ECO.TOUR: Enhancing Teachers' Competence in Sustainable Tourism

Grant № 2020-1-IT01-KA202-008511

Best Practices

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Contents

1. Introduction

a. Aim of this document

The document has been created to be shared within the partners. The collection of best practices on sustainable tourism, has the purpose of spreading their use to their networks of VET schools. The impact on the stakeholders will vary according to the role they play locally, in general it is expected that other VET schools and their staff will increase their awareness on: new teaching methodologies to introduce sustainable tourism in training courses related to this sector, increase the European Dimension of activities, and develop new collaborations with the business sector.

b. Description of the Project

The exponential growth of the tourism sector has generated issues like over tourism and gentrification, there is a general concern that tourism needs to be more environmentally sustainable through the reduction of energy consumption and fossil fuels. Demands for more sustainable tourism have also led to the development of alternative forms of it. That's why the main focus of ECO.TOUR project is to foster the use of innovative teaching methodologies on sustainable tourism in VET schools. The general objective is to foster the use of innovative teaching methodologies on sustainable tourism in VET schools. The specific objectives are: updating teachers' competences in teaching technical subjects in training courses pertaining the tourism sector; integrating in VET curricula training activities aimed at strengthening the education on environmental sustainability; enhancing the internationalisation strategies for the development of competences on sustainable tourism in teachers and learners.

c. Project Partners

- Forma Camera (IT), the project applicant, is the Special Agency of the Chamber of Commerce of Rome for the Entrepreneurial Education for the organization of training, qualification, updating and specialization courses. Authorized body for vocational training and certified center for "Higher Education and Continuous Education for Guidance and Training". From 2003 it managed the "Alternanza scuola-lavoro" projects for schools and companies, it organized training activities in Rome and its Province and abroad

- The Institute Luigi Einaudi (IT) is a school with a strong intercultural and international vocation, with 30% of second generation students who are offered specific training opportunities integrated into the curricula. Over the years, as a technical and

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professional institute, IIS Luigi Einaudi has established numerous and fruitful collaborative relationships with local businesses, associations, non-profit organizations and public institutions, which cooperate to ensure job placement and training of the students.

- UNISER (IT) is a social co-operative established in 1998 with legal seat in Forlì (center-north of Italy) and branches in Bologna and Cesena, which develop and manage learning mobility services. Today Uniser works with more than 200 schools in Europe and 16 mobility consortia to offer mobility. In 2016 Uniser was awarded the VET Charter by the Italian National Agency.

- High Vocational School of Tourism "Dr. Vasil Beron"- Veilko Tarnovo (BG) is a State vocational training school. The school was established in 1964 as Vocational School of Catering. It has more than fifty years long history and it is a school with rich traditions in preparing cadres for all touristic fields. The school offers four and five-year training courses in the areas of: tourism management; production and serving in hotels and catering establishments; tour guiding and animation; bead making and confectionery.

- APLICAPROPOSTA LDA (PT) is an experienced company of mobility that received a significant number of participants under Leonardo da Vinci projects and recently under Erasmus Plus. The company's mission is to create and foster educational, cultural, social, recreational and entertainment directing the benefits of multiculturalism to a growing number of people with a maximum service of excellence.

- ROC Noorderpoort (NL) is the largest VET College in the northern part of the Netherlands and the main fields of education are: energy and maritime; health and social care; wellness, hospitality, tourism and traveling; automotive and logistics; business and administration; art, theater and media, dance; laboratory. A lot of students from the Noordepoort school for Hospitality and Tourism are following dual education. There are also students following class-based learning, meaning they follow classes 70% of their time, and do apprenticeship the other 30%. This creates a diverse range of students and their learning wishes, always setting the team on edge to be innovative and offer all students the approach they need.

- AKMI (EL) is an Institute of Vocational Training funded in 1989; today is one of the leading Vocational Training Institutes in Greece providing post-secondary education. The fields of study in the campuses of Athens are numerous including Technical Professions as well as Toruism&Catering. Innovative in all aspects of tourism education and gastronomy, it offers European courses in the most dynamically developing specialties, monitoring Master Classes renewed professionals in the field and providing trainings and internships.

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- Zespół Szkół Ponadpodstawowych im. H. Cegielskiego - ZSP (PL) is one of the largest technical schools in the Zabkowicki count and educates in many professions related to the local and regional labour market. The school has a long tradition. It also has a Center for Vocational Education and Training, which offers the opportunity to educate students in the many professions such as small gastronomy chef and bakery. The center supports international professional improvement of its staff and organizes professional internships in the country and abroad.

d. How to read / use this document

The document can be used from all the schools involved in the Training event of the project, other VET schools and their staff in order to develop, transfer and adapt best practices described in chapter 2 and collect during the training event organized during the project.

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Camera di Commercio
Roma

FORMA CAMERA
Azienda Speciale

UNISER
Learning Mobility

2. Best Practices

ITALY

IIS EINAUDI

Title of the Best Practice
Innovation in the tourism classes: STEAM

Training Settings (individual/group, size of the group, language used)
Group, English

Time / Material / Tools / How many participants / Online or f2f
2-3 months/ topics in different subjects/80-90 participants/f2f

Short Description of the best practice
Our school adopted the experimentation of a new methodological approach based on STEAM. In some classes, a teachers team launched a challenge at the beginning of the year, aimed to activate the skills typical of this approach, based on Inquiry Based Learning, in the students. In particular, the students of the 2nd year tourist address faced the challenge of transforming Rome into a Smart City. Starting from the knowledge provided by the teachers of the various subjects during the first term, the working groups elaborated and returned different ideas and projects in two distinct moments. After the first difficulties, at the end of this experience the students became aware of their abilities and became enthusiastic about this new way of teaching linked to their reality, but projected towards the future.

Steps of implementation
1.Introduction to STEAM in the staff meeting   2. Launch of a STEAM challenge to the students   3. Presentation of the possible solutions to the challenge in two different moments from the students divided into various groups.   4. Considerations from the other groups and teachers

Expected outcomes
1.A new way of thinking and teaching with new technologies   2. The students' experimentation: they learn to learn,   3. To encourage students to experiment without fear of failure   4. Through a challenge, students discover that even the mistake is useful in resolving it   5. To improve their ability for solving problems

Methods of Assessment

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teachers don't evaluate students but they discuss all together the final products

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
Digital and technical skills, problem-solving, team-working, critical thinking

Definition of the audience (age of the students and classes)
second and third classes

How this practice is/creates links with the market?
To find technological solutions to environmental and everyday problems

Reference person
All the teachers - NAME AND SURNAME
NAME SURNAME CONTACT OF THE ECOTUR : EMAIL? TELEPHONE NUMBER

ITT Livia Bottardi Rome

Title of the Best Practice
discovery or rediscovery of proximity in tourism. Perceiving the surrounding areas as sources of culture

Training Settings (individual/group, size of the group, language used)
The teachers involved (English/Economics) have established small groups activities (in a whole class of the third year of course) to do research, brainstorming and write plans. Language used is English microlanguage and general English,with a few directions in Italian

Time / Material / Tools / How many participants / Online or f2f
The semester has been the period allowed to create a useful and sellable touristic product. Materials have been the authentic materials found on the surrounding areas of the capital city, nearby the districts where the school is located, digital devices, the Internet with the E-twinning platform, and various applications like Office, Canva, and Google Drive to share written texts and update cooperatively. A whole class of the third year has been involved, the activities have occurred in class, f2f, at home and outside school also.

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Short Description of the best practice
After the constitution of a cultural/touristic sustainable association, the students (guided/supervised by the teachers of different subjects at school, acting as tutors), study (from the historical, natural and archaelogical point of view) the unknown, unacknowledged, peripherical areas of a big city like Rome, and then plan short tours, excursions and visits. Their task is to appeal a target market writing informative emails to young European tourists-to-be; also with simulations of a system of interrelated activities/actions at school, sharing good practices via Etwinning, and using sustainable means of transport (on foot, by bike, electric buses),

Steps of implementation
1. Research 2. Project plan 3. Contacts on the platform 4. Other and further operative procedures 5. Output 6. Information and advertising 7. Offers via circular letters/mails to customers to-be in the proximity areas of reference/the city

Expected outcomes
1. ENGLISH LANGUAGE: Improved use of written language/microlanguage in comparison to the initial assessment (more awareness of microlanguage needed with appropriate pronunciation and usage) 2. ENGLISH LANGUAGE: More fluency in the oral use of language and micro language in comparison to the initial assessment 3. ECONOMICS/TOURISM: knowledge of touristic trends 4. ECONOMICS/TOURISM/GEOGRAPHY: Knowledge of nearby natural/urban environment and its resources 5. MARKETING RESEARCH:knowledge of the number and quality of associations/companies in the surrounding areas 6. ECONOMICS/TOURISM: knowledge and practice of sustainable means of transport, to evaluate time expenditure and results in the economy of the planned activities per day

Methods of Assessment
Specific shared grids

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
Skills: 1. good usage of the Internet and knowledge of the international laws on intellectual propriety when in need of extracting tests and images; 2. knowledge of the Etwinning platform; 3. knowledge of the surrounding areas of the school, home, the city; 4. knowledge and use of Canva and of the Office package;

5. knowledge of how a tour is organized, and of time optimization when planning a guided tour and the touristic activities in a cultural association (roles, individual tasks and responsibilities);
6. knowledge of micro language for both oral and written exposition/expression.

Definition of the audience (age of the students and classes)
Students of 15-16, corresponding to a class of the third year of upper secondary school in Italy. (It can apply to students of 15-18, corresponding to the third, fourth and final year of the upper secondary school of a Technical Institute for Tourism in Italy, which is partly technical, partly vocational)

How this practice is/creates links with the market?
In Italy schools can't sell their products and the services created, even though they are sellable. In fact, It could be possible to offer a package of sustainable tours and excursions for the inner market and the international one.

Reference person
Pannoni Carla - ITT Livia Bottardi Rome
Contact of ECO.TOUR: Giulio Lilli - g.lilli@hotmail.it - +39 06 571171

ITT Livia Bottardi Rome

Title of the Best Practice
Choose sustainable places to promote tourism

Training Settings (individual/group, size of the group, language used)
Group, 16-18 aged, spanish language

Time / Material / Tools / How many participants / Online or f2f
March-april, 20 students,Ppt and Canva presentation with Lim

Short Description of the best practice
● Through ppt presentation and genially platform,students can present Natural environment and sostainable paractices and activities ● Sustainable accomodation and arrangement ● Local organic food

Steps of implementation
Definition of Sustainable tourism, search of materials such as spanish sustainable places,"Vias verdes programme", definition and characteristics of sustainable hotels, sustainable spanish hotels, biological food and spanish biological restaurants

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Expected outcomes
Using spanish language in tourism context

Methods of Assessment
Evaluation grid

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
Knowledge of Canva and Ppt

Definition of the audience (age of the students and classes)
16-18 aged students

How this practice is/creates links with the market?
Tour sustainable package for travel agencies

Reference person
Monica Russo, spanish teacher - ITT Livia Bottardi Rome
Contact of ECO.TOUR: Giulio Lilli - g.lilli@hotmail.it - +39 06 571171

IIS Einaudi

Title of the Best Practice
Greenest Rome

Training Settings (individual/group, size of the group, language used)
Group, English

Time / Material / Tools / How many participants / Online or f2f
4 days/Computers and digital devices/2 groups composed by 6 students/f2f

Short Description of the best practice
Students worked in groups in a Hackhaton during the International LET EXPO Verona 2022 and presented a final work responding to a digital challenge, using ICTs, through the creation of an app called "Greenest Rome", aimed at finding sustainable solutions to problems linked to mobility, technology, and tourism in the city of Rome. One of the groups, evaluated by a commission composed by members of ALIS, the promoter and organizer Sustainable Intermodality Logistics Association of the EXPO, won

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a scholarship for a trip to the island of Ventotene including a sailing course during the summer.
The educational method they used was the "STEAM" approach, for which students were prepared during the school year by various teachers of different subjects of the touristic field.

Steps of implementation
The goals of this best practice were reached through the STEAM approach

Expected outcomes
An eco-sustainable consciousness and green future

Methods of Assessment
Evaluation by a commission

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
Planning and Digital skills, team-working, knowledge of local zero kilometers restaurants and hotels

Definition of the audience (age of the students and classes)
Fourth and fifth year students

How this practice is/creates links with the market?
Strongly linked to eco-friendly markets (restaurants, hotels, transport)

Reference person
IT teachers, vice headmaster
NAME SURNAME CONTACT OF THE ECOTUR Reference person: EMAIL, TELEPHONE NUMBER?

ITT Livia Bottardi Rome

Title of the Best Practice
Relationship between climate change and tourism analyzing the aspects of sustainable nutrition and the modification of cultural heritage following global warming

Training Settings (individual/group, size of the group, language used)
Individual, italian

Time / Material / Tools / How many participants / Online or f2f

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Two weeks. Web (Personal Research on the web). Microsoft Teams (to send the work at the teacher). Adobe creative Cloud Express or Piktochart (to create the final work). 25 students. f2f

Short Description of the best practice

Search the web for documentation on the relationship between sustainable nutrition and climate change or between modification of cultural heritage and climate change.
Elaboration of a research report obtaining more sustainable tourism strategies with the aim of creating a multimedia project that presents these strategies (with Adobe creative Cloud Express or Piktochart) to be related to the rest of the class.

Steps of implementation

- Presentation of the work instructions contained in a file sent via Teams
- Individual work at home and in some hours in the computer lab at school
- Delivery of work to the teacher via Teams
- Present the work to the rest of the class

Expected outcomes

Learning how to make source selection, analyze current problems regarding sustainability, develop problem-solving strategies, improve soft skills.

Methods of Assessment

Assessment grid with as general criteria the correctness of the texts (oral or written) and the choice of sources, communication and technical skills as specific criteria and will have training feedback on what works well or what needs improvement in the presented work.

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)

Knowledge of Microsoft Teams, Internet, Adobe creative Cloud Express or Piktochart

Definition of the audience (age of the students and classes)

Students from 14 to 18 years of age, corresponding to the upper secondary school of a Technical Institute for Tourism in Italy

How this practice is/creates links with the market?

The food and energy sustainability strategies suggested by the students for tourist organizations can be adopted by hotels and restaurants

Reference person

Maria Antonietta Fortuna - ITT Livia Bottardi Rome

Contact of ECO.TOUR: Giulio Lilli - g.lilli@hotmail.it - +39 06 571171

I.I.S. Bartolomeo Scappi

Title of the Best Practice

Creating Mocktails + tips for teenagers to stay healthy

Training Settings (individual/group, size of the group, language used)

Students worked in groups of 4-5 people, mainly in English

Time / Material / Tools / How many participants / Online or f2f

The project took place during one semester, both in class and at home (f2f), online research/group work, 30 students participated

Short Description of the best practice

Around 8/10 slides in which students create their own Mocktails and give advice about the best way to stay healthy and keep fit.

Steps of implementation

1. Presentation of the project, including lessons both in Italian and in English about mocktails and healthy practises. Subjects involved were English, Nutrition and Practical Waitressing Lab.
2. Students started working in groups, gathering ideas and exchanging opinions about possible mocktails
3. Creation of a presentation in English and Italian with the description of the mocktail and ideas about an healthy lifestyle
4. Sharing of ideas with all groups. Presentations were shared on the platform Google Classroom for all class teachers to see.

Expected outcomes

Boosting students' creativity around topics regarding nutrition and health, encouraging group work and cooperation

Methods of Assessment

The presentation was graded by the teachers involved according to following criteria: content, form, presentation, ability to work in group

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)

Presentation tools (Power Point, Canva etc.) knowledge, ability to work in group, critical thinking

Definition of the audience (age of the students and classes)

16-17 years old

How this practice is/creates links with the market?

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This project is in accordance with the vocational nature of the school: created mocktails can be integrated in local menus, as well as the use of the English language can help the students in dealing with potential international clients.

Reference person
Lucilla Morelli - lucilla@uniser.net

IIS EINAUDI

Title of the Best Practice
ECO-VIRTUAL TOUR

Training Settings (individual/group, size of the group, language used)
Group, English

Time / Material / Tools / How many participants / Online or f2f
2 -3 weeks/Online Research/Computers, Special oculus headset, 360° spherical cameras/30 students/f2f

Short Description of the best practice
This is a virtual and/or walking tour made by the students of 1st and 2nd year of high school. To made up this project, the students used an app called "Thinglink" which allows to create virtual tours using 360° spherical photo and video, in a semi-peripheral area of Rome called Ostiense. The tour can be enjoyable through a special oculus headset to have a true experience of virtual reality. In particular, they went to explore some murales made up of a special ecological paint that is able to absorbe pollution. Our students, guided by the teacher, decided to create this itinerary in this area to improve the presence of tourists in the area and its visibility.

Steps of implementation
 1. Students have chosen the Ostiense district with the aim of increasing in value it. 2. Students went to an educational trip in this district, where they took spherical photos with the special omnidirectional 360 degree camera. 3. Students worked in a LAB, did a research about the graffitis they saw during the trip and they downloaded these 360 degree photos they took. 4. They built a project of a virtual eco-tour through the web app "Thinglink". 5. They uploaded the photos, they linked each other and they added resources from the web that they found during the research (texts, photos and videos made by   themselves, specific websites) 6. At the end, students went to the LAB and they used the goggles to watch their final work, simulating the experience of a possible tourist

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Expected outcomes
To improve their technical skills and their knowledge about art and sustainable materials

Methods of Assessment
Evaluation through the final work and their active participation

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
Digital and Technical skills, knowledge about their city

Definition of the audience (age of the students and classes)
Second class

How this practice is/creates links with the market?
Sustainable itineraries linked to the local needs

Reference person
Technical and graphic design teacher, special needs teacher (for inclusion)
NAME SURNAME CONTACT OF THE ECOTUR Reference person: EMAIL, TELEPHONE NUMBER?

I.I.S.VIA LENTINI 78

Title of the Best Practice
A Responsible Tour in Rome (Be a responsible and safe tourist)

Training Settings (individual/group, size of the group, language used)
Individual, English

Time / Material / Tools / How many participants / Online or f2f
3 hours/ Internet/20 participants/ both online and f2f

Short Description of the best practice
Real outcome - Plan a responsible tour in the area where you live:
1. Debate about what responsible holidays and tourism are;
2. Collect information;
3. make an itinerary
4. Show the work to the classmates
5. Your classmates evaluate if your tour is responsible and appliable
6. If yes, your tour will be done and you will be a tourist guide for other students in the school

Steps of implementation
Realize what a responsible tour is through debating

Expected outcomes
Production of a responsible tour

Methods of Assessment
Searching, verifying and producing

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
Language and communicative skills, digital skills

Definition of the audience (age of the students and classes)
from 16 to 18 (from the second to the fourth classes)

How this practice is/creates links with the market?
The product can be used by tourism marketing

Reference person
English and art teachers - ISS Via Lentini 78
Contact of ECO.TOUR: Giulio Lilli - g.lilli@hotmail.it - +39 06 571171

Istituto Tecnico per il Turismo Livia Bottardi

Title of the Best Practice
Sustainable Tourism at School

Training Settings (individual/group, size of the group, language used)
Work in groups of 3/4 pupils. Language used: English, Italian, other foreign languages taught in school.

Time / Material / Tools / How many participants / Online or f2f
- Time: approx. 12 hours.   - Material and tools that have been used: Textbook, Internet, videos, Office Package, newspaper articles.   - Number of participants: approx. 22 pupils   - F2F

Short Description of the best practice

Multidisciplinary approach within the different disciplines of the topic "Sustainable Tourism", such as Economics, Foreign Languages, Geography and so on.

Case studies, problem solving and other teaching methodologies focused on sustainable tourism models. In-depth analysis of Overtourism and its consequences, in particular regarding overtourism in the city of Venice. Study of solutions and possible practices that can be implemented.

Steps of implementation
● Research in groups ● Brainstorming activities, focused on the technical vocabulary ● Creation of glossaries (with regards to the foreign languages) ● Detailed study of the topic through a multidisciplinary approach ● Work in groups ● Assessment

Expected outcomes
Pupils will improve their foreign languages skills, in particular speaking skills and technical vocabulary. They will learn about sustainability in different subjects taught at school. They will be able to talk and discuss about overtourism and its consequences. They will be able to analyze a case-study and find possible solutions to limit the problem. They will increase their knowledge on the geography and economy of the case-study. They will be more aware of the importance of sustainable tourism around the world.

Methods of Assessment
Assessment Grids

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
The pupils need to have a good knowledge of the Office Package and the Internet; they have to be able to do a SWOT analysis of a tourist destination and the consequences of overtourism; they need to have a good knowledge and comprehension of the foreign languages that will be used for the work.

Definition of the audience (age of the students and classes)
Students from 16 to 18 years of age. Classes: from the 3rd to the 5th grade of secondary school.

How this practice is/creates links with the market?
This particular practice isn't suitable to create real links with the market.

Reference person
Antonia Sanseverino - ITT Livia Bottardi Rome
Contact of ECO.TOUR: Giulio Lilli - g.lilli@hotmail.it - +39 06 571171

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BULGARIA

PGT Vasil Beron

Title of the Best Practice
PGT Vasil Beron - innovation on education

Training Settings (individual/group, size of the group, language used)
group/20 students/Bulgarian

Time / Material / Tools / How many participants / Online or f2f
4 hours/Books/Laptops/20/f2f

Short Description of the best practice
Description of the educational system in Bulgarian schools in the field of vocational education

Steps of implementation
Research in groups, Work in groups , Assessment

Expected outcomes
Teachers can compare Bulgarian VET education system with education system in partners countries,exchange experience and good practicing.

Methods of Assessment
Google forms,tests

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
Critical thinking, evaluation and new knowledge

Definition of the audience (age of the students and classes)
16-18

How this practice is/creates links with the market?
This practice will create skills and will develop professional knowledges,need for the labor market

Reference person

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Luba Dimanova

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Evgenia Bardarova
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PGT Vasil Beron

Title of the Best Practice
Wine tourism in Bulgaria - a practice for promoting the principles of sustainable development

Training Settings (individual/group, size of the group, language used)
group/ 23 students / Bulgarian

Time / Material / Tools / How many participants / Online or f2f
2 hours/

Short Description of the best practice
A type of tourism whose purpose is the tasting, consumption or purchase of wine, near or from the winemaker himself. It includes visits to wineries, vineyards or restaurants that offer unique vintages of grapes and wine, as well as wine tours and trips on the occasion of wine festivals and other similar special events.

Steps of implementation
Discussion in groups and research

Expected outcomes
To attract interest in the fieald of wine production and marketing

Methods of Assessment
Discussion and expression of personal opinion and research

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
Analytical thinking,sustainable mindset,new knowledge about wine

Definition of the audience (age of the students and classes)
15-18 Students with interests in catering,hotel and restaurant industry

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How this practice is/creates links with the market?
Professional skilss need especially in high class hotels

Reference person
Rositza Ilieva
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PGT Vasil Beron

Title of the Best Practice
SUSTAINABLE TOURISM IN BULGARIAN RESTAURANT INDUSTRY

Training Settings (individual/group, size of the group, language used)
Group ,15 students,English and Bulgarian

Time / Material / Tools / How many participants / Online or f2f
3 hours/internet/Laptop/15/f2f

Short Description of the best practice
The richness of lifestyle , traditions , customs and majestic history lead to the richness of our culinary world.People classify culinary tourism as cultural tourism, since the traditions of food and drink preparation are part of the cultural and historical heritage of the country.

Steps of implementation

Expected outcomes
To get information about sustainability in gastronomy,green energy,share healthy food and cooking without waste and plastic

Methods of Assessment
Discussion

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
sustainable mindset

Definition of the audience (age of the students and classes)
15-18/Classes in food production industry

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How this practice is/creates links with the market?

Reference person
Elena Panaiotova

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Evgeniya Bardarova ewi123@abv.bg 00359 889020217

PGT Vasil Beron

Title of the Best Practice
Sustainable Spa Tourism in Bulgaria

Training Settings (individual/group, size of the group, language used)
Group/20 /Bulgarian

Time / Material / Tools / How many participants / Online or f2f
4hours/internet,books/Laptop/20

Short Description of the best practice
Sustainable balneological tourism in Bulgaria is one of our main tourist products, a major way to absorb significant resources: hot and cold mineral springs and healing mud , of which Bulgaria country is extremely rich.

Steps of implementation
Introduction of the role of the SPA tourism in BG,state policy in the field of sustainable SPA tourism

Expected outcomes
To get more information about the new trends in SPA and cooperation between VET schools and business

Methods of Assessment
Experience exchange

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
Teamwork,collaboration

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Definition of the audience (age of the students and classes)
15-19

How this practice is/creates links with the market?
Interest in further education and qualification in universities

Reference person
Veska Veselinova
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Evgeniya Bardarova ewi123@abv.bg 00359 889020217

PORTUGAL

Zendensino

Title of the Best Practice
BioTrail

Training Settings (individual/group, size of the group, language used)
Group training / two students promoters / Portuguese

Time / Material / Tools / How many participants / Online or f2f
Half day the event (planning: before September to May) / Computer, software, internet, planning and logistic material, promotion materials like banners, advertising and marketing / about 100 persons: participants include the students, teachers, local authorities and stakeholders, athletes as well the wider public.

Short Description of the best practice
Biotrail is an ecological adventure run/walk on hills of São Lourenço in Esposende city, with a length of 12 km, carried out with the minimum ecological impact, which means, always choosing to replace materials or equipment that cause pollution or waste. Monte de São Lourenço is a low-altitude mountain, it is the main area of the forested territory in Esposende and that presents, from the touristic point of view, a diversified range of natural and cultural heritage, as well as the possibility of obtaining beautiful panoramic views over the coastline and the sea. This activity is organised by the Professional School of Esposende and aims at promoting, valuing and disseminating the local heritage, establishing partnerships with the local community, promoting environmentally correct and environmentally friendly habits and practices and promoting physical exercise and health. Relevant aspects to consider in the initiative: - to create the logo for the event, a competition was held for students from the Professional School of Esposende.

- the activity does not have a competitive nature, but only participation and togetherness.
- due to the impact on the natural ecosystem, participant registrations are limited.
- for each enrolment, and to minimise the environmental impact, a tree would later be planted.
- to avoid plastic, each participant uses their own container.
- identification numbers and signaling tapes were produced with fabric scraps (reused).
- at the end of the race, participants took a natural shower, outdoors, with organic soap offered by the organization.
- the supply points contained typical local products and local seasonal fruit.
- finisher prizes were produced using discarded wood from a carpentry shop.
- a local traditional music group entertained the initiative.
- all the promotion of the event was done online (there was no paper consumption)

Steps of implementation

1. Concept, idea and research
2. Project plan: logistical and operational planning
3. Contacts with stakeholders (local authorities, sponsors, etc)
4. Promotion and advertising
5. Implementation and Execution
6. Evaluation

Expected outcomes

- Valuing and promoting local culture and heritage
- Encourage hard and soft skills at students
- Bring the school closer to the local community
- Raise awareness of sustainable practices and habits
- Promote healthy and physical exercise

Methods of Assessment

Evaluation through the final work and their active participation, continue evaluation, role playing, writing an assessment and self-assessment report.

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)

- Digital and technical skills
- team-working
- problem-solving
- critical thinking
- promotion and advertising skills
- creativity and autonomy

Definition of the audience (age of the students and classes)

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Age of the students is between 15 e 21 years / class of environmental management course

How this practice is/creates links with the market?
The practice creates links with the market through the dissemination of the event, showcasing the skills of the students; links with eco-friendly companies

Reference person
João Jaques and class teachers

NAME SURNAME CONTACT OF THE ECOTUR Maria Amelia Veloso - projetoseuropeus.mav.pt@gmail.com

Zendensino - Escola Profissional de Esposende

Title of the Best Practice
Valorization and promotion of local products - Mycological Meeting "The Enigmatic World of Mushrooms"

Training Settings (individual/group, size of the group, language used)
Group / 22 students / Portuguese

Time / Material / Tools / How many participants / Online or f2f
One day /Mushroom picking material, baskets, pocket knife, and exhibition related material, field guides / one class / Morning in the forest and afternoon in the classroom for exhibition / f2f

Short Description of the best practice
This activity consists of promoting a journey to discover wild mushrooms, raising awareness with the objective of making known the great biodiversity that characterizes the group of fungi and raising awareness of the importance of preserving and knowing this natural resource. The initiative was guided by a member of the local environmental non-governmental organization called ASSOBIO - Association for the Defense and Enhancement of the Environment, Natural and Built Heritage in the municipality of Esposende. In the morning, a walk to the local forest is organized for the observation and collection of wild mushrooms. The group collected several specimens existing in the local and listened to the guide's explanations about the biology, importance, variety and edibility of wild mushrooms. In addition, the guide also provided information related to the most appropriate techniques for harvesting, as well as aspects related to the conservation and protection of these fungi. At the end of the morning, lunch will be served to the participants, consisting of the already famous traditional dish "feijoada of mushrooms", prepared by the students of our school. In the afternoon, the students, provided with mushroom field guides and the help of the guide, identified and cataloged the species collected during the morning, with their scientific and common names, those that are edible and inedible. Afterwards, a small exhibition was set up to show the collected species to the local community. Finally, the students welcomed

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the visitors, guided them through the show, providing the information learned. In parallel, we have the performance of a folklore group from the municipality of Esposende.

Steps of implementation
- Concept, Idea and Research   - Contact with local ONG "Assobio"   - Execution   - Evaluation

Expected outcomes
- Valuing and promoting natural heritage   - Encourage hard and soft skills at students   - Raise awareness of sustainable practices and habits

Methods of Assessment
Evaluation through the final work and their active participation, continue evaluation, role playing, writing an assessment and self-assessment report

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
- technical skills   - team-working   - critical thinking   - promotion and advertising skills   - creativity and autonomy

Definition of the audience (age of the students and classes)
Age of the students is between 15 e 21 years / all the classes of school

How this practice is/creates links with the market?
This practice creates links with the market through the dissemination of the event, showcasing the skills of the students

Reference person
João Jaques
NAME SURNAME CONTACT OF THE ECOTUR
Maria Amelia Veloso - projetoseuropeus.mav.pt@gmail.com

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Zendensino - Escola Profissional de Esposende

Title of the Best Practice
Valorization and promotion of local products - Local / Endogenous Products Market / Exhibition

Training Settings (individual/group, size of the group, language used)
Group / 2 students / Portuguese

Time / Material / Tools / How many participants / Online or f2f
Half day the event (planning: before september to may) / Computer, software, internet, planning and logistic material, promotion materials like banners, advertising and marketing / local community / f2f

Short Description of the best practice
Local / Endogenous Products Market / Exhibition is intended to work as a showing place for local products, for the valorisation of the producers and of the promoters of the territory. It will have a space for exhibition, for the sale of the products (Farmers Market) and a space dedicated to cultural animation. The participants will be more conscious about the valorisation and preservation of the local and regional products, which will allow them to include these products in sustainable touristic products. With this experience, it is also aimed to achieve the responsible consumption. It is foreseeable the creation of work in network with the different producers and local agents (mushrooms, wine, "clarinhas", fish, horticultural, butter). To complement the event, a mycological hike, a thematic lunch (menu with local products) and cultural animation (Grupo de Sargaceiros da Casa do Povo de Apúlia – valorisation of the sea resource and its products) will be organised.

Steps of implementation
1. Concept, idea and research 2. Project plan: logistical and operational planning 3. Contacts with stakeholders (local authorities, sponsors, etc) 4. Promotion and advertising 5. Implementation and Execution 6. Evaluation

Expected outcomes
● Valuing and promoting local culture and heritage ● Encourage hard and soft skills at students ● Bringing the school closer to the local community ● Raise awareness of sustainable practices and habits ● Promote endogenous and local products

Methods of Assessment

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Evaluation through the final work and their active participation, continue evaluation, role playing, writing an assessment and self-assessment report

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
- Digital and technical skills   - team-working   - problem-solving   - critical thinking   - promotion and advertising skills   - creativity and autonomy

Definition of the audience (age of the students and classes)
Age of the students is between 15 e 21 years / class of technical course in Environmental and Rural Tourism

How this practice is/creates links with the market?
The practice creates links with the market through the dissemination of the event, showcasing the skills of the students; links with local producers and farms

Reference person
João Jaques and Mariana Silva
NAME SURNAME CONTACT OF THE ECOTUR
Maria Amelia Veloso - projetoseuropeus.mav.pt@gmail.com

Zendensino - Escola Profissional de Esposende

Title of the Best Practice
Valuing and promoting local products- Thematic lunch

Training Settings (individual/group, size of the group, language used)
One day/Classes of the courses: Kitchen and Pastry Technician, and Restaurant and Bar Technician / Portuguese and English

Time / Material / Tools / How many participants / Online or f2f
1 day / kitchen and restaurant / All equipment for cooking and serving a meal / f2f

Short Description of the best practice
Elaboration of a menu with local products and wines. Involve the other training areas of the School. The School has a project to survey the species of local mushrooms that will be

taken into account when preparing the menu. Products from the local products fair will also be used. In this way, we will promote the products and establish close relationships with the local community.

Steps of implementation
- Concept, Idea and Research   - Contact with local ONG "Assobio"   - Menu preparation   - Execution   - Evaluation

Expected outcomes
- Valuing and promoting natural and cultural heritage   - Encourage hard and soft skills at students   - Raise awareness of sustainable practices and habits

Methods of Assessment
Evaluation through the final work and their active participation, continue evaluation, role playing, writing an assessment and self-assessment report

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
- technical skills   - team-working   - critical thinking   - promotion and advertising skills   - creativity and autonomy

Definition of the audience (age of the students and classes)
Age of the students is between 15 e 21 years / Cookery and Patisserie class and Restaurant and Bar Technician class

How this practice is/creates links with the market?
The practice creates links with the market through the dissemination of the event, showcasing the skills of the students

Reference person
João Jaques, Mariana Silva e Luís Rocha
NAME SURNAME CONTACT OF THE ECOTUR Maria Amelia Veloso - projetoseuropeus.mav.pt@gmail.com

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GREECE

AKMI S.A.

Title of the Best Practice
Hospitality Labs

Training Settings (individual/group, size of the group, language used)
The training setting is on a group level, the size of the group depends on the size of each class, the language used is both the national language as well as English which is essential for the provision of efficient services

Time / Material / Tools / How many participants / Online or f2f
The training is provided face to face and takes place at the premises of the VET school, where each classroom is formulated to stimulate real world working environments (e.g bar, restaurant, pastry and cooking stations, hotel room)

Short Description of the best practice
Development of simulation laboratories that the students have real working conditions and have the opportunity to prepare for the labor market

Steps of implementation
The VET school is set up in a way that all classrooms resemble real life work environments and the students are treated as employees, engaging in role plays in rotation (e.g some students are portraying the clients while the others are serving them and vice versa, afterwards the "clients" rate the services, providing feedback to their peers, supported by the VET teachers)

Expected outcomes
The expected outcome of the Hospitality Labs is the preparedness of the VET students to face and respond adequately to the tourism market needs.

Methods of Assessment
The students are role playing in rotation, as some portray the clients and the rest provide services in working environments-simulations, so the first have the opportunity to provide feedback to the latter and learn through the adoption of both positions.

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
The VET teachers require soft skills as well as communication skills, in addition to actual technical skills that correspond to the skills needed for the service provided (e.g housekeeping management knowledge, cooking skills, bartending skills etc.), in order to demonstrate and teach the students

Definition of the audience (age of the students and classes)

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The age of the students starts from 17-18 , all classes in the Tourism and Gastronomy sector of the VET school are taught this way

How this practice is/creates links with the market?
This is the practice that directly corresponds to the market needs and was birthed out of the necessity to have industry ready graduates who are able to tackle everyday real life working situations. The students are being taught more than mere theoretical knowledge on their respective fields of study, but rather gather hands on experience.

Reference person
VET providers

AKMI S.A.

Title of the Best Practice
"Respect Food" student's initiative"

Training Settings (individual/group, size of the group, language used)
The training setting is on a group level, the size of the group was four students in a more concentrated manner to prepare food in the kitchen, the language used for the initiative was the national one, however the initiative was disseminated in English as well for a greater outreach

Time / Material / Tools / How many participants / Online or f2f
The event lasted for a few hours, the materials needed were the cooking ingredients used, the participants included the students, the teachers/instructors, and the relevant stakeholders, while the event took place face to face.

Short Description of the best practice
On the occasion of Grundig's "Respect Food" campaign, the gastronomy students of AKMI and Kotsovolos (Electronics Retailer in Greece) collaborated, making a creative cooking event, where they used short-shelf-life food that we all have in our fridge, offering portions of food to the facilities of the Center for Reception and Solidarity of the Municipality of Athens (KYADA). Food plays an important role in our lives and has a huge impact on the environment, from its production, processing, until their disposal. The way food is produced and managed is destroying the planet and is also one of the main causes of greenhouse gas emissions. In Greece, food waste is at a high level, with 7 out of 10 citizens not following food utilization and preservation guidelines.

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Through the "Respect Food" campaign and with the motto "a better future starts at home", the aim is to inspire the public to participate in actions against food waste, where, with the right guidance, the way will be paved to tackle food waste.

In the context of education for the reduction of food waste, Grundig and Kotsovolos, in collaboration with AKMI, implemented a creative cooking event. The students, with imagination and ingenuity, used short-shelf-life food and offered the meals they prepared to the people of the KYADA.

AKMI School of Gastronomy & Tourism in Greece was the first to incorporate best sustainability practices in its operations, recognizing its importance in upgrading the quality of life. Moving in this direction, the School of Gastronomy of AKMI is committed to continuing to participate in actions that support the circular economy, taking similar initiatives that will train students - including in methods of saving resources.

Steps of implementation
The steps of implementation involved the communication with the business stakeholders (Kotsovolos), as well as the communication with the NGO involved, the organization of the event space, the communication and instruction of the students on the cooking required and the overview of the latter

Expected outcomes
The hospitality and gastronomy students of AKMI experienced a hands-on work-simulating cooking event. The prepared food portions were offered to the facilities of the Center for Reception and Solidarity of the Municipality of Athens (KYADA). The initiative was disseminated through social media, while the presence of Kotsovolos (one of the largest Greek electronics retailers) further attracted the attention of the wider public and relevant stakeholders. The outcomes of this initiative involved awareness on the wider public level and sensitization of the students along with giving back to the community, giving it an educational, social and environmental beneficial role.

Methods of Assessment
The assessment of this initiative depends on the level of success on its implementation

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
The skills required from the VET teachers are communication and soft skills, in dealing with both the relevant actors and stakeholders as well as their students

Definition of the audience (age of the students and classes)
The age of the students is above 17-18 years old, and preferably after their second year of studies as they need some experience to take part in this initiative

How this practice is/creates links with the market?
This practice is directly linked with the market, as it partnered up with a business stakeholder which added to the level of dissemination

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Reference person
VET ecosystem

AKMI

Title of the Best Practice
Sustainability, zero waste & circular economy event with workshops & hands-on training in Pedion of Areos for the World Environment Day

Training Settings (individual/group, size of the group, language used)
The training setting is at group level, the size of the group could vary depending on the number of the participating students, the language is the national one

Time / Material / Tools / How many participants / Online or f2f
This event is f2f, the material refers to the cooking material as well as banners used for the promotion and dissemination of the event, the participants include the students, teachers, regional authorities and stakeholders, as well as the wider public

Short Description of the best practice
On the occasion of the celebration of World Environment Day, AKMI supported the actions of the Region of Attica that took place in Pedion Areos, aiming to promote recycling by focusing on the importance of the circular economy. The students Hospitality and Gastronomy School of AKMI, having by their side the chef and ambassador of AKMI, Mr. Yannis Baxevanis, and the pastry and bakery teacher Mr. Yannis Athanasopoulos, joined forces with the Greek Chefs' Club and prepared meals based on the philosophy of food waste management. The gastronomy students' creations were packaged in portions and delivered to NGO APOSTOLI, the organization of the Archbishopric of Athens.

Steps of implementation
This event needs to be thoroughly organized and communicated effectively to all actors involved, the VET teachers overlook the preparation of the students, and the administration of the VET provider is responsible for the set up of the event in general

Expected outcomes
Awareness raising to the wider public and sensitization for all actors involved, including the VET students, the workforce of tomorrow.With the aim of promoting sustainability, zero waste and circular economy in the hospitality and gastronomy sector, the students of AKMI , in collaboration and support of the Region of Attica , embarked on an innovative teaching and hands-on work project, where they prepared meals for the NGO APOSTOLI, the organization of the Archbishopric of Athens , a practice with immediate tangible results, that attracted many relevant stakeholders, while the interactive workshops informed and offered a more practical insight in good practices related to sustainability and zero waste.

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Methods of Assessment
The event is assessed through its successful implementation

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
The skills needed from the VET teachers are communication skills towards the involved stakeholders, as well as towards their students, as well as organization and soft skills. Moreover a preparation to gain knowledge on zero waste practices is needed

Definition of the audience (age of the students and classes)
The students are above the age of 18, preferably after their second year of training

How this practice is/creates links with the market?
This practice creates links with the market through the dissemination of the event, showcasing the skills of the students

Reference person
VET ecosystem

POLAND

Zespół Szkół Ponadpodstawowych im. H. Cegielskiego w Ziębicach (ZSP)

Title of the Best Practice
Education towards health and sustainable development

Training Settings (individual/group, size of the group, language used)
Groups of students, all students, Polish language

Time / Material / Tools / How many participants / Online or f2f
2020 -2022 Events There were between 20 - 100 people during each event

Short Description of the best practice
A group of VET teachers came up with an idea of opening a catering business in our school. It's operation was possible thanks to a program "Equal chances" financed by Polish-American foundation. Students and teachers were realizing orders and worked as cooks, waiters, suppliers, managers, chefs, etc. That was a great opportunity to practice vocational skills and to earn money to equip gastronomy lab. Our school is an inseparable part of the local environment. For many years we have been cooperating with more than 50 institutions in our region. We arrange catering services and support important events organized by those institutions and local authorities. These are for example: picknicks, sporting events, charity actions, barbeques, culinary workshops. We also arranged and provided service during the visit of the president of Poland in our region. We approach our customers needs individually and globally and so we gained a lot of trust and popularity in local environment. Thanks to the above activities, we were able to introduce a program supporting education in the field of health and appropriate food programs. Thanks to our collaboration with local and regional authorities we are able to raise sponsorship to execute small gastronomy projects: 1) "The Young, the Healthy and the Eco-Friendly" – which was about healthy and eco-friendly lifestyle based on renewable energy and healthy food. 2) "The Taste of My Childhood" dealing with regional cuisine and culinary customs in cookery books. 3) "Secrets to Healthy Eating" where students learned about healthy and well-balanced diet and its impact on human organism. 4) "Cultural Heritage of Our Ancestors" – Christmas traditions festival – the purpose here was to present and cultivate Christmas customs in terms of hosting guests, cooking and decorationos. 5) "Healthy Food the Medicine of the Future", "Healths on the plate" – these two promoted healthy nutrition and eco-friendly and no-waste attitude and practices. Each of these local and regional projects has contributed to raising awareness among the school's students, their families and the entire local community.

Steps of implementation
- Business plan development   - Introduction for students and teachers   - Preparation of company's action strategy   - Implementation of catering services for external entities and individuals

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Expected outcomes
Preparing students for independent management of a gastronomic business, teaching them how to utilize products supplied by local suppliers and food producers. Responding to the needs of the local community.

Methods of Assessment
● Analysis of the business plan ● Analysis of orders and completed events ● Evaluation and summary of activities ● Financial analysis of the project

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
By participating in a business simulation, students acquired a range of valuable skills, including: Financial management: Students learned how to manage budgets, control costs, analyze revenue and expenses, and make financial decisions. Strategic planning: The business simulation enabled students to learn how to develop action strategies, set goals, analyze the market and competition, and make strategic decisions. Sales skills: Students had the opportunity to enhance their sales, negotiation, customer service, and business relationship-building skills. Organization and management: The business simulation taught students how to plan schedules, manage human resources, coordinate teams, and effectively utilize time and resources. Creativity and innovation: Students were encouraged to seek innovative solutions, create unique product or service offerings, and develop creative thinking. Communication and collaboration: Participation in the business simulation allowed students to improve their interpersonal communication skills, teamwork, conflict resolution, and effective business relationship-building. These skills were not only valuable for their future careers in business but also proved useful in various aspects of their personal and professional lives.

Definition of the audience (age of the students and classes)
Business Local partners

Students
Individuals

How this practice is/creates links with the market?
It was already connected with the market

Reference person
Ewelina Dreszer - the gastronomy teacher

THE NETHERLANDS

Noorderpoort

Title of the Best Practice
Pioneering in Uganda

Training Settings (individual/group, size of the group, language used)
A group of 10 Dutch students, mixing with 20 Ugandian students. English spoken.

Time / Material / Tools / How many participants / Online or f2f
4 Days in a school in Uganda, or outside under tents. 30 participants.

Short Description of the best practice
Cooperation with Karamoja Tourism Academy (Uganda). Training people in various disciplines of hospitality and help building up sustainable tourism.

Steps of implementation
Dutch students are trained upon arrival in Uganda. They have prepared presentations and have read about the African culture.

Expected outcomes
The Ugandian students learn from the Dutch students and vice versa. It's a life time experience to have the possibility to be a couple of days among the inhabitants themselves.

Methods of Assessment
After the trainings students make a test. When this is okay, they become a certificate.

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
Knowing how to deal with social media, advertising etc. How to approach tourists that come to visit Uganda.

Definition of the audience (age of the students and classes)
Age of the students is between 18 and 22.

How this practice is/creates links with the market?
African countries like to have more European tourists. They also want to protect their country, which means they have to build up a sustainable community.

Reference person
Dianne Schoon

Noorderpoort

Title of the Best Practice
Innovative teaching

Training Settings (individual/group, size of the group, language used)

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A group students between 6 and 10. Language is Dutch.

Time / Material / Tools / How many participants / Online or f2f
Students are 6 weeks at school, and afterwards twice 10 weeks in the company to learn. The first 10 weeks they work 3 days a week and 1 day a week at school. The second 10 weeks they work fulltime in the company.

Short Description of the best practice
Learning and working in companies

Steps of implementation
We have made a curriculum with 3 parts: frontoffice, catering and event-management. Students have to do these 3 parts and work in companies on their skills.

Expected outcomes
Students will learn must faster when they start developing their skills so quickly in the company.

Methods of Assessment
Everey week the student is visited in the company by the teacher. They see how the development is. At the end of the 20 weeks they do their exams in the company.

Skills/Prerequisite of the target group (knowledge of a certain software, technical skills, knowledge of a specific issue/subject, communication skills)
Student has to be able to adapt quickly in the company.

Definition of the audience (age of the students and classes)
Age of the students is between 17 and 25 years.

How this practice is/creates links with the market?
Companies like to train their own staff. From the beginning they can motivate and let develop the student in a way they would like to see.

Reference person
Dianne Schoon

3. Quality Standards

In order to define if a practice is good or not and therefore how to select the best practices to present and that better suits the goals of the project , the partnership defined the Quality criteria of the good practices, By inserting a rate of relevance for each criteria from 1 (completely irrelevant) to 5 (completely relevant).

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CRITERIA	STAKEHOLDER ENGAGEMENT	3	3	3	4	4	4	4	4	26
	TRANSFERABILITY	4	4	5	5	4	4	3	3	28
	TEACHING METHODOLOGY	5	4	4	5	4	4	3	4	28
	RESULTS	4	4	4	4	4	3	4	3	26
	INNOVATION	3	4	4	4	5	3	4	4	28
	SUSTAINABILITY	4	5	5	5	4	4	5	5	33
	How many criteria should we take into account?	Focus on the three that are considered more important by the partnership								

Criteria's description

Criteria	Description
STAKEHOLDER ENGAGEMENT	Stakeholder engagement approach is related to the engagement and active contribution of different target groups in the process by means of consultation, active participation in the design, implementation, and evaluation phases. Considering the direct and indirect target groups how were these involved in the planning, implementation, and evaluation phases of the Practice? What were the benefits for the Practice as a result of this engagement?
TRANSFERABILITY	Defined as the degree to which a good practice can easily be transposed/replicable in other contexts. At system level it refers to how a policy or good practice can be transferred from one EU country or region to another, and which parameters should be taken into account. At the organisational level it refers to how a policy or good practice can be transferred from one type of organization or sector to another. Is the Practice aligned with European and National Priorities specifically? What were the conditions for the success of this experience: internal (team/lead/ management involved) and external (support from regional or national authorities?)- if any? What Resources are required: financial and human resources/ amount of

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	effort specific knowledge and skills needed?
TEACHING METHODOLOGY	refers to the elements that has been put into place for this best practice related to teaching methodology for sustainability .
	What were the teaching methodology features in this practice? How were these assessed? (demonstration/explanation of these features). Example: Is this practice relevant for the people who take part in it? Is it connected to their area of study/work? How?
RESULTS	refers to demonstrable and tangible evidence of the achievements. This criteria includes the description of the methodology and indicators used for the identification and assessment of the good practice.
INNOVATION	Innovation can be considered as the approach followed and specific techniques used to increase the interest and involvement of the target groups, the diversity of methods and techniques and the content. It is here understood as a broad concept aiming at understanding what has the Practice brought as a new idea or approach compared to what was done before. Not linked to the results but to the process.
	What were the innovative features in this practice? How were these assessed? (demonstration/explanation of these features)
	Example
	What aspects make the good practice innovative-Level of innovation (Classrooms, Institutions, Networks, Systems)
SUSTAINABILITY	It refers to the elements that should be put into place for this best practice to be institutionally, socially, economically, and environmentally sustainable.