



GreenVET
pathway

The GreenVET Journey of the Community of Practice

WP3: Project Evidence

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

2023-1-DE02-KA220_VET-000157144



Co-funded by
the European Union



In the first project months the GreenVET partnership recruited 13 schools from 7 countries for our GreenVET community of practice (CoP). With this CoP we explored what the Whole Institution Approach to sustainability could bring to their school context. Representatives from two Finnish VET schools (Omnia and Sakky) served as mentors. With their schools having implemented a Whole Institution Approach to sustainability they were involved in the online workshops and the training in Finland for peer support.

Warum GreenVET?

"Bildung spielt eine zentrale Rolle bei der Verwirklichung des European Green Deal. Sie ist der Schlüssel zu einem Mentalitätswandel und befähigt Lernende, Studierende und Erwachsene, konkrete Maßnahmen zu ergreifen, sowohl individuell als auch kollektiv."

Mariya Gabriel, ehemalige EU-Kommissarin für Innovation, Forschung, Kultur, Bildung und Jugend

Das Erasmus+ Projekt GreenVET Pathway unterstützt berufsbildende Schulen in ganz Europa dabei, in ihrer Einrichtung Nachhaltigkeit fest zu verankern.

Durch die ganzheitliche Betrachtung der Einrichtung (Whole Institution Approach) erhalten die teilnehmenden Berufsschulen die Möglichkeit, ihr Potenzial für die grüne Transformation zu erkunden und zu nutzen. Hierbei werden neben Lernen und Lehren auch Schulmanagement, Gebäude und Berufsschulung, Schulkultur, Teamentwicklung und außerschulische Netzwerke betrachtet. Ziel ist es, Nachhaltigkeit nicht nur zu lehren, sondern auf allen Ebenen für die Auszubildenden erlebbar zu machen. Diese profitieren durch die Entwicklung grüner Kompetenzen und bringen Innovation und höhere Nachhaltigkeitsstandards in die Unternehmen.

GreenVET Pathway bündelt die Kräfte von sieben europäischen Organisationen zur Förderung der Berufsbildung für nachhaltige Entwicklung. Ihre berufsbildende Schule ist herzlich eingeladen, sich diesem zukunftsweisenden Projekt anzuschließen!

Weitere Informationen zum Projekt auf unsere Website... green-vet.eu

Werden Sie Teil der GreenVET Community

Im Rahmen des Projekts werden wir eine Praxisgemeinschaft von Berufsschulen aus Zypern, Finnland, Slowenien, Griechenland, Italien, Lettland und Deutschland bilden. Alle beteiligten Berufsschulen erhalten transnationale Fortbildungsmöglichkeiten und Unterstützung in der Durchführung eines Whole Institution Approaches (ganzheitlicher Transformationsprozess) an ihrer Schule. Durch die Vernetzung von Berufsschulen verschiedener Länder wird die grüne Transformation für die Schulgemeinschaft als gemeinsames europäisches Ziel erlebbar. Für Lehrkräfte ermöglicht das Projekt darüber hinaus einen intensiven Austausch zum Thema Berufsbildung für nachhaltige Entwicklung.

Wie wird der Prozess sein? Was erwarten Sie?

Timeline:

- Frühjahr 24: Umfrage der Schulgemeinschaft zum Status Quo von Nachhaltigkeitspraktiken und Nachhaltigkeitsbewusstsein
- Frühjahr 24: Bildung eines GreenVET-Teams an Ihrer Berufsschule (als Vertretung der Schulgemeinschaft)
- Beginn des Schuljahres 24/25: Einführungsworkshop (online) mit allen europäischen GreenVET-Teams
- November 2024: Face-to-Face-Training in Finnland für alle GreenVET-Teams (04.11. - 08.11.24)
- Bis zum Ende des Schuljahres 24/25: 2 weitere Online-Workshops mit der GreenVET community und Entwicklung von Action Plans für den weiteren Prozess

Die Wisamar Bildungsgesellschaft als Projektpartner im GreenVET Pathway Projekt wird Sie während des gesamten Prozesses bis zum Ende des Schuljahres 24/25 begleiten und unterstützen.

Bewerben Sie sich mit Ihrer Berufsschule und starten Sie einen Transformationsprozess der Nachhaltigkeit.

Rückmeldung bis zum 15. März 2024 an silke.becker@wisamar.de, Wisamar Bildungsgesellschaft gemeinnützige GmbH

Project Title: GreenVET Pathway – Engaging VET in a Whole Institution Approach to Sustainability
Project No. 2023-1-DE02-KA220-VET-000157144

Kofinanzierung durch die Europäische Union

Slovenia

Secondary School of Wood and Forestry
Maribor
School Center Škofja Loka

Cyprus

A'Technical School of Nicosia
Post-Secondary Institutes of Vocational
Education and Training (MIEEK)

Germany

DPFA VET school for social services Leipzig
Vocational School Center Großenhain

Italy

San Benedetto Institute
Galilei-Sani Institute

Latvia

Bulduri Technical School
Riga State Technical School (RSTS)

Greece

IEK DELTA 360° Educational Group
IEK SBIE

Egypt

Nahdet Misr Applied Science Technology
School



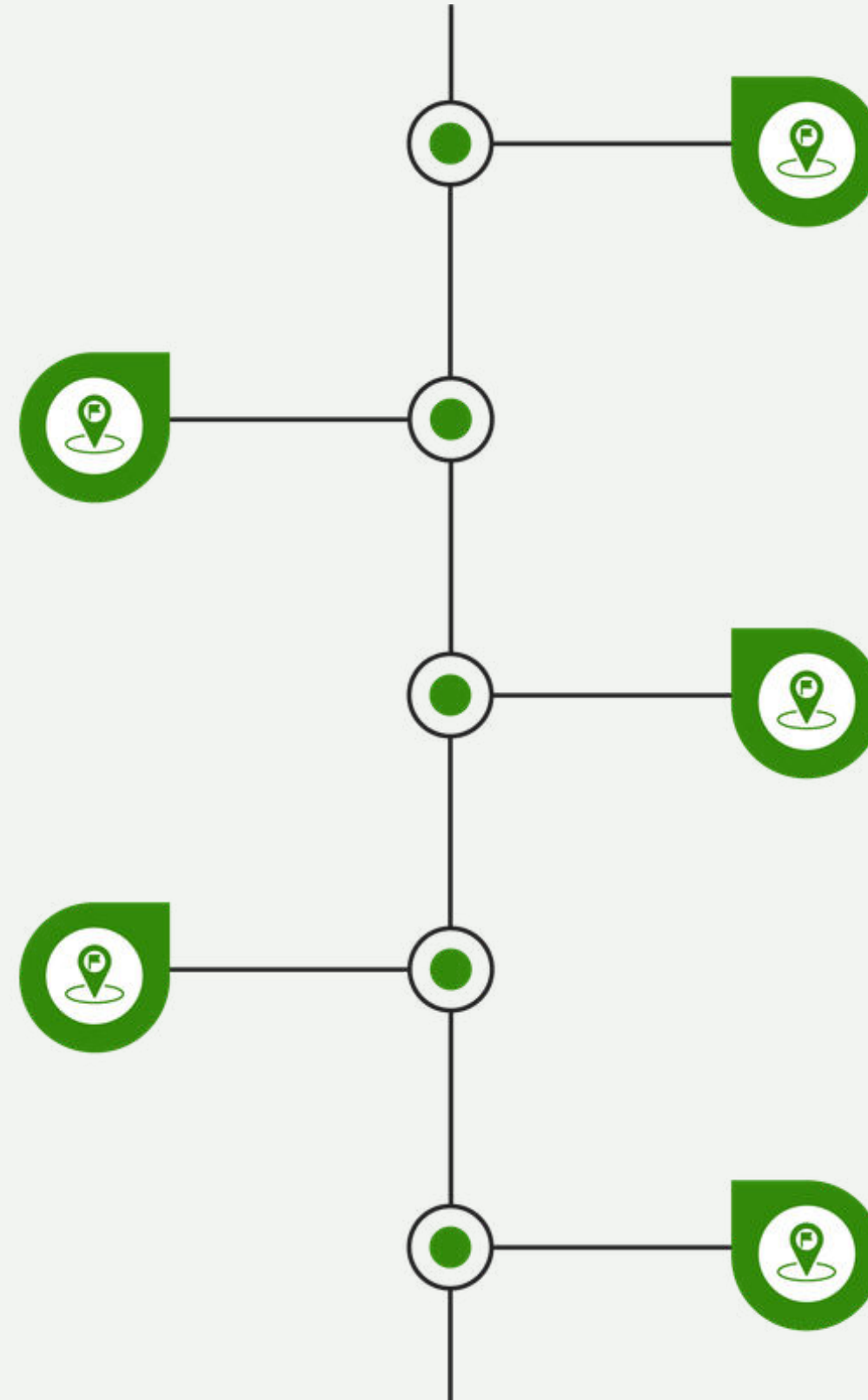
Explore our
GreenVET schools!



All project partners supported the 13 recruited schools throughout their GreenVET journey. Through implementation support, regular follow-up meetings, training travel arrangements, monitoring, and ongoing guidance, the partners helped schools successfully progress through the process. At the same time, the project partnership gathered valuable feedback on the project's tools and methodologies. This feedback directly informed the further development of the School Survey Tool (WP2) and the GreenVET Online Path (WP4), ensuring that both resources reflected the experiences and needs of practicing VET-schools.

Spring 24:
At each CoP-school:
Whole school survey of the state of the art regarding sustainability mindset and practices.

November 2024:
Face-to-face training in Finland for all GreenVET teams (04.11. - 08.11.24).



Spring 24:
Formation of a GreenVET team on each of the CoP-VET-schools (representing the school community).

Beginning of school year 2024/2025:
Introductory online workshop with the European GreenVET teams.

Until the end of the school year 2024/2025:
2 follow-up online workshops with the GreenVET community and development of school specific action plans and good practices

Each school formed a GreenVET team consisting ideally of teachers, students and school administrators that met regularly to work on the implementation of a Whole School Approach. It was particularly important to have all actors of the school community present in the teams to secure equal participation and backing within the whole school community.



At each school the project partners initiated a school-wide online survey that involved students, teachers, administrative and further school staff. The survey examined the views on sustainable development and ecological sustainability in the school community, the school's potential and challenges in anchoring sustainability holistically in their institution, how current sustainable practices are conceived within the school community and what specific demands, expectations and ideas their school community has regarding sustainability and education for sustainable development.

DPFA Leipzig

BSZ Großenhain

Bulduru tehnikums

Riga State Technical School

IEK Delta 360

School Center Škofja Loka

Nahdet Misr

IEK Sbie

San Benedetto Istituto

Galilei-Sani Institute

A' Technical School of Nicosia

MIEEK

Sec. School of Wood and Forestry Maribor

Excerpts from the School Survey Results

Subsequently project partners analysed the schools' survey results and provided the GreenVET teams with detailed results and analysis. The surveys were not made public as they served the schools internally.

As the surveys proved very valuable for the GreenVET teams to explore their future sustainability paths, we decided to develop a public version as part of WP2, that could serve any (VET) school for similar purposes. The survey can be used as is or modified based on the demands of the specific school context. It is available in English, German, Italian, Slovenian, Latvian, Finish and Greek.

DPFA Leipzig

BSZ Großenhain

Bulduru tehnikums

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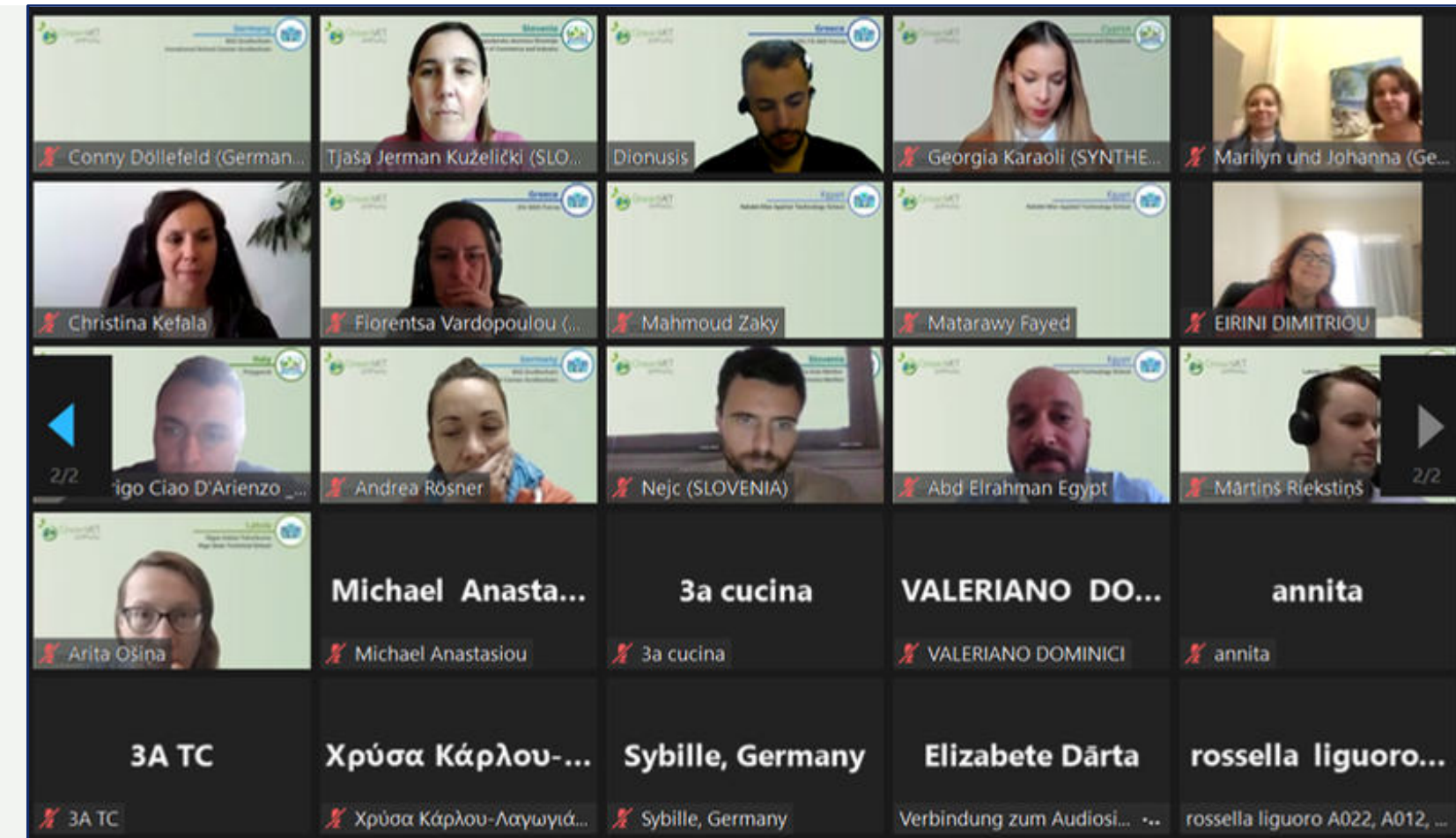
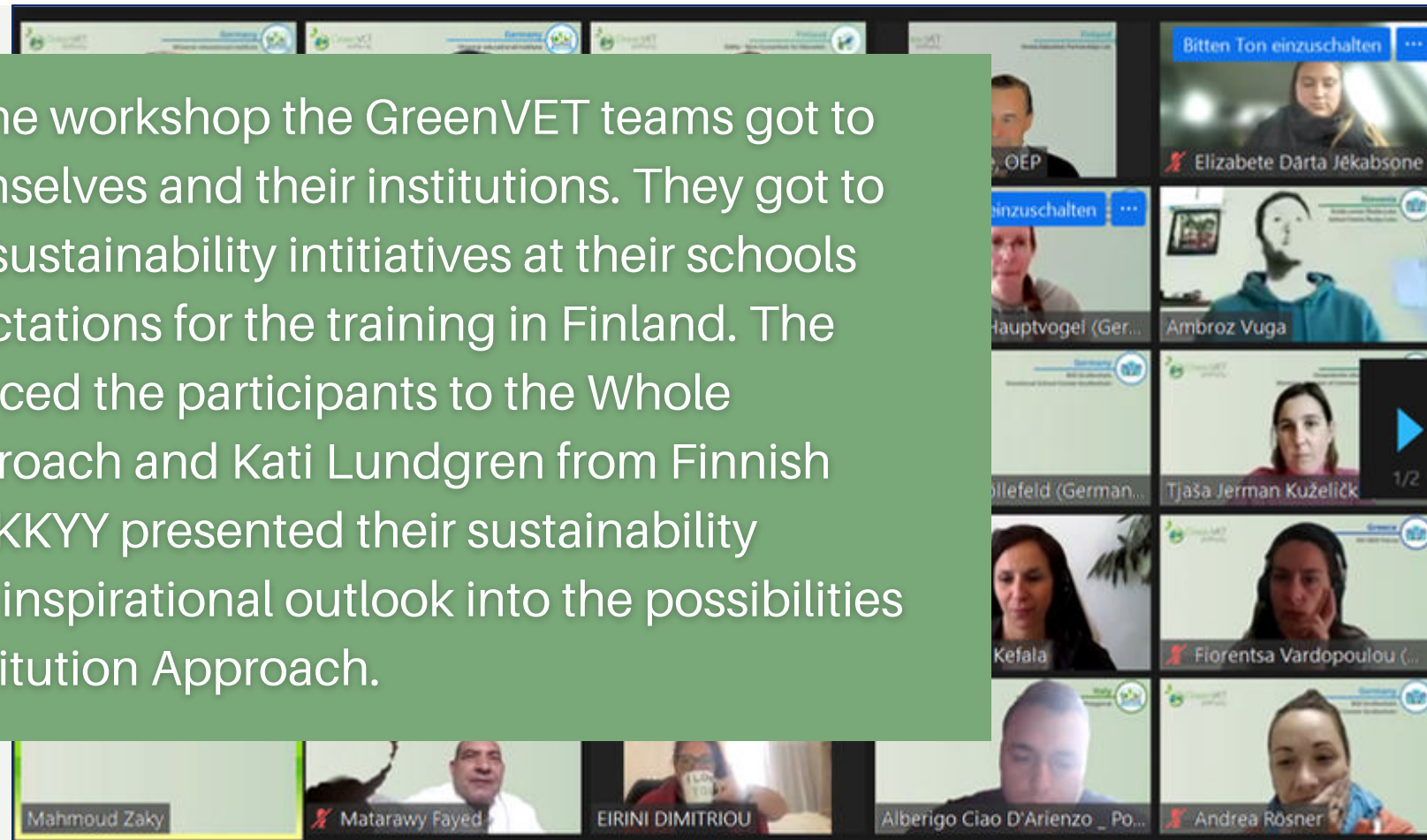
MIEEK

Sec. School of Wood and Forestry Maribor





Explore our [GreenVET school survey](#).

In our first online workshop the GreenVET teams got to introduce themselves and their institutions. They got to share existing sustainability initiatives at their schools and their expectations for the training in Finland. The project introduced the participants to the Whole Institution Approach and Kati Lundgren from Finnish VET school SAKKYY presented their sustainability concept for an inspirational outlook into the possibilities of a Whole Institution Approach.



AGENDA

- 10.00 - Welcome
- 10.10 - Ice breaker
- 10.20 - Getting to know each other in small groups
- 10.50 - Your expectations for the participation in the project
- 11.10 - Technical briefing for November
- 11.30 - Guest speaker - Kati Lundgren on greening (SAKKYY)
- 12.15 - The Whole Institution Approach & Results from the surveys
- 12.45 - Introduction to home Assignment

Group discussion

It is time to get to know one another better!

2 In each breakout room, choose a chairperson who will coordinate the discussion. Be prepared to summarize the discussion in the next phase in the main session.

Discussion topics:

- Introduce yourself: Your name and organization?
- What's your job title and what is your role and responsibilities?
- What activity or product did you choose to post in Padlet?
- Has your organization included greening or the UN SDG's to the strategy or practices? How?
- Have you already included greening or sustainability goals into your own teaching or the choices you make in your daily life?
- What expectations do you have for this workshop?

Time: 40 minutes

You will be randomly assigned to zoom breakout rooms for the group discussion and return automatically to the main session once the time is up.

The facilitators will visit the rooms to answer questions and give further guidance if needed.

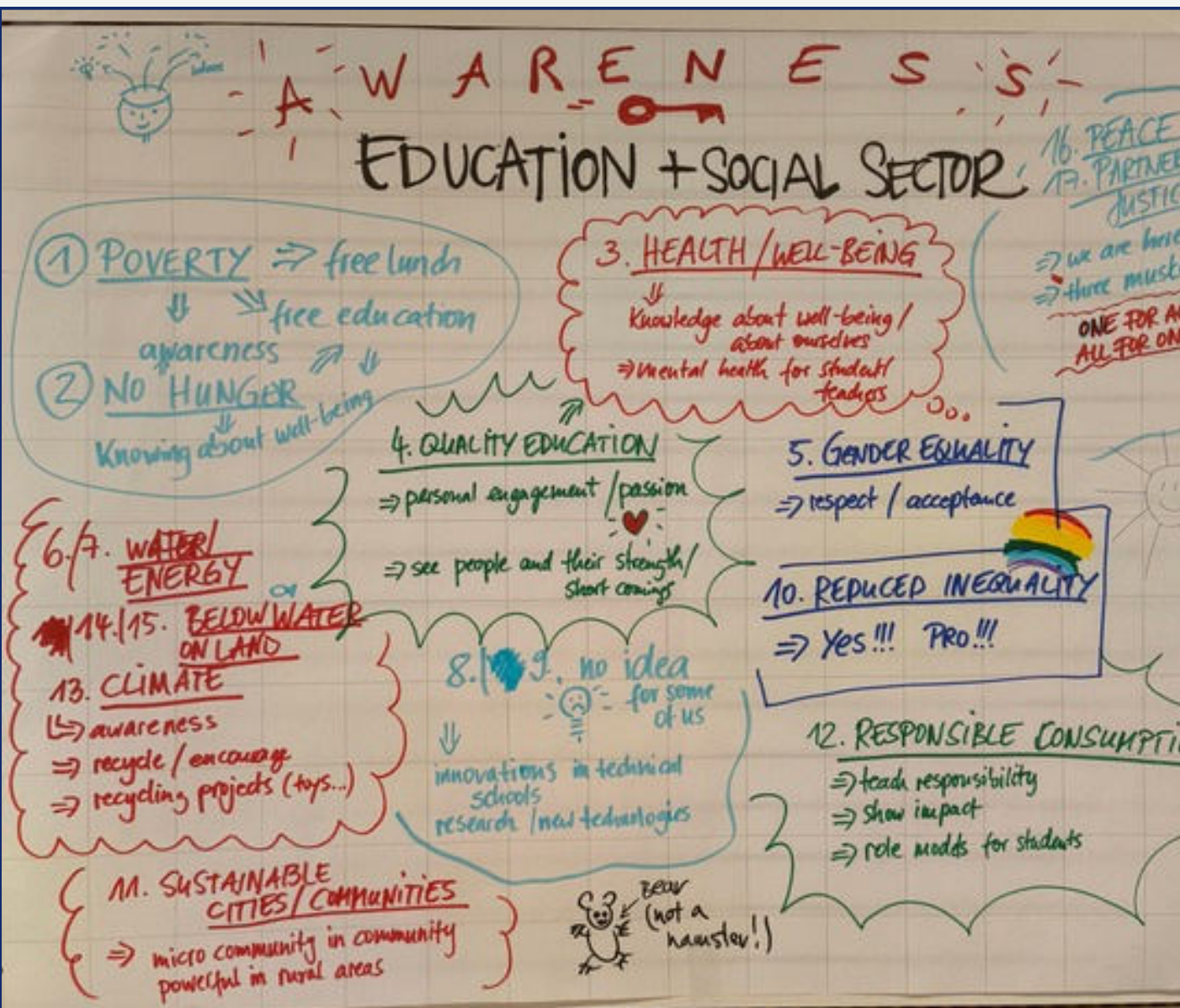
Note! Take a photo of this slide so you remember the discussion topics! (will be shared also on the Chat window)




The training in Finland brought together representatives from GreenVET teams from all project countries. Hosted by Finnish partner OEP, VET provider Omnia and experts from two Finnish VET schools (Omia and Sakky) we explored collaboratively the potential of each organization to implement a Whole Institution Approach to sustainability.



The community of practice was inspired by existing best practices, with Finnish practitioners sharing their experiences and giving advice to our CoP. GreenVET teams exchanged ideas, reflected on their own challenges, and gained new perspectives for advancing sustainability in their schools.



Schedule

Monday 4th of November

Arrival to Finland

- 14:00 - 17:00** **First Transnational Project Meeting / Wisamar**
(only for project managers, not for GreenVET schools)
- Room** OEP office, Lehtimäentie 1 C 6, 02770 Espoo, Finland

Tuesday 5th of November: WORKSHOP DAY

- 09:00 - 12:00** **Introductions**
Getting to know each other, Short introduction into Finnish VET, Presentation about the SDG's
- Room** Sampola, Kirkkokatu 16 A, 02770 Espoo
- 12:00 - 13:00** **Lunch**
- 13:00- 16:00** **SDG Market Place**
Group work
- Room** Sampola
- 18:30- 20:30** **Welcome dinner at Sandro Kortteli**
Cost will be at own expense
- Address** Kamppi shopping center, 5th floor, Urho Kekkosen katu 00100 Helsinki
OEP Host Fanny-Sofia Tarkio

Wednesday 6th of November: WORKSHOP DAY 2

- 09:00 - 12:00** **Good practices**
Guest Speakers from Omnia and City of Espoo and Whole Institution Approach to sustainability
- Room** Ki16A1126, Kirkkokatu 16 A, 02770 Espoo
- 12:00 - 13:00** **Lunch**
- 13:00- 16:00** **Brainstorming**
Group work
- Room** Ki16A1126, Kirkkokatu 16 A, 02770 Espoo

Thursday 7th of November: WORKSHOP DAY 3

- 09:00 - 12:00** **Coming up with an action plan**
Specialists from SAKKY and OMNIA to give comments
- Room** Ki16A1126, Kirkkokatu 16 A, 02770 Espoo
- 12:00 - 13:00** **Lunch**
- 13:00- 16:00** **Finishing the action plans, presenting the ideas**
Group work
- Room** Ki16A1126, Kirkkokatu 16 A, 02770 Espoo

Friday 8th of November

- 09:30- 12:30** **Second Transnational Project Meeting / Wisamar**
(only for project managers, not for GreenVET schools)
- Room** Sampola
- Departure from Finland

Building on the survey results, the training and workshop experience and the best practices that the GreenVET teams got to know through the project, each school developed their own action plan. Therefore they focused on three SDGs and created an implementation strategy for all levels of the Whole Institution Approach.

SUSTAINABILITY AND GREENING VISION BOARD 1/2			SUSTAINABILITY AND GREENING VISION BOARD 2/2		
SDG:		Organisation:	SDG:		Organisation:
VISION Your goal in three years (Add and example)		CHALLENGES in the current situation	NEEDED ACTIONS To reach the goal How can an educational institution promote the implementation of the SDGs in the WA areas? What measures should your educational institution take?		IMPLEMENTATION How to put measures into practice What concrete steps should the institution take to support the SDG goals in the WA areas? What roles would this process include? Who would be in charge?
School Values & Communication					
Networks & Partnerships					
Team-Development & Lifelong Learning					
Teaching & Learning					
School Community & Participation					
School Premises & Facilities					

IEK Delta 360

SDG 11: Sustainable Cities and Communities

VISION: Your goal in three years

CHALLENGES: in the current situation

BSZ Großenhain

SDG 7: Affordable and Clean Energy

VISION: Your goal in three years

CHALLENGES: in the current situation

Galilei-Sani Institute

SDG 9: Industry, Innovation and Infrastructure

VISION: Your goal in three years

CHALLENGES: in the current situation

DPFA Leipzig

SDG 13: Climate Action

VISION: Your goal in three years

CHALLENGES: in the current situation

HOT IDEAS FOR A COOLER PLANET

SDG 13: Climate Action

VISION: Your goal in three years

CHALLENGES: in the current situation

OUTDOOR CLASSROOM

SDG 9: Industry, Innovation and Infrastructure

VISION: Your goal in three years

CHALLENGES: in the current situation

School Center Škofja Loka

SDG 13: Climate Action

VISION: Your goal in three years

CHALLENGES: in the current situation

Bulduru tehnikums

SDG 13: Climate Action

VISION: Your goal in three years

CHALLENGES: in the current situation

A'Technical School of Nicosia

SDG 13: Climate Action

VISION: Your goal in three years

CHALLENGES: in the current situation

San Benedetto Istituto

SDG 13: Climate Action

VISION: Your goal in three years

CHALLENGES: in the current situation

Nahdet Misr

SDG 13: Climate Action

VISION: Your goal in three years

CHALLENGES: in the current situation

Riga State Technical School

SDG 13: Climate Action

VISION: Your goal in three years

CHALLENGES: in the current situation

MIEEK

SDG 13: Climate Action

VISION: Your goal in three years

CHALLENGES: in the current situation

IEK Sbie

SDG 13: Climate Action

VISION: Your goal in three years

CHALLENGES: in the current situation

Excerpts from the Action Plans

The experiences gained in the creation of the action plans informed the development of the worksheets as part of the GreenVET Online Path

Three months after the training in Finland we brought together the CoP in the 2nd online workshop to get in exchange about challenges and first successes at their schools. We brought in expert input from Finland (Vamia VET school) and Germany (BBS1 Uelzen and BS Mindelheim) and gave participants the opportunity to ask for the experts' feedback on their schools' initiatives.

Agenda

- 13.00 - 13.15 Welcome & Icebreaker
- 13.15 - 13.35 GreenVET teams in action: Update on the current status (breakout rooms)
- 13.35 - 13.55 Experts' insights: Tackling challenges on the path (5min per expert) with
 - Katarina Sandbacka (Vamia Vocational College, Vaasa, Finland)
 - Stefan Nowatschin (BBS 1 Uelzen, Germany)
 - Karl Geller (BS Mindelheim, Germany)
- 13.55 - 14.25 From challenges to strategies: Exchange & discussion (breakout rooms)
 - with Katarina Sandbacka on "How to involve students?"
 - with Stefan Nowatschin on "How to convince the management and involve the colleagues?"
 - with Karl Geller on "How to start projects that have a real impact?"
- 14.25 - 14.45 Getting back together & sharing insights
- 14.45 - 14.50 Documenting success: Your activities as good practices
- 14.50 - 14.55 The Power of Sharing: The GreenVET Database
- 14.55 - 15.00 Show your participation: The GreenVET badge for your website

From challenges to strategies
Exchange and discussion
in 3 breakout rooms

*Choose one of three breakout rooms.
GreenVET teams can split into different breakout rooms.
Based on the group's topic, discuss your challenges and ask questions.*

Time: 30 minutes

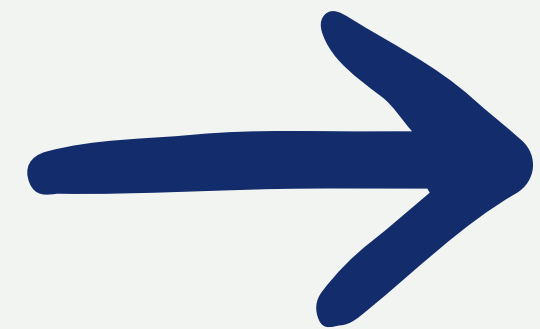
GROUP 1
with **Katarina Sandbacka** on
How to involve students?

GROUP 2
with **Stefan Nowatschin** on
How to convince the management and involve the colleagues?

GROUP 3
with **Karl Geller** on
How to start projects that have a real impact?



Following up on their action plans, the GreenVET schools started implementing the first sustainability initiatives within this project phase. The schools were asked to document their process and share it with the other GreenVET schools for peer learning and further inspiration.



The following practices have also been included into the [GreenVET Online Path](#) into the collection of best practices to make them known to a broader public.

The GreenVET schools' best practices

Name of our school

A' Technical School of Vocational Education and Training, Nicosia



GOOD PRACTICE: TIGANOKINISI ('PAN MOVEMENT' IN GREEK)

Short description in 2 sentences:

It focuses on collecting used cooking oil (UCO) and converting it to biodiesel.

Who is involved?

Students, Teachers, Community

Description of the practice / activity:

Its end-goal is to provide resources for environmental education activities and environmental infrastructure in school. Tiganokinisi tackles the issues linked to UCO, while applying the values of the circular economy. It has come up with a solution comprising sources of income, innovation and education. Students bring UCO from their homes, AKTI collects it and the money derived from selling the oil are channeled back to the school, to be invested in environmentally-friendly practices and green infrastructure.

SDGs addressed



Areas of the Whole Institution Approach addressed




Results / Outcomes:


- awareness-raising of students, teachers, parents and the wider society
- improving the environmental character of the school unit
- collaboration between the schools and the community

Tips for Implementation:

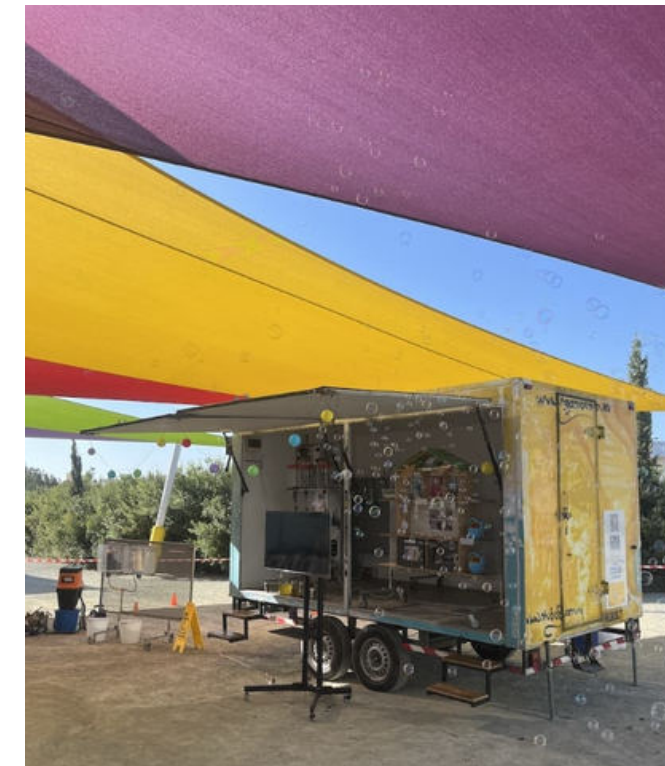
- **Start small, but communicate big:** Begin with one or two motivated classes and use their success to inspire the rest of the school.
- **Celebrate visible impact:** Show how the money earned is reinvested (e.g., new green corners, eco-materials, etc.) so the cycle of reward is clear.
- **Empower students as eco-ambassadors:** Let them take ownership of awareness-raising, with posters, announcements, and peer-led campaigns.
- **Build strong community links:** Collaborate with local environmental NGOs (like AKTI) or municipalities to ensure smooth logistics and broader visibility.

Links to resources that might be helpful:

 [Tiganokinisi Official Website](#) - For detailed information, case studies, and updates on the movement.

 [AKTI Project and Research Centre](#) - The organization supporting collection and reinvestment.

Photos:



Name of our school

BSZ Großenhain



GOOD PRACTICE: COMMUNITY APPLE ORCHARD

Short description in 2 sentences:

BSZ Großenhain is taking responsibility for one of the municipality's traditional apple orchards, which are maintained as public green spaces. The school will manage the orchard as part of its sustainability efforts—organizing apple harvests, creating apple-themed projects in collaboration with local kindergartens and care homes, and using the orchard as a “green classroom” for hands-on, outdoor learning.

Who is involved?

teachers, school, municipality’s sustainability responsible, broader community

Description of the practice / activity:

In line with its commitment to ESD, BSZ Großenhain is embracing a whole school approach by taking responsibility for the care and use of one of the municipality’s traditional apple orchards (Streuobstwiesen).

These orchards are valuable public green spaces that support biodiversity, contribute to climate resilience, and preserve cultural heritage. By stewarding one of these orchards, the school is creating a living learning environment that connects sustainability across all areas of school life.

The orchard becomes a dynamic outdoor classroom where students from various vocational programs can apply their knowledge in real-world contexts. Apple-themed projects are also developed in cooperation with kindergartens and elderly care homes, allowing students to design and deliver age-appropriate, cross-generational learning experiences.

Managing the orchard reinforces a culture of shared responsibility and ecological awareness among students and staff. At the same time, the orchard becomes a green retreat and a space for well-being, reflection, and collaborative action.

By integrating the orchard project into all aspects of school life, BSZ Großenhain exemplifies how a Whole School Approach can make sustainability tangible, relevant, and impactful—not only for learners, but for the broader community as well.

SDGs addressed



Areas of the Whole Institution Approach addressed

- Networks & Partnerships
- Teaching & Learning
- School Community & Participation

Results / Outcomes:

- Promote hands-on sustainability education across disciplines
- Foster ecological responsibility and environmental stewardship
- Strengthen community partnerships through intergenerational learning
- Enhance school culture by creating a “green classroom” to support health, well-being, and teamwork
- Contribute to local biodiversity and climate resilience

Tips for Implementation:

- Map out the year: Create a seasonal activity calendar (e.g., pruning in early spring, harvest in autumn, workshops year-round).
- Connect orchard activities with different subjects (e.g., gastronomy, biology, chemistry, nutrition, environmental science, social care).

Links to resources that might be helpful:

-

Photos:



Name of our school

Bulduri Technical School



GOOD PRACTICE: WASTE SEPARATION IN THE STUDENT DORMITORIES

Short description in 2 sentences:

We, like everyone else, are concerned about the future and try to live green. We are already green as a gardening school, but we still have a long way to go. We are currently trying to introduce waste separation in the student dormitories, and later we hope to introduce it in the school as well.

Who is involved?

Teachers, students and school management, foreign cooperation schools.

Description of the practice / activity:

*The floristics department is taking big steps towards sustainability, now sorting organic materials that go to the school compost and other inorganic materials that cannot be sorted.

*In biology lessons, the teacher and students talked about school experiences, technologies, and what each of us can do on our own and what we can all do together for sustainability.

*Students were sent information material from the *Zaļā Josta* and a description of how to properly sort and what and where the school collects, for example, the collection of used batteries continued in the library, and deposit bottles are collected at the school canteen and in the dormitories.

SDGs addressed



Areas of the Whole Institution Approach addressed

- School Values & Communication
- Networks & Partnerships
- Team Development & Lifelong Learning
- Teaching & Learning
- School Community & Participation
- School Premises & Facilities

Results / Outcomes:

- *Students were educated about the need to separate waste and encouraged to do so.
- *Several sorting points are being introduced at the school

Tips for Implementation:

- *To negotiate with management, to express clear and justified needs.
- *To introduce and encourage students to do good, even if it is slowly.
- *Research what good practices are happening elsewhere and apply them yourself.

Links to resources that might be helpful:

<https://www.zalajosta.lv/>
<https://skiroviegli.lv/>

Photos:



Name of our school

DPFA VET Schools for the Social Sector Leipzig



GOOD PRACTICE: ESD-DAY

Short description in 2 sentences:

DPFA VET School actively involved all its students in an ESD Day focused on impactful sustainable practices. Students took part in cleaning the local park and collecting litter, followed by organizing a clothing swap event within the school to promote conscious consumption and reuse.

Who is involved?

teachers, students, school management, municipality (city cleaning), neighbourhood park

Description of the practice / activity:

The day began with students and teachers gathering in the local park to collect litter left behind by visitors. By actively caring for their surroundings, the school community not only took responsibility for their environment but also raised awareness about the issue of public space pollution. A second group took part in a workshop and learned a lot about waste and waste separation and how to talk about the topic with kids.

The second part of the day featured a school-wide clothes swap. Led by teachers and a group of students, two classrooms were transformed into pop-up second-hand clothing stores, creating an engaging and practical example of circular economy principles in action.

As many of the students are future educators, ESD Day also served as a hands-on learning experience, demonstrating sustainable practices that can be easily implemented in the education sector—even in early childhood settings. At the heart of both activities was the concept of responsible consumption: encouraging reuse through accessible infrastructure for clothing exchange, and highlighting the environmental and social benefits of reducing and recycling packaging waste through park clean-up efforts. These experiences help foster a deeper understanding of how small actions can make a significant impact on both local communities and the global environment.

SDGs addressed



Areas of the Whole Institution Approach addressed

- School Values & Communication
- Networks & Partnerships
- School Community & Participation

Results / Outcomes:

- Raised awareness about SDGs 11, 12, and 13 through hands-on sustainability activities.
- Promoted environmental responsibility by cleaning the local park and addressing the impact of littering in public spaces.
- Encouraged circular economy practices through a student-led clothes swap, reducing textile waste and promoting reuse.
- Provided future educators with practical tools to integrate sustainability into early childhood and school education settings.

Tips for Implementation:

- DPFA VET School partnered with the city's municipal cleaning department, ensuring students were properly equipped for the park clean-up activity. This collaboration not only provided the necessary tools but also offered valuable insights into the real-world challenges of maintaining clean and livable urban spaces.
- The success of the clothes swap sparked a new idea: Why not establish a permanent clothes rack within the school building? This would allow students to continuously contribute and exchange clothing, encouraging an ongoing culture of reuse and sustainable consumption in everyday school life.

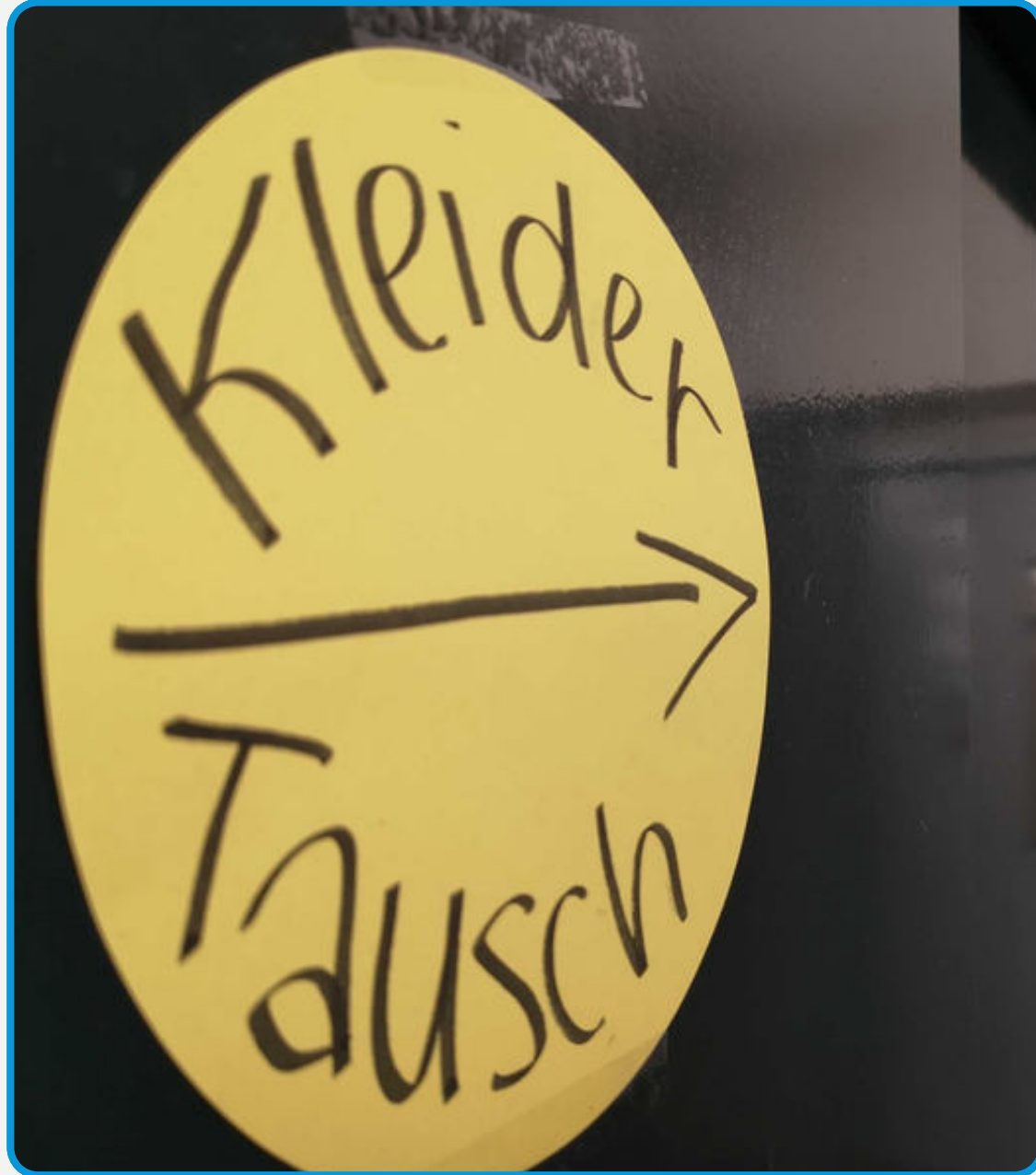
Links to resources that might be helpful:

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Photos:



More pictures ...



Name of our school

Galilei Sani



GOOD PRACTICE: GREEN ENERGY 100%

Short description in 2 sentences:

The project involves two other schools and students in IT, electronics, and electrical engineering, promoting green energy over polluting sources through the project-financing of new solar panels.

Who is involved?

teachers, students, school management, municipality, neighbourhood, partner schools etc.

Description of the practice / activity:

The Istituto Galilei - Sani in Latina (Italy) is expanding its green energy initiative by installing three additional sets of solar panels (24 modules each) for an extra 8 kW peak output, reaching a total of 10 kW peak through a project-financing approach and as a coordinated output among local schools.

The project is carried out in collaboration with the Province of Latina and a professional installation company.

The installation of solar panels is being built as the achievement of local joint network, and engagement of 4th and 5th year students from the IT, electronics, and electrical engineering programmes in training them in the installation of alternative energy sources over traditional polluting ones.

SDGs addressed



Areas of the Whole Institution Approach addressed

- ✓ School Values & Communication
- ✓ Networks & Partnerships
- ✓ Team Development & Lifelong Learning
- ✓ Teaching & Learning
- ✓ School Community & Participation
- ✓ School Premises & Facilities

Results / Outcomes:

- institutional network
- private-public partnership
- school networking and green transition confrontation

Tips for Implementation:

- green transition is the result of a network
- green transition is “not just a technical approach”

Links to resources that might be helpful:

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Photos:



Name of our school

IEK DELTA 360



GOOD PRACTICE: [EMPATHY AND VOLUNTEERISM, #Ο 'ΗΡΩΑΣΕΊΣΑΙΕΣΊΥ]

Short description in 2 sentences:

The students in #Cooking participated in both the preparation and packaging of meals, in a creative and at the same time sustainable way, highlighting the importance of providing and ensuring access for all people, especially the poor and people in vulnerable situations. (2nd Sustainable Development Goal)

Who is involved?

teachers, students, school management, municipality, partner schools, corporate partners, associations etc

Description of the practice / activity:

We welcomed the "Volunteer Ministry to the Homeless" Association to the #delta360 facilities in #Thessaloniki and together we prepared delicious meals to share with the city's homeless.

The students in #Cooking participated in our modern facilities, in a creative and at the same time sustainable way, highlighting the importance of offering and ensuring access to all people, especially the poor and people in vulnerable situations. (2nd Sustainable Development Goal)

- At the same time, the foundations were laid for the adoption and implementation of practices within the framework of the 3rd goal, GOOD HEALTH AND WELL-BEING, with actions such as organizing iek delta360 Seminars, on blood pressure, voluntary blood donation, etc as well and actions on mental and physical health issues. Developing communication skills to promote health in the community, with activities such as World Health Day, World Rare Disease Day, etc.
- <https://www.facebook.com/share/p/18ykHcrnmd/>
- <https://www.facebook.com/share/p/1FamTeXwVg/>
- <https://youtu.be/8sv8-akAF68?si=hs3XVQytm2hXIZ57>
- <https://www.facebook.com/share/1EDFEAsY97/>

SDGs addressed



Areas of the Whole Institution Approach addressed

- ✓ School Values & Communication
- ✓ Networks & Partnerships
- ✓ Team Development & Lifelong Learning
- ✓ Teaching & Learning
- ✓ School Community & Participation
- ✓ School Premises & Facilities



Results / Outcomes:

- Social contribution: Activating students in voluntary actions, such as providing meals to vulnerable groups or collaborating with food banks.
- Reducing Food Waste
- Development of communication tools, using social media to awaken and raise public awareness on the issue.

Tips for Implementation:

- Understanding social inequalities, recognizing the need to support vulnerable groups, such as the homeless, and the connection of hunger with poverty and social exclusion.
- Strengthening social sensitivity and solidarity, cultivating a sense of respect and contribution to one's fellow human beings.
- Organization and cooperation in groups, since the preparation and distribution of meals requires proper coordination, division of roles and team spirit.
- Knowledge about food waste and ways to utilize it
- Awareness of the value of food and ways to reduce waste by reusing leftovers.
- Contact with agencies and organizations, as acquaintance and participation with NGOs or social structures that support people in need is created.

Links to resources that might be helpful:

<https://www.facebook.com/share/v/1MvX1FzAf4/>

<https://www.instagram.com/reel/DllysAGN37D/?igsh=MTBnOHB5bzVqemVsNg==>

Photos:

<https://www.facebook.com/share/v/197u6b4gg9/>



Name of our school

IEK SBIE



GOOD PRACTICE: ROOFTOP HERB GARDEN

Short description in 2 sentences:

As a best practice, we combined our Culinary and Biochemistry departments to create a rooftop herb flower bed, supporting sustainable cities and climate action (SDG 11.3). We also engaged our Pedagogical Department - Kindergarten in organizing Christmas and Easter charity bazaars, promoting good health and well-being (SDG 3.4).

Who is involved?

Students from the above departments, teachers, Erasmus internship students who are doing their practice in Athens giving greate impact to our initiatives.

Description of the practice / activity:

As part of the European project GREEN-VET, we organized an intercultural and interdisciplinary educational event on Thursday, April 10, at SAEK SVIE (IEK ΣΒΙΕ). Spanish students completing their internships in Greece collaborated with Greek VET students in a hands-on sustainability activity, combining gastronomy and herb cultivation. Greek students had previously grown herbs such as thyme, mint, lavender, basil, and lemongrass, and during the event, they teamed up with Culinary Arts (Chef) students to create recipes using their home-grown ingredients.

In parallel, the Pedagogical Department organized a vibrant Easter Bazaar, where students crafted handmade candles (λαμπάδες), lanterns, sweets, and greeting cards. The proceeds were donated to the association "Agalia," supporting their mission to offer care and solidarity to those in need.

SDGs addressed



Areas of the Whole Institution Approach addressed

- School Values & Communication
- Networks & Partnerships
- Team Development & Lifelong Learning
- Teaching & Learning
- School Community & Participation
- School Premises & Facilities

- Strengthened intercultural collaboration between Greek and Spanish VET students.
- Enhanced students' practical skills in herb cultivation, sustainable practices, and gastronomy.
- Promoted teamwork, creativity, and hands-on learning through interdisciplinary activities.
- Fostered social responsibility and solidarity through the Easter Bazaar initiative.
- Raised funds to support the association "Agalia," offering aid to those in need.
- Encouraged entrepreneurship and creativity among Pedagogical Department students.
- Increased awareness of sustainability and community engagement within the school.

Tips for Implementation:

- Plan early and collaboratively: Engage different departments (e.g., Culinary Arts, Biochemistry, Pedagogical) from the start to ensure smooth coordination and integration of activities.
- Involve international students: Include Erasmus or internship students to bring an intercultural dimension and enrich the learning experience.
- Grow and prepare in advance: Allow enough time for students to cultivate herbs or prepare materials (e.g., crafts, recipes) ahead of the event.

Links to resources that might be helpful:

<https://www.cedefop.europa.eu/en/themes/green-skills>

Photos:



Name of our school

MIEEK - Post-Secondary Institutes of Vocational Education and Training



GOOD PRACTICE: ZERO WASTE IN CULINARY SCHOOL

Short description in 2 sentences:

The MIEEK Culinary Arts School integrates the Zero Waste philosophy into every stage of food preparation, teaching students to minimize waste, repurpose leftovers, and act responsibly as future professionals. Through hands-on leadership roles and sustainability-focused lessons, students gain practical skills and a strong environmental ethos that extends beyond the classroom.

Who is involved?

The initiative actively involves students, who rotate weekly as Head Chefs; educators and professors, who guide and model sustainable practices; and the local community, which supports through partnerships, donations, and food redistribution systems. Additionally, national bodies and international networks contribute through competitions, collaborations, and accreditation.

Description of the practice / activity:

The Zero Waste initiative at the MIEEK Culinary Arts School combines hands-on learning with sustainability education. Each week, a student takes on the role of Head Chef, overseeing food planning, portion control, and resource management to ensure minimal waste. Ingredients are used to their fullest potential, and any surplus is either creatively repurposed or donated to local communities. The program includes a course on Green Entrepreneurship, equipping students with the theoretical background to apply sustainability principles in real-world settings. Tools like FoodPrint Cyprus are used to track food waste and raise awareness. Through this initiative, students develop not only technical skills but also empathy, leadership, and a sense of social and environmental responsibility as future professionals.

SDGs addressed



Areas of the Whole Institution Approach addressed

- ✓ School Values & Communication
- ✓ Networks & Partnerships
- ✓ Team Development & Lifelong Learning
- ✓ Teaching & Learning
- ✓ School Community & Participation
- ✓ School Premises & Facilities



Co-funded by
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Results / Outcomes:

- National and international recognition, including 1st place in the Lidl Cyprus Sustainable Gastronomy Competition and 2nd place in the Club Med Global Culinary Challenge.
- Significant reduction in food waste through precise portion planning, ingredient repurposing, and food donation systems.
- Development of leadership and transversal skills in students, such as collaboration, empathy, and responsibility.
- Increased awareness and accountability using the FoodPrint Cyprus tool to monitor and evaluate food waste.

Tips for Implementation:

- Start with clear goals and engage both staff and students in shaping the Zero Waste vision from the beginning.
- Introduce a rotation system for leadership roles (e.g. Head Chef) to build responsibility and ensure shared ownership of sustainability practices.
- Use practical tools like food waste tracking apps (e.g. FoodPrint Cyprus) to raise awareness and measure progress.
- Integrate sustainability into both theory and practice through dedicated courses and daily routines.

Links to resources that might be helpful:

https://sch.cy/mi/12/food_waste.pdf

Photos:



Name of our school

Nahdet Misr Applied Science Technology School



GOOD PRACTICE: SUSTAINABLE FARM

Short description in 2 sentences:

- The school implemented a sustainable farm project using the Hugelkultur technique by recycling kitchen waste into organic compost.
- The project enhanced students' environmental awareness by involving them in creating farm beds and planting crops without using chemical fertilizers.

Who is involved?

School management and teaching staff/- Students and trainees from Culinary and F&B departments/- Local community and external partners.

Description of the practice / activity:

• Sustainable Farm Using Hugelkultur System:

- The school established two sustainable farm units using the Hugelkultur technique by recycling kitchen waste into natural organic compost.
- Students and teachers collaborated in building the farm beds and planting trial crops like arugula and aromatic herbs, preparing for the summer crops such as zucchini, peppers, and cucumbers.
- The project raised students' awareness about sustainable agriculture and circular economy principles while preserving soil health without chemical inputs

SDGs addressed



Areas of the Whole Institution Approach addressed

- ✓ School Values & Communication
- ✓ Networks & Partnerships
- ✓ Team Development & Lifelong Learning
- ✓ Teaching & Learning
- ✓ School Community & Participation
- ✓ School Premises & Facilities

Results / Outcomes:

- Successful establishment of two fully sustainable farming units using organic compost from kitchen waste.
- Active student involvement throughout all project phases, enhancing their agricultural and teamwork skills.
- Initial planting of crops like arugula and aromatic herbs was successful, with preparation underway for summer vegetables.
- Increased student awareness of environmental agriculture, waste reduction, and the application of sustainability within the school.

Tips for Implementation:

- Start by educating students on the principles of sustainable agriculture and the importance of recycling within the school environment.
- Utilize kitchen waste as organic material to create compost instead of discarding it.
- Encourage collaborative work between students and teachers to complete the project step by step.

Links to resources that might be helpful:

Photos:



Name of our school

Riga State Technical School



GOOD PRACTICE: SMALL STEPS LEAD TO BIG RESULTS

Short description in 2 sentences:

A water station has been set up both on practical training center and main building. The Eco Council started to implement activity plan to engage students, teachers and employees.

Who is involved?

Teachers, students, school management, international partner schools.

Description of the practice / activity:

On **Warm Sweater Day**, the heating temperature was slightly lowered in the classrooms, and for this reason, everyone is encouraged to wear a warmer sweater as a symbolic gesture of support for the initiative.

Eco Council Challenge Week Summary

- The aim of Challenge Week was to raise awareness of the Eco Council and promote eco-friendly thinking. Throughout the week, students engaged in daily activities shared on the Eco Council's Instagram.
- Monday: Students brought their own water bottles.
- Tuesday: In collaboration with the Charity Club, treats and food were collected for animals.
- Wednesday: An Eco-themed quiz took place at the Valdemāra Street campus.
- Thursday: Participants dressed like elements of nature and took photos at a themed photo corner.
- Friday: A photo summary of the week was posted, and a "people's choice" vote highlighted the most inspiring moments.

SDGs addressed



Areas of the Whole Institution Approach addressed

- ✓ School Values & Communication
- ✓ Networks & Partnerships
- ✓ Team Development & Lifelong Learning
- ✓ Teaching & Learning
- ✓ School Community & Participation
- ✓ School Premises & Facilities



Results / Outcomes:

- Participation in Green Vet project gave us opportunity to set real, practical and achievable goals.
- Drinking water now is freely available for everyone- students, teachers and employees.
- The Eco council's challenged week successfully encouraged green habits and increased Eco Council visibility.

Tips for Implementation:

- Start with small and realistic steps.
- Talk and involve administration and explain why these activities are necessary.
- Make sure that you have extra time for action plan because it will take more time in reality.

Links to resources that might be helpful:

- https://www.instagram.com/rvt_lv/
- www.rvt.lv/silto-dzemperu-diena-17-02-2025/
- <https://ekoskolas.lv/lv/jaunumi/registracija-ekoskolu-ziemas-forumam-2025-un-aktualitates-februari>

Photos:



Name of our school

San Benedetto Einaudi Mattei



GOOD PRACTICE: AEROPONICS FOR GREEN SKILLS

Short description in 2 sentences:

Aeroponics experimenting with the cultivation of selenium-biofortified lettuce to enhance students' critical thinking on climate change and technologies' role.

Who is involved?

teachers, students, school management, partner schools

Description of the practice / activity:

Biofortifying lettuce with selenium means growing lettuce that's naturally richer in this important mineral, helping people stay healthier. It's simple, safe, and keeps the lettuce tasty. For vocational students, learning this skill means gaining expertise in modern, sustainable farming practices, boosting their job opportunities and helping them meet the growing demand for healthier food.

SDGs addressed



Areas of the Whole Institution Approach addressed

- ✓ School Values & Communication
- ✓ Networks & Partnerships
- ✓ Team Development & Lifelong Learning
- ✓ Teaching & Learning
- ✓ School Community & Participation
- ✓ School Premises & Facilities

Results / Outcomes:

- experimentation of up-to-date technologies
- acquisition by students of necessary knowledge in adopting innovative practices in farming
- Improved way by teachers for sustainable learning

Tips for Implementation:

1. network is the key, especially to valorise “sustainability” as a transversal approach
2. prepare students and teachers with the Whole Institutional Approach

Links to resources that might be helpful:

External resources

Photos:



Name of our school
School centre Škofja Loka



MEASUREMENTS OF SOLAR RADIATION AND THE FEASIBILITY OF SETTING UP A SOLAR POWER PLANT

Short description in 2 sentences:

Students investigated whether the school's roof is suitable for installing a solar power plant. Through theory and hands-on measurements, they explored solar radiation and the operation of solar power systems as part of their Energy Systems subject.

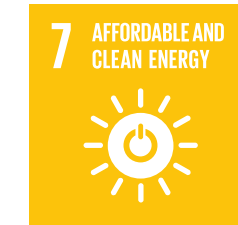
Who is involved?

The activity involved students and a teacher within the Energy Systems course.

Description of the practice / activity:

The aim of the activity was to determine the suitability of the school roof for installing a solar power plant by measuring solar radiation. Students first learned the theoretical principles of solar radiation, including factors that influence its intensity such as time of day, weather, orientation, and air mass. They also studied the functioning of solar cells and how solar energy is converted into electricity. In the practical part, students used various tools - an Almemo meter, a solar radiation probe, a styrofoam plate, a protractor, and a compass - to measure solar radiation on site. They experimented with different angles and directions to observe changes in radiation intensity under sunny weather conditions.

SDGs addressed



Areas of the Whole Institution Approach addressed

- School Values & Communication
- Networks & Partnerships
- Team Development & Lifelong Learning
- ✓ Teaching & Learning
- ✓ School Community & Participation
- ✓ School Premises & Facilities

Results / Outcomes:

Students gained practical experience in measuring solar radiation and deepened their understanding of solar power systems. They became more aware of how environmental factors affect solar energy production and how to assess the potential for real-life installations. The activity also strengthened their environmental awareness and understanding of renewable energy as a sustainable alternative to fossil fuels. The collected data will help evaluate the feasibility of installing a solar power plant on the school roof and support the school's sustainability efforts.

Tips for Implementation:

- Encourage students to analyze the data independently to build critical thinking skills and support SDG 7 and SDG 13.
- Link the activity to the subject curriculum and school facilities.
- Share results with the school community or partners to promote sustainability and embed school values.

Links to resources that might be helpful:

/

Photos:



Name of our school

Secondary School of Wood and Forestry Maribor



GOOD PRACTICE: WEIGHING WASTE

Short description in 2 sentences:

At school, we wanted to influence the reduction of food waste in the cafeteria. Every day, we weigh the discarded food and present the result on a poster."

Who is involved?

teachers, students, school kitchen/cafeteria

Description of the practice / activity:

Every day, huge amounts of food are wasted in developed parts of the world – including here in Slovenia. This means that a great deal of energy and effort from farmers and workers goes to waste.

We are interested in how much food is thrown away in our school cafeteria and whether we can reduce that amount.

For this purpose, during April and May, as part of the GreenVet project (which focuses on exploring sustainable development opportunities for our school), we are measuring the amount of food waste in the cafeteria.

We started on April 1st. At the end of each day, the food waste in the cafeteria is weighed, and the amount is recorded on a poster.

Our goal is to work together to make sure there is less and less food wasted every day.

SDGs addressed



Areas of the Whole Institution Approach addressed

- School Values & Communication
- Networks & Partnerships
- Team Development & Lifelong Learning
- Teaching & Learning
- School Community & Participation
- School Premises & Facilities

Results / Outcomes:

The amount of food waste decreased by 26.2 kg in the second week of measurement."

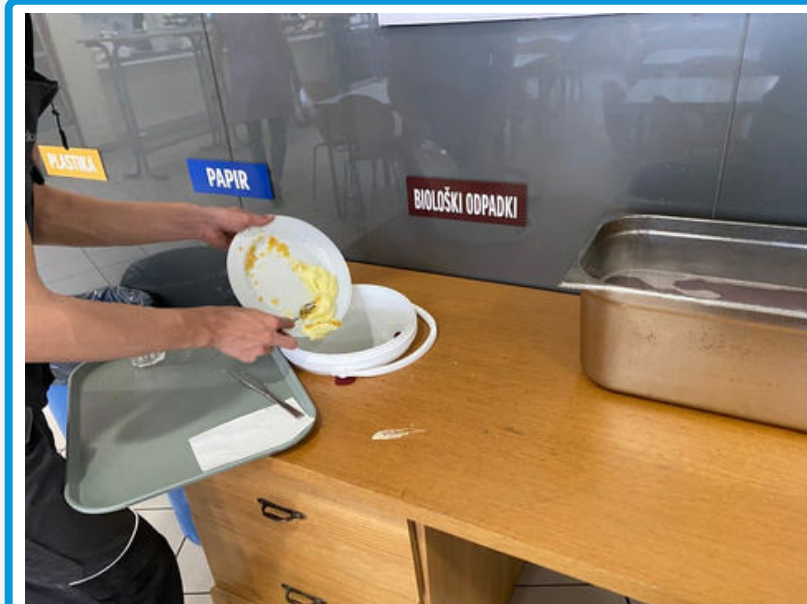
Tips for Implementation:

Tip: It's a good idea to adjust the portion size on the plate to the individual diner's preference/need. This way, the food intake is personalized, and waste is reduced.

Links to resources that might be helpful:

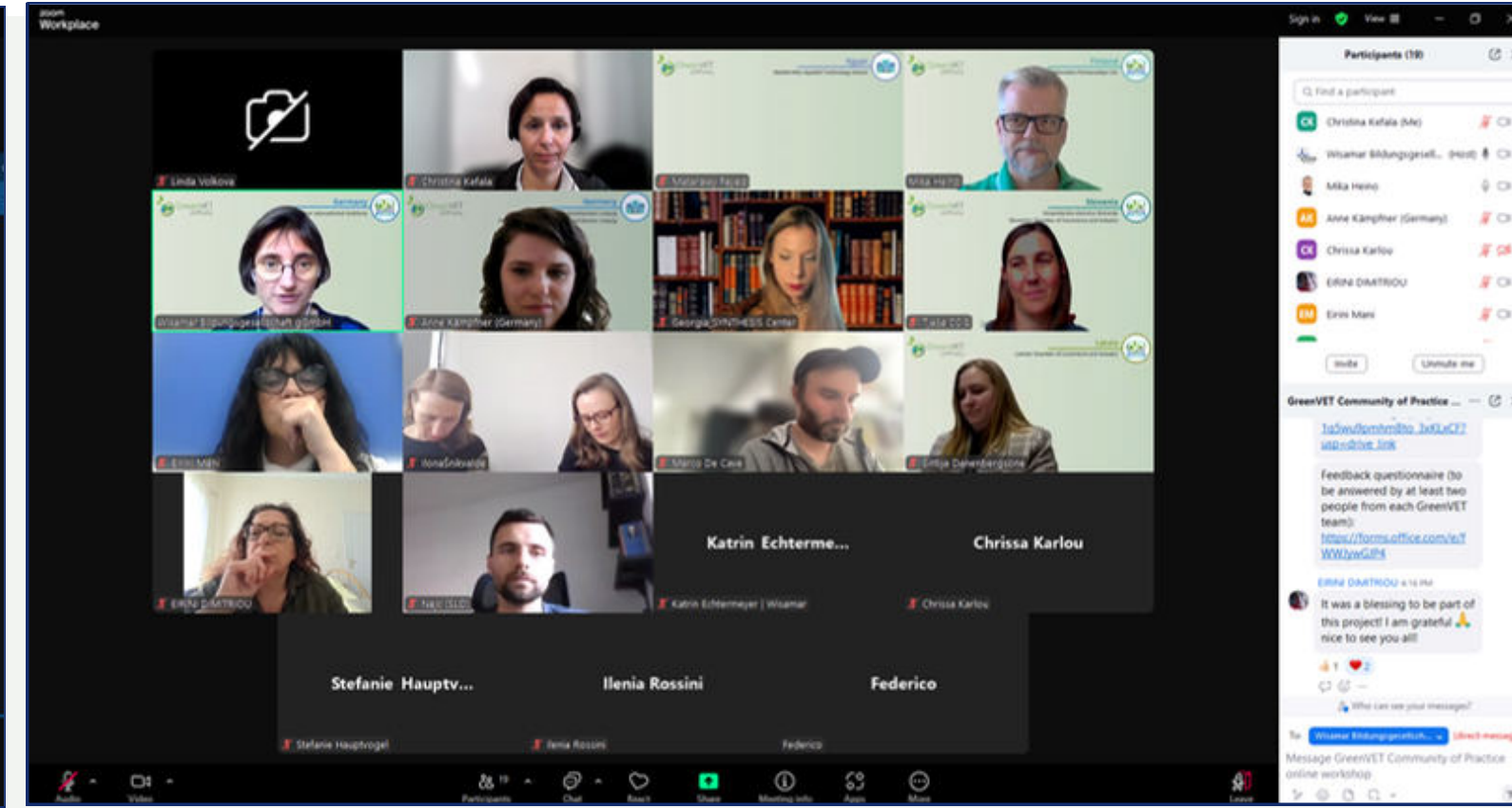
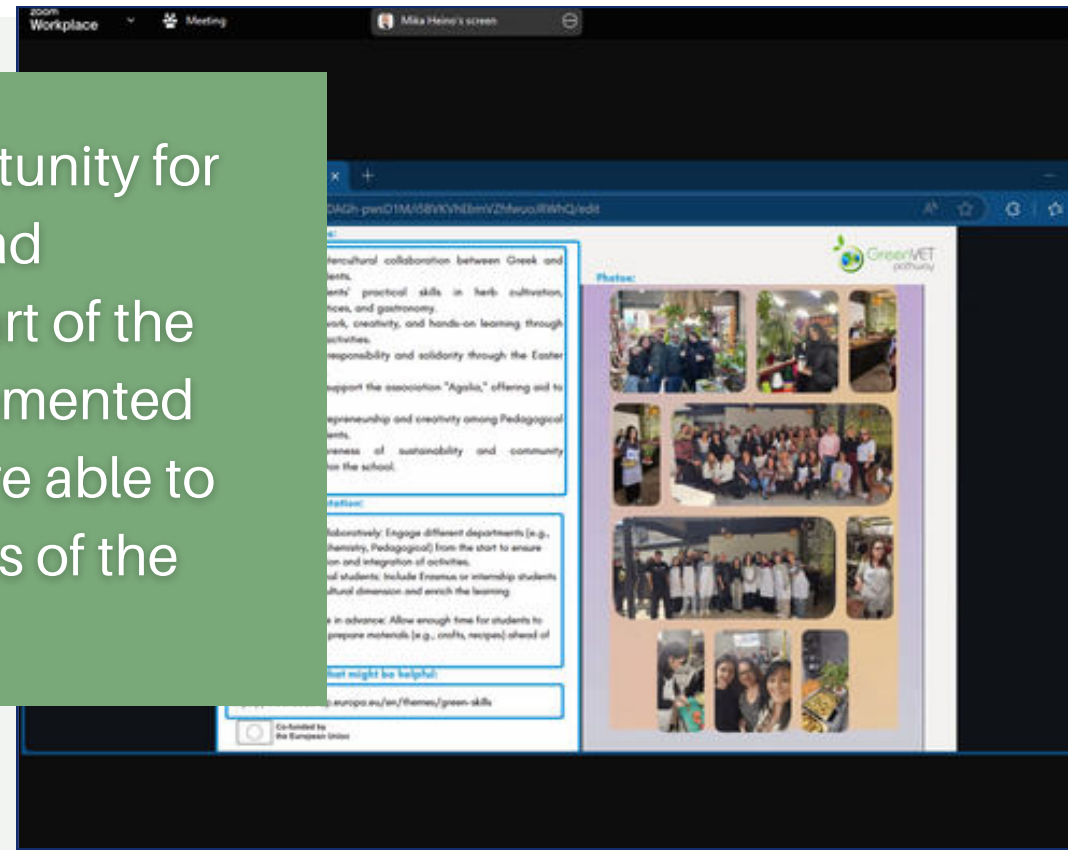
/

Photos:



25 kg	24 kg	4.8 kg	12 kg	10 kg
27				
9.4 kg	14 kg	7.2 kg	8 kg	13 kg
10 kg				

The 3rd online workshop provided opportunity for all CoP-schools to showcase what they had achieved within the half year since the start of the project. Each school presented one implemented sustainability practice and their peers were able to give feedback ask questions on the details of the implementation.



Agenda

- 13.30 - 13.40 Welcome & Icebreaker, Silke Becker, Wisamar
- 13.40 - 14.20 GreenVET teams in action: Good practices
3 min. presentation + 3 min. Q&A

A' Vocational School Nicosia
BSZ Großenhain
Bulduri Technical School
DPFA Leipzig
Galilei-Sani
IEK Delta 360
- 14.20 - 14.25 Bio break
- 14.25 - 15.10 GreenVET teams in action: Good practices continued
3 min. presentation + 3 min. Q&A

IEK SBIE
MIEEK
Nahdet Misr Applied Science Technology School
Riga State Technical School
San Benedetto
School Centre Škofja Loka
Secondary School of Wood and Forestry Maribor
- 15.10 - 15.20 Comment on good practices: Silke Becker, Wisamar
- 15.20 - 15.30 Closing words

Good practices

- **It is time to praise your work!**
Each CoP school gives a **SHORT** presentation on their good practice (max. 3 min.)
After each presentation we have a **SHORT** Q&A session (max. 3 min.)

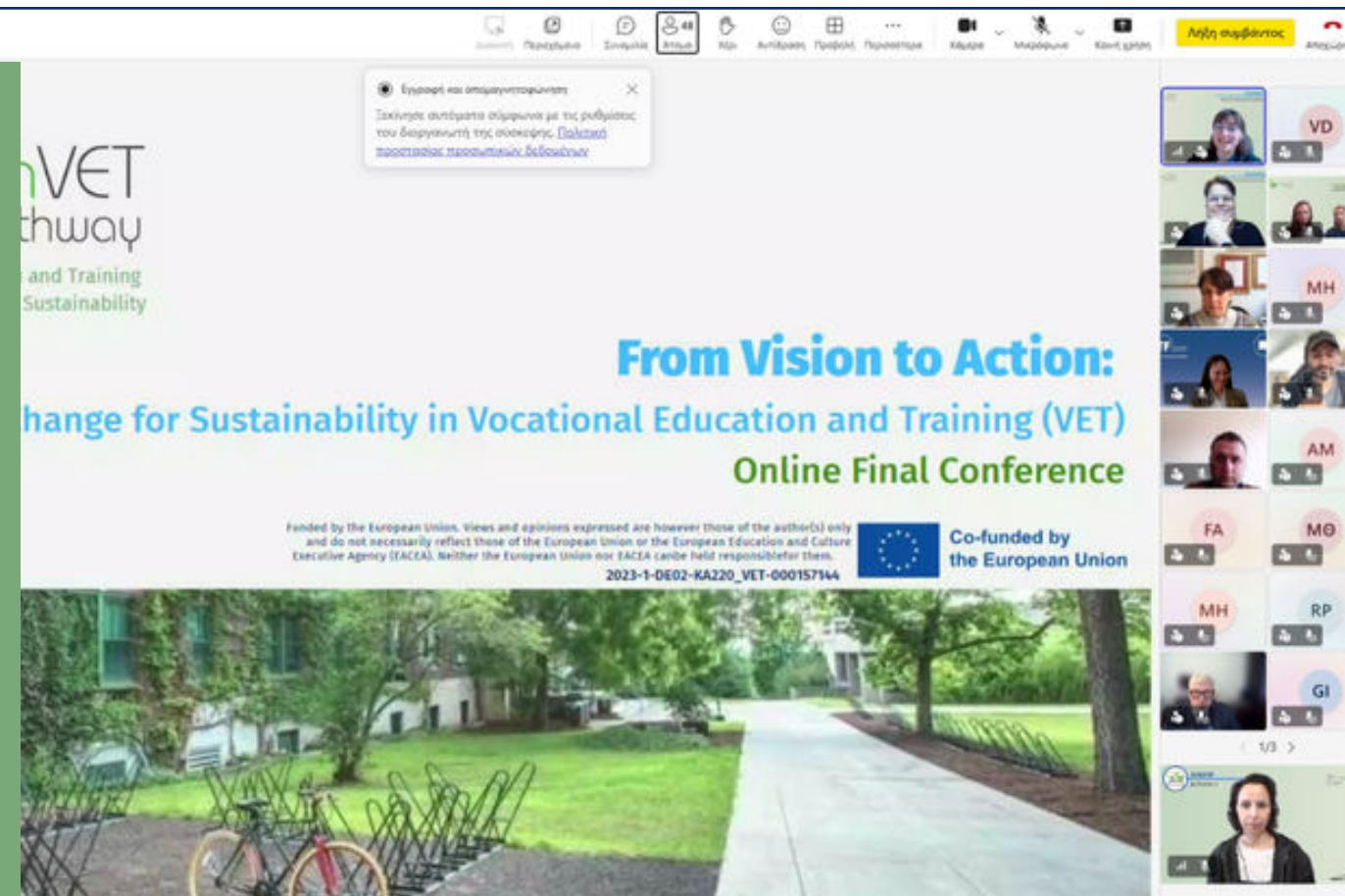
Prepare to ask and comment briefly:

- Introduce yourself: Your name and organization
- Question or comment briefly
- No chit-chat this time
- You can connect after the workshop with other schools in order to find out more about their good practices




At our final online conference involving stakeholders from all over Europe four of our GreenVET schools presented their schools' sustainability journey as part of the GreenVET project.

They presented their Whole Institution Approach strategies, their implemented initiatives and future plans. They also participated in a discussion on how to involve the whole school community with experts from all over Europe including Susanne M. Nielson senior expert at the European Training Foundation.



From Vision to Action:
Whole-Institution Change for Sustainability in Vocational Education and Training

20 March 2026 11:00-13:00 CET
Online Final Conference

Join us for the Final Conference of the GreenVET Pathway project and explore how vocational schools are embedding sustainability across teaching, leadership, and everyday school life.

WHAT TO EXPECT:

- Keynote Address
Why is VET essential for the green transition?
- GreenVET Results Overview
Discover the tools, practices, and resources developed to support whole-school sustainability in VET.
- Live Panel Discussion
"Involving the whole school in action for sustainability"

Featuring educators, students, sustainability experts, and project representatives from across Europe

Register now and be part of the conversation shaping sustainable VET in Europe
Register here

Co-funded by the European Union

Agenda	
11.00 - 11.30	Welcome & Opening Keynote Address by Susanne M. Nielsen (ETF): <i>Why is VET essential for the Green Transition?</i>
11.30 - 11.40	The GreenVET Pathway Project: <i>What We Aim for</i> <i>The Community of Practice</i>
11.40 - 12.05	Showcase: Our GreenVET Community of Practice <i>Ilona Šnikvalde and Arita Ošiņa for Riga Technical School</i> <i>Valeriano Dominici for IIS San Benedetto VET School</i> <i>Monika Hadalin for School Centre Škofja Loka</i> <i>Anne Kämpfner for DPFA VET school for social services Leipzig</i>
12.05 - 12.15	Our GreenVET Pathway project results: Discover the tools, practices, and resources developed to support whole-school sustainability in VET <i>Getting informed: Green Futures: Navigating Sustainability in Vocational Education and Training</i> <i>Involve the school community: GreenVET School Survey</i> <i>Share with peers: GreenVET Database</i> <i>Get started: GreenVET Online Path</i>
12.15 - 12.45	Panel discussion with Susanne M. Nielson, Rania Assariotaki, Anne Kämpfner and VET school FOSBOS Fürstenfeldbrück: <i>Involving the whole school in action for sustainability</i>
12.45 - 13.00	Closing & Good-Bye

Our Sustainability Journey

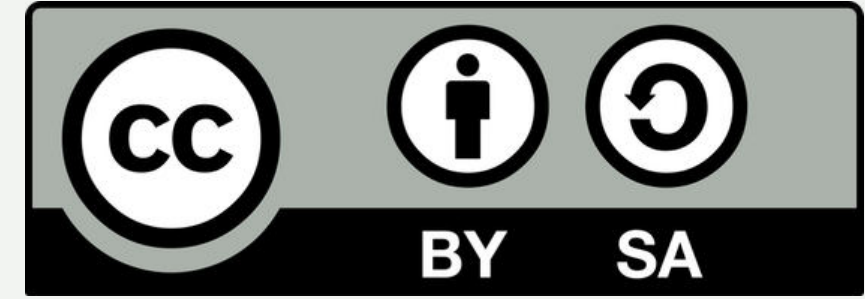
In our laboratory, we blended the primordial elements: water, air, and light. To create something extraordinary. How does our hydroponic greenhouse work? The plants grow in soil-free channels—currently in vertical structures only up to the first level—where natural nutrients are supplied directly to the roots. Excess water is recovered and returned to the cycle. The entire system is monitored and protected from pathogen contamination, so we don't need to use pesticides or herbicides.

Is growing a salad without using water or soil a superpower? Yes, and that's what we do every day!

Hydroponic cultivation is important precisely because it prevents deterioration of climatic and environmental conditions, conserving essential resources like water and fertile soil, and thus contributing to the preservation of biodiversity and natural balances.

Greenhouse education: We grow magic...drop by drop.

La serra



For any further inquiries, please get in contact with
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Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

2023-1-DE02-KA220_VET-000157144



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