maximum 3 minutes or powerpoint presentation format, maximum 20 slides
10	Who runs the activity	<input type="checkbox"/> a person <input type="checkbox"/> an organization/institution <input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input checked="" type="checkbox"/> an NGO <input type="checkbox"/> other
11	Benefits and results	<p>a. The benefits of this best practice for the target groups Circular economy is a new and emerging sustainability perspective. The perspective is built on the natural world where there is no concept of waste and everything is a resource for the next level step in the cycle of dependence.</p> <p>E-SPACE is an attempt to capture the concepts of CE and present it to the stakeholders in the school system for education to develop the literacy that will help in advancing the demand for circular economy.</p>
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors It is adaptable.</p> <p>b. Involves micro- and project-based learning practices It is possible for teachers to use PBL in teaching Circular Economy.</p> <p>The framework is intended to support curricular developers in integrating concepts linked to Circular Economy into teaching, including in the educational standards that guide the curriculum and in the content used to engage educators and students in the classroom and beyond. The entry point to circular economy education can be through any existing environmental education initiative like energy conservation, waste management, biodiversity education, climate change etc. with focus on reducing waste. The literacy should motivate a person with competence to reduce the loss of material and energy at every stage of production and consumption through product and service redesign.</p>
13	Website E-mail Other contact info References	https://www.ecoschools.global/design-challenge

Second GP: T-Challenge

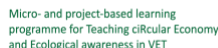
1	Title	<i>T-Challenge</i>
2	Country	<i>Bulgaria/International project</i>
3	How is/was it promoted?	- within the framework of a European project
4	Context of implementation	<input checked="" type="checkbox"/> large city <input checked="" type="checkbox"/> small city <input checked="" type="checkbox"/> village
5	Goals of the activity	<p>The T-Challenge (Entrepreneurship education using challenge-based learning) project aims at using and creating WebQuests for engaging learners in obtaining a deeper knowledge of the subjects they are studying. With this type of active learning, which provides learners with a variety of sensory experience, students can explore real-world problems and challenges.</p> <p>This methodology has been gaining adherents due to its flexibility in framing various pedagogical strategies and adaptability to the most diverse contents, as well as the way in which it maximizes the use of the digital tools and environments available today. While engaged in the WebQuests, learners develop a variety of connections with the content and can form positive memories of learning. The fun or interesting moments tend to stand out in students' memories and thus a positive emotional connection is considered to facilitate learning.</p>
6	Description	<p>a. The activity was relevant to the topic of</p> <p><input checked="" type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>b. Main Steps</p> <p>Promoting entrepreneurship education through the use of alternative pedagogical resources such as WebQuests</p> <p>Allowing entrepreneurial learning in all sectors of education including non-formal learning</p> <p>Challenging educators to develop their own educational resources/WebQuests</p> <p>Promoting a cross-curricular approach to subjects and a collaborative work of educators</p> <p>Fostering an entrepreneurial spirit in European citizens, by enabling them to research, select, analyze, organise and present information.</p> <p>c. Any specific theories, which the practice was based on</p>

		Entrepreneurship education using challenge-based learning project aims at using and creating WebQuests for engaging learners in obtaining a deeper knowledge of the subjects they are studying.																																										
7	Implementation choices	<p>a. Target groups - The direct target groups of the project are trainers and teachers, but trainees have been identified as an indirect target group who will be the actual end-users of the project products (WebQuests).</p> <p>b. Other participants in the activity, besides the promoter and the target groups (<i>ECQ Ltd. - EUROPEAN CENTER FOR QUALITY OOD</i>)</p> <p>c. Duration 24 months</p> <p>d. Number of sessions/activities</p> <p>Create Webquests platform, an open educational resource (OER), Training of Trainers curriculum</p> <p>e. Teaching methodology</p> <p>This methodology has been gaining adherents due to its flexibility in framing various pedagogical strategies and adaptability to the most diverse contents, as well as the way in which it maximizes the use of the digital tools and environments available today.</p>																																										
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		<input type="checkbox"/> Eco-Design skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Other, please, specify: _____
9	Materials/equipment	https://t-challenge.eu/en/webquest/list/webquest-platform
10	Who runs the activity	<input type="checkbox"/> a person <input type="checkbox"/> an organization/institution <input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input checked="" type="checkbox"/> an NGO <input type="checkbox"/> other
11	Benefits and results	<p>a. The benefits of this best practice for the target groups</p> <p>The direct target groups of the project are trainers and teachers, but trainees have been identified as an indirect target group who will be the actual end-users of the project products (WebQuests).</p> <p>b. Community/social/economic impact</p> <p>Promoting entrepreneurship education through the use of alternative pedagogical resources such as WebQuests, allowing entrepreneurial learning in all sectors of education including non-formal learning challenging educators to develop their own educational resources/WebQuests. Promoting a cross-curricular approach to subjects and a collaborative work of educators fostering an entrepreneurial spirit in European citizens, by enabling them to research, select, analyze, organise and present information.</p>
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors (NO)</p> <p>b. Involves micro- and project-based learning practices</p> <p>Taking the Up-cycling Challenge - Developed PBL task. You are required to work with a small team of colleagues (up to 5) to brainstorm ways that the 10,000 compact discs could be used by your new employer. Through these brainstorming activities, you will develop a plan to use the compact discs to either develop a new product, or to be integrated into the production process of your company. You will then present your up-cycling solution to the directors of the company and they will vote on whether or not they think this is a feasible and valuable use of the compact discs.</p>
13	Website E-mail Other contact info References	T- Challenge – A positive emotional connection can facilitate learning https://t-challenge.eu/en

1	Title	<i>Transition to circular economy through composting in house and in pilot schools in the municipality of Etropole</i>
2	Country	<i>Bulgaria</i>
3	How is/was it promoted?	- within the framework of a national project
4	Context of implementation	<input type="checkbox"/> large city <input checked="" type="checkbox"/> small city <input checked="" type="checkbox"/> village
5	Goals of the activity	<p>The project "TRANSITION TO CIRCULAR ECONOMY THROUGH COMPOSTING IN HOUSEHOLDS AND IN PILOT SCHOOLS IN THE MUNICIPALITY OF ETROPOLE" is aimed at preventing the formation of municipal solid waste (waste) and the amount of "municipal waste" in the municipal waste. The project will cover the entire municipality of Etropole - the town of Etropole, the villages of Brusen, Boykovets, Lopyan, Luga, Ribaritsa, Yamna and Malki Iskar.</p> <p>For the implementation of the project the good practice for composting in the community and households, introduced by the municipality of Chambéry, France, was chosen for implementation.</p>
6	Description	<p>The activity was relevant to the topic of</p> <p><input checked="" type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>Main Steps</p> <ul style="list-style-type: none"> • Survey of attitudes in the community and households to prevent waste generation. Organizing and conducting 2 focus groups with 3 representatives of households, parents, schools, retirees, main generators of solid waste; developing questionnaires and conducting a survey; • Equipping two green classrooms in order to create conditions and methodology for the introduction of a demonstration educational program in the two pilot schools in the municipality of Etropole: Primary School "Hristo Botev" and Secondary School "Hristo Yassenov". The aim is to increase the knowledge of students from 1st to 8th grade on composting and prevention, separate collection and prolonging the life of separately collected waste; • Equipping schoolyards with Demonstration composting systems and involving students, teachers and parents in various activities related to waste prevention; • Provision of composting containers to 200 households in the villages of Etropole municipality, in order to introduce and implement a home composting program; • Preparation of manuals for composting in households; • Conducting trainings for the persons who will use the respective material assets (composting containers in the community and households) for the purposes of implementing the good practice;

		<ul style="list-style-type: none"> Monitoring of implementation in households and the community (schools) <p>c. Any specific theories, which the practice was based on</p>																																							
7	Implementation choices	<p>a. Target groups - Schools, municipalities and households.).</p> <p>b. Other participants in the activity, besides the promoter and the target groups</p> <p>c. Duration 24 months</p> <p>d. Number of sessions/activities</p> <ul style="list-style-type: none"> Survey of attitudes in the community and households; Equipping two green classrooms; Equipping schoolyards with Demonstration composting systems; Provision of composting containers to 200 households; Preparation of manuals for composting in households; Conducting trainings; Monitoring. <p>e. Teaching methodology, if applicable NA</p> <p>f. Type of assessment and tools used to identify the benefits NA</p>																																							
8	Green skills targeted by the good practice	<p>A) <i>Theoretically</i> B) <i>practically</i></p> <table> <tr> <td><input type="checkbox"/> Creative problem-solving</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Forward-thinking</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Monitoring skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Analytical skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Management skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Lean production skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Maintenance and repair skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Science skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Waste management skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Environmental auditing skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Ecosystem management skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> </table>	<input type="checkbox"/> Creative problem-solving	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Forward-thinking	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Analytical skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Life-cycle management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Lean production skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Maintenance and repair skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Science skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Waste management skills	A <input checked="" type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Environmental auditing skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Ecosystem management skills	A <input type="checkbox"/>	B <input type="checkbox"/>
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9	Materials/equipment	Prepared materials: The teacher's manual - practical and theoretical manual "Composting and zero waste". Educational materials for students. Production of audio-visual materials for composting for green classrooms for children 2 educational videos x 10 min
10	Who runs the activity	<input type="checkbox"/> a person <input checked="" type="checkbox"/> an organization/institution <input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input type="checkbox"/> an NGO <input type="checkbox"/> other
11	Benefits and results	<p>a. The benefits of this best practice for the target groups</p> <p>Creation and introduction of a composting system in the yards of two pilot schools in the town of Etropole. In order to improve the quality of the service and reduce the share of waste generated by students, as well as from lawns to schoolyards and green areas around them. Providing a system of several composters with a capacity of 400 and 1200 liters, depending on the number of students in each school. Creating videos "The magic of composting" - Children participating in the program create non-professional videos filled with content in the form of stories, photos, demonstrations, the idea is through their eyes to present the learned and applied skills, what is their impact on school, at home and especially in the environment. The resulting compost will be used to fertilize green areas in schoolyards. Preparation of educational materials and contents for the Demonstration Program for a class on "Composting and zero waste". Development of a methodology and TEACHER'S MANUAL for conducting classes on "Composting and zero waste" for teachers / parents-volunteers.</p> <p>b. Community/social/economic impact</p> <p>Teachers, students, citizens, local organizations. These will include participation in information events, dissemination of information materials and regular provision of information in order to engage the target groups, the community and report on the progress of the project. The information will be prepared and published on the information site of the municipality of Etropole and in an open and maintained profile of the initiative on social networks. This activity will provide information on all stakeholders (teachers, principals and parent boards, schools, households, retirement clubs, etc.), as well as the general public, information on the objectives and results of the project. During the implementation of the project, information will be disseminated about the EU's financial contribution to the implementation of the project, as well as the role of OPE.</p>
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors (NO)</p> <p>b. Involves micro- and project-based learning practices (Individual choice of teachers)</p>

		<p>Teachers will develop teaching materials. They will engage students to participate in events through project-based learning.</p> <p>The following 4 campaigns are planned: - Dissemination of the created videos "The Magic of Composting" in front of an audience during "Earth Day". Campaign for a place in the school yard, which will be transformed into a "Wonderful Garden", a competition on the logo of the "Young Composer".</p>
13	Website E-mail Other contact info References	<p><i>Any references listed, should be cited by using the APA referencing style</i></p> <p>http://2020.eufunds.bg/bg/8010510/0/Project/Activities?contractId=1ZVaxYoWSJI%3D&isHistoric=False</p>

Fourth GP: E-logia

1	Title	<i>E-logia</i>
2	Country	<i>Profesionalna gimnazia "Asen Zlatarov", Vidin Bulgaria</i>
3	How is/was it promoted?	- as a part of a VET school curriculum
4	Context of implementation	<input type="checkbox"/> large city <input checked="" type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	Interdisciplinary lesson "E-logia" - Understanding the influence of our way of life on nature and the consequences of that. The influence of waste on nature and human health, properties of waste depending on the materials, processing technologies, circular economy.
6	Description	<p>The activity was relevant to the topic of</p> <p><input checked="" type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>Main Steps</p> <p>Ecology and environment - acquaintance with the abiotic and biotic factors of the environment.</p> <p>Research and analysis of waste types in the city park.</p> <p>Experiments - waste behavior in the environment.</p> <p>Study of waste types.</p>

		<p>Waste management - packaging waste</p> <p>Collection, transport, processing or disposal, waste control)</p> <p>By groups analysis of school waste</p> <p>Presentation of the circular economy.</p> <p>Presentation in English with three videos on linear and circular economics and "The Three R"</p> <p>Dividing the class into teams for creating green start-up companies.</p> <p>Each team analyzes the collected waste. Ideas for creating a green startup company - project.</p> <p>Presentation of the business in English.</p>																		
7	Implementat ion choices	<p>a. Target groups – 15-16 years old</p> <p>b. Other participants in the activity, besides the promoter and the target groups</p> <p>c. Duration 1 month</p> <p>d. Number of sessions/activities</p> <p>Project-based training</p> <p>Monitoring and data collection.</p> <p>Summary and analysis.</p> <p>Research on waste topics and their processing.</p> <p>Theoretical and practical classes in circular economics.</p> <p>Teamwork - creating a green start up.</p> <p>Presentation of the company, the idea and the business.</p> <p>e. Teaching methodology, if applicable PBL</p> <p>f. Type of assessment and tools used to identify the benefits NA</p>																		
8	Green skills targeted by the good practice	<p>A) <i>theoretically</i></p> <p>B) <i>practically</i></p> <table> <tr> <td><input checked="" type="checkbox"/> Creative problem-solving</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Forward-thinking</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Monitoring skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Analytical skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Management skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> </table>	<input checked="" type="checkbox"/> Creative problem-solving	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Forward-thinking	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Analytical skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Management skills	A <input checked="" type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input type="checkbox"/>
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9	Materials/equipment	The teachers have developed a lesson plan and methodology
10	Who runs the activity	<input type="checkbox"/> a person <input type="checkbox"/> an organization/institution <input checked="" type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input type="checkbox"/> an NGO <input type="checkbox"/> other
11	Benefits and results	<p>a. The benefits of this best practice for the target groups</p> <p>Students aged 15 - 16, who have undergone project-based training. The methodology gives good results and is conducted annually at school.</p> <p>b. Community/social/economic impact</p> <p>The school changed the students attitude towards waste and the way it is collected.</p>
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors (plastic)</p> <p>b. Involves micro- and project-based learning practices (YES)</p> <p>The interdisciplinary lesson is conducted according to the methodology of project-based learning, including subjects - biology, economics, chemistry, English, sports. Duration 1 month</p>
13	Website E-mail Other contact info References	dtsokova@pqaz.org ; tmetodieva@pqaz.org ; mtodorova@pqaz.org ; vvarbanova@pqaz.org ; iborisova@pqaz.org

Fifth GP: Bio-based strategies and roadmaps for enhancing rural and regional development (BE-Rural)

1	Title	<i>Bio-based strategies and roadmaps for enhanced rural and regional development in the EU (BE-Rural)</i>
2	Country	<i>Bulgaria/International project</i>
3	How is/was it promoted?	- within the framework of a European project
4	Context of implementation	<input checked="" type="checkbox"/> large city <input checked="" type="checkbox"/> small city <input checked="" type="checkbox"/> village
5	Goals of the activity	BE-Rural will explore the potential of regional and local bio-based economies and support the development of bioeconomy strategies, roadmaps and business models. To this end, the project will focus on establishing Open Innovation Platforms (OIPs) within selected regions in five countries: Bulgaria, Latvia, North Macedonia, Poland and Romania.
6	Description	<p>The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> both CE and ESD</p> <p>d. Main Steps Openness and Inclusiveness: The regional strategy and roadmap development processes will be open to all relevant stakeholder groups. Besides the so-called 'Triple Helix', representing government, business and academia, BE-Rural will strongly encourage the participation of civil society (organisations) in these processes, thereby facilitating multi-faceted discussions and the implementation of broadly shared objectives. The participation of women will be specifically encouraged to ensure a gender-balanced representation of stakeholders and end-users in all related activities.</p> <p>e. Any specific theories, which the practice was based on</p>
7	Implementation choices	<p>a. Target groups - The BE-Rural conceptual approach builds on a Quintuple Helix Approach, which combines knowledge and innovation generated by key stakeholders from policy, business, academia and civil society within the frame of the environment (Carayannis & Campbell, 2010).</p> <p>b. Other participants in the activity, besides the promoter and the target groups (<i>The Bulgarian Industrial Association – Union of the Bulgarian Business (BIA)</i>)</p> <p>c. Duration 1.04.2019-31.07.2022</p> <p>d. Number of sessions/activities</p> <p>The regional stakeholder processes organised and implemented by BE-Rural will feature a number of events which aim at knowledge exchange and capacity building,</p>

		<p>including targeted capacity building seminars for various stakeholder groups, an R&I capacity building workshop for young researchers, a summer school for teachers, educational events targeting school children and students, and bio-based pop-up stores geared towards the general public. In addition, BE-Rural will organise policy workshops and conferences which will address policy-makers and stakeholders beyond the five innovation regions.</p> <p>e. Teaching methodology, if applicable NA</p> <p>f. Type of assessment and tools used to identify the benefits NA</p> <p><i>WP4 will establish a 'Network of Knowledge' across European regions to facilitate sharing of good practices and lessons learned. As a key activity, WP4 will support knowledge exchange to increase the capacities of regional/local authorities and other key stakeholders on establishing framework conditions for the creation of new bio-based value chains. To this extent, a series of capacity-building seminars will be organised in the five innovation regions and an R&I capacity building workshop will be organised.</i></p>																																																
8	Green skills targeted by the good practice	<p>A) theoretically B) practically</p> <table> <tr> <td><input checked="" type="checkbox"/> Creative problem-solving</td> <td>A <input checked="" type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/> Forward-thinking</td> <td>A <input checked="" type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Monitoring skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/> Analytical skills</td> <td>A <input checked="" type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/> Management skills</td> <td>A <input checked="" type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/> Lean production skills</td> <td>A <input checked="" type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Maintenance and repair skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Science skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/> Waste management skills</td> <td>A <input checked="" type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/> Environmental auditing skills</td> <td>A <input checked="" type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Ecosystem management skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Pollution prevention skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/> Eco-Design skills</td> <td>A <input checked="" type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Other, please, specify: _____</td> </tr> </table>	<input checked="" type="checkbox"/> Creative problem-solving	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Forward-thinking	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Analytical skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Management skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Life-cycle management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Lean production skills	A <input checked="" type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Maintenance and repair skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Science skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Waste management skills	A <input checked="" type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Environmental auditing skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Ecosystem management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Pollution prevention skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Eco-Design skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Other, please, specify: _____		
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<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input type="checkbox"/>																																																
<input type="checkbox"/> Life-cycle management skills	A <input type="checkbox"/>	B <input type="checkbox"/>																																																
<input checked="" type="checkbox"/> Lean production skills	A <input checked="" type="checkbox"/>	B <input type="checkbox"/>																																																
<input type="checkbox"/> Maintenance and repair skills	A <input type="checkbox"/>	B <input type="checkbox"/>																																																
<input type="checkbox"/> Science skills	A <input type="checkbox"/>	B <input type="checkbox"/>																																																
<input checked="" type="checkbox"/> Waste management skills	A <input checked="" type="checkbox"/>	B <input type="checkbox"/>																																																
<input checked="" type="checkbox"/> Environmental auditing skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>																																																
<input type="checkbox"/> Ecosystem management skills	A <input type="checkbox"/>	B <input type="checkbox"/>																																																
<input type="checkbox"/> Pollution prevention skills	A <input type="checkbox"/>	B <input type="checkbox"/>																																																
<input checked="" type="checkbox"/> Eco-Design skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>																																																
<input type="checkbox"/> Other, please, specify: _____																																																		

9	Materials/ equipment	To generate new knowledge on the effective development of regional bioeconomy strategies and roadmaps and to make that knowledge available for uptake in policy processes in other regions across Europe. <i>https://be-rural.eu/resources/</i>
10	Who runs the activity	<input type="checkbox"/> a person <input type="checkbox"/> an organization/institution <input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input checked="" type="checkbox"/> an NGO <input type="checkbox"/> other
11	Benefits and results	<p>a. The benefits of this best practice for the target groups Broad engagement is at the centre of BE-Rural. Citizens, teachers and students will be involved through innovative formats such as bio-based pop-up stores, educational seminars, summer schools or webinars. The goal of these events: to stimulate understanding and interest in supporting their regional bioeconomy. These engagement activities will make the bioeconomy feasible with the help of actual bio-based products; will inform people about the complex economic, environmental and societal opportunities and challenges of the bioeconomy; and will explain its linkage and relevancy for the ongoing sustainability (SDG) debate.</p> <p>b. Community/social/economic impact From fisheries to roses, each region has different resource potentials. In a first step, BE-Rural will research existing and available sustainable technologies, biomass potentials and (small-scale) business models for a bio-based economy. Their potential for local deployment in the individual regions will be assessed, taking into account policy frameworks and stakeholder participation. At the same time, BE-Rural's regional partners will focus on solidifying and expanding their regional bioeconomy networks, identifying and reaching out to additional stakeholder groups.</p>
12	Relevance for the TREE Project	This good practice is related to the agrifood sector.
13	Website E-mail Other contact info References	<i>Any references listed, should be cited by using the APA referencing style</i> https://be-rural.eu/

Good Practices collected by Public Institution “eMundus” (Lithuania)

First GP: Environment in the VET system: a powerful tool for the future

1	Title	Environment in the VET system: a powerful tool for the future
2	Country	Lithuania, Denmark, Spain, UK, Italy
3	How is/was it promoted?	Within the framework of a European project
4	Context of implementation	<input checked="" type="checkbox"/> large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	The EN-VET project aims at transmitting to VET providers the knowledge, the innovative tools and the best practice methods to effectively promote environmental sustainability. The project is based on two assumptions: too often the environmental protection and sustainability are not properly addressed in the VET system, even if they are considered worldwide as priorities; the European economy is changing significantly over the years and VET teachers and trainers have to cope with it. These are the needs addressed by the project.
6	Description	<p>a. The activity was relevant to the topic of</p> <p><input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> both CE and ESD</p> <p>b. Main Steps</p> <p>The EN-VET project (Nº: 2016-1-IT01-KA202-005387) involved 6 very qualified partners from different fields and coming from 5 countries (IT, DK, ES, LT, UK). The project foresees the realisation of 5 outputs: 1) a comparative report on the approach to environmental sustainability in the involved countries with 12 case studies; 2) 3 introductory didactic modules; 3) 6 Deepening Knowledge modules; 4) an extensive and very fruitful testing activity of the modules; 5) the EN-VET Book with guidelines.</p> <p>Within the framework of the EN-VET project, the Kaunas Science and Technology Park (KSTP) carried out a detailed “Environmental sustainability Report” about Lithuania and the same was done by the other partners in other countries. The report has the aim of revealing the situation of different European countries as far as the Sustainable Development Goals and sustainability were concerned.</p> <p>Moreover, the KSTP developed a case-study report about the “Swedbank”, that provides loans for the renovation of housing buildings and finances wind power projects.</p> <p>The modules developed by the EN-VET partnership were divided into three main sections: a handbook for teachers, presentations with slides, and learning questionnaires. The main topics addressed, among others, were: renewable and</p>

		<p>non-renewable natural resources; human load capacity of the Earth; efficient management of resources in the EU; circular economy; sustainable textile production; energy-efficient buildings.</p> <p>As anticipated, the modules produced were tested by VET students, teachers/trainers and companies. Thanks to the testing phase, all the subjects involved were able to learn more about various topics connected with sustainability, as well as becoming more aware of the importance of taking action and of doing their part for environmental protection. The modules had the general aim of transmitting knowledge about the environmental issue and to make VET students live an experience connected with these topics. Doing this, they were also more aware of what to do in their everyday life.</p> <p>c. Any specific theories, which the practice was based on</p> <p>The ECVET approach was used for the designing of the learning modules. The EN-VET project is also based on the 5 key issues of Europe 2020 and the “Roadmap to a Resource Efficient Europe”.</p>															
7	Implementation choices	<p>a. Target groups: VET students, VET teachers and trainers</p> <p>b. Other participants in the activity, besides the promoter and the target groups: Two companies were involved in the testing phase of the modules developed by the project partners and they also took part in the Multiplier events that were organised at the end of the project.</p> <p>c. Duration: 1-09-2016 - 31-12-2018</p> <p>d. Number of sessions/activities: N.A.</p> <p>e. Teaching methodology, if applicable: The ECVET approach was used for designing the learning modules. This methodology allowed the modules to be flexible and self-consistent at the same time.</p> <p>f. Type of assessment and tools used to identify the benefits: At the end of each module, it is available on the platform a specific questionnaire developed accordingly with the ECVET standards and designed to evaluate student understanding of the main contents.</p>															
8	Green skills targeted by the good practice	<p><i>A) theoretically</i></p> <p><i>B) practically</i></p> <table> <tr> <td><input type="checkbox"/> Creative problem-solving</td><td>A X</td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Forward-thinking</td><td>A X</td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Monitoring skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Analytical skills</td><td>A X</td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Management skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> </table>	<input type="checkbox"/> Creative problem-solving	A X	B <input type="checkbox"/>	<input type="checkbox"/> Forward-thinking	A X	B <input type="checkbox"/>	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Analytical skills	A X	B <input type="checkbox"/>	<input type="checkbox"/> Management skills	A <input type="checkbox"/>	B <input type="checkbox"/>
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<input type="checkbox"/> Analytical skills	A X	B <input type="checkbox"/>															
<input type="checkbox"/> Management skills	A <input type="checkbox"/>	B <input type="checkbox"/>															

		<input type="checkbox"/> Impact quantification skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Life-cycle management skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Lean production skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Maintenance and repair skills A X B <input type="checkbox"/> <input type="checkbox"/> Science skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Waste management skills A X B <input type="checkbox"/> <input type="checkbox"/> Environmental auditing skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Ecosystem management skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Pollution prevention skills A X B <input type="checkbox"/> <input type="checkbox"/> Eco-Design skills A <input type="checkbox"/> B <input type="checkbox"/> X Other, please, specify: Recycling skills A X B <input type="checkbox"/>
9	Materials/equipment	Computer, internet connection, environmental sustainability report, European and national statistics, case studies, learning modules.
10	Who runs the activity	<input type="checkbox"/> a person X an organisation /institution <input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input type="checkbox"/> an NGO <input type="checkbox"/> other
11	Benefits and results	<p>For the quality of the activities and the results achieved by this project, it has been indicated as a “good practice” project also by the European Commission.</p> <p>The project aims at providing VET teachers and trainers with ready-made materials to be used for transmitting contents related to sustainability while fostering other “green” skills. After the testing phase, participants demonstrated to have increased their awareness about environmental sustainability as an important element for their future lives. Moreover, they declared to be motivated to learn more about these topics, to share their knowledge with the rest of the community and to contribute to the achievement of the SDGs. In order to maximise the impact of the project in the communities of the organisations involved, multiplier events were organised and all the results of the project were uploaded for free in the platform. They are ready to be used by VET teachers and students who are willing to learn more about the topics.</p> <p>Results:</p> <p>1 comparative report</p> <p>12 case-studies</p> <p>3 introductory didactic modules</p>

		<p>6 specific didactic modules</p> <p>1 Guidelines book</p> <p>More than 170 people involved in the testing phase</p>
12	Relevance for the TREE Project	<p>The EN-VET project is relevant for the TREE project because they both addressed some horizontal priorities stated in European reports, although in a different way. This project, its aim and the goals reached could represent a starting point for the TREE project, that addressed in a more specific way the theme of Circular Economy.</p> <p>In some way, the two projects are also complementary, given the fact that the TREE project is concentrated on plastic, agrifood and wood sectors, while EN-VET addressed topics related to water management, textile and buildings sectors.</p> <p>The TREE project can benefit from the research and the findings of the EN-VET project, as well as from the analysis of the case studies.</p>
13	Website E-mail Other contact info References	http://www.en-vet.eu/

Second GP: Sustainable Public Buildings

1	Title	Sustainable Public Buildings Designed and Constructed in Wood
2	Country	Lithuania
3	How is/was it promoted?	- within the framework of a European project
4	Context of implementation	<input checked="" type="checkbox"/> large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	The wider objective of this project is to develop a trans-disciplinary and transnational course/ elective element in the EU HEIs on the design, construction and management of sustainable public wooden buildings in order to enhance the quality and relevance of students' knowledge and skills for future labour market needs.
6	Description	a. The activity was relevant to the topic of

		<p><input type="checkbox"/> circular economy (CE), X education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>b. Main Steps</p> <p>Project Reference: 2018-1-LT01-KA203-046963</p> <p>The project stems from the reflections that advanced companies in the construction sector are interested in using construction materials that have a lower environmental impact. In this context stakeholders increasingly see wood as the natural and sustainable option for large public buildings. Most of HEIs with technical degrees in design, construction and materials for complex buildings have curricular implementing the studies of concrete and steel, being prefabricated or manufactured on site. Normally education in construction from wood focuses on 1 to 2 storey buildings (i.e. family houses). there is an urgent need to educate students with innovative applied skills needed in the area of massive wooden structures and large public buildings' construction at the undergraduate degree level.</p> <p>Project was implemented by five higher education institutions from Lithuania, Denmark, United Kingdom, Finland and Latvia, Lithuanian State Enterprise Center of Registers and Study and Consulting Center.</p> <p>Outputs:</p> <ol style="list-style-type: none"> 1.International Market Report on Wooden Public Buildings; 2.Database on Wooden Public Buildings; 3.Study on Best Practices in Wooden Public Buildings' Design and Construction; 4.BSc/BA module/elective element "Design, Construction and Management of Wooden Public Buildings"; 5. E-learning course "Design, Construction and Management of Wooden Public Buildings"; 6.Handbook "Design, Construction and Management of Wooden Public Buildings"; <p>c. Any specific theories, which the practice was based on:</p> <p>Solutions in design, construction and management of sustainable wooden public buildings.</p>
7	Implementati on choices	<p>a. Target groups: HE's students, teachers from HEIs and enterprises.</p> <p>b. Other participants in the activity, besides the promoter and the target groups: professional associations, building entrepreneurial associations and private companies.</p> <p>c. Start: 01-09-2018 - End: 31-12-2020</p> <p>d. Number of sessions/activities</p>

		e. Teaching methodology, if applicable : Students gained innovative knowledge on Pub-Wood issues, by using blended learning (combination of online digital media with traditional classroom methods), problem-based learning and learning by doing methods they improved their skills in critical thinking, problem solving, group work, negotiation, reaching consensus, taking responsibility for own learning and social participation. Much attention was given to digitalisation of the study process – an e-learning course available at Moodle environment was developed.
8	Green skills targeted by the good practice	<p><i>A) theoretically</i></p> <p><i>B) practically</i></p> <p>X Creative problem-solving A X B X</p> <p>X Forward-thinking A X B X</p> <p><input type="checkbox"/> Monitoring skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Analytical skills A X B X</p> <p>X Management skills A X B X</p> <p>X Impact quantification skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Life-cycle management skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Lean production skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Maintenance and repair skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Science skills A X B X</p> <p><input type="checkbox"/> Waste management skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Environmental auditing skills A X B <input type="checkbox"/></p> <p>X Ecosystem management skills A X B <input type="checkbox"/></p> <p>X Pollution prevention skills A X B <input type="checkbox"/></p> <p>X Eco-Design skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Other, please, specify: _____</p>
9	Materials/equipment	Computer, internet connection, European and national statistics on public wooden buildings, education, research and business data, learning modules, best practice examples of wooden construction projects.
10	Who runs the activity	<p><input type="checkbox"/> a person X an organization/institution</p> <p><input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise</p> <p><input type="checkbox"/> an NGO <input type="checkbox"/> other</p>
11	Benefits and results	a. The participants (students and teachers) increased their knowledge, motivation and obtained a wider view of today's rapidly growing environmental problems faced in our planet, e.g. green-house gas emissions, carbon and ecological

		<p>footprint, climate change as a background to explain why the use of wood in public buildings is important for the future world-wide construction industry.</p> <p>Teaching staff of universities enhanced their competences on innovative module development and teaching strategies, by taking part in intensive trainings, workshops, and development of intellectual outputs.</p> <p>b. HEIs have the opportunity to educate new professionals, who will be able to apply their knowledge and contribute to the design, construction and management of sustainable public wooden buildings. Stakeholders, e.g. professional associations, building entrepreneurial associations and private companies were involved in the process of definition of the new professional profile, development of the new module and teaching materials. By sharing innovative knowledge to all stakeholders' groups, the project promoted an idea of sustainable construction in wood to wider society.</p> <p>results:</p> <ul style="list-style-type: none"> -database on wooden public buildings -E-learning course on "design, construction and management of wooden public buildings" -handbook on "design, construction and management of wooden public buildings" -learning course for students in UK -study of best practices on design, construction of wooden public buildings -international Market report on wooden public buildings -comparison of educational system - selection of structural system for wooden public buildings: multiple criteria approach -BSc/BA module/elective element "Design, Construction and Management of Wooden Public Buildings" is available at e-learning course.
12	Relevance for the TREE Project	<p>The project "Sustainable Public Buildings Designed and Constructed in Wood" is relevant for the TREE project because it addresses some horizontal priorities stated in European reports, in a more specific way the theme of wood, focused on wooden public buildings.</p> <p>The TREE project can benefit from the research and the findings of the project, as well as from the analysis of the international market report and the database on wooden public buildings.</p>
13	Website E-mail Other contact info	<p>https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-LT01-KA203-046963</p>

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Third GP: “CIRcular Economy through Integrated Learning in VET: CIRCLE”

1	Title	“CIRCular Economy through Integrated LEarning in VET: CIRCLE”
2	Country	Lithuania, Spain, UK, Italy, Turkey
3	How is/was it promoted?	Within the framework of ERASMUS + Strategic Partnerships for vocational education and training
4	Context of implementation	X large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	The “CIRCular economy though integrated LEarning in VET”, has been developed to support trainers in vocational training, introduce the concepts of the circular economy to students in the tourism, transport and agricultural sectors.
6	Description	<p>a. The activity was relevant to the topic of</p> <p>X circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>b. Main Steps</p> <p>The project (Nº: 2019-1-LT01-KA202-060517) involved 5 qualified partners from different fields and coming from 5 countries (LT, TK, IT, ES, UK).</p> <p>The coverage of the project is extensive: it outlines a circle path that crosses Europe reflecting its diversity: starting from Lithuania (VET provider), passing through Turkey (Chamber of Commerce), Italy (social communication and training research SME) and Spain (language training SME) it arrives to UK (Higher Education Institute).</p> <p>The key words of the CE: share, repair, recycle, reuse and remanufacturing should become familiar to all of us and reshape our way of thinking. In this context education plays a crucial role: by the VET system and by the medium of the professionals operating within the system, it is possible to contribute to mainstream the principles of the CE and help people to reshape their way of living and working.</p> <p>Within this framework, the project aims to create a series of tool kits for teachers, trainers, mentors and other professionals operating within the VET system to</p>

		<p>support them in promoting the CE knowledge among learners, spreading the CE principles from bottom to top and from top to bottom.</p> <p>The project goal is to approach the topic breaking down the traditional barriers between disciplines, integrating the topic of CE into existing VET curricula (the project will target the following sectors: tourism related services and other economic activities, agriculture and transport) and making it a mainstreaming element widely testing the strategy in five countries in Europe.</p>
7	Implementati on choices	<ul style="list-style-type: none"> a. Project direct target group: VET teachers, trainers, VET students. b. Stakeholders: business sector. c. Project duration: 01-10-2019 - 31-05-2022. d. Number of sessions/activities: prepared 37 interactive online learning units. e. Teaching methodology: online learning units can be used for self-directed learning and also as the material can be used by VET teachers with students. f. Type of assessment and tools used to identify benefits: google forms was used to create evaluation questionnaire of learning material, it is available in the project website Training section. The evaluation involves: quality of the material content, usability of material for student and for organization, interactivity of the exercises, gained knowledge, skills and attitudes applicability within the workplace, usability of the website. <p>The learning units materials provided in project website include (a) a presentation in powerpoint suitable for downloading and adapting to training needs, (b) an interactive version of the power point (H5P tool), (c) an interactive question exercise made with H5P tool and (d) a learning plan for use with vocational students (pdf).</p> <p>Readiness tool is a quiz to test your knowledge (H5P tool).</p> <p>H5P tool was used to create interactive quizzes, that engages learners more into learning process.</p> <p>Generic Training section online recourses has units:</p> <p>Unit 1A. Intense Use of Resources</p> <p>Unit 1B. Linear versus Circular Economy Models</p> <p>Unit 2A. Business Case for Resource Efficiency</p> <p>Unit 2B. EU and Circular Economy</p> <p>Unit 3A. Business Models for Circular Economy</p> <p>Unit 3B. Implementation, Barriers and Overcoming Challenges</p>

		<p>Agriculture and the Circular Economy section online recourses has units:</p> <p>Unit 11A. Closing the Nutrient Loop</p> <p>Unit 11B. Precise and Rational Use of Herbicides and Pesticides</p> <p>Unit 12A. Avoiding Food Waste from the Origin</p> <p>Unit 12B. Handling Food Waste from the Origin</p> <p>Unit 13A. Non-natural Waste Management in Agriculture</p> <p>Unit 13B. Adding Value to Organic Waste</p> <p>Unit 14A. Reduction of Agricultural Carbon Footprint</p> <p>Unit 14B. Carbon Capture and Sequestration in Agriculture</p> <p>Tourism Training section online recourses has units:</p> <p>Unit 4A. Tourism Accommodation and Food</p> <p>Unit 4B. Tourism Accommodation and Food</p> <p>Unit 5A. Tourism Transport</p> <p>Unit 5B. Tourism Transport</p> <p>Unit 6A. Sustainable Event Management</p> <p>Unit 6B. Sustainable Event Management</p> <p>Unit 7A. Sustainable Places of Interest</p> <p>Unit 7B. Sustainable Places of Interest</p> <p>Transport Training section online recourses has units:</p> <p>Unit 8A. Circular Economy in Logistics</p> <p>Unit 8B. IT Applications in the logistics</p> <p>Unit 8C. Urban & Integrated Freight</p> <p>Unit 9A. Transport – Movement of People</p> <p>Unit 9B. Transport – Movement of People</p> <p>Unit 10A. CE Innovations in Vehicle Components</p> <p>Unit 10B. Electric Vehicles and Hydrogen Vehicles</p> <p>Construction Training section online recourses has units:</p>
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8	Green skills targeted by the good practice	<p><i>A) theoretically</i></p> <p><i>B) practically</i></p> <p><input type="checkbox"/> Creative problem-solving A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Forward-thinking A X B <input type="checkbox"/></p> <p>X Monitoring skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Analytical skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Management skills A X B <input type="checkbox"/></p> <p>X Impact quantification skills A X B <input type="checkbox"/></p> <p>X Life-cycle management skills A X B <input type="checkbox"/></p> <p>X Lean production skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Maintenance and repair skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Science skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Waste management skills (agriculture) A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Environmental auditing skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Ecosystem management skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Pollution prevention skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Eco-Design skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Other, please, specify:</p> <p>X Resource efficiency A X B <input type="checkbox"/></p> <p>X Sustainable event management A X B <input type="checkbox"/></p> <p>X Tourism transport A X B <input type="checkbox"/></p>

		<p>X Adding value to organic waste A X B <input type="checkbox"/></p> <p>X Reverse logistics system A X B <input type="checkbox"/></p> <p>X Reduction of agriculture carbon footprint A X B <input type="checkbox"/></p>
9	Materials/equipment	Computer, internet connection, project website, learning units.
10	Who runs the activity	<p>X a person X an organisation /institution</p> <p><input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise</p> <p><input type="checkbox"/> an NGO X other <i>VET teachers, trainers</i></p>
11	Benefits and results	<p>a. The project aims at providing VET teachers and trainers, VET students with online ready-made materials to be used for transmitting contents related to circular economy, the CIRCLE website provides learning resources specific to tourism, transport, agriculture and construction.</p> <p>Learning units can be used for self-directed learning and also used by VET teachers in learning sessions with students.</p> <p>Results: readiness tool, 37 interactive online learning units, evaluation tool.</p> <p><u>Note: the project is not over, not all the material are placed on the website, for example – analysis, case studies, etc.</u></p>
12	Relevance for the TREE Project	<p>Projects are complementary, given the fact that the TREE project is concentrated on plastic, agrifood and wood sectors, while CIRCLE addressed topics: general CE, tourism, agriculture, transport, construction.</p> <p>Circle project goals reached could represent a starting point for the TREE project, that addressed in a more specific way the theme of Circular Economy and sustainable development education.</p> <p>The TREE project can benefit from the example of online training resources technical implementation while creating a TREE training program: “Micro-learning” lessons of information, that can be taught by teachers and assimilated by students at any time.</p>
13	Website E-mail Other contact info References	https://circlelearning.eu/

1	Title	Greening the Business: Green Business management trainings
2	Country	Lithuania, France, Bulgaria, Italy, Slovenia
3	How is/was it promoted?	within the framework of a European project
4	Context of implementation	<input checked="" type="checkbox"/> large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	The main aim of the project is to contribute to the improvement of the entrepreneurial culture and employee initiative in support of sustainable growth, to develop the green business knowledge and skills and enriched green business training.
6	Description	<p>a. The activity was relevant to the topic of</p> <p><input type="checkbox"/> circular economy (CE), <input checked="" type="checkbox"/> education for sustainable development (ESD), or</p> <p><input type="checkbox"/> both CE and ESD</p> <p>b. Main Steps</p> <p>Project Reference: 2015-1-FR01-KA204-015377</p> <p>The project GreenB provides educational material and training on green business implementation, concerning different topics: green building design and green cities, green business decision-making, energy management, circular economy, eco-labels, environmental management systems, waste and recycling management, co-innovation, corporate social responsibility, green marketing, green procurement and supply chain management.</p> <p>The outputs of the project are:</p> <ol style="list-style-type: none"> 1. a Tool-kit of innovation methods for greening the business. 2. a green business training package (to be planned and tested, 11 modules) which develops the entrepreneurs' and employees' skills to deal with future changes in the environment field. 3. an Internet Platform for Distance Teaching and Learning which provides a learning environment for green business. 4. Contribute to integration of green business training into European curricula. <p>Any specific theories, which the practice was based on:</p>

		GreenB emphasised the benefits of voluntary approaches to environmental protection policies, and especially environmental management systems according to the international standards ISO 14001 and EMAS.
7	Implementation choices	<p>a. The target group consists of entrepreneurs and employees, and managers, trainers in educational institutions providing training and education programmes in the field of green business.</p> <p>b. Other relevant actors collaborating in the project are: representatives of local, regional and national authorities, employer associations, trade unions, labor offices, representatives from universities and vocational and educational Training Centres.</p> <p>c. Duration: September 2015 – September 2017</p> <p>d. Number of sessions/activities: NA</p> <p>e. Teaching methodology, if applicable</p> <p>The method for the implementation of the course includes various approaches from lectures, case studies, discussions and best practices of several companies.</p> <p>The material created will be available online, including specific practical examples, developed management plan, case studies, etc. The online material consists of lessons, useful links with simulations and calculations, assignments to solve with the learners' groups.</p> <p>The project also offered practical experiences and workshops to produce a business idea and a business plan based on the issues for each training module developed.</p> <p>The training methodology consists of both distance learning and face-to-face training. The modules are developed as a Moodle course, structured in sessions.</p> <p>f. Type of assessment and tools used to identify the benefits</p> <p>The following tools were used for the evaluation of Greening the Business, starting from the very beginning of the creation of the project to the identification of benefits: needs analysis survey, focus groups, identification of good practices. In addition, educational materials were developed based on the results of the survey, curriculum feasibility assessment, and consultation with key stakeholders to verify the usefulness and sustainability of the objectives produced. Focus group participants in all countries provided positive feedback on the research results and shared more general and recommendations about the training content that is presented in the reports of the project.</p>
8	Green skills targeted by the good practice	<p>A) <i>theoretically</i></p> <p>B) <i>practically</i></p> <p>X Creative problem-solving A x B x</p>

		<p>X Forward-thinking A x B <input type="checkbox"/></p> <p><input type="checkbox"/> Monitoring skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Analytical skills A x B <input type="checkbox"/></p> <p>X Management skills A x B x</p> <p><input type="checkbox"/> Impact quantification skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Life-cycle management skills A x B <input type="checkbox"/></p> <p>X Lean production skills A x B <input type="checkbox"/></p> <p><input type="checkbox"/> Maintenance and repair skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Science skills A x B <input type="checkbox"/></p> <p>X Waste management skills A x B x</p> <p>X Environmental auditing skills A x B <input type="checkbox"/></p> <p><input type="checkbox"/> Ecosystem management skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p>X Pollution prevention skills A x B <input type="checkbox"/></p> <p><input type="checkbox"/> Eco-Design skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Other, please, specify: _____</p>
9	Materials/e quipment	computer, internet connection, best practices for each country.
10	Who runs the activity	<p><input type="checkbox"/> a person <input type="checkbox"/> an organization/institution</p> <p>X a VET school X a company/enterprise</p> <p><input type="checkbox"/> an NGO <input type="checkbox"/> other</p>
11	Benefits and results	<p>GreenB has worked to provide a practical approach to promote sustainable eco-friendly behaviours and to add an essential environmental sensitivity to working life, helping to bring the business world closer to the concept of sustainability. GreenB will help make European companies more ecological but also more efficient, showing that Green Economy brings benefits to the environment as well as to business.</p> <p>Participants identified the following major benefits of greening the business : cost savings, energy consumption reduction, emission reduction, waste reduction, employee motivation, customer loyalty, compliance with the legal requirements.</p> <p>Results:</p> <p>Summary report on training needs assessment GreenB (O1)</p> <p>Methodology (Roadmap) for Green business training Development (O2)</p>

		<p>Green B Final Conference in Lyon</p> <p>GreenB Curriculum Prototype</p> <p>Project flyers</p> <p>Curriculum of Green Business Management Training Course - Slovenian and english</p> <p>User guide for users of Moodle e-learning platform</p> <p>Curriculum of Green Business Management Training Course - all language</p> <p>Project Newsletters in all language</p> <p>Project Brochure</p> <p>Methodology for Needs Identification and Needs Assessment</p> <p>Guide to perform pilot testing</p> <p>Curriculum of Green Business Management Training Course - Italian</p> <p>Roll-up GreenB</p> <p>GreenB Course Catalogue - all language</p> <p>GreenB E-learning platform</p>
12	Relevance for the TREE Project	<p>The GreenB project is relevant for the TREE project because they both develop some European priorities in the topic of sustainable economy, although in a different way. This project GreenB addressed topics related to green economy, eco-innovations, waste and recycling management, environmental management systems, green marketing and green building design and green cities. It's important to have in mind the development of these themes in the business, enterprises and companies' world.</p> <p>The TREE project can benefit from the research and results of the GreenB project, as well as from the analysis of the good practices, and the priorities of each country involved, and the photographs of the countries partners in the field of the green economy, with statistics and results of the focus groups.</p>
13	Website E-mail Other contact info References	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-FR01-KA204-015377

1	Title	Together for Sustainable School
2	Country	Lithuania, Cyprus, Germany
3	How is/was it promoted?	- within the framework of a European project (funded by The European Climate Initiative (EUKI)).
4	Context of implementation	X large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	To encourage young people to take action for a more sustainable future, it is essential that teachers make sustainability issues an integral part of their curricula.
6	Description	<p>a. The activity was relevant to the topic of</p> <p><input type="checkbox"/> circular economy (CE), X education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>b. Main Steps</p> <p>Working with both teachers and young people towards the same objective, the project employs a comprehensive approach on sustainability education and thus encourages lasting change.</p> <p>The project consists of two main parts. The first one focuses on the teachers: the project provides them with a practical guide on how to include sustainability topics into their everyday school curriculum. Furthermore, it supports teachers in implementing the guide and adapting it for their individual work. Such training is intended for 330 teachers in Lithuania.</p> <p>Results:</p> <ol style="list-style-type: none"> 1. Methodological material (practical guide on how to include sustainability topics into their everyday school curriculum). 2. Training for the Sustainable Development Ambassadors 3. Training for teachers to rise competences on ESD 4. Summer camps with the Sustainable Development Ambassadors 5. informative and interactive events in 30 schools
7	Implementation choices	<p>a. Target groups: Secondary school teachers, education / training professionals and students.</p> <p>c. Duration: 10/20 – 06/22</p> <p>d. Number of sessions/activities:</p>

		<ol style="list-style-type: none"> 1. Creation of practical guide on how to include sustainability topics into their everyday school curriculum) based on UNESCO Framework for the implementation of Education for Sustainable Development (ESD) 2. Training for the Sustainable Development Ambassadors 3. Training for teachers on Education for Sustainable Development (implemented online, due to COVID 19 pandemic restrictions) 4. Summer camps with the Sustainable Development Ambassadors 5. Informative and interactive events in 30 schools 6. Ready-made lessons plan for teacher will be accessible online. <p>Project activities included:</p> <ul style="list-style-type: none"> – 30 schools in the country, – 600 teachers, – 2000 Lithuanian students and 1500 young people in other countries. <p>e. Teaching methodology, if applicable</p> <p>Practical guide on how to include sustainability topics into their everyday school curriculum (not online yes, due to final corrections), problems-based learning.</p> <p>f. Type of assessment and tools used to identify the benefits: (no records online)</p> <p>Educational experts review the practical guide with comments and feedback to creators.</p>																																	
8	Green skills targeted by the good practice	<p><i>A) theoretically</i></p> <p><i>B) practically</i></p> <table> <tr> <td><input type="checkbox"/> Creative problem-solving</td><td>A X</td><td>B X</td></tr> <tr> <td><input type="checkbox"/> Forward-thinking</td><td>A X</td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Monitoring skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Analytical skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Management skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td><td>A X</td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Lean production skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Maintenance and repair skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Science skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Waste management skills</td><td>A X</td><td>B <input type="checkbox"/></td></tr> </table>	<input type="checkbox"/> Creative problem-solving	A X	B X	<input type="checkbox"/> Forward-thinking	A X	B <input type="checkbox"/>	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Analytical skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Life-cycle management skills	A X	B <input type="checkbox"/>	<input type="checkbox"/> Lean production skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Maintenance and repair skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Science skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Waste management skills	A X	B <input type="checkbox"/>
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		<input type="checkbox"/> Environmental auditing skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Ecosystem management skills A X B <input type="checkbox"/> <input type="checkbox"/> Pollution prevention skills A X B <input type="checkbox"/> <input type="checkbox"/> Eco-Design skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Other, please, specify: _____
9	Materials/equipment	UNESCO documents on Education for Sustainable Development, internet connection, developed practice guide for teachers, location for summer camp, all organizational equipment to organize summer camp.
10	Who runs the activity	<input type="checkbox"/> a person X an organization/institution <input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input type="checkbox"/> an NGO <input type="checkbox"/> other
11	Benefits and results	<p>a. The benefits of this best practice for the target groups: Teachers raised their knowledge about on Education for Sustainable Development and how to adopt this material in curricula.</p> <p>b. Community/social/economic impact: Trained Sustainable Development Ambassadors Camp provides 60 young people from Lithuania, Cyprus, and Germany are enabled to initiate climate initiatives for their local communities.</p>
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors (plastic, agrifood, wood)</p> <p>Yet could not be defined, because the practical guide and ready-made lessons are not online.</p> <p>Project can complement TREE project providing ESD practices guide for teachers and ready-made lessons for teachers' examples.</p> <p>b. Involves micro- and project-based learning practices</p> <p>problem based learning practices</p>
13	Website E-mail Other contact info References	<p><i>Any references listed, should be cited by using the APA referencing style</i></p> <p>https://www.euki.de/en/euki-projects/sustainable-school/</p> <p>https://lvjc.lt/EUKI/#EUKI_komanda</p>

Good Practices by Kedainiai Vocational Educational Training Centre (Lithuania)

First GP: Formation of environmental values in vocational education

1	Title	Formation of environmental values in vocational education
2	Country	Lithuania, Austria, Germany, Spain
3	How is/was it promoted?	- within the framework of a European project (Leonardo da Vinci mobility project)
4	Context of implementation	X large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	To improve the competencies of specialists participating in vocational training, which are necessary for the formation of students' environmental values.
6	Description	<p>a. The activity was relevant to the topic of</p> <p><input type="checkbox"/> circular economy (CE), X education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>b. Main Steps</p> <p>During the project visits, the vocational training specialists of Kėdainiai VETC, Kelmė VETC, Kaunas Food Industry and Trade Training, Daugai Technology and Business School will get acquainted with the strategies for reducing the consumption of environmental material resources in vocational training in the EU countries; will evaluate the experience of the partners in the development of the system of interaction between vocational training and environmental requirements and will apply the acquired knowledge in their work by updating the content of vocational training programs (car mechanic, construction finisher, chef-waiter);</p> <p>Project participants also gained good experience in the participation of production and service companies in vocational training to ensure minimal impact on the environment; good practice in active teaching / learning methods related to practice and real life and apply it in vocational training.</p>
7	Implementation choices	<p>a. Target groups: VET teachers</p> <p>b. Other participants in the activity, besides the promoter and the target groups: did not participate</p> <p>c. Duration: 01-09-2013 – 30-06-2014</p> <p>d. Number of sessions/activities: different activities connected with project topic</p> <p>e. Teaching methodology, if applicable: not described</p>

		f. Type of assessment and tools used to identify the benefits: not described
8	Green skills targeted by the good practice	<p>A) <i>theoretically</i></p> <p>B) <i>practically</i></p> <p><input type="checkbox"/> Creative problem-solving A <input type="checkbox"/> B X</p> <p><input type="checkbox"/> Forward-thinking A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Monitoring skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Analytical skills A <input type="checkbox"/> B X</p> <p><input type="checkbox"/> Management skills A <input type="checkbox"/> B X</p> <p><input type="checkbox"/> Impact quantification skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Life-cycle management skills A <input type="checkbox"/> B X</p> <p><input type="checkbox"/> Lean production skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Maintenance and repair skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Science skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Waste management skills A <input type="checkbox"/> B X</p> <p><input type="checkbox"/> Environmental auditing skills A <input type="checkbox"/> B X</p> <p><input type="checkbox"/> Ecosystem management skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Pollution prevention skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Eco-Design skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Other, please, specify: _____</p>
9	Materials/equipment	computer, internet connection, VET institutions facilities and equipment for different professions.
10	Who runs the activity	<p><input type="checkbox"/> a person X an organization/institution</p> <p><input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise</p> <p><input type="checkbox"/> an NGO <input type="checkbox"/> other (<i>please, describe</i>)</p>
11	Benefits and results	a. The benefits of this best practice for the target groups: Project results: updated general and professional competencies of 18 vocational training specialists; updated content of vocational training programs for fitters, car technicians, logistics-forwarders, waiters-bartenders, cooks, including training materials for the rational

		<p>use of material resources; information stand "Waste Management Rules", an information event on the experience gained during the project.</p> <p>b. Community/social/economic impact:</p> <p>Mobilities helped project participants to better evaluate the content of vocational training programs and introduce the experience of integration of environmental education into vocational training. Project results were presented to the local communities.</p>
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors: Formation of environmental values in vocational education <i>is related to the TREE project because the circular economy and sustainable development principles are transferred for the future bartenders, cooks which represent agrifood sector.</i></p> <p>b. Involves micro- and project-based learning practices:</p> <p>Mobility participants prepared small-scale teaching material according to the project topic.</p>
13	Website E-mail Other contact info References	https://www.prc.kedainiai.lm.lt/2014-m/

Second GP: Educate an eco-person

1	Title	"Educate an eco-person"
2	Country	Lithuania, Poland
3	How is/was it promoted?	- within the framework of a European project
4	Context of implementation	<input type="checkbox"/> large city X small city <input type="checkbox"/> village
5	Goals of the activity	<p>To develop the ecological values of Lithuanian and Polish youth, to promote cultural dialogue, cognition and tolerance among young people.</p> <p>to strengthen the role of the younger generation in shaping a nature-friendly lifestyle;</p>

		<p>to encourage young people and those working with young people to take joint action to develop ecological awareness;</p> <p>to help Lithuanian and Polish youth to solve ecological problems relevant to both countries through cooperation;</p> <p>to help young people acquire knowledge of cultural awareness, develop the skills and attitudes needed to understand, accept, respect and participate in the transmission of cultural values created by different nations;</p> <p>to help young people work together to develop social competences.</p>															
6	Description	<p>a. The activity was relevant to the topic of</p> <p><input type="checkbox"/> circular economy (CE), X education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>b. Main Steps</p> <p>During the project, interviews and discussions took place between the members of the target group. Each day, participants analysed the day's activities with the help of various activities, games, or conversations. During the project, participants created video reports on the ecological problems of the project partner regions. The exhibition "The Second Life of Things" was organized. A cultural evening of Lithuania and Poland was organized. An excursion to the Šiauliai Region Waste Management Centre was organized.</p> <p>c. Any specific theories, which the practice was based on</p>															
7	Implementation choices	<p>a. Target groups: VET schools' students from Lithuania and Poland, schools' communities</p> <p>b. Other participants in the activity, besides the promoter and the target groups: did not participate</p> <p>c. Duration: 01-09-2016 – 30-06-2017</p> <p>d. Number of sessions/activities: different activities connected with project topic</p> <p>e. Teaching methodology, if applicable: not described</p> <p>f. Type of assessment and tools used to identify the benefits: not described</p>															
8	Green skills targeted by the good practice	<p><i>A) theoretically</i> <i>B) practically</i></p> <table> <tr> <td><input type="checkbox"/> Creative problem-solving</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Forward-thinking</td> <td>A X</td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Monitoring skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Analytical skills</td> <td>A X</td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Management skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> </table>	<input type="checkbox"/> Creative problem-solving	A <input type="checkbox"/>	B X	<input type="checkbox"/> Forward-thinking	A X	B <input type="checkbox"/>	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Analytical skills	A X	B <input type="checkbox"/>	<input type="checkbox"/> Management skills	A <input type="checkbox"/>	B X
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<input type="checkbox"/> Analytical skills	A X	B <input type="checkbox"/>															
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		<input type="checkbox"/> Impact quantification skills A <input type="checkbox"/> B X <input type="checkbox"/> Life-cycle management skills A X B <input type="checkbox"/> <input type="checkbox"/> Lean production skills A X B <input type="checkbox"/> <input type="checkbox"/> Maintenance and repair skills A <input type="checkbox"/> B X <input type="checkbox"/> Science skills A X B <input type="checkbox"/> <input type="checkbox"/> Waste management skills A X B <input type="checkbox"/> <input type="checkbox"/> Environmental auditing skills A X B <input type="checkbox"/> <input type="checkbox"/> Ecosystem management skills A X B <input type="checkbox"/> <input type="checkbox"/> Pollution prevention skills A X B <input type="checkbox"/> <input type="checkbox"/> Eco-Design skills A X B <input type="checkbox"/> <input type="checkbox"/> Other, please, specify: _____
9	Materials/equipment	Paper and plastic waste, other materials suitable to complete project activities.
10	Who runs the activity	<input type="checkbox"/> a person X an organization/institution <input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input type="checkbox"/> an NGO <input type="checkbox"/> other (<i>please, describe</i>)
11	Benefits and results	<p>a. The benefits of this best practice for the target groups Through this project, young people from the project partner countries will get to know the culture of the neighboring countries, interact with young people from different cultural backgrounds. Working in groups, gathering information about ecological problems and ways to solve them in their regions, together they performed various practical tasks, participated in the campaign, presented their collected information and materials to each other. Working together resulted in students communicating and collaborating, getting to know each other, and being able to share work and responsibilities. During the project activities, young people had the opportunity to get to know each other, to understand cultural, communication differences and similarities, which will contribute to their tolerance, respect, understanding and recognition of diversity.</p> <p>b. Community/social/economic impact The local community was directly involved in the project activities: presentations of video reports, presentation of clothing models from secondary raw materials, during which the local community got acquainted with the ecological problems of the region and possible solutions. The local community also got to know about the project and the ecological problems it solves during the dissemination of the project.</p>
12	Relevance for the TREE Project	a. Related to one or more of the priority sectors

		<p>Project is related to plastic and wood sectors as it promotes the second use of plastic and paper waste, also it promotes green thinking as a whole.</p> <p>b. Involves micro- and project-based learning practices</p> <p>The project is relevant for the TREE project because it addresses the topic of sustainable development and second use of the materials.</p>
13	<p>Website</p> <p>E-mail</p> <p>Other contact info</p> <p>References</p>	<p>https://www.prc.kedainiai.lm.lt/2016-m/</p>

Third GP: Eco-school

1	Title	„EcoSchool“
2	Country	Lithuania, Poland, Spain
3	How is/was it promoted?	- within the framework of a European project: Erasmus+ KA210-SCH Small scale partnerships in the school education sector.
4	Context of implementation	<input type="checkbox"/> large city X small city <input type="checkbox"/> village
5	Goals of the activity	<p>Objectives:</p> <ul style="list-style-type: none"> • shaping ecological sensitivity in preschool children and students of primary and secondary schools; • shaping a sense of the responsibility for local changes in the environment caused by humans; • making preschool children and primary and secondary school students aware of the problem of packaging and shaping conscious choices; • providing support to preschool children and primary and secondary school students with fewer opportunities, struggling with social barriers, geographical areas; • increasing the knowledge of English and knowledge about diversity in EU countries.
6	Description	<p>a. The activity was relevant to the topic of</p> <p><input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or X both CE and ESD</p> <p>b. Main Steps:</p>

		<p>Developing a scenario of environmental events that will be implemented locally in kindergartens, in cooperation with foreign partners and which will aim to develop environmental skills; coordinating an ecological tournament in kindergartens with prizes, which will be the culmination of the preceding events environmental events, participation in 3 meetings of international partners (including 1 as a host); implementation of the project results into practice and ensuring their durability over time; managing the entire project and implementing its results and disseminating; providing institutional and human resources in the field of the project; creating a project team.</p> <p>c. Any specific theories, which the practice was based on:</p>																								
7	Implementat ion choices	<p>a. Target groups: The staff of schools operating in the field of school education, including teachers, management, other non-didactic staff involved in the strategic development of the schools.</p> <p>b. Other participants in the activity, besides the promoter and the target groups: pre-school, primary and high school students.</p> <p>c. Duration: 01-02-2022 – 31-01-2023</p> <p>d. Number of sessions/activities: development of a scenario and implementation of environmental events; ecological tournament in high schools; 3 international project meetings; project management and implementation of its results; dissemination.</p> <p>e. Teaching methodology, if applicable: not described</p> <p>f. Type of assessment and tools used to identify the benefits: not described</p>																								
8	Green skills targeted by the good practice	<div><div>A) <i>theoretically</i> B) <i>practically</i></div><table><tr><td><input type="checkbox"/> Creative problem-solving</td><td>A <input type="checkbox"/> B X</td></tr><tr><td><input type="checkbox"/> Forward-thinking</td><td>A X B X</td></tr><tr><td><input type="checkbox"/> Monitoring skills</td><td>A X B X</td></tr><tr><td><input type="checkbox"/> Analytical skills</td><td>A X B <input type="checkbox"/></td></tr><tr><td><input type="checkbox"/> Management skills</td><td>A <input type="checkbox"/> B X</td></tr><tr><td><input type="checkbox"/> Impact quantification skills</td><td>A X B <input type="checkbox"/></td></tr><tr><td><input type="checkbox"/> Life-cycle management skills</td><td>A X B <input type="checkbox"/></td></tr><tr><td><input type="checkbox"/> Lean production skills</td><td>A X B <input type="checkbox"/></td></tr><tr><td><input type="checkbox"/> Maintenance and repair skills</td><td>A X B <input type="checkbox"/></td></tr><tr><td><input type="checkbox"/> Science skills</td><td>A X B <input type="checkbox"/></td></tr><tr><td><input type="checkbox"/> Waste management skills</td><td>A X B <input type="checkbox"/></td></tr><tr><td><input type="checkbox"/> Environmental auditing skills</td><td>A X B <input type="checkbox"/></td></tr></table></div>	<input type="checkbox"/> Creative problem-solving	A <input type="checkbox"/> B X	<input type="checkbox"/> Forward-thinking	A X B X	<input type="checkbox"/> Monitoring skills	A X B X	<input type="checkbox"/> Analytical skills	A X B <input type="checkbox"/>	<input type="checkbox"/> Management skills	A <input type="checkbox"/> B X	<input type="checkbox"/> Impact quantification skills	A X B <input type="checkbox"/>	<input type="checkbox"/> Life-cycle management skills	A X B <input type="checkbox"/>	<input type="checkbox"/> Lean production skills	A X B <input type="checkbox"/>	<input type="checkbox"/> Maintenance and repair skills	A X B <input type="checkbox"/>	<input type="checkbox"/> Science skills	A X B <input type="checkbox"/>	<input type="checkbox"/> Waste management skills	A X B <input type="checkbox"/>	<input type="checkbox"/> Environmental auditing skills	A X B <input type="checkbox"/>
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9	Materials/equipment	Computer, internet connection, project website, intellectual results of the project.
10	Who runs the activity	<input type="checkbox"/> a person <input type="checkbox"/> an organization/institution X a VET school <input type="checkbox"/> a company/enterprise X an NGO <input type="checkbox"/> other (<i>please, describe</i>)
11	Benefits and results	<p>a. The benefits of this best practice for the target groups: Raising the level of ecological awareness and shaping ecological attitudes of the society through promoting the principles of sustainable development is one of the most significant positively factors affecting the current and future state of natural resources (including air, water, soil, diversity biological), functions of ecosystems (including forest, water, mountain and agricultural) as well as the quality of the surrounding environment (e.g. in connection with the areas of: waste management, energy efficiency, adaptation to climate change, mitigation measures, development of low-emission energy sources). Environmental education (already from an early age) is a basic condition for changing social practices towards a sustainable model consumption. Therefore, we believe that many different initiatives on this subject are needed to shape this awareness the youngest, so that they would be the carriers of changes in the direction of sustainable development.</p> <p>b. Community/social/economic impact: A series of environmental events that will be carried out locally in kindergardens, primary schools and high schools in cooperation with foreign partners and which will aim to develop environmental skills; an environmental tournament with prizes, which will be the culmination of the preceding events on ecological issues; all kinds of works by children and students, created as part of the project.</p>
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors</p> <p>Shaping environmental sensitivity in preschool, primary and secondary school children; shaping the sense of responses to local changes in man-made reviews, - making preschool children, school and high school students aware of recycling of plastic bottles and other waste materials.</p> <p>b. Involves micro- and project-based learning practices: Not explained.</p>
13	Website E-mail	https://www.prc.kedainiai.lm.lt/veikla/projektai2021/Projektas%20Nr.%202021-1-PL01-KA210-SCH-000032401%20%E2%80%9EEcoShool%E2%80%9C%20%28Ekologin%C4%97%20mokykla%29.pdf

	Other contact info	
	References	

Fourth GP: Think green, act European

1	Title	"Think green, act European"
2	Country	Lithuania, Turkey, Romania and Estonia
3	How is/was it promoted?	- within the framework of a European project
4	Context of implementat ion	<input type="checkbox"/> large city X small city <input type="checkbox"/> village
5	Goals of the activity	<p>The aim of the project is to contribute to the development of ecological values of young people in Lithuania, Turkey, Romania and Estonia through non-formal education, to promote cultural dialogue, cognition and tolerance among young people.</p> <p>The main goal of the project will be pursued through the following tasks:</p> <ul style="list-style-type: none"> • to strengthen the role of young people in shaping a nature-friendly lifestyle; • to help young people work together to address environmental issues of concern to all countries involved in the project; • to help young people acquire knowledge of cultural awareness, develop the skills and attitudes needed to understand, accept, respect and participate in the transmission of cultural values created by different nations; • to help young people improve their social competences; • to build friendships between young people from different social and cultural backgrounds.
6	Description	<p>a. The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or X both CE and ESD</p> <p>b. Main Steps</p> <p>Youth groups from Lithuania, Turkey, Romania and Estonia collected information on the ecological situation on their own in a residential area, creatively offering solutions to ecological problems, presented the information to each other during the youth exchange in Lithuania. Organization of an advance planning visit. Carrying</p>

		<p>out a pre-planning visit in Kėdainiai, Lithuania. Selection of project participants. Preparation of participants in youth exchanges. Practical preparation for youth exchanges. The project involved 28 young people and 6 group leaders from Lithuania, Estonia, Turkey and Romania.</p> <p>c. Any specific theories, which the practice was based on:</p>																																										
7	Implementation choices	<p>a. Target groups: Young people from project partner countries, schools' communities</p> <p>b. Other participants in the activity, besides the promoter and the target groups: did not participate</p> <p>c. Duration: 01-02-2017 – 30-09-2017</p> <p>d. Number of sessions/activities: different activities connected with project topic</p> <p>e. Teaching methodology, if applicable: not described</p> <p>f. Type of assessment and tools used to identify the benefits: not described</p>																																										
8	Green skills targeted by the good practice	<p><i>A) theoretically</i> <i>B) practically</i></p> <table> <tr> <td><input type="checkbox"/> Creative problem-solving</td> <td>A X</td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Forward-thinking</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Monitoring skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Analytical skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Management skills</td> <td>A X</td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td> <td>A X</td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Lean production skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Maintenance and repair skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Science skills</td> <td>A X</td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Waste management skills</td> <td>A X</td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Environmental auditing skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Ecosystem management skills</td> <td>A X</td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Pollution prevention skills</td> <td>A X</td> <td>B X</td> </tr> </table>	<input type="checkbox"/> Creative problem-solving	A X	B X	<input type="checkbox"/> Forward-thinking	A <input type="checkbox"/>	B X	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Analytical skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Management skills	A X	B X	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Life-cycle management skills	A X	B X	<input type="checkbox"/> Lean production skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Maintenance and repair skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Science skills	A X	B X	<input type="checkbox"/> Waste management skills	A X	B X	<input type="checkbox"/> Environmental auditing skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Ecosystem management skills	A X	B <input type="checkbox"/>	<input type="checkbox"/> Pollution prevention skills	A X	B X
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		<input type="checkbox"/> Eco-Design skills A X B X <input type="checkbox"/> Other, please, specify: _____
9	Materials/equipment	Waste paper, paperboard and other materials suitable for use in the manufacture of clothing.
10	Who runs the activity	<input type="checkbox"/> a person X an organization/institution X a VET school <input type="checkbox"/> a company/enterprise <input type="checkbox"/> an NGO <input type="checkbox"/> other (<i>please, describe</i>)
11	Benefits and results	<p>a. The benefits of this best practice for the target groups Project participants deepened their knowledge during the exchange on waste sorting, secondary raw materials, learned to use them to create clothing models, various items and logic games. The young people created an ecological Flash Mob, organized a cultural evening, and all this developed their intercultural competences, ensured dialogue between different cultures, encouraged young people to take more interest in and respect the traditions and customs of one's own and other countries. Project activities contributed to the development of young people's citizenship, broadening their horizons, developing tolerance and learning working in a group, developing respect and responsibility. Participants improved existing and acquired new social and civic skills, improved learning to learn, communication and reflection, performance and decision making competencies. During the project activities, young people had the opportunity to get to know each other, understand cultural differences and similarities in communication, which contributed to their tolerance, respect, recognition.</p> <p>b. Community/social/economic impact Raised awareness of green policy, presented project activities, increased participation in various environmental initiatives.</p>
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors Not particularly related to any of these sectors, as it promotes environmentally friendly behaviour among young people as a whole.</p> <p>b. Involves micro- and project-based learning practices Involved project based learning as the project participants had to collect and present the information on the environmental problems in their regions, they deepened their knowledge on waste sorting, use of secondary raw materials, created clothing models from wastes etc.</p>
13	Website E-mail Other contact info References	https://www.prc.kedainiai.lm.lt/2017-m/

Fifth GP: Eco-friendly Europe

1	Title	Eco-friendly Europe
2	Country	Turkey, Poland, Italy, Denmark, Lithuania, Spain
3	How is/was it promoted?	- within the framework of Erasmus + Learning Mobility of Individuals
4	Context of implementation	X large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	<p>As the main aim of the project was to divert European youth's behaviour towards Eco-Friendly lifestyle, below listed objectives were set:</p> <ul style="list-style-type: none"> • encourage a proactive approach towards green initiatives; • promote an eco-sustainable behaviour; • to identify the most common negative outcomes of people's habits concerning environment, as well as find ways to tackle that; • increase awareness about the existing environmental problems in Europe.
6	Description	<p>a. The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), X education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>b. Main Steps To successfully reach set aims and objectives, various non-formal education activities were held during participants mobilities. These include, but are not limited to:</p> <ul style="list-style-type: none"> • interactive sessions with environmental activists; • interactive workshops and theatrical plays on the topic; • making videos, photos and social media campaigns on eco-friendly lifestyle; • presentations on best practices for saving environment from participants' countries; • group discussions in a non-formal environment; • visiting 'Kūrybos kampas 360' – the concept of trash design; • capturing environmental problems in Kaunas through photography. <p>c. Any specific theories, which the practice was based on</p>
7	Implementation choices	<p>a. Target groups: Young adults</p> <p>b. Other participants in the activity, besides the promoter and the target groups: representatives from other NGOs</p> <p>c. Duration: 08-01-2018 - 07-07-2018</p> <p>d. Number of sessions/activities: different activities connected with project topic</p> <p>e. Teaching methodology, if applicable: not described</p> <p>f. Type of assessment and tools used to identify the benefits: not described</p>

8	Green skills targeted by the good practice	<p>A) <i>theoretically</i> B) <i>practically</i></p> <p><input type="checkbox"/> Creative problem-solving A X B X</p> <p><input type="checkbox"/> Forward-thinking A <input type="checkbox"/> B X</p> <p><input type="checkbox"/> Monitoring skills A X B X</p> <p><input type="checkbox"/> Analytical skills A X B X</p> <p><input type="checkbox"/> Management skills A <input type="checkbox"/> B X</p> <p><input type="checkbox"/> Impact quantification skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Life-cycle management skills A X B X</p> <p><input type="checkbox"/> Lean production skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Maintenance and repair skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Science skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Waste management skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Environmental auditing skills A X B X</p> <p><input type="checkbox"/> Ecosystem management skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Pollution prevention skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Eco-Design skills A X B <input type="checkbox"/></p> <p><input type="checkbox"/> Other, please, specify: _____</p>
9	Materials/equipment	Computer, internet connection, project website.
10	Who runs the activity	<p><input type="checkbox"/> a person X an organization/institution</p> <p><input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise</p> <p>X an NGO <input type="checkbox"/> other (<i>please, describe</i>)</p>
11	Benefits and results	<p>a. The benefits of this best practice for the target groups: These activities not only helped in achieving the goals, but also contributed to the professional and personal growth of the participants. Participants learned how to responsibly act towards environmental safeguard; increased their social skills, as well as multilingualism and stimulated their cultural exchange; learned how to get involved in discussions and decision-making in an international environment (in various topics, which include eco-friendly attitude and actions). Furthermore, through carried out public actions participants became more proactive and learned how to put ideas into actions. All of the above mentioned, together with newly gained and extended social networks with like-minded youth from different EU countries and field experts prepared them for private and public environmental challenges.</p>

		<p>b. Community/social/economic impact:</p> <p>Organisations improved their international capacities in tackling ecology related issues, while youth enhanced their skills and competencies required to promote Eco-friendly lifestyle. Furthermore, public awareness on environmental issues grew in participating countries, as well as possible solutions, which include empowerment of youth to take action in boosting environmental change in Europe.</p>
12	<p>Relevance for the TREE Project</p>	<p>a. Related to one or more of the priority sectors</p> <p>Project is related to the green issues as a whole as it deals with topics, which include eco-friendly attitude and actions). Completed activities and dissemination results help to develop an eco-friendly lifestyle.</p> <p>b. Involves micro- and project-based learning practices: Not explained.</p>
13	<p>Website</p> <p>E-mail</p> <p>Other contact info</p> <p>References</p>	<p>https://activeyouth.it/eco-friendly-europe/</p>

Good Practices collected by S.A.F.E. Projects (the Netherlands)

First GP: Alpha College

1	Title	Alfa College
2	Country	The Netherlands
3	How is/was it promoted?	as a part of a VET school curriculum
4	Context of implementation	<input checked="" type="checkbox"/> large city <input checked="" type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	<i>Sustainability implementation in VET school</i>
6	Description	<p>The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> both CE and ESD</p> <p>Main Steps</p> <p>Alfa-college established consultancy bureau for the Mechanical Engineering, Electrical Engineering (Engineering), Architecture and ICT degree programs of the Alfa College Hooerveen, is actively working on sustainability</p> <p>They have started in 2015 with vision about sustainable school and not only build sustainable school infrastructure but also created culture of sustainability. They implemented 189 creative actions, 26 strategics actions, 6 workshops. Were involved all school community. They created 4 sustainable principles and strategical conception are based on ABCD model which consist of 4 steps:</p> <p>A) creating a shared definition of sustainability based on sustainability principles and formulating a vision; B) analysis of current reality in relation to that vision; C) developing creative, smart, flexible solutions to current reality closer to the vision and D) set priorities and make a strategic action plan.</p> <p>Alfa College created sustainable vision for school focused on planet proof in practice conception. They defining 6 main strategical sustainable aspects (waste management, integration into education, visibility&communication, fit&vital, physical environment, strong locally).</p> <p>Core values: Connecting: We learn in connection with our sustainable partners</p>

		<ul style="list-style-type: none"> • Trust: We trust that everyone can contribute to this • Entrepreneurship: We do business by acting sustainably 																																																
7	Implementat ion choices	<p>Target groups: School community and curriculum</p> <p>Duration: From 2015 year and ongoing process</p> <p>Number of sessions/activities: Existing sustainable board and doing monthly meetings</p> <p>Teaching methodology, if applicable: Adapted curriculum</p>																																																
8	Green skills targeted by the good practice	<p><i>A) theoretically</i> <i>B) practically</i></p> <table border="0"> <tr> <td><input type="checkbox"/> Creative problem-solving</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Forward-thinking</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Monitoring skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Analytical skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Management skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Lean production skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Maintenance and repair skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Science skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Waste management skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Environmental auditing skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Ecosystem management skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td><input type="checkbox"/> Pollution prevention skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Eco-Design skills</td> <td>A <input type="checkbox"/></td> <td>B X</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> Other, please, specify: _____</td> </tr> </table>	<input type="checkbox"/> Creative problem-solving	A <input type="checkbox"/>	B X	<input type="checkbox"/> Forward-thinking	A <input type="checkbox"/>	B X	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Analytical skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Management skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Life-cycle management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Lean production skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Maintenance and repair skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Science skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Waste management skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Environmental auditing skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Ecosystem management skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Pollution prevention skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Eco-Design skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Other, please, specify: _____		
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11	Benefits and results	<p>a. The benefits of this best practice for the target groups</p> <p>Target group – school. School buildings were build in sustainable way. Teachers and students searching sustainable approach to each subject. Plans to integrate “Planet proof in practice” principles in each subject until 2027 year. Prepared strategic memorandum contains many ideas, concepts and principles.</p> <p>But when we smash it, the Alpha way of working remains about. We summarize them as:</p> <ol style="list-style-type: none"> 1. Actions speak louder than words: Decisiveness is paramount. 2. Sustainability is fun: Sustainability inspires. 3. Celebrate successes: Milestones are there to hang garlands from. 4. Showcasing what we've done: Simplicity in communication 5. Everyone participates: It belongs to all of us. <p>b. Community/social/economic impact</p> <p>Energy efficient, waste management shorten 100 %</p>
12	Relevance for the TREE Project	School experience related with TREE project and provide examples of involvement community (teachers, students, administrative staff). Created sustainable strategy and plan for implementation.
13	Website E-mail Other contact info References	https://www.alfa-college.nl/hooqvee/voltastraat-33/duurzaamheid-en-circulariteit https://www.alfa-college.nl/bedrijven/ac-duurzaam

Second GP: Koning Willem I College's sustainable practices

1	Title	KW1C DUURZAAMSTE MBO VAN NEDERLAND - Koning Willem I College's sustainable practices
2	Country	<i>The Netherlands</i>
3	How is/was it promoted?	X as a part of a VET school curriculum
4	Context of implementation	X large city <input type="checkbox"/> small city <input type="checkbox"/> village

5	Goals of the activity	To show activities and good practices implemented by the most sustainable VET school in the Netherlands																																				
6	Description	The activity was relevant to the topic of <input checked="" type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> both CE and ESD																																				
7	Implementation choices	<p>Target Group: All school community</p> <p>The college has sustainable curricula in five education departments (catering, construction, ICT, fashion and technology), a policy for sustainable and healthy catering, service bicycles, an electric car, water taps, LED lighting everywhere and a significant CO2 reduction over the past three years. The sustainable purchasing policy, 900 solar panels, the energy roof and the compensation for air travel also yielded points in the questionnaire.</p> <p>UNESCO school</p> <p>The Koning Willem I College has anchored sustainability in its core values for many years. As a UNESCO school, the college is committed to a better world and strengthening sustainability. We make sure that we waste as little (energy) as possible and create as little waste as possible. The college familiarizes students and staff with the UNESCO philosophy, which focuses, among other things, on peace and human rights. In this way, the school also contributes to a better world.</p>																																				
8	Green skills targeted by the good practice	<p>A) <i>theoretically</i></p> <p>B) <i>practically</i></p> <table> <tr> <td><input type="checkbox"/> Creative problem-solving</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Forward-thinking</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Monitoring skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Analytical skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Management skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Lean production skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Maintenance and repair skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Science skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Waste management skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> <tr> <td><input checked="" type="checkbox"/> Environmental auditing skills</td><td>A <input checked="" type="checkbox"/></td><td>B <input checked="" type="checkbox"/></td></tr> </table>	<input type="checkbox"/> Creative problem-solving	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Forward-thinking	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Analytical skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Management skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Life-cycle management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input checked="" type="checkbox"/> Lean production skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Maintenance and repair skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Science skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Waste management skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Environmental auditing skills	A <input checked="" type="checkbox"/>	B <input checked="" type="checkbox"/>
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		<p>X Ecosystem management skills A X B X</p> <p>X Pollution prevention skills A X B X</p> <p>X Eco-Design skills A X B X</p> <p>X Other, please, specify: _____</p> <p>Thinking about involvement and benefits for people. Most important to make people happy and involved them into process and to show their input.</p> <p>Happiness – as an attitude is very important. To see how we could improve something about what we are not happy. Involvement teachers, students in sustainability process should bring them personal value (recognition, positive changes).</p>
9	Materials/equipment	//
10	Who runs the activity	<p><input type="checkbox"/> a person <input type="checkbox"/> an organization/institution</p> <p>X a VET school <input type="checkbox"/> a company/enterprise</p> <p><input type="checkbox"/> an NGO <input type="checkbox"/> other</p>
11	Benefits and results	<p>a. The benefits of this best practice for the target groups</p> <p>In order to emphasize the importance of sustainability, the Board has also set up a Global Goals expertise group since last year. This includes enthusiastic employees and students who are committed to embedding sustainability across the board even more in our education and business operations.</p> <p>SDG Charter</p> <p>The Executive Board of King Willem I also signed the SDG (Sustainable Development Goals) Charter in 2020. In doing so, the Board underlines the importance of working together towards a better world. The SDG Charter is a statement of intent with which the college commits itself to achieving the Sustainable Development Goals (SDGs). These are seventeen sustainable development goals to improve the world before 2030. They are a global compass for challenges such as poverty, education and the climate crisis. The SDGs have been agreed by the United Nations (UN), of which the Netherlands also belongs.</p> <p>b. Community/social/economic impact</p> <p>The Sustainable MBO is organized by Learning for Tomorrow and is based on the Sustainable in higher education. It is a positive competition where educational institutions look to each other and provide each other with feedback to get better at integrating sustainability into their schools. Participating schools fill in a questionnaire about the degree of sustainability within the school in the field of education, practice, operational management and the integrated approach to this.</p> <p style="text-align: center;">2.</p>

12	Relevance for the TREE Project	<p>Related to one or more of the priority sectors:</p> <p>Koning Willem I College created sustainable curricula in five education departments (catering, construction, ICT, fashion and technology).</p> <p>Involves micro- and project-based learning practices: A policy for sustainable and healthy catering, service bicycles, an electric car, water taps, LED lighting everywhere and a significant CO2 reduction over the past three years. The sustainable purchasing policy, 900 solar panels, the energy roof and the compensation for air travel also yielded points in the questionnaire.</p>
13	Website E-mail Other contact info References	<p>https://www.youtube.com/watch?v=daKnFgdyKQM</p> <p>https://www.kw1c.nl/jaarbeeld/2021/582/kw1c-duurzaamste-mbo-van-nederland</p> <p>https://www.youtube.com/watch?v=3HvuSnFvILE</p>

Third GP: Liber Terra

1	Title	Liber Terra
2	Country	The Netherlands
3	How is/was it promoted?	as initiative of person/SDG community
4	Context of implementation	<input type="checkbox"/> large city <input type="checkbox"/> small city <input checked="" type="checkbox"/> village
5	Goals of the activity	Promotion of sustainable living
6	Description	<p>The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> both CE and ESD</p> <p>Main Steps Established a residential community that is committed to sustainable living. There are ten movable houses on the site, produced with as many recycled and natural materials as possible, partially or completely off-grid. "Waste flows" such as grey, black and rain water and organic waste are reused to close cycles. The garden produces as much of its own food as possible for us and other forms of life. And sustainable food and services are purchased collectively. Within our community, we focus on a number of these SDGs. For example, we build our houses as much as possible with recycled or natural materials. This is not only good for the climate, but also provides a healthy living environment. And most</p>

		<p>homes go partially off-grid. Think, for example, of collecting rainwater for showering and washing dishes or composting our poo to fertilize the land.</p> <p>The edible garden and vegetable garden produces food for the entire community and other forms of life for part of the year. We work together with local organizations such as the Groene Oase food forest to learn from each other and to create a healthy and biodiverse area for people and nature.</p>																		
7	Implementation choices	<p>LiberTerra uses area development to link social challenges such as a housing shortage and sustainability. Residents can realize their own ecological housing ambitions in the community, but at the same time commit themselves to regional challenges in the field of sustainability and quality of life. Over the next ten years, the LiberTerra Foundation wants to realize fifty communities at home and abroad, creating a collective learning process around the question of how we can give substance to the Sustainable Development Goals.</p> <p>Our goal is to let them discover where their interests and qualities lie and on that basis to formulate a future perspective. Together we take the first steps towards realizing this. Stichting Liberta Care (a Dutch foundation) started in 2009 and used to work with youngsters with special needs from the Netherlands.</p> <p>The target group in 2016 - 2018 was refugees. Our method is non-formal learning, 'learning by doing'. Experience different types of (voluntary) work and discover what fits. Together we make a plan to make it happen. The responsibility for succeeding lies explicitly with the younger. We support them positively in the choices they have made.</p> <p>Since 2021 we focus on young people and students who want to live a holistic lifestyle, based on sustainability, human rights, and the SDG (Global Goals)</p> <p>We started our first eco-community LiberTerra in 2020; a community centre and knowledgecentre for natural building and blue economy (Gunther Pauli) Our second community will start in 2021, and we planned to have at least 5 more in 3 years. Every community has her own education program with focus on YE's, and trainings and partnerships.</p>																		
8	Green skills targeted by the good practice	<p><i>A) theoretically</i></p> <p><i>B) practically</i></p> <table> <tr> <td><input type="checkbox"/> Creative problem-solving</td><td>A <input type="checkbox"/></td><td>B X</td></tr> <tr> <td><input type="checkbox"/> Forward-thinking</td><td>A <input type="checkbox"/></td><td>B X</td></tr> <tr> <td><input type="checkbox"/> Monitoring skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Analytical skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Management skills</td><td>A <input type="checkbox"/></td><td>B X</td></tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> </table>	<input type="checkbox"/> Creative problem-solving	A <input type="checkbox"/>	B X	<input type="checkbox"/> Forward-thinking	A <input type="checkbox"/>	B X	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Analytical skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Management skills	A <input type="checkbox"/>	B X	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input type="checkbox"/>
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9	Materials/equipment	Natural material from nature, second-life material
10	Who runs the activity	<input type="checkbox"/> a person <input type="checkbox"/> an organization/institution <input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input checked="" type="checkbox"/> an NGO <input type="checkbox"/> other (<i>please, describe</i>)
11	Benefits and results	<p>a. The benefits of this best practice for the target groups</p> <p><i>With an international team we developed in 2019 an EDE (Ecovillage Design Education) training, focused to support youthleaders to guide youngsters who are involved in the Fridays for Future and Extinction Rebellion movements.</i></p> <p>b. Community/social/economic impact</p> <p>Several new eco community projects in different regions in the Netherlands.</p> <p>In the farm we combine living and (sheltered) working. Ideas for work are: renovate the old farm, build off grid tiny houses, harvesting in the foodforest, nursery of plants for a vegetable garden, learn how to build up a company who contribute to regenerate the planet.</p>
12	Relevance for the TREE Project	<p>Related to one or more of the priority sectors</p> <p>Relevance to the project are based on the principles of permaculture and living in eco- communities, and constructing eco-woord, growing own food, not using plastic, creating communities in neighbourhood.</p> <p>Involves micro- and project-based learning practices</p>

		We also will facilitate workshops and trainings for social skills and ecological living. We started cooperating with universities about topics of the Global Goals and topics what influences climate change. In 2020 we will do research in agroforestry, advocacy to enable to start up eco communities and creating start-ups who will work in sustainable professional fields.
13	Website E-mail Other contact info References	https://geestmerambacht.liberterra.eu/

Fourth GP: Upcyclebicycle

1	Title	#UPCYCLEBICYCLE
2	Country	The Netherlands
3	How is/was it promoted?	as initiative of person/SDG community
4	Context of implementation	<input type="checkbox"/> large city <input checked="" type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	To give valuable waste a second life by having it collected.
6	Description	<p>The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> both CE and ESD</p> <p>Main Steps We have shown that we can give valuable waste a second life by having it collected by people with a distance to the labor market with an electric bicycle. 2100 kilos in 3 months! Alkmaar volunteers decided to collect green waste from horoeeka and bring it to agro farmers. The catering industry is thanked with sunflowers from the picking garden that grew on the coffee grounds. Tough waste products is a great initiative of the circular economy - where we no longer throw things away but reuse them -... to make it small and compact and therefore super successful.</p>

7	Implementat ion choices	<p>a. Target groups</p> <p>HORECA sector and agro farmers</p> <p>b. Other participants in the activity, besides the promoter and the target groups (<i>did it take place in cooperation with a company, other VET providers or an NGO</i>)</p> <p>Cooperation between community, HORECA, agrofarms</p> <p>d. Duration</p> <p>3 months</p> <p>e. Number of sessions/activities</p> <p>Collected waste when volunteers were able to visit involved horeca</p> <p>f. Teaching methodology, if applicable</p> <p>Non-formal learning</p> <p>g. Type of assessment and tools used to identify the benefits</p> <p>Common reached goal, successful results, satisfaction from all involved stakeholders.</p>																																							
8	Green skills targeted by the good practice	<p>A) <i>theoretically</i></p> <p>B) <i>practically</i></p> <table border="0"> <tr> <td><input type="checkbox"/> Creative problem-solving</td><td>A <input type="checkbox"/></td><td>B x</td></tr> <tr> <td><input type="checkbox"/> Forward-thinking</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Monitoring skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Analytical skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Management skills</td><td>A <input type="checkbox"/></td><td>B x</td></tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Lean production skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Maintenance and repair skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Science skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Waste management skills</td><td>A <input type="checkbox"/></td><td>B x</td></tr> <tr> <td><input type="checkbox"/> Environmental auditing skills</td><td>A <input type="checkbox"/></td><td>B x</td></tr> <tr> <td><input type="checkbox"/> Ecosystem management skills</td><td>A <input type="checkbox"/></td><td>B x</td></tr> </table>	<input type="checkbox"/> Creative problem-solving	A <input type="checkbox"/>	B x	<input type="checkbox"/> Forward-thinking	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Analytical skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Management skills	A <input type="checkbox"/>	B x	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Life-cycle management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Lean production skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Maintenance and repair skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Science skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Waste management skills	A <input type="checkbox"/>	B x	<input type="checkbox"/> Environmental auditing skills	A <input type="checkbox"/>	B x	<input type="checkbox"/> Ecosystem management skills	A <input type="checkbox"/>	B x
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		<input type="checkbox"/> Pollution prevention skills A <input type="checkbox"/> B <input checked="" type="checkbox"/>
		<input type="checkbox"/> Eco-Design skills A <input type="checkbox"/> B <input type="checkbox"/>
		X Other, please, specify: Cooperation skills & Volunteering skills
9	Materials/equipment	Bicycles, containers
10	Who runs the activity	<input type="checkbox"/> a person <input type="checkbox"/> an organization/institution <input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise X an NGO <input type="checkbox"/> other (<i>please, describe</i>)
11	Benefits and results	<p>a. The benefits of this best practice for the target groups</p> <p>Alkmaar residents have come up with the Innovation Council and dozens of them are committed to making Alkmaar a beautiful living environment. Where innovative ideas are given a place to achieve a sustainable, clean, fair and inclusive city.</p> <p>Weekly SDG consultation hour on Friday about everything you want to ask about and do with the SDGs.</p> <p>b. Community/social/economic impact</p> <p>Sustainable, clean, fair and inclusive city.</p>
12	Relevance for the TREE Project	<p>Related to one or more of the priority sectors</p> <p>Initiative connected with TREE project because shows practical example, how horeca can work together with community and agrifood using circular economic principles.</p> <p>Involves micro- and project-based learning practices</p> <p>Project based learning was launched as a good practice implementation in the region. Through involving different stakeholders (horeca entrepreneurs, community, agro farmers) implemented initiative reached results and was good example of awareness campaign.</p>
13	Website E-mail Other contact info References	https://globalgoalsalkmaar.nl/987-2/

Fifth GP: Sustainable VET school

1	Title	Duurzaam MBO - Sustainable VET school
2	Country	<i>The Netherlands</i>
3	How is/was it promoted?	established and promoted by initiative person/s to a huge national project
4	Context of implementation	x large city x small city x village
5	Goals of the activity	Sustainable development based on knowledge sharing and development and attractive career prospects for young people should be structurally integrated in the education and VET in the Netherlands.
6	Description	<p>The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> both CE and ESD</p> <p>Main Steps</p> <p>Sustainable MBO supports customized VET so that these institutions include sustainable development in their vision, mission, education and business operations.</p> <p>To achieve the above, Sustainable MBO offers a support network. Customized support is elaborated as follows:</p> <ul style="list-style-type: none"> - Providing a network. - Sharing knowledge. Ensure that existing knowledge and insights (including teaching materials, etc.) are put in the right place in education. - Developing concrete products where a gap has been identified. - Guiding schools on request with training courses, workshops and materials. - Lobby to put sustainable development on the agenda at policy level, both at government and institutional level. <p>Organization nationally supports strategy and vision formation and regionally by setting up and strengthening initiatives in the region.</p>

7	Implementation choices	<p>The site contains a lot of information on almost all subjects in which sustainability plays a role, especially for teachers, managers and administrators who are orientated on sustainable development or who are looking for teaching materials and in-depth (background) information.</p> <p>The website sustainability.kennisnet.nl is the government website about sustainability in MBO, made by DMBO. The site is intended for both students and teachers with very concrete information about aspects of sustainable development. This site will be expanded with communities of practice for teachers. Materials per subject in the field of sustainable development are made available via this site. The website www.duurzaammb.nl attracts 60,000 visitors annually.</p> <p>Concrete activities include:</p> <ul style="list-style-type: none"> - Award sustainable student company. In collaboration with Jong Ondernemen, all student companies in the MBO are invited to compete for the prize for the most sustainable student company. - Support local study days on sustainable development with workshops, guidance, etc. - Question about sustainable development in the annual ODIN survey of the Youth Organization for Vocational Education (JOB) among MBO students. - MBO excel. All AOCs and ROCs are asked to select a student who has (also) done something with sustainable development as the school's star. - Organise award for sustainable school in the Netherlands 																																							
8	Green skills targeted by the good practice	<p><i>A) theoretically</i></p> <p><i>B) practically</i></p> <table border="0"> <tbody> <tr> <td><input type="checkbox"/> Creative problem-solving</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Forward-thinking</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Monitoring skills</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Analytical skills</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Management skills</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Lean production skills</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Maintenance and repair skills</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Science skills</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Waste management skills</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Environmental auditing skills</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Ecosystem management skills</td> <td>A <input type="checkbox"/></td> <td>B <input checked="" type="checkbox"/></td> </tr> </tbody> </table>	<input type="checkbox"/> Creative problem-solving	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Forward-thinking	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Analytical skills	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Management skills	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Life-cycle management skills	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Lean production skills	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Maintenance and repair skills	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Science skills	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Waste management skills	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Environmental auditing skills	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	<input type="checkbox"/> Ecosystem management skills	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>
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		<input type="checkbox"/> Pollution prevention skills A <input type="checkbox"/> B x <input type="checkbox"/> Eco-Design skills A <input type="checkbox"/> B x X Other, please, specify: _____ Visibility Communication Cooperation Sharing Openness for changes Innovativeness
9	Materials/equipment	//
10	Who runs the activity	X a person x an organization/institution X a VET school xa company/enterprise X an NGO <input type="checkbox"/> other (<i>please, describe</i>)
11	Benefits and results	a. The benefits of this best practice for the target groups DMBO tries to bring sustainable development to the attention of young people in an attractive way. DMBO stimulates and initiates the development of appealing teaching materials, organizes competitions, sets prizes and presents awards and provides certificates. Teachers who deliver appealing performances for their students are also put in the spotlight by DMBO. b. Community/social/economic impact DMBO tries to make sustainable development in training relevant by involving the business community and society in the innovation of training.
12	Relevance for the TREE Project	Related to one or more of the priority sectors This Netherlands initiative directly connected with good practices experience in the Netherlands. Here we can find all VET sectors, all schools involved in sustainable development goals implementation. Involves micro- and project-based learning practices Prepared lessons, good practices examples, interview shows each school's enrolment into sustainability strategy implementation.
13	Website E-mail	https://www.duurzaammbbo.nl/

	Other contact info	
	References	

Good Practices collected by Valga County Vocational Training Centre (Estonia)

First GP: Share your cupboard food recipe

1	Title	Share your cupboard food recipe/ Jaga oma kapitoidu retsepti
2	Country	Estonia
3	How is/was it promoted?	- within the framework of a national project https://novaator.err.ee/1608193426/jaga-oma-kapitoidu-retsepti
4	Context of implementation	x <input type="checkbox"/> large city x <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	Paying attention to food waste at homes. Creating and sharing recipes to reduce and stop food waste. Recipe competition of delicious dishes from the fridge, such as special sandwich toppings or bake a plate cake with flying ingredients.
6	Description	<p>a. The activity was relevant to the topic of</p> <p><input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> both CE and ESD</p> <p>b. Main Steps</p> <p><i>Making new foods from school lunch leftovers. Use of food scraps in the second round.</i></p> <p><i>Broth - soup</i></p> <p><i>Cake</i></p> <p><i>Beetroot peel pesto</i></p> <p><i>Project done together with first-year cook students</i></p> <p><i>The theory was discussed in practice and put into practice.</i></p> <p><i>(Valga school teacher ms Kadri Vallikmäe-Pehk together with Valga School students they discussed and created the recipes. They also baked and took photos of it and then sent them to the TV show competition.</i></p> <p>Acknowledging the problem of food waste – discussions and demonstration cases; seeking for solutions – creating recipes and following them. Then taking pictures and sending them to TV show. And then participating at the TV show.</p>

		c. Any specific theories , which the practice was based on Month of May is every year the environment month. And 2021 the main focus was how to reduce food waste.																																										
7	Implementation choices	<p>a. Target groups – ngo's, students, and every Estonian watching Estonian Public Broadcasting</p> <p>c. Duration – 2 months</p> <p>d. Number of sessions/activities – 4x6h discussions writing the recipes cooking the recipes sending pictures of the products to the competition</p> <p>e. Teaching methodology, if applicable - pedagogical methodology during classes, green skills</p> <p>f. Type of assessment and tools used to identify the benefits – the learning process was assessed by Valga school teacher. For ERR it was social project, was grateful for participating, for helping to rise the awareness.</p> <p>During all the time all students had to follow all Covid-19 restrictions – 2x2 rules, wearing face masks, keeping the distance.</p>																																										
8	Green skills targeted by the good practice	<p><i>A) theoretically</i></p> <p><i>B) practically</i></p> <table> <tr> <td><input type="checkbox"/> Creative problem-solving</td><td>A <input checked="" type="checkbox"/> X</td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Forward-thinking</td><td>A <input type="checkbox"/> X</td><td>B <input type="checkbox"/> X</td></tr> <tr> <td><input type="checkbox"/> Monitoring skills</td><td>A <input type="checkbox"/> X</td><td>B <input type="checkbox"/> X</td></tr> <tr> <td><input type="checkbox"/> Analytical skills</td><td>A <input type="checkbox"/> X</td><td>B <input type="checkbox"/> X</td></tr> <tr> <td><input type="checkbox"/> Management skills</td><td>A <input type="checkbox"/> X</td><td>B <input type="checkbox"/> X</td></tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td><td>A <input type="checkbox"/> X</td><td>B <input type="checkbox"/> X</td></tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td><td>A <input type="checkbox"/> X</td><td>B <input type="checkbox"/> X</td></tr> <tr> <td><input type="checkbox"/> Lean production skills</td><td>A <input type="checkbox"/> X</td><td>B <input type="checkbox"/> X</td></tr> <tr> <td><input type="checkbox"/> Maintenance and repair skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Science skills</td><td>A <input type="checkbox"/> X</td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Waste management skills</td><td>A <input type="checkbox"/> X</td><td>B <input type="checkbox"/> X</td></tr> <tr> <td><input type="checkbox"/> Environmental auditing skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Ecosystem management skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> <tr> <td><input type="checkbox"/> Pollution prevention skills</td><td>A <input type="checkbox"/></td><td>B <input type="checkbox"/></td></tr> </table>	<input type="checkbox"/> Creative problem-solving	A <input checked="" type="checkbox"/> X	B <input type="checkbox"/>	<input type="checkbox"/> Forward-thinking	A <input type="checkbox"/> X	B <input type="checkbox"/> X	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/> X	B <input type="checkbox"/> X	<input type="checkbox"/> Analytical skills	A <input type="checkbox"/> X	B <input type="checkbox"/> X	<input type="checkbox"/> Management skills	A <input type="checkbox"/> X	B <input type="checkbox"/> X	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/> X	B <input type="checkbox"/> X	<input type="checkbox"/> Life-cycle management skills	A <input type="checkbox"/> X	B <input type="checkbox"/> X	<input type="checkbox"/> Lean production skills	A <input type="checkbox"/> X	B <input type="checkbox"/> X	<input type="checkbox"/> Maintenance and repair skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Science skills	A <input type="checkbox"/> X	B <input type="checkbox"/>	<input type="checkbox"/> Waste management skills	A <input type="checkbox"/> X	B <input type="checkbox"/> X	<input type="checkbox"/> Environmental auditing skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Ecosystem management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Pollution prevention skills	A <input type="checkbox"/>	B <input type="checkbox"/>
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		<input type="checkbox"/> Eco-Design skills A <input type="checkbox"/> B <input type="checkbox"/> <input type="checkbox"/> Other, please, specify: _____
9	Materials/equipment	<p>The materials/equipment required for carrying out the activities of the good practice</p> <p>School lunch leftovers – the food that was not eaten, left over – often freeze. Some foods that had the best before date gone, the products were cooked through to create new foods.</p> <p>School kitchen class – full equipment class.</p> <p>Discussions</p> <p>Ideation – all students collected their ideas</p> <p>Voting on best ideas.</p> <p>Creating recipes</p> <p>Students voted on best recipes</p> <p>Auditing the food leftovers</p> <p>Cooking</p> <p>photographing</p>
10	Who runs the activity	<input type="checkbox"/> a person x an organization/institution x a VET school teacher <input type="checkbox"/> a company/enterprise <input type="checkbox"/> an NGO <input type="checkbox"/> other (<i>please, describe</i>)
11	Benefits and results	<p>a. The benefits of this best practice for the target groups Students gained knowledge, skills of recipe creation, social media coverage, TV coverage</p> <p>b. Community/social/economic impact Schools kitchen and rest of students have now better understanding of food waste. Sharing the knowledge and that food saving is cool, students love it. Students could not believe that you can make so tasty and edible food from leftovers and food scraps.</p>
12	Relevance for the TREE Project	<p>Related to one or more of the priority sectors</p> <p>Agrifood sector</p>
13	Website E-mail Other contact info References	//

Second GP: Nordplus Junior 2021

1	Title	Nordplus Junior 2021 Organization of green workplace at vocational school
2	Country	Latvia
3	How is/was it promoted?	- within the framework of a European project
4	Context of implementation	<input type="checkbox"/> x large city <input checked="" type="checkbox"/> x small city <input type="checkbox"/> village
5	Goals of the activity	<p>1. To promote implementation and usage of green tools in order to make the workplace of practical training at vocational school more environmentally friendly and sustainable;</p> <p>2. To promote and improve green skills of VET teachers and students;</p> <p>3. To develop a guidance/recommendations on how to organize green workplace during practical training in technical specialities;</p> <p>4. To share experience and summarize good practice examples on the topics "Green management", "Electricity", "Green environment", "Recycling" and "Paperless and digitalisation";</p> <p>5. To develop some practical green solutions to be implemented at our vocational schools;</p> <p>6. To make green improvements also in other specialities and areas at our vocational schools in a longer term.</p>
6	Description	<p><i>The aim of the intended project is to promote implementation and usage of green tools in order to make the workplace of practical training at vocational school more environmentally friendly and sustainable.</i></p> <p>a. The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> x both CE and ESD</p> <p>Main Steps Each partner actively participated in all activities and gave their own contribution. Outcome was expected summary of good practice examples and experience exchange on the topics "Green management", "Electricity", "Green environment", "Recycling" and "Paperless and digitalisation", guidance/recommendations on organization of green workplace, practical green solutions and project website as well.</p>

		<p>Individual participants as teachers and students will improve their knowledge and skills in</p> <p>environmental issues. They will also develop their English skills, raise cultural awareness and grow as</p> <p>personalities. Teachers will acquire the newest tendencies in green issues in the Nordic-Baltic context.</p> <p>By learning from each other and from the visited enterprises teachers will be able to develop a guidance/</p> <p>recommendations that are useful not only for the participating schools but also for other stakeholders.</p>																								
7	Implementation choices	<p>a. Target groups – 5 vocational schools, Estonia, Norway, Lithuania, Latvia and Finland.</p> <p>b. Other participants in the activity, besides the promoter and the target groups No</p> <p>c. Duration 06/2021 - 06/2023</p> <p>d. Number of sessions/activities 5 international seminars and 10+ online, Zoom meetings.</p> <p>e. Teaching methodology, if applicable -</p> <p>f. Type of assessment and tools used to identify the benefits</p> <p>Participating countries were physically and mentally rather close to each other, but their history, educational system and experience is still fairly different. International co-operation gives to participating schools a possibility to compare things, learn from each other and get new experience.</p> <p>Due to Covid-19 many activities are planned straight away to be held online.</p>																								
8	Green skills targeted by the good practice	<p><i>A) theoretically</i> <i>B) practically</i></p> <table> <tr> <td><input type="checkbox"/> Creative problem-solving</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Forward-thinking</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Monitoring skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Analytical skills</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Management skills</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td> <td>A <input type="checkbox"/></td> <td>B <input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/> Lean production skills</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> </table>	<input type="checkbox"/> Creative problem-solving	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Forward-thinking	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/>	B <input type="checkbox"/> x	<input type="checkbox"/> Analytical skills	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Management skills	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Life-cycle management skills	A <input type="checkbox"/>	B <input type="checkbox"/>	<input type="checkbox"/> Lean production skills	A <input type="checkbox"/> x	B <input type="checkbox"/> x
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9	Materials/equipment	<i>Digital documents</i>
10	Who runs the activity	<input type="checkbox"/> a person <input type="checkbox"/> an organization/institution <input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input type="checkbox"/> an NGO <input type="checkbox"/> other (<i>please, describe</i>)
11	Benefits and results	<p>a. The benefits of this best practice for the target groups Participating in the project vocational education institutions will find out the current situation on different green aspects in organization practical training in technical specialities. Students will learn about other schools – what can be studied in different countries, students will learn about sustainability and how to harm less the environment. How to realise how to save water, electricity and paper.</p> <p>b. Community/social/economic impact Participating institutions will strengthen also a mutual collaboration through experience and good practice exchange in the Nordic-Baltic context.</p>
12	Relevance for the TREE Project	<p>a. Related to one or more of the priority sectors Related to all of the priority sectors, it supports this TREE project.</p>
13	Website E-mail Other contact info References	www.rvt.lv

Third GP: Online schooling partnership for digital education readiness

1	Title	Online Schooling Partnerships for Digital Education Readiness (KA226-64AB62D0)
2	Country	Czech Republic
3	How is/was it promoted?	- within the framework of a European project
4	Context of implementation	x large city X small city <input type="checkbox"/> village
5	Goals of the activity	<p>Innovative practices in a digital era.</p> <p>Supporting educators, youth workers, educational leaders and support staff</p> <p>Supporting the uptake of innovative approaches and digital technologies for teaching and learning</p> <p>Creating a manual for teachers containing curriculum resources for teachers, their professional development resources, digital tools for supporting online teaching and tools for collaboration</p> <p>Guide for assessment focused on testing options, methods and software tools</p> <p>Live resources for inspiration – sharing experiences with remote teaching, learning and assessing.</p>
6	Description	<p>The activity was relevant to the topic of</p> <p><input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input type="checkbox"/> both CE and ESD</p> <p>Main Steps</p> <p>During the project lifetime, we will organize two physical staff training events and two virtual, an online workshop for students of all our schools and two transnational meetings for monitoring project progress.</p>
7	Implementation choices	<p>a. Target groups -vocational schools students and teachers</p> <p>b. Other participants in the activity, besides the promoter and the target groups Czech Republic, Turkey, Norway, Estonia, Cyprus.</p> <p>c. Duration – 12 months, from 2021-03-01 til 2022-02-28</p> <p>d. Number of sessions/activities -</p> <p>e. Teaching methodology, if applicable</p> <p>f. Type of assessment and tools used to identify the benefits</p> <p>The Covid-19 pandemic has served to accelerate a shift already well underway in some institutions and brings them a greater sense of urgency to demonstrate greater value. Schools now face new pressures to provide an educational experience that is engaging, motivating, and effective, regardless of how it is delivered. As schools may</p>

		<p>stay closed across many countries again, many students and teachers have to adapt to a new reality of remote learning.</p> <p>Online teaching and learning, like the newest form of distance education today, will lead to new, different and more relevant outcomes. Teaching online requires specialized skill sets including the understanding of how to conduct classes in a virtual environment, knowing when and how to use video conferencing, share content, respond to students' submissions.</p> <p>Software and technology are also changing very rapidly, and our schools want to keep up with these developments. One of the key challenges in online teaching is how to assess students remotely, to prevent them from cheating, using other materials, or accessing the web on other devices during the test. Online assessments are a critical part of distance learning and should be undertaken with the same level of care and rigor that teachers put into creating their learning content. Therefore, we intend to focus on introducing effective pedagogical strategies for online teaching rather than the technology itself.</p>
8	Green skills targeted by the good practice	<p><i>A) theoretically</i> <i>B) practically</i></p> <p><input type="checkbox"/> Creative problem-solving A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Forward-thinking A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Monitoring skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Analytical skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Management skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Impact quantification skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Life-cycle management skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Lean production skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Maintenance and repair skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Science skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Waste management skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Environmental auditing skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Ecosystem management skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Pollution prevention skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Eco-Design skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Other, please, specify: _____</p>
9	Materials/equipment	Digital frameworks, tablets, projectors, online classroom equipment.

10	Who runs the activity	<input type="checkbox"/> a person <input checked="" type="checkbox"/> a VET school <input type="checkbox"/> an NGO <input type="checkbox"/> an organization/institution <input type="checkbox"/> a company/enterprise <input type="checkbox"/> other
11	Benefits and results	<p>a. The benefits of this best practice for the target groups Through collaboration with our partners we want to:</p> <ul style="list-style-type: none"> - help our teachers and learners to acquire skills and competence to be ready to teach and learn online - promote the professional development of teachers in the methodology of developing online lessons, on providing online teaching and learning in high quality - help teachers in changing pedagogy used in online teaching - acknowledge and bridge the gap between teachers and technology to ensure successful teaching - support development and availability of open educational resources - connect teachers and deploy digital devices and content - support students in acquiring professional and soft skills, and in self-evaluating them - prepare students for new ways of learning properly and thus increase students' motivation to study - promote teamwork at the national and international level - strengthen the use of web and digital tools for teaching and learning and for facilitating interactive information sharing and collaboration within the World Wide Web. <ol style="list-style-type: none"> 1. manual for teachers 2. guide for assessment - focused on testing options, strategies, methods, and software tools that allow teachers to generate engaging tasks and tools for choosing the right remote monitoring and assessment. 3. Live resources for inspiration - videos by teachers on documenting/sharing the approach to digital teaching experiences, using remote learning strategies, and working with possibilities of assessing students remotely. 4. Project poster and leaflet, and project brochure summarizing project activities and outputs, created in English and national languages. <p>b. Community/social/economic impact One of the potential benefits of the digital revolution in education is that teachers may easily share and create content with colleagues from different countries and a much wider range of educational resources can be accessed. A very important issue is that education and knowledge can travel far more easily across borders greatly increasing the value of and potential for international cooperation. We want to</p>

		enhance cooperation by allowing teachers to learn from each other, to create, share, and discuss content with peers from among our partners during the project.
12	Relevance for the TREE Project	This project involves micro- and project-based learning practices.
13	Website E-mail Other contact info References	

Fourth GP: Electrical safety training for electric and hybrid drive technicians

1	Title	Electrical safety training for electric and hybrid drive technicians. Elektri- ja hübriidajamite tehniku autoala elektrihoituskoolitus
2	Country	<i>Estonia</i>
3	How is/was it promoted?	- as a part of a VET school curriculum https://vkok.ee/et/taiendusoppe-toetused/tasuta-koolitused-2#tasuta_koolitused
4	Context of implementation	<input type="checkbox"/> large city <input type="checkbox"/> small city <input type="checkbox"/> village
5	Goals of the activity	Skills / training needs identified in the OSKA COVID-19 special study in the field of motor vehicle repair and maintenance: <ul style="list-style-type: none"> Retraining of technical staff to improve and maintain skills and exit from the crisis and further development in the 10-year view of the green revolution table leveraging future growth in the repair and maintenance of hybrid, gas and electric vehicles. <p>The OSKA report in the field of transport and logistics states:</p> <ul style="list-style-type: none"> Due to global trends and developments in the field, the following field-specific skills are becoming increasingly important: the ability to work with different motor vehicles or technical systems; knowledge of diagnostics of motor vehicles and technical systems. In the field of motor vehicles, the growing share of electric and hybrid cars is affecting labor and skills needs.

		<ul style="list-style-type: none"> ● In the maintenance and repair of motor vehicles, new types of vehicles (electric, hybrid) will certainly affect the need for skills.
6	Description	<p>a. The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> x both CE and ESD</p> <p>b. Main Steps ABC of Electric and Hybrid Vehicle Safety Electrical Safety Standards and Legislation Maintenance and Repair of Electric and Hybrid Vehicles Electrical Hazards and Accidents Hazards Related to Battery Chemistry and Magnetism Tools, Fuses, and Warning Signs Accident Response and First Aid Policies and a hybrid car repair company. Activities were held in classroom with projectors, computers and wiring diagrams, electrical and with demonstrations on hybrid and battery technologies. Other part was practical training workshop with electric and / or hybrid cars and the necessary tools for safe work. Training took place on very new and good electrical stands - simulating real life situations.</p>
7	Implementation choices	<p>a. Target groups Employee of a motor vehicle maintenance and repair company.</p> <p>b. Other participants in the activity, besides the promoter and the target groups The training took place at VKOK, was open for mechanics who are not studying at the school.</p> <p>c. Duration – 52 academic hours</p> <p>d. Number of sessions/activities - volume of classroom work in academic hours: 36 (study in the form prescribed by a lecture, seminar or other school) volume of practical work in academic hours: 16 (application of learned knowledge and skills in the learning environment)</p> <p>f. Type of assessment and tools used to identify the benefits Studies are considered completed if the student has acquired the learning outcomes of the specialty curriculum at least at the threshold level, participated in the studies at least 70%. The achievement of learning outcomes is assessed on the basis of a written test (at least 70% correct answers) and the correct completion of practical tasks. Learning outcomes are assessed in a non-discriminatory way. A certificate is issued to a student who has acquired the learning outcomes and passed the assessment.</p> <p>5. Trainer Training was created during Covid-19 pandemic, it was as a result from OSKA - OSKA applied research surveys helps to learn and teach the right skills. OSKA is professional body, government agency under Ministry of Education and Research. OSKA analyses the needs for labour and skills necessary for Estonia's economic development over the next 10 years.</p>

8	Green skills targeted by the good practice	<p>A) <i>theoretically</i> B) <i>practically</i></p> <p><input type="checkbox"/> Creative problem-solving A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Forward-thinking A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Monitoring skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Analytical skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Management skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Impact quantification skills A <input type="checkbox"/> B <input type="checkbox"/></p> <p><input type="checkbox"/> Life-cycle management skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Lean production skills A <input type="checkbox"/>x B <input type="checkbox"/></p> <p><input type="checkbox"/> Maintenance and repair skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Science skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Waste management skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Environmental auditing skills A <input type="checkbox"/>x B <input type="checkbox"/>x</p> <p><input type="checkbox"/> Ecosystem management skills A <input type="checkbox"/>x B <input type="checkbox"/></p> <p><input type="checkbox"/> Pollution prevention skills A <input type="checkbox"/>x B <input type="checkbox"/></p> <p><input type="checkbox"/> Eco-Design skills A <input type="checkbox"/>x B <input type="checkbox"/></p> <p><input type="checkbox"/> Other, please, specify: _____</p>
9	Materials/equipment	Computers, projectors in classroom, computers and wiring diagrams, electrical and with demonstrations on hybrid and battery technologies. Training workshop with electric and / or hybrid cars and the necessary tools for safe work.
10	Who runs the activity	<p>x a person <input type="checkbox"/> an organization/institution</p> <p>x a VET school <input type="checkbox"/> a company/enterprise</p> <p><input type="checkbox"/> an NGO <input type="checkbox"/> other</p>
11	Benefits and results	<p>a. The benefits of this best practice for the target groups</p> <p>Learning outcomes are described as competencies that specify what knowledge, skills and attitudes a learner must acquire at the end of the learning process - <i>the learner properly secures the electric car before starting work; the learner knows the proper electrical safety of the standard SFS6002, which also meets the requirements of the standards EN50110-1 and EVS-EN50110-1; Motor Vehicle Technician, Level 4 A.2.1 General motor vehicle diagnostics, maintenance and repair; link to a vocational standard or curriculum - Motor Vehicle Technician, Level 4 A.2.1 General motor vehicle diagnostics, maintenance and repair.</i></p>

12	Relevance for the TREE Project	a. Related to one or more of the priority sectors Related to green technologies, safety, raising awareness of the dangers of performing maintenance of electric vehicles.
13	Website E-mail Other contact info References	

Fifth GP: Tartu 2024 “Growing with your own food”

1	Title	<i>Tartu 2024 project "Growing with Your Own Food"</i> <i>Tartu 2024 projekt "Kasvades Oma Toiduga"</i>
2	Country	<i>Estonia</i>
3	How is/was it promoted?	- within the framework of a national project
4	Context of implementation	x large city x small city <input type="checkbox"/> x village
5	Goals of the activity	<p>The project goal is that a young generation of the future values and prefers local and clean food, generates as little food waste as possible; and creates a rich (urban) environment.</p> <ul style="list-style-type: none"> • Community feeling - Growing one's own food means giving one's support community green spaces and gardens. Growing up with your food, you know and you feel it. Growing your own food is a great way to educate both children and yourself as a change in urban lifestyles and trade practices. Local food helps reduce greenhouse gases and improve our carbon footprint. • Food safety and health effects. <p>Creative Education Program - Purpose: Grow environmentally conscious and a young person for biodiversity generation who would prefer and value local organic food.</p> <p>Community gardens network - Purpose: Raise awareness of clean and local organic food, from cultivation to consumption.</p> <p>Audience program - Purpose: Appreciate the local food culture</p>

6	Description	<p>a. The activity was relevant to the topic of <input type="checkbox"/> circular economy (CE), <input type="checkbox"/> education for sustainable development (ESD), or <input checked="" type="checkbox"/> both CE and ESD</p> <p>b. Main Steps Preparation - Target group: educational institutions (teachers, students and also parents): - Good practices (inspiration for others); Study materials preparation; Instructive videos; Competitions educational institutions; A fairy tale cookbook; Culinary schooling; Green School international organic gardens; photo contest; Practical workshops in - Organic Garden of the Agricultural Museum; Organic Center; Tartu Nature House organic garden and conservatory; organic garden.</p>																											
7	Implementation choices	<p>a. Target groups Educational institutions, restaurants</p> <p>b. Other participants in the activity, besides the promoter and the target groups N.A.</p> <p>c. Duration – Feb 2021 – Oct 2024</p> <p>d. Number of sessions/activities – TBA – depending on participating schools, local municipalities.</p> <p>e. Teaching methodology, if applicable</p> <p>f. Type of assessment and tools used to identify the benefits Educated, aware, participating citizen, person in Southern Estonia. Number of participants on practical workshops all over Southern Estonia. Number of families and family members participating.</p>																											
8	Green skills targeted by the good practice	<p><i>A) theoretically</i> <i>B) practically</i></p> <table border="0"> <tr> <td><input type="checkbox"/> Creative problem-solving</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Forward-thinking</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Monitoring skills</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Analytical skills</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Management skills</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Impact quantification skills</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Life-cycle management skills</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Lean production skills</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> <tr> <td><input type="checkbox"/> Maintenance and repair skills</td> <td>A <input type="checkbox"/>x</td> <td>B <input type="checkbox"/>x</td> </tr> </table>	<input type="checkbox"/> Creative problem-solving	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Forward-thinking	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Monitoring skills	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Analytical skills	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Management skills	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Impact quantification skills	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Life-cycle management skills	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Lean production skills	A <input type="checkbox"/> x	B <input type="checkbox"/> x	<input type="checkbox"/> Maintenance and repair skills	A <input type="checkbox"/> x	B <input type="checkbox"/> x
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		<input type="checkbox"/> Science skills A <input type="checkbox"/> x B <input type="checkbox"/> x <input type="checkbox"/> Waste management skills A <input type="checkbox"/> x B <input type="checkbox"/> x <input type="checkbox"/> Environmental auditing skills A <input type="checkbox"/> x B <input type="checkbox"/> x <input type="checkbox"/> Ecosystem management skills A <input type="checkbox"/> x B <input type="checkbox"/> x <input type="checkbox"/> Pollution prevention skills A <input type="checkbox"/> x B <input type="checkbox"/> x <input type="checkbox"/> Eco-Design skills A <input type="checkbox"/> x B <input type="checkbox"/> x <input type="checkbox"/> Other, please, specify: _____
9	Materials/equipment	Garden utilities, newspapers about gardening, photos, examples
10	Who runs the activity	<input type="checkbox"/> x a person <input type="checkbox"/> x an organization/institution <input type="checkbox"/> a VET school <input type="checkbox"/> a company/enterprise <input type="checkbox"/> x an NGO <input type="checkbox"/> other
11	Benefits and results	<p>The benefits of this best practice for the target groups</p> <p>Network of community gardens Target group: members of the community garden, families with children, environmentally conscious person – practical workshops, working bee events /everybody will come together to work on communal land, garden); projects – Apples and Leaves for food (composting). Public program – food culture fans, families with children, environmentally conscious person - Organic producers and restaurants promoting cooperation – special events created for this program.</p>
12	Relevance for the TREE Project	<p>Related to one or more of the priority sectors</p> <p>Agrifood and plastic sectors.</p>
13	Website E-mail Other contact info References	https://www.tartu2024.ee/kasvadesomatoiduga

ANNEX 1 – GREEN SKILLS LIST AND DEFINITION

Green Skills
Creative problem-solving <i>The ability to think of creative and innovative solutions.</i>
Forward-thinking <i>Thinking about and planning for the future.</i>
Monitoring skills <i>Systematic process of collecting, analyzing and using information to track progress.</i>
Analytical skills <i>To deconstruct information into smaller categories in order to draw conclusions. It includes: logical and critical thinking, data analysis, etc.</i>
Management skills <i>Skills related to the management of a project, a process or people (e.g. the ability to plan, communicate, delegate, motivate, solve problems and make decisions)</i>
Impact quantification <i>To accurately quantify the impact of a given production process, product, etc.</i>
Life-cycle management <i>Managing the total life cycle of goods/ services toward a more sustainable production and consumption.</i>
Lean production <i>Production methodology focused on eliminating waste, where waste is defined as anything that does not add value for the customer.</i>
Maintenance and repair skills <i>Perform basic repairs or take preventative measures to ensure the life and functioning of objects.</i>
Science skills <i>Particularly biology, botanics and physics.</i>
Waste management <i>The processes/ actions required to manage waste from its inception to its final disposal.</i>
Environmental auditing <i>Type of evaluation intended to identify environmental compliance and management gaps and related corrective actions.</i>
Ecosystem management <i>Approach to natural resource management that aims to ensure the long-term sustainability and persistence of an ecosystem.</i>
Pollution prevention <i>Strategy for reducing the amount of waste created and released into the environment.</i>
Eco-Design <i>Integrating environmental protection criteria over a service/ product's lifecycle.</i>